TOM 2

MATURA 2023

REPETYTORIUM Z JĘZYKA ANGIELSKIEGO DLA LICEÓW I TECHNIKÓW

POZIOM PODSTAWOWY

Z MATERIAŁEM ROZSZERZONYM



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07 ZAKUPY I USŁUGI

SŁOWNICTWO


1

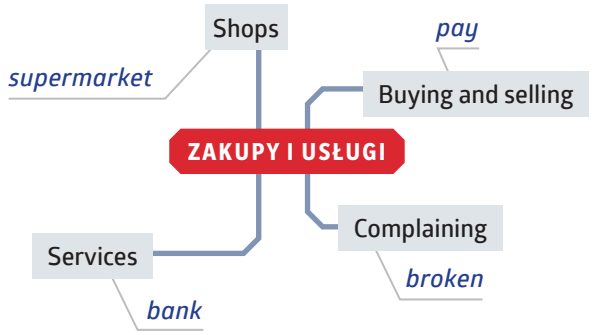

2


3


4

LOOK BACK

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



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. Write the answers in your notebook. 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? Copy the table. 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	?	?
2	?	?
3	?	?
4	?	?
5	?	?



5

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.

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.

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. Write the answers in your notebook. Then describe the things that you have recently bought using these words.

1 brand-new ≠ ?
2 useful ≠ ?
3 top-quality ≠ ?
4 valuable ≠ ?

SELLING AND BUYING | SPRZEDAWANIE I KUPOWANIE

7 Complete the text with the words from the box. There is one extra word. Write the answers in your notebook. 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] ? 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] ? 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] ?, it's important that regular stores offer the best service possible to attract [4] ?. And this is where mystery shoppers come in. They act like other shoppers by walking up and down the [5] ?, and picking [6] ? 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] ?. When it's her turn, the bar [8] ? on a box of eggs doesn't want to scan and the checkout [9] ? 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 Which words complete the text correctly? Write the answers in your notebook. 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. Write the answers in your notebook.

coupon label tag

Customer: Excuse me, what's this sweater made from?
Assistant: Let me have a look at the [1] ?. OK, it says it's 100% acrylic.
Customer: Great, I'll take it. I have this £10 off [2] ?.
Assistant: Sure, let me just scan it.
Customer: And could you please cut off the price [3] ? I'm going to wear it now.

fit match suit

James: What do you think of this shirt? Does it [4] ? me?
Helen: Yes, of course! And I love it.
James: Will it [5] ? those grey trousers that I have?
Helen: Sure, it'll be perfect. But does it actually [6] ? It looks a bit tight.

fashion outfit size

Gemma: I really like this [7] ?. What do you think?
Anne: I'm not sure. It looks a bit old-fashioned.
Gemma: Really!? I thought it was in [8] ?.
Anne: Maybe, I don't know. But have they got your [9] ?

10 Complete the questions with the correct prepositions. Write the answers in your notebook. Then in pairs, ask and answer the questions.

1 Do you enjoy going ? the shops? Why? / Why not?
2 How often do you shop ? clothes?
3 Do you always try clothes ? before you buy them?
4 What do you do when something is out ? stock?

PRICES AND BARGAINS | CENY I OKAZJE

11 Match descriptions a–e to posters 1–4. There is one extra description. Write the answers in your notebook.



1 ?



2 ?



3 ?



4 ?

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 Copy the table and complete it with the words in the box. Write the answers in your notebook. 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
?	?

PAYMENTS | ŚRODKI PŁATNICZE

13 07 02 Listen to the recordings. Which words complete the sentences correctly? Write the answers in your notebook.

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. Write the answers in your notebook. 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] ? card.
- [2] ? payment is possible, but you can also [3] ? your card in the device if preferable.
- Purchases over £45 will require you to [4] ? your PIN.
- Other [5] ? payment options are paying by cheque or using a gift [6] ?.
- Please note that we do not accept payments by bank transfer or in [7] ?.

15 Which words complete the questions correctly? Write the answers in your notebook. 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. Write the answers in your notebook. 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 ?
2 an advertisement on TV or the radio ?
3 a large advertisement in an outdoor area ?
4 a phrase that a company uses to make their products more memorable ?
5 a short booklet that gives information about a product or service ?

17 Complete the text with the words from the box. There is one extra word. Write the answers in your notebook. What do you think of this type of advertising? R

audience boost brands endorse prospective publicity sample



A NEW KIND OF ADVERTISING

Nineteen-year-old Holly is in her home studio recording a new video for her 100k social media followers. This time she's talking about a new skincare line and showing her daily routine using the products. But Holly didn't choose the products herself. A company contacted her and asked her to [1] ? the products 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] ?. By mentioning the products, she creates [3] ? and, as a result, helps [4] ? sales. This is called influencer marketing. Instead of paying millions for a commercial that might not even be seen by the target [5] ?, marketers prefer to split that money between a number of influencers who already have an audience which includes the company's [6] ? 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. Write the answers in your notebook. 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. ?

2 We're ready to finally buy our own home, but we have no idea where to start. ?

3 I need to sign some documents so that I can take out a mortgage. ?

4 I can't start my car. I thought the battery was dead, but it's not that. ?

5 This dress isn't machine-washable, but there's a stain on it, so I really need it cleaned. ?

COMPLAINTS | REKLAMACJE

19 07 03 Listen to the recording. Complete the form with one word in each gap. Write the answers in your notebook.

Customer Complaint Form

Date:	*January 11th*
Customer's name:	*Diana Nicholls*
Telephone number:	*675 876 3456*
Product:	*tablet*
Complaint details:	damaged [1] ?, [2] ? screen, [3] ? case, [4] ? keyboard
Proposed action:	a refund or a(n) [5] ? for all the items
Action taken:	customer chose to [6] ? the items and get a refund

20 Complete the questions with the words from the box. There is one extra word. Write the answers in your notebook. Then in pairs, ask and answer the questions.

back complaint faulty past return

1 Have you ever bought something that was ? What did you do with it? What did you ask the store to do?

2 Do you ever eat food that is ? its sell-by-date?

3 When was the last time you brought something ? to the shop? Why did you do it?

4 Have you ever made a written ? 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.

- 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 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?

2 Read the text quickly and say how Alison prefers to shop.

TRENING MATURALNY

3 Read the paragraph below and choose the correct answer. Write the answer in your notebook.

> **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. Write the answers in your notebook.

1 This answer refers to a common belief about the world, which is not explained in the text. ?
2 This answer mentions 'the coolest fashions' and 'the hottest summer', but it doesn't say what the trends are. ?
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. ?

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.

ZADANIE MATURALNE

5 Przeczytaj tekst. Które z podanych odpowiedzi A–D są właściwe i zgodne z treścią tekstu? Zapisz odpowiedzi w zeszycie.

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. Write the answers in your notebook. Then in pairs, ask and answer the questions.

bargains exchange fortune inexpensive sales

1 Do you like shopping during the ? ?
2 Are you good at finding ? when you go shopping?
3 Are ? clothes always worse quality than expensive ones?
4 If you won the lottery, would you spend a(n) ? on clothes?
5 If you buy something that doesn't fit you, do you prefer the shop to ? 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. Write the answers in your notebook.

1 changing	?	a clothes
2 designer	?	b fashions
3 fifty percent	?	c reduction
4 high street	?	d room
5 the latest	?	e shop
6 a wide range of	?	f model

8 In your notebook, write questions using the collocations from Exercise 7. Then ask your class.

9 In pairs, answer the questions.

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.

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] ? 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] ? 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] ? 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] ? 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!

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. Które zdania A–E uzupełniają luki 1–4, tworząc spójny i logiczny tekst? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

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. Write the answers in your notebook. Then in pairs, ask and answer the questions.

1 Do you ever s? things with your friends?
2 Do you ever give d? to charity shops?
3 Do you enjoy bargain h??
4 Do you ever b? around a shop and end up not buying anything?
5 What shops in your town offer good service and r? priced products?
6 Do you think it's ever a good idea to f? out on an expensive meal?
7 Have you ever paid through the n? for something that really wasn't worth it?

ŚRODKI JĘZYKOWE

Sety leksykalne

TRENING MATURALNY

1 **Which option a–c completes both gapped sentences correctly? Read the tip below and answer questions 1–3. Write the answers in your notebook.**

If you decide you don't like the dress I bought for your birthday, you can always ? it back.

I'm afraid they don't ? credit cards at this new second-hand shop.

a accept **b** take **c** bring

1 Które dwa czasowniki spośród opcji a–c łączą się z wyrażeniem *it back* w pierwszym zdaniu? ?

2 Które dwa czasowniki spośród opcji a–c mogą poprawnie uzupełnić drugie zdanie? ?

3 Który czasownik poprawnie uzupełnia oba zdania? ?

Gdy rozwiązujesz zadanie typu set leksykalny z trzema opcjami odpowiedzi, sprawdź najpierw, czy wybrany przez ciebie wyraz tworzy poprawne wyrażenie z wyrazami znajdującymi się bezpośrednio wokół luki. Następnie przeczytaj całe zdanie i upewnij się, że ma ono sens. Wybrana odpowiedź musi poprawnie uzupełniać oba zdania.

2 **In your notebook, match the words from the box to the pairs of expressions. The same word should complete both expressions correctly. Write the answers in your notebook. Then make questions with these expressions. In pairs, ask and answer your questions.**

around clothes get off out shopping

1 go ? / ? list
2 ? a refund / buy one, ? one free
3 go ? the shops / look ?
4 ? of order / ? of stock
5 designer ? / trendy ?
6 50% ? / pick a product ? a shelf

3 **In your notebook, complete each set of three sentences with one word.** R

1 If you shop around a bit, I'm sure you can ? a good deal on a second-hand motorbike.
The constant TV commercials are starting to ? on my nerves.
If you've just bought this mobile and it's not working, you should ? a replacement.

2 My parents have decided to take ? a loan to buy a small piece of land.
The new trendy Christmas toy released at the beginning of November sold ? in record time.
I can see you really splashed ? 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.

4 **In your notebook, complete each set of expressions with one word. Use the word list on pages 18–19 to help you. Then make sentences with these expressions.**

1 classified ? / bombarded with ? / banner ?
2 ? up front / ? in instalments / ? through the nose
3 household ? / branded ? / perishable ?
4 ? a packet / ? a fortune / ? an arm and a leg
5 chain ? / DIY ? / convenience ?
6 ? comparison website / retail ? / rock-bottom ?



5 **In your notebook, complete each pair of sentences with one preposition.**

1 I've decided to go to the new branch ? our bank.
Your first lesson in our driving school is free ? charge.

2 I must admit I spend a lot of money ? clothes.
Can I pay by card? I'm afraid I don't have enough cash ? me.

3 I got these earrings for you ? a gift shop in Rome.
The brand-new sofa was quite expensive, but I managed to buy it ? a discount.

4 The price of all our furniture has been reduced ? a quarter.
I passed ? a new sports shop on my way to school.

5 I've decided to make a complaint ? the faulty mobile phone I purchased the other day.
I'm a bit bored in their company as all they talk ? is shopping.

6 **In your notebook, complete each pair of sentences with one word. Use the word list on pages 18–19 to help you.**

1 To me, a low ? is more important than high quality.
I once tore a new piece of clothing while removing the ? tag.

2 I would never ? in a queue to purchase a popular new video game.
I can't ? 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 ? one day.
Shopping for clothes online is not for me – I want to be able to ? things on before buying them.

7 **In pairs, discuss the sentences from Exercise 6. Which of them are true for you?**

8 **In your notebook, complete each set of three sentences with one word.** R



1 I usually try to ? some money aside every month.
I have never ? anything up for sale in an online auction.
If they ? up the price of my favourite ice cream by fifty percent, I would still continue to buy it.

2 I don't often buy ? impulse, I prefer planning my purchases well in advance.
I once forked out ? a device that I have never used.
My parents like stocking up ? essential food items.

ZADANIE MATURALNE

9 **Z podanych odpowiedzi A–C wybierz wyraz, który poprawnie uzupełnia oba zdania w każdej parze. Zapisz odpowiedzi w zeszycie.**

1 I need a new suit, but I don't want to ? a fortune!
How much time a week do you usually ? shopping for food?
A pay B take C spend

2 I don't understand why these products were available yesterday but are not ? sale today.
I'm looking ? a black evening dress in a size 38.
A for B on C at

3 I don't want these jeans, they don't ? me.
The chair you want to buy will not ? in the back of my car, I'm afraid.
A suit B fit C get

ZADANIE MATURALNE R

10 **Zapisz w zeszycie wyraz, który poprawnie uzupełnia wszystkie trzy zdania w zadaniach 1–4. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 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 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 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 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?

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?

- 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?

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?

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. Write the answers in your notebook.

just little not enough really great
the problem was the secret to

5 07 04 Listen again and answer the questions in Exercise 2. Write the answers in your notebook.

6 In pairs, read the questions in Exercise 7 and discuss what you think the recording will be about.

ZADANIE MATURALNE

7 07 05 Usłyszysz dwukrotnie rozmowę dwojga pracowników agencji reklamowej. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Zapisz odpowiedzi w zeszycie.

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** Copy the table into your notebook and complete the word families with words from the recordings in this lesson. Use the audioscript on page 233 to help you.

Noun	Verb	Adjective
advertising ad/advert/advertisement	1 ?	
attraction	2 ?	attractive
3 ?	compete	competitive
4 ? producer	produce	productive
5 ?	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 ? – including shampoo – do you normally use?
2 Which website has the most ? prices for fashion brands?
3 What is your favourite TV or online ? at the moment?
4 Which famous Poles have been used in ? campaigns?
5 How much do you think commercials with celebrities really affect the ? of famous brands?



07 04 07 05

07 R SŁUCHANIE

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 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. Write the answers in your notebook. Why do you think the customer wants to talk to the manager?

3 07 06 Listen again. What information do you hear that matches words and phrases in the incorrect options? Look at the audioscript on page 233 and check.

ZADANIE MATURALNE

4 07 07 Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C lub A–D są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszycie.

Text 1

1 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.

Text 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.

5 07 08 **SŁOWNICTWO** Complete this very positive staff announcement with one word in each gap. The phrases are all from the recordings in the lesson. Write the answers in your notebook. Then listen and check.

Congratulations on winning [1]**P** ? Shopper of the Year. In this challenging time for shopping centres everywhere, you have managed to increase [2]**r** ? profits. You are a highly [3]**s** ? worker, who is always willing to move [4]**h** ? and earth to improve your customers' experience. Your manager has this message: thanks for never missing [5]**o** ? on a sale. You know how to create a personal [6]**b** ? with your clients and once they meet you, they don't feel the need to [7]**s** ? around anywhere else. If there were more [8]**s** ? providers like you, shopping centres would soon be buzzing again!

Text 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.

Rozmowa z odgrywaniem roli

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.

> 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.

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 Copy the Useful Phrases box into your notebook and complete it with one word in each gap.

USEFUL PHRASES ▶ STR. 225

Asking for advice

Where do you [1] ? I should (go)?
Should I (book a table)?

Giving advice and making suggestions

[2] ? don't you (call Emma)?
If I [3] ? you, I'd (try Jones).
Why don't we (take her out)?
(Perhaps) we could (get the bus)?
How [4] ? (having lunch)?

Accepting and rejecting advice or suggestions

OK, why not?
That [5] ? great / like a good plan.
Good idea.
I'm not [6] ? ...
I don't know ...
I don't think that's a very good idea ...

5 In pairs, try to act out the same role-play with the notes you made in Exercise 2 and appropriate Useful Phrases.

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.

7 Read the Culture Bit. In pairs, discuss whether there is anything similar in Poland. How would you try to sell unwanted household goods?

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.

ZADANIE MATURALNE

8 In pairs, do the task below.

UCZEŃ A

Po zakończeniu studiów w Wielkiej Brytanii chcesz sprzedać niepotrzebne przedmioty na samochodowej giełdzie staroci. Porozmawiaj o pomyśle ze współlokatorem/współlokatorką. Poniżej podano cztery kwestie, które musicie omówić w rozmowie. Rozmowę rozpoczyna uczeń A.

- Przedmioty na sprzedaż
- Informacje na temat giełdy
- Prognozowana pogoda
- Ceny

▶ UCZEŃ B STR. 246

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.

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.



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 Copy the Useful Phrases box into your notebook and complete it with one word in each gap.

USEFUL PHRASES ▶ STR. 229

Sounding positive and enthusiastic

Don't [1] ? me wrong ...
You can't [2] ? / wouldn't believe how ...
I can't tell you how ...
You don't want to miss out on ...

Using emotive adjectives

the [3] ? satisfaction
how [4] ? the staff are (about) ...
the best bookshop experience

Using strong intensifiers

a [5] ? magical place
I'd [6] ? recommend ...
It's a really good idea to (give yourself plenty of time).

4 In your notebook, 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.
2 Don't get the wrong idea – I'm not a shopaholic.
3 But I enjoy the excellent feeling of finding something that fits me and looks good.
4 I really think you should go there if you need something for a special occasion.
5 You wouldn't believe how much the staff want to help you to find the right thing.
6 They've created an exciting shopping experience – it's an absolutely amazing place.

5 In pairs, tell your partner about your own favourite shops. What makes them so good?

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 In your notebook, rewrite this neutral text so it is more positive and enthusiastic. Use at least three each of emotive adjectives, strong intensifiers and *just*.

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.

ZADANIE MATURALNE

9 Do the task below in your notebook.

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 …

?

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) R
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
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
be out of stock – być wyprzedanym / niedostępnym w sprzedaży R
browse – rozglądać się
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

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
bargain hunting – pogoń za okazjami R
budget – tani, na każdą kieszeń
cheap and cheerful – tani, ale dość dobrej jakości
cost an arm and a leg – bardzo dużo kosztować
cost a packet – kosztować fortunę
cost a small fortune – kosztować fortunę
costly – kosztowny
dirt cheap – tani jak barszcz
fork out on/for sth – wybulić na/ za coś
get a good deal – trafić na okazję
low-cost – tani
pay through the nose – przepłacić
price comparison website – porównywarka cenowa
reasonably priced – w przyzwoitej cenie
retail price – cena detaliczna
rip-off – zdzierstwo
rock-bottom prices – ceny najniższe z możliwych
wholesale price – cena hurtowa
unaffordable – nieprzystępny cenowo, zbyt drogi

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 R
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
highly skilled worker – wykwalifikowany pracownik, wykwalifikowana pracownica
increase retail profits – przyczynić się do wzrostu zysku detalicznego
miss out on sth – przegapić coś
move heaven and earth – poruszyć niebo i ziemię
personal shopper – osobisty stylista, osobista stylistka
pick-up point – punkt odbioru przesyłek
service provider – dostawca usług
strongest point – przewaga konkurencyjna

INSURANCE | UBEZPIECZENIE

car/health/travel/life insurance – ubezpieczenie samochodu / zdrowotne / podróżnych / na życie R
claim (for) sth on your insurance – zgłosić roszczenie ubezpieczeniowe
compensation – odszkodowanie
damage – szkoda
  ~s – odszkodowanie
MOT station – stacja kontroli pojazdów
MOT test – obowiązkowy przegląd techniczny pojazdów w Wielkiej Brytanii

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

CONSUMER RIGHTS | PRAWA KONSUMENTA

accurate information – precyzyjne informacje R
anti-trust laws – prawodawstwo antymonopolowe
consumer ombudsman – rzecznik praw konsumenta
consumer protection – ochrona konsumenta
inspection – kontrola
price fixing – zmowa cenowa
price gouging – zawyżanie ceny
product safety – bezpieczeństwo użycia produktu
provisions – postanowienia, przepisy
statutory – ustawowy

LISTA 07 PODSTAWOWA

LISTA 07 PODSTAWOWA +ROZSZERZONA

07 POWTÓRZENIE

SŁOWNICTWO

1 Answer the questions. More than one option might be correct. Write the answers in your notebook.

1 Where do you expect to buy food?
a at a butcher's b at a grocer's
c at a florist's d at a bakery

2 Which of these can be printed?
a a receipt b a till
c a trolley d a bar code

3 Which of these will probably make customers happy?
a competitive prices b 20% off coupons
c bargains d queues

4 Which of these are types of advertisements?
a refunds b commercials
c leaflets d hoardings

5 Which of these mean that the shoes you're trying on are not your size?
a They don't fit. b They don't match.
c They don't suit me. d They don't look good on me.

2 In your notebook, complete the sentences with the words from the box. There are two extra words.

additional aisles brand fashion faulty goods range tag

1 When I buy clothes, I pay more attention to the quality than to the price ?.
2 We've got all kinds of accessories from the 1980s that are back in ? now. Be quick as they sell out fast!
3 Customers returning ? products can get their money back or ask for a repair or a replacement.
4 There's a(n) ? new supermarket near my place with self-service tills.
5 This online shop offers a wide ? of top-quality toiletries at attractive prices.
6 I think that electrical ? should last longer and be cheaper to repair.

3 Decide if the sentences are true or false. Correct the false ones. Write the answers in your notebook. R

1 A contactless payment is a type of cash payment. ?
2 When something costs an arm and a leg, it's affordable. ?
3 A standing order prevents people from forgetting to pay their monthly bills. ?
4 When something is a rip-off, you pay a small fortune for something that is worth the money. ?
5 If you're in the red, it means that you have an overdraft. ?
6 When a celebrity endorses a product, they speak highly of it to help boost sales. ?

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

4 Z podanych odpowiedzi A–C wybierz wyraz, który poprawnie uzupełnia oba zdania w każdej parze. Zapisz odpowiedzi w zeszycie.

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

ZADANIE MATURALNE R

5 Zapisz w zeszycie wyraz, który poprawnie uzupełnia wszystkie trzy zdania w zadaniach 1–4. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 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 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 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 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

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

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. 246

ZADANIE 2

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

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.

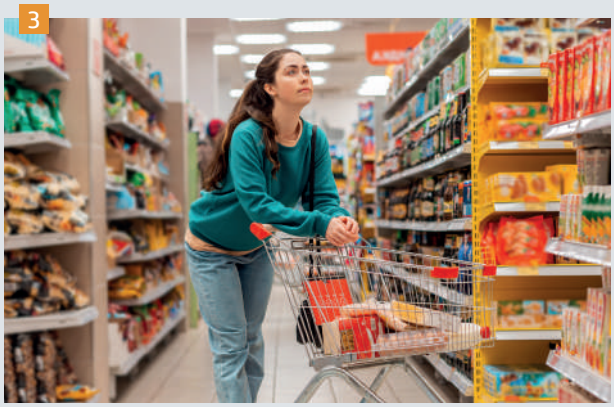
1



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?



MEANS OF TRANSPORT | ŚRODKI TRANSPORTU

2 Copy the table and complete it with the names of the means of transport in photos 1–4.

Road transport	?
Water transport	?
Air transport	?
Rail transport	?


1


2


3


4

3 Complete the table from Exercise 2 with the words from the box. Write the answers in your notebook. In pairs, discuss the means of transport you have used over the last month. What other means of transport do you know?

bus camper van coach cruise ship helicopter motorbike sailing boat scooter train underground yacht

TRAVELLING | PODRÓŻOWANIE

4 In your notebook, 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. Write the answers in your notebook.

1 We didn't ? the ship on time, so we had to wait an hour at the dock for the next one.
2 All passengers must ? a seat in advance. There will be no seat assignments while on board the train.
3 Call me when you ? in Warsaw so that we can make some plans for the evening.
4 Mind the steps when you ? off the train, especially while carrying that heavy suitcase.
5 We were planning to take a taxi, but in the end, we decided to ? by car to save some money.
6 Families with children have priority to ? the plane.

6 Complete the text with words formed from the words in brackets. Write the answers in your notebook. In pairs, describe your last journey by public transport.

When I got to the station, all the platforms were packed with morning [1] ? (COMMUTE). I slowly moved down the stairs and joined the crowd. Someone said that there had been several train [2] ? (CANCEL) due to a technical issue. I had made a seat [3] ? (RESERVE) for the 7.57 to London Paddington, but I knew that with no [4] ? (ARRIVE) happening, there wouldn't be any [5] ? (DEPART) either.

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

excursion expedition journey tour travel voyage

1 Predictions say that the future of ? is likely to include the Moon as a holiday destination.
2 My ? to work took me over two hours today due to all the roadworks.
3 During our three-week ? of Europe, we visited eight different cities.
4 Our class is going on a(n) ? to the botanical gardens next Friday.
5 A team of biologists is starting a(n) ? to Antarctica to observe the penguins.
6 Because I was seasick most of the time, I didn't really enjoy the ? from England to India.

LAND TRAVEL | PODRÓŻ LĄDOWA

8 Complete the text with the missing words. The first letter of each word has been given. Write the answers in your notebook.

L

A really hard day

I've had a really hard day today. I'm preparing for my [1]**d** ? 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** ? hour. I started to panic as I'd never driven in those conditions before. We stopped at the traffic [3]**l** ? and my instructor told me to turn right. So, I did, but it turned out that I had to give [4]**w** ? to oncoming traffic. I hadn't even noticed the road [5]**s** ? . 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** ? . I'm so upset – I don't think I'll ever get my driving [7]**l** ? .

R

9 08 01 Listen to the recording. What form of travel is it about? Write the answer in your notebook.

10 08 01 Complete the collocations from the recording with the missing words. Write the answers in your notebook. Then listen again and check.

1 transcontinental ?
2 sleeping/dining ?
3 economy ?
4 compartment ?
5 luggage ?

SEA TRAVEL | PODRÓŻ MORSKA

11 Complete the text with the correct forms of the words from the box. There is one extra word. Write the answers in your notebook.

board cabin crossing ferry harbour lifeboat lighthouse

Visit Alcatraz Island

Things to know before you go

- We currently offer tours on four different [1] ? . There are no [2] ? , but each boat has either two or three decks. There are also snack bars, restaurants, toilets and indoor and outdoor seating on [3] ? each boat.
- At the moment, we offer five [4] ? 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] ? 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] ? . 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. Write the answers in your notebook.

at the check-in desk at the gate at security
in the aeroplane in the duty-free zone

1 ? 2 ? 3 ? 4 ?

SENSE OF DIRECTION | ORIENTACJA W TERENIE

13 08 03 Look at the map of a Canadian town. In your notebook, 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] ? on and then turn [2] ? into Park Crescent. Take the [3] ? turning on the left. That will take you to Bayside Street. When you [4] ? the north part of Park Crescent, turn right. Walk straight on until you see Beach Avenue. Go [5] ? 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] ? and follow the road until you get to Summer Drive, which will be on your left. Turn there and go [7] ? that road until you reach the [8] ? . Take the first [9] ? , 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.



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. Write the answers in your notebook. 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?

Text 2: What does the woman want to book? What does she book in the end?

Text 3: Where was the woman expecting to stay? Where will she be staying?

TRIPS AND SIGHTSEEING | WYCIECZKI I ZWIEDZANIE

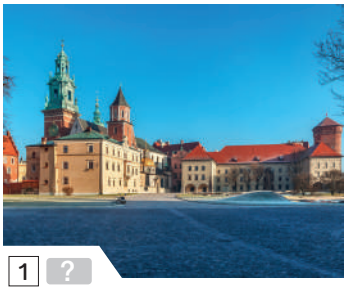
16 08 05 Listen to three recordings. Match the holiday types from the box to the speakers. There are three extra options. Write the answers in your notebook. What is your favourite holiday type?

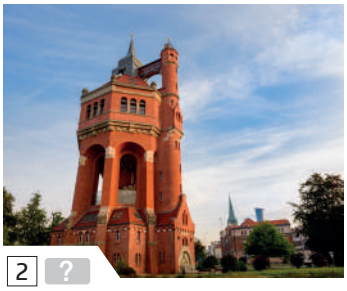
activity holiday adventure holiday all-inclusive holiday
camping holiday sightseeing tour summer camp

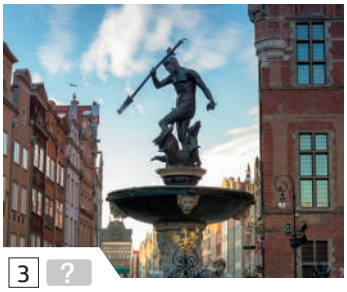
1 ? 2 ? 3 ?

17 Match the words from the box to the photos. There is one extra word. Write the answers in your notebook. In pairs, think of similar attractions in Europe.

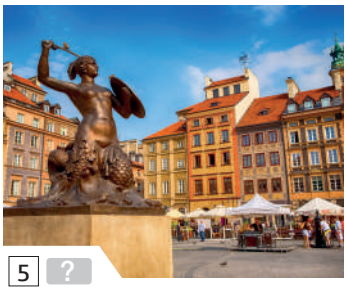
bridge castle cathedral fountain ruins statue tower


1 ?


2 ?


3 ?


4 ?


5 ?


6 ?

18 Complete the text with the words from the box. Write the answers in your notebook. 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] ? 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] ? us much, but spaces are limited, so make sure you book a(n) [3] ? 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] ? 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] ? with tourists and they were all part of our group. The tour [6] ? 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 ? ? Which ones?
2 Have you got a ? passport? Have you ever gone through passport ? ?
3 Would you like to travel ? the world? Why? / Why not? Which countries would you like to visit?
4 Do you have any foreign ? ? 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. Write your answers in your notebook. 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. ?
2 We had no air in the tyre because of a small hole. ?
3 We had a collision with a pedestrian last week. Fortunately, there were no casualties. ?
4 We ran out of petrol, so we had to call the breakdown service. ?
5 Whilst diving around the islands, the divers came across a ship under water. ?
6 Whenever you go hiking, don't forget to pack bandages, plasters, antiseptic wipes, scissors, etc. ?

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. Write the answers in your notebook. What form of travel are they usually connected with: rail, air, road or sea? R

battery belt box disaster landing

1 black ?
2 emergency ?
3 flat ?
4 life ?
5 maritime ?

TRAVEL SAFETY | BEZPIECZEŃSTWO W PODRÓŻY

22 Complete the text with the words from the box. Write the answers in your notebook. In pairs, think of some other travel safety tips. R

destination eye flashy insurance mind precautions scam seasoned target valuables wary

GO FOR IT

23 In pairs, do the task. 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.

1


2


3


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] ? travellers.

1 Get to know your [2] ?
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] ? of taxis with broken meters, especially at airports. This is a well-known [4] ? that can quickly leave you out of pocket.

2 Keep a(n) [5] ? 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] ? of pickpockets.

3 Take safety [7] ?
Don't wear [8] ? jewellery in public and keep all your [9] ? in the hotel safe. Better yet, don't bring them with you!

4 Always purchase travel [10] ?
This will give you added peace of [11] ? in case something does happen.

Happy travelling!

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] ? A few hours later, we were on our way to the Scottish Highlands with a mountain of luggage in the back of our ancient minivan. (We never travel light!)

Our first accommodation was a railway carriage on an unused railway line. It wasn't a five-star hotel. [2] ? 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] ? 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] ? 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.

B & B campsite car caravan cruise ship
holiday home hotel mobile home youth hostel

TRENING MATURALNY

2 Which words complete the sentences correctly? Write the answers in your notebook. 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. Write the answer in your notebook. 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.

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. Które zdania A–E uzupełniają luki 1–4, tworząc spójny i logiczny tekst? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

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 was 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.

6 **SŁOWNICTWO** Which words complete the sentences correctly? Write the answers in your notebook.

1 Our new *minivan / 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. Write the answers in your notebook.

arrived checked last-minute luxurious pack ruins scenery set stay way

Last year, we won a holiday: a week in a(n) [1] ? five-star hotel in Rome. We had plenty of time to plan the trip and to [2] ? our bags, which was great because I can't stand [3] ? holidays. I panic when I don't have enough time. We really enjoyed our [4] ? in Italy: the ancient [5] ? and the historic monuments were just as special as I'd imagined them to be. What surprised me, however, was the wild mountain [6] ? that we saw not far from Rome. On our last day, we felt sad as we [7] ? out of the hotel and [8] ? off on our return journey. While we were in the plane on our [9] ? home, we looked at our photos and promised we would be back one day.

CULTURE BIT | British place names

08 06 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 /ɪ'nʌf/ 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 /'bʌkɪŋəm/ and Durham /'dʌrəm/. The 'w' is silent in the middle of Warwick /'wɒrɪk/ and in Norwich /'nɒrɪdʒ/, too. Greenwich /'grenɪtʃ/ is not as colourful as it looks — it's not pronounced like 'green'. The red colour can be heard in Reading /'redɪŋ/, so you should never read it as 'reading'. Worcester /'wʊstə/ and Leicester /'lestə/ only have two syllables, not three as you might guess. There's no 'e' in Derby /'dɑːbi/. And if you ask for directions to the village of Woolfardisworthy /'wʊlzəri/, you may get lost if you don't say it correctly. It's the same in Scotland. Kirkcudbright /kə'kuːbri/ and Milngavie /mɪl'gaɪ/ are two examples of a totally different pronunciation and spelling. And the capital is Edinburgh /'edənbərə/. It's not pronounced like Hamburg, as some people might think.

08 06

Odpowiedzi na pytania

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. Zapisz odpowiedzi w zeszycie.

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?

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.



B The Wind in the Willows

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. Które z podanych odpowiedzi A–D są zgodne z treścią tekstu? Zapisz odpowiedzi w zeszycie.

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 reacted 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.

ŚRODKI JĘZYKOWE

Minidialogi

TRENING MATURALNY

1 Read mini-dialogues 1 and 2. From options a–c, choose the answer which fits each each gap. Write the answers in your notebook.

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? Write the answers in your notebook.

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 2 so that option c is correct?

Ta sama funkcja językowa może być wyrażana za pomocą różnych konstrukcji gramatycznych. Gdy rozwiązujesz zadanie z minidialogami, przyjrzyj się uważnie konstrukcji użytej w wypowiedzi, na którą masz zareagować. Wybrana odpowiedź musi być poprawna zarówno pod względem znaczenia, jak i gramatyki.

4 In your notebook, 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? ?
2 **Would it be OK if** we went hiking tomorrow? ?
3 **Why don't we** ask somebody for directions? ?
4 **Can you tell me if** I need a visa to go there? ?

5 Think of one more way you could reply to each sentence to agree and to disagree. Write the answers in your notebook.

Perhaps we could cut our holiday short.
✔ OK, let do it. ✘ I don't think that's the best idea.
1 ? 2 ?

Do you think we could give him a lift?
✔ Yes, no problem. ✘ I'm not sure.
3 ? 4 ?

Do you mind if I invite Sue to go camping with us?
✔ No, of course not. ✘ Actually, I do.
5 ? 6 ?

▶ **PRZYDATNE ZWROTY** | MÓWIENIE, STR. 225

6 In pairs, create a short dialogue for each photo. Use the phrases in bold from Exercises 4 and 5 to help you.


1


2


3

ZADANIE MATURALNE

7 Uzupełnij minidialogi 1–4. Wybierz spośród podanych opcji brakującą wypowiedź: A, B lub C. Zapisz odpowiedzi w zeszycie.

1 X: Did you like the cruise? I must admit I didn't enjoy it at all.
Y: ?
A Me too. B Neither did I. C I did the same.

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.

Tekst z wyborem wielokrotnym

TRENING MATURALNY

1 Read the tip below. Which options a–d complete the text correctly? Write the answers in your notebook.



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 said the sea was too loud while she was on a Mediterranean cruise and thought the cabins had better [3] ? 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 be	b are
	c had been	d will be
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.

▶ **GRAMATYKA** | CZASY GRAMATYCZNE, STR. 148
▶ **GRAMATYKA** | CZASOWNIKI MODALNE, STR. 160
▶ **GRAMATYKA** | MOWA ZALEŻNA, STR. 191

ZADANIE MATURALNE

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

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 [4] ? 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 [5] ? on the tropical Caribbean island of Grenada. Mrs Kingdon had booked her flight 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 have taken	B they should take
	C to take	D against taking
4	A had led	B led
	C was leading	D have led
5	A came out	B ended up
	C finished off	D checked in
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.

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.

- a walking tour
- a bike trip
- a double-decker bus
- 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.

1 It's been two years since I last went to an airport to
   a say goodbye to somebody.
   b meet somebody.
   c collect somebody.

2 My grandfather
   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 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 07 Listen to sentences 1–3 and answer the questions in Exercise 2. Write the answers in your notebook.

4 How is the information from Exercise 2 expressed in the recording? Check in the audioscript on page 235.

ZADANIE MATURALNE

5 08 08 Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszycie.

Text 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.

Text 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.

Text 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** In your notebook, 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 on page 235.

1 city l?
2 h? buildings
3 walking t?
4 u? walk
5 s? streets
6 touristy r?

7 Make questions using collocations from Exercise 6. In pairs, ask and answer each other's questions.

8 In pairs, imagine a foreign tourist is going to spend a weekend in a city you know well.

- 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.

08 R SŁUCHANIE

Odpowiedzi na pytania

1 Imagine you want to go on holiday. Where would you go? In pairs, discuss possible destinations.

- 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.

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 09 Listen to the recording. Is it the sort of recording you were expecting to hear? Why? / Why not?

4 The box contains words and phrases from the recording. In your notebook, match them with underlined words and phrases with a similar meaning in the questions in Exercise 2.

doable going through passport control long-haul flights problems South America suppose

5 08 09 Listen again and answer the questions in Exercise 2.

ZADANIE MATURALNE

6 08 10 Usłyszysz dwukrotnie rozmowę dwojga przyjaciół na temat konkursu telewizyjnego. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4. Odpowiedzi zapisz w zeszycie.

1 Why does Giles assume that Monica has seen *Race Across the World*?
2 Why do contestants have precisely £1,329 to spend?
3 How does Giles think Monica will react when she watches the programme?
4 Why does Monica assume things go wrong during the programme?

7 **SŁOWNICTWO** Complete the advice with the words from the box. Write the answers in your notebook.

far-flung hassle money belt natural nice and renewed

3 top tips for travelling to [1] ? destinations

1 Get your passport [2] ? before you go. Make sure you have six months in date. Take a photo of your passport to avoid the [3] ? 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 [4] ? tired and you'll sleep better at night.
3 You will certainly travel to places of [5] ? beauty. The scenery will inspire you and you may not be thinking about your bag and your valuables. Wear a [6] ? ! 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.

- 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?



Opis ilustracji i odpowiedzi na trzy pytania

1 In pairs, discuss which three cities you would most like to visit in the world. Give reasons for your 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.



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. In your notebook, match model answers 1–3 in the recording to questions a–c in Exercise 2. How similar are the answers to your own ideas?

4 08 11 Copy the Useful Phrases box and complete it with one word in each gap. Then listen again and check.

USEFUL PHRASES ▶ STR. 225

Expressing and justifying opinions

In my [1] ? , … / I think … because …
Personally, I … because …
It [2] ? to me that …
It's / It isn't a good [3] ? to …

Habits and preferences

I (don't) really enjoy/like … because …
My [4] ? (type of) …
I like to (be) … so that …

Dreams and ambitions

My [5] ? is to …
I'd love to …

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.

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?

Wpis na forum internetowym

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.

2 Read the sample task and the model answer above. Then in pairs, say what you think of the author's choice of destination.

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?

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.

USEFUL PHRASES ▶ STR. 229

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).

▶ **GRAMATYKA** | CZASY GRAMATYCZNE, STR. 148

5 Which words complete the sentences correctly? Write the answers in your notebook.

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 below in your notebook.

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.

?

PISANIE

Rozprawka opiniująca

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Wiele osób uważa, że rower jest najlepszym środkiem transportu miejskiego. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do bezpieczeństwa i wygody jazdy.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 How easy is it to cycle in a town you know well?



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.

4 Copy the Useful Phrases box and complete it with one word from the model answer in each gap.

USEFUL PHRASES ▶ STR. 229

Expressing confidence

I feel confident that ...
I am (absolutely/pretty) sure/[1] ? that ...
There is no [2] ? (in my mind) that ...
I do not think there can be any/much doubt that ...
It is/seems [3] ? that ...

Making assumptions

I [4] ? that ...
It may [5] ? be that ...
I would guess that ...

Expressing doubt

I am not a hundred percent sure (about) ...
I am not sure/[6] ? that ...
I have some/many [7] ? doubts about ...
I am in two minds about ...
It seems [8] ? that ...
I would not take that for granted.

5 In your notebook, 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.

1 I am pretty ? our trains are the best in the world.
2 I am in ? minds about the best way to get to school.
3 I would ? that the price of petrol will continue to rise.
4 I have some ? about how green electric cars really are.
5 I feel ? that I'll pass my driving test before I am twenty-one.
6 There is no doubt in my ? bikes are better than e-scooters.
7 I don't think there can be ? doubt that air travel is bad for the environment.
8 It seems ? that we will stop driving petrol cars soon, but I would not take it for ?.

6 In pairs, discuss why more people don't use public transport in Poland. In your notebook, make notes with facts, examples and logical deductions.

ZADANIE MATURALNE

7 Do the task below in your notebook.

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.

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
rough crossing – burzliwy rejs, burzliwa przeprawa R
set sail – wypłynąć w morze
vessel – okręt, statek

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 carousel – taśma bagażowa R
baggage reclaim – odbiór bagażu
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
built-up area – teren zabudowany
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
remove and replace the wheel – zdjąć i założyć koło

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
isolated – odosobniony
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
black box – czarna skrzynka R
emergency landing – awaryjne lądowanie
flat battery – rozładowany akumulator
flight recorder – czarna skrzynka
head-on collision – zderzenie czołowe
life belt/buoy – koło ratunkowe
life jacket – kamizelka ratunkowa
maritime disaster – katastrofa morska
motorway pile-up – karambol na autostradzie R
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

08 POWTÓRZENIE

SŁOWNICTWO

1 Which expressions complete the sentences correctly? More than one option might be correct. Write the answers in your notebook.

1 You can see *sailing boats / cruise ships / yachts* in a harbour.
2 There should be *plasters / antiseptic wipes / foreign currency* in a first aid kit.
3 Breakfast is always included *in a twin room / at a B & B / on all-inclusive holidays*.
4 You can have a flat tyre when you travel *by coach / in a camper van / on a scooter*.
5 Drivers must pay attention to *road signs / lighthouses / traffic lights*.
6 At the airport, people often queue *at the gate / at check-in / at security*.
7 You can board *a ferry / a plane / a cabin*.
8 *A voyage / An excursion / A crossing* is a type of sea journey.

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

arrived border budget cancelled campsite fill get run rush roundabout valid way

1 Sleeping in my own tent at a ? is my favourite way of travelling on a ?.
2 Drivers entering a ? have to give ? to all cars that are already on it.
3 Try to avoid the afternoon ? hour so you don't ? stuck in a traffic jam.
4 When we ? in Toronto, we found out that our connecting flight had been ?.
5 Your passport must be ? for at least six months if you want to cross the ?.
6 If we don't ? up the car now, we may ? out of petrol before we get to the next station.

3 Which of these phrases mean the same (S), which have different meanings (D) and which of them are opposites (O)? Explain the differences in meaning. Write the answers in your notebook. R

1 a life jacket | a flashy jacket ?
2 an experienced traveller | a seasoned traveller ?
3 to pay the admission price | to charge the admission price ?
4 a camper van | a sleeping car ?
5 a luggage rack | a luggage trolley ?
6 a place off the beaten track | a touristy place ?

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

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

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.

ZADANIE MATURALNE R

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

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

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

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. 246

ZADANIE 2

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

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

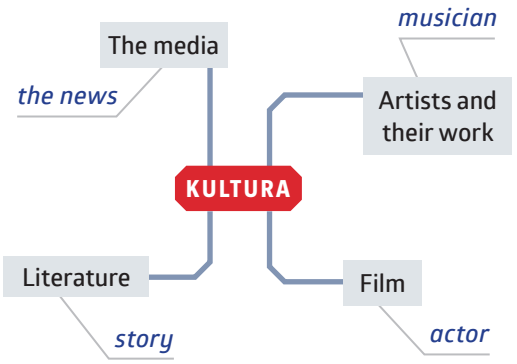
1 What are the disadvantages of using public transport?
2 What is the safest form of transport? Why do you think so?

09 KULTURA

SŁOWNICTWO

LOOK BACK

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



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. Write the answers in your notebook.

hero literature media and entertainment performance reviewer scene

1 The <u>man playing the main part</u> was very convincing. ?
2 The <u>person who wrote about it</u> was critical of my new book and didn't recommend it. ?
3 I don't want a job in the film, <u>TV or music industry</u>; I'd rather do something connected with the fine arts. ?
4 When I was at university, I studied <u>books, poems and plays</u>, but now my job involves creating these pieces of work. ?
5 I didn't enjoy the <u>part of the play</u> where the main character was proposing to his girlfriend. ?

3 Who can you see in photos 1–5? Match the words from the box to photos 1–5. There are two extra words. Write the answers in your notebook. Then copy the table and complete it with the words from the box.

architect camera operator composer painter photographer vocalist writer

Architecture	?
Film and theatre	?
Literature	?
Music	?
Visual art	?


1 ?


2 ?


3 ?


4 ?


5 ?

4 Add the words from the box to the table in Exercise 3. Write the answers in your notebook. 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. Write the answers in your notebook. 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] ? – 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] ? 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] ?, 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] ? 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] ?. 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] ? and its impressive main doorway with two large [7] ?. 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. Write the answers in your notebook. Check the answers at the bottom of page 43. In pairs, say which instrument sound you like the most.

bass guitar drums guitar keyboard piano saxophone trumpet violin

1 ? 2 ? 3 ? 4 ? 5 ? 6 ? 7 ?

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

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] ? 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] ? and instead were lip-synching, nobody expected what was about to happen. During one [3] ? 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] ? on Milli Vanilli's albums. The group's record [5] ? 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? Write the answers in your notebook. 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. ?
2 portrays events that happened before an existing film. ?
3 continues on from a previous work. ?
4 is made with no or very little money. ?
5 is a series of scenes put together to advertise a film. ?

10 Which words complete the adverts correctly? Sometimes both answers are correct. Write the answers in your notebook. 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. Write the answers in your notebook. 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] ? by deciding what the hero or [2] ? should do? They're called 'gamebooks.' The [3] ? originated in the 1930s with the height of its popularity coming in the 80s. Having sold more than 250 million [4] ? by the end of the twentieth century, the *Choose Your Own Adventure* book series was one of the most popular at the time.

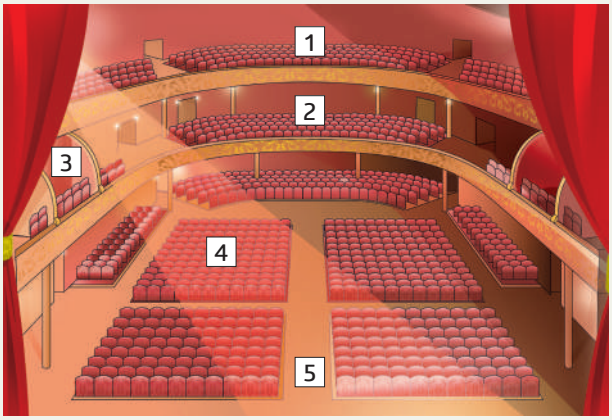
How does a gamebook work? You read part of the story and, at certain points, you're asked what you want the character to do. Based on your answer, you're taken to a different paragraph or chapter. This means that a book is never read in a(n) [5] ? way, instead, the reader 'jumps' around the book.

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] ? 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. Write the answers in your notebook. 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?

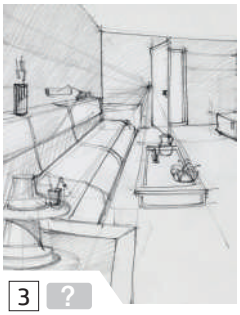


13 Match the words from the box to the pieces of art. There is one extra word. Write the answers in your notebook. Which piece of art do you like the most and why?

abstract painting landscape portrait
sculpture sketch


1 ?


2 ?


3 ?


4 ?

PARTICIPATING IN CULTURAL EVENTS | UCZESTNICTWO W KULTURZE

14 In pairs, answer the questions.

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?

15 09 03 Listen to three recordings. Match the places from the box to the speakers. There are two extra places. Write the answers in your notebook. Then look at the audioscript on page 236. Write down the words and phrases which helped you choose the correct answers.

cinema concert hall exhibition
recording studio theatre

1 ? 2 ? 3 ?

16 09 03 Listen to the recordings again. Match two adjectives from the box to each recording. Write the answers in your notebook.

disappointing dreadful fantastic
unforgettable uninteresting weak

1 ?, ? 2 ?, ? 3 ?, ?

17 Match the words in the boxes to the sentences. In each box, there is one extra word. Write the answers in your notebook. 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. ?
2 The actor was believable in his portrayal of an innocent prisoner. ?
3 Several countries banned the screening of the film because of its political nature. ?

hilarious radical spectacular
thought-provoking

4 The fireworks display was massive and very colourful. It was hard to miss. ?
5 Our latest book club read has made us all reconsider our beliefs and dig deeper into ourselves. ?
6 The stand-up comedian had us all in stitches. I can't remember the last time I had so much fun. ?

TRADITIONS AND CUSTOMS | TRADYCJE I ZWYCZAJE

18 Which words complete the questions correctly? Write the answers in your notebook. 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 151 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. Write the answers in your notebook. 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] ?
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] ?
12.00 **Tricia:** Join your host and celebrity guests for another great conversation. [3] ?
14.00 **Days Go By:** Another episode of this long-running family drama. Watch the Harringtons and Forsyths deal with everyday life. [4] ?
17.00 **The Question:** Watch our contestants compete for £100,000. Can you answer the questions? [5] ?
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] ?

20 09 04 Listen to four recordings and choose the correct options. Write the answers in your notebook. 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.

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

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

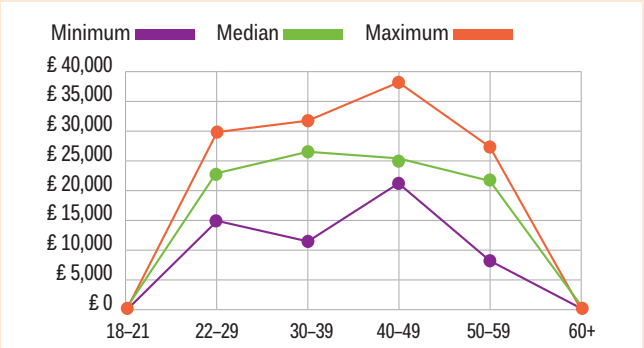
Hi Tomek,
Guess what! I passed the audition! I'm the new singer with Iron Age! We're playing in Queen's Park on May 1st. Then we're going to a recording studio to record a new album. We're going to shoot a music video, too. And in June, we're going on a world tour! Our first concert's in Warsaw and we'll 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.

TRENING MATURALNY

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

1 The group were disappointed. There weren't nearly as many fans as at the previous concert. ?
2 The band was formed in 2019 when Jim met Jean and Janey at a music festival in Spain. ?
3 If the concert is cancelled, the promoters will pay the band twenty-five percent of the fee in the 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. Write the answers in your notebook.

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. Zapisz odpowiedzi w zeszycie.

1	This text describes how an individual's financial situation has improved.	?
2	This text includes information on financial assistance for music artists.	?
3	This text compares how well musicians of different ages are paid.	?

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. Write the answers in your notebook. Then match the sentences to texts A–D.

1 Aimée została wokalistką Iron Age, ponieważ ? . ?
2 Iron Age wystąpi na żywo w Queen's Park na ? . ?
3 W Wielkiej Brytanii 22-letni muzyk zarabia rocznie nie więcej niż ? . ?
4 W dniu występu Iron Age w Queen's Park będzie można również posłuchać koncertu muzyki ? . ?
5 Zdaniem Aimée ? powinny wspierać muzyków finansowo. ?

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. Zapisz odpowiedzi w zeszycie.

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] ?, którym zdobyli listy przebojów. Ostatnio dowiedziałem się, że w [2] ? 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] ?, 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] ?. 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. Write the answers in your notebook. Then in pairs, ask and answer the questions.

1 Can you think of any singers who've had a successful s? career after leaving a band? Who? Do you like them?
2 What characteristics does a good recording s? need?
3 How difficult do you think it is to s? a music video on a phone?
4 If you were a musician, what would you enjoy about going on t? around the world? What would you not enjoy?
5 Have you ever been to an event with a big a? ? How did you feel to be amongst so many people?
6 Do you care about which song is number one in the c? ? Why? / Why not?
7 What's the best music v? in your country? How many people can it hold?
8 Who, in your opinion, is the best live p? 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.
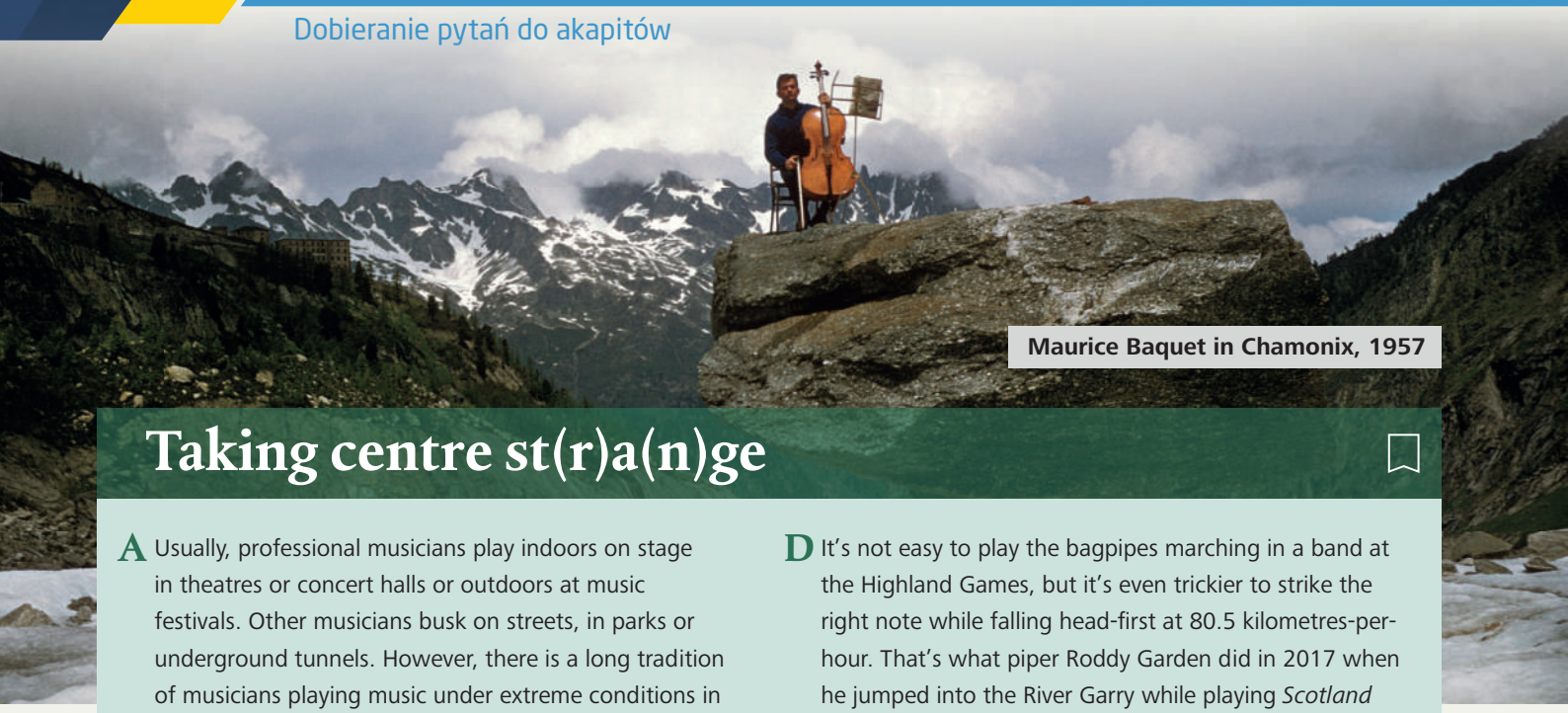
LIFE SKILLS | Strong and weak arguments

9 Should governments support culture financially? In pairs, decide which of these arguments are strong and which are weak.

- 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.

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. Zapisz odpowiedzi w zeszycie.**

In which paragraph does the author ...

1 refer to an awareness-raising campaign? ?
2 talk about a musician who sometimes combines hiking and performing music? ?
3 report on a musician who played an instrument while moving? ?
4 give an early example of an unusual musical performance? ?
5 mention the outfit an artist was wearing during his/her performance? ?

2 **SŁOWNICTWO** **Complete these sentences with words from the text. The first letter of each word has been given. Write the answers in your notebook.**

1 That musical was h ? r ?, but I felt disappointed.
2 This c ? -a ? novel is set in the future.
3 It was a simply e ? performance.
4 There are motorbikes and tigers in their s ? new music video.
5 It's a magical, s ? story that really makes you think.
6 At the age of eighty, he is still a m ? performer.
7 It's a gentle, p ? film that made me cry.

ŚRODKI JĘZYKOWE

Tłumaczenie fragmentów zdań

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. Write the answers in your notebook.

1 The theatre director ? (*zlecił zbudowanie sceny*) by two local carpenters.
   a has had the stage built
   b has built the stage
   c have had the stage built

2 She's decided to ? (*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 Read the sentence. In your notebook, translate the words in brackets into English so that the sentence is logical and grammatically correct. Use up to five words in the gap. R

Despite ? (*że jest uznawana za gwiazdę*), the young actress doesn't look down on other people and is always friendly towards everyone.

3 Compare your answer in Exercise 2 with options a–e. Which option completes the sentence correctly? Is it the same as your answer in Exercise 2? Why are the other options incorrect?

a the fact that she is considered a star
b be considered a star
c people consider her a star
d being considered a star
e behaving like a star

▶ **GRAMATYKA** | STRONA BIERNA, STR. 187
▶ **GRAMATYKA** | KONSTRUKCJA *HAVE SOMETHING DONE*, STR. 188

4 In your notebook, 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 ? (*można zostawić*) on our website listed below.
2 This amazing young musician had a really good start to his career – ? (*zaoferowano mu*) a recording contract at the age of seventeen.
3 During the first day of the festival, sample artwork ? (*zostanie narysowana*) in chalk in the designated area on the pavement.
4 Each episode of this entertaining series ? (*jest reżyserowany*) by a different film-maker.
5 What I like most about this book is that ? (*jest oparta*) on a true story.

5 In your notebook, complete the text by translating the words in brackets into English. Use up to five words in each gap.



Did you know?

World Book Day [1] ? (*został ustanowiony*) by UNESCO on 23rd April 1995, first as World Book and Copyright Day. It [2] ? (*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] ? (*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] ? (*zostanie wybrany*) by teachers and students at the end of the day. The winner [5] ? (*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] ? (*został zaproszony*) to give a talk about his latest book.

6 In pairs, answer the questions.

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?

7 In your notebook, 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. R

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.

8 In your notebook, 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 ? (*gdybyś został zaproszony*) to a ballet by someone you didn't like, would you accept the invitation?
2 ? (*Oprowadzono cię*) around an extremely interesting but very pricey museum. Do you think you will visit it again?
3 Would you like ? (*zlecić udekorowanie swojego pokoju*) with some abstract paintings by local artists?
4 The poem you want to read ? (*nie został przetłumaczony*) into your language. Would you still make an effort to read it?

9 In pairs, ask and answer the questions in Exercise 8. Give more details about each answer. Do you think your partner could be described as a culture vulture?

ZADANIE MATURALNE

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

1 We ? (*poinformowano nas*) yesterday that the performance would be cancelled due to the actor's illness.
2 The action of the film ? (*rozgrywa się*) in the 1960s in the southern part of the United States.
3 She hopes ? (*jej wiersze zostaną zrecenzowane*) by people who are genuinely interested in poetry.
4 Do ? (*masz coś przeciwko temu, że*) I take a photo of your dog?

ZADANIE MATURALNE R

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

1 A new documentary series ? (*zostanie wprowadzony na ekrany*) next month at the earliest.
2 Robert asked me ? (*czy przeczytałam już*) the editorial about the future of electric cars.
3 Last month I ? (*zleciłam strojenie moich skrzypiec*) by a professional musician.
4 I heard ? (*jak widownia wygwizdała artystę*) off stage and couldn't help feeling sorry for him.
5 For the fifth time, the director ? (*zlecił scenarzyście przepisanie*) the script.



SŁUCHANIE

09

Dobieranie zdań do wypowiedzi



1 In pairs, compare your attitudes towards the news. Discuss the questions.

- 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. Write the answer in your notebook.

The speaker ...

a <u>expresses</u> his/her views to start a discussion about news reporting.

b <u>suggests</u> that journalists should only report on good news.

c <u>complains</u> 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. In your notebook, 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 ...

ZADANIE MATURALNE

4 09 07 Usłyszysz dwukrotnie pięć wypowiedzi na temat mediów. Które zdania A–F pasują do wypowiedzi 1–5? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

The speaker ...

A 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
?	?	?	?	?

5 **SŁOWNICTWO** Find the odd one out. Write the answers in your notebook.

1 reporter journalist newsagent presenter

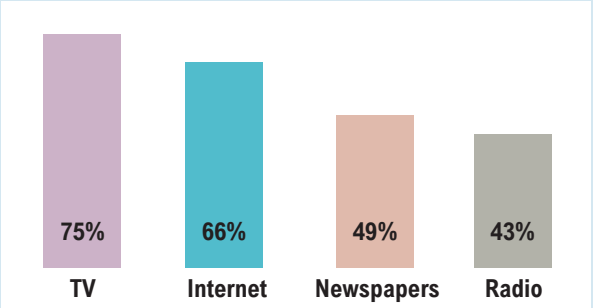
2 article survey channel blog

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?

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.

- 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

SŁUCHANIE

Wybór wielokrotny

TRENING MATURALNY

1 **Read the tip below. Then decide if sentences 1–6 describe facts (F) or opinions (O). Write the answers in your notebook. In pairs, compare your answers. Do you agree with the opinions?**

1 Personally, my favourite time of year is Christmas, especially when it snows. ?
2 It seems to me that people have forgotten the real reason for Christmas and it's become too commercialised. ?
3 In a recent survey, 50% of children reported being disappointed with their Christmas presents. ?
4 I can't imagine Christmas without roast turkey and all the trimmings. ?
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. ?
6 In Ukraine, spiders are considered symbols of good luck at Christmas. ?

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? In your notebook, write *F* or *O*.**

1 *Jolabokaflod* began as a result of goods shortage during wartime. ?
2 The Icelandic people are able to find creative solutions in times of need. ?
3 December is a good time to read a compelling story. ?

ZADANIE MATURALNE

3 09 09 **Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C lub A–D są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszycie.**

Text 1

1 **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.

Text 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.

Text 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 on page 237. In your notebook, complete the sentence beginnings with your own ideas. Then in pairs, compare your sentences.**

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 ?.

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania

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?

> 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.

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.

- 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 above.

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?

USEFUL PHRASES ▶ STR. 225

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.

5 09 12 Listen to a student answer the questions in Exercise 4. Compare with your own ideas.

ZADANIE MATURALNE

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

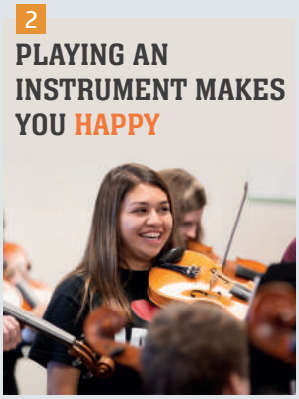
Popatrz na Plakat 1., Plakat 2. i Plakat 3.
Plakaty promują program edukacyjny zachęcający młodzież do gry na instrumencie muzycznym. Która z propozycji, twoim zdaniem, najbardziej przemówi do potencjalnych uczestników programu?

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

1



2



3



1 What are the pros of teaching young children how to play an instrument?
2 What are the disadvantages of getting a friend to teach you how to play an instrument?
3 What are the benefits of group music lessons compared with one-to-one?

09 PISANIE

List prywatny | 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.

2 Read the sample task and the model answer above. In your notebook, answer the questions.

1 What kind of place does the hip-hop group need?
2 Which place does the writer prefer and why?
3 If you were a member of the hip-hop group, which place would you choose? Why?



TRENING MATURALNY

3 Read the tip below. In the model answer above, find some examples of informal language.

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 In your notebook, rewrite these sentences to make them more informal.

1 We are enjoying ourselves very much.
2 Have you got any ideas on what we could do this weekend?
3 Thank you very much for all the things you did to help us.

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

USEFUL PHRASES ▶ STR. 229

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?

6 **In your notebook, 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.**

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.**

ZADANIE MATURALNE

9 **Do the task below in your notebook.**

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.

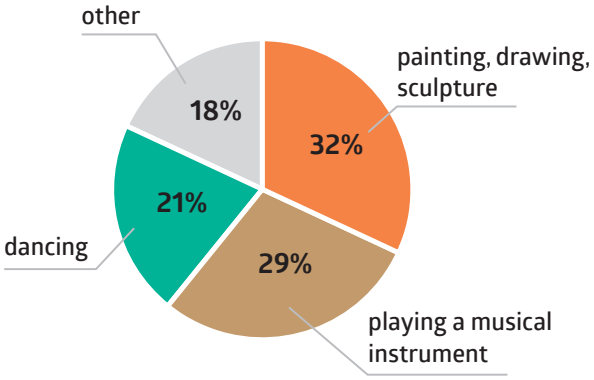
?

CULTURE BIT | Experience of culture and the arts by young people

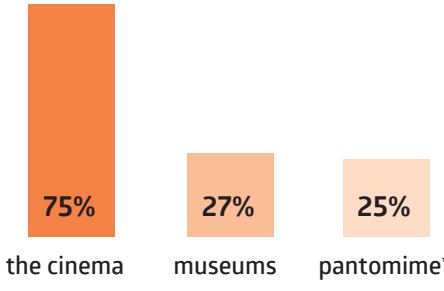


In 2019, the government in Northern Ireland carried out research into the involvement of young people in culture and the arts. The results included these points:

- 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.

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
  ~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
stanza – strofa, zwrotka
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 R
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

COPYRIGHT PROTECTION | OCHRONA PRAW AUTORSKICH

copyright – prawa autorskie R
  infringe ~ – naruszać prawo autorskie
  out of ~ – niechroniony prawem autorskim
  protected by ~ – chroniony prawem autorskim
  violate ~ – naruszać prawo autorskie
expire – wygasać
identify a source – określić źródło
public domain – domena publiczna
royalties – tantiemy
watermark – znak wodny

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 R
sensational – rewelacyjny; sensacyjny
spectacular – spektakularny, widowiskowy
spellbinding – urzekający
thought-provoking – zmuszający do myślenia

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 R
  gossip ~ – kronika towarzyska
cover story – artykuł zapowiedziany na okładce
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

09 POWTÓRZENIE

SŁOWNICTWO

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

1 What do you call a person who writes fiction: a narrator, a novelist or a heroine?
2 Who can display their work in a gallery: a composer, a sculptor or a vocalist?
3 Which word does not refer to a group of people: an audience, a cast or a viewer?
4 What do you call a story about exciting imaginary events: a tale, a tune or a custom?
5 Which is a place where you watch a live performance after buying a ticket: a recording studio, a tour or a venue?
6 Which word refers to the main events of a novel or a film: an adaptation, a scene or a plot?

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

1 The author's first book was very successful. In fact, it became a b?????????.
2 Agnes is studying English l????????? and her favourite author is Charles Dickens.
3 Jim is crazy about this band, he knows the l????? of all their songs.
4 Most reviewers thought the film was d??????? and only gave it one star out of five.
5 Carolyn went to an a??????? for a role in a Hollywood film and she got the part!
6 Leonardo da Vinci's Mona Lisa is the best-known p??????? painting in the world.

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

A | costume film gossip phone-in press silent

B | column conference drama film footage programme

1 When people watched a ?, they had to read the dialogue on the screen.
2 The designer who worked on the ? recreated styles from the eighteenth century.
3 The documentary about the opera singer's life contained ? of her most famous performances.
4 I read about the film star's beautiful new home in the ? of a national magazine.
5 The host of the radio ? had a lot of interesting callers this morning.
6 During the ?, the politician became annoyed with the journalists' questions.

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

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

1 The film ? (*będzie kręcony*) in Poland over the summer.
2 The ? (*kościół został zbudowany*) in the twelfth century and has many interesting architectural features.
3 Be quiet, please. The ? (*próba już się zaczęła*).
4 That was ? (*najbardziej rozczarowujący*) film I've seen all year.
5 We have a painting at home that has been handed down ? (*z pokolenia na pokolenie*).

ZADANIE MATURALNE R

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

1 A sequel to the successful film ? (*właśnie został zapowiedziany*) by the film studio.
2 Angela is ? (*zapaloną czytelniczką*) of detective novels and has a bookcase full of them.
3 The guests ? (*muszą mieć zrobiony makijaż*) before they are interviewed on live TV.
4 You ? (*nie powinieneś był pożyczać*) my violin without asking me first.
5 The concert ? (*musiał zostać odwołany*) when the lead singer developed a sore throat.



ROZMOWA WSTĘPNA

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

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. 246

ZADANIE 2

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

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

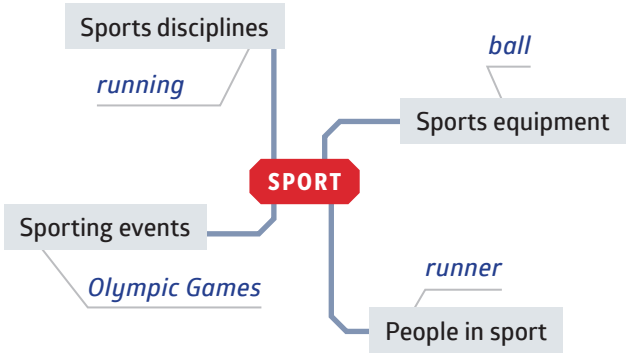
1 What skills and abilities should a journalist have today?
2 In what ways does the media influence people?

10 SPORT

SŁOWNICTWO

LOOK BACK

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



SPORTS DISCIPLINES | DYSCYPLINY SPORTU

2 Match the words from the box to photos 1–8. There are eleven extra words. Write the answers in your notebook.

athletics badminton baseball bridge chess cricket darts football gymnastics hammer throw martial arts rollerblading rugby ski jumping speedway squash swimming volleyball windsurfing

3 10 01 Listen to eight short recordings. Which sports can you hear? Match the words from the box to the recordings. There is one extra word. Write the answers in your notebook.

baseball bowling boxing car racing diving ice hockey skateboarding snooker tennis

1 ? 2 ? 3 ? 4 ?
5 ? 6 ? 7 ? 8 ?

4 In your notebook, 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.

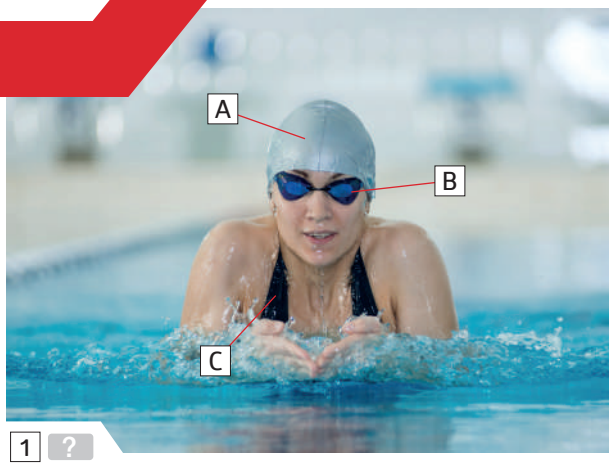
Which of the sports in Exercises 2 and 3 are typically ...

a individual sports? ?
b team sports? ?
c combat sports? ?
d winter sports? ?
e water sports? ?
f motor sports? ?

SPORTS EQUIPMENT | SPRZĘT SPORTOWY

5 In your notebook, label pieces of equipment A–O with the words from the box. Have you got any of these pieces of equipment?

ball bat football boots gloves goal goggles helmet pads racket rollerblades ski suit skis swimming cap swimming costume trainers



1 ?



2 ?



3 ?



4 ?



5 ?



6 ?



7 ?



8 ?

PEOPLE IN SPORT | OSOBY ZWIĄZANE ZE SPORTEM

6 What are the people who do the sports in Exercise 3 called? Write the answers in your notebook.

7 Which words complete the sentences correctly? More than one answer might be correct. Write the answers in your notebook. 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. Write the answers in your notebook. Have you ever practised any sports at these venues?

court pitch pool ring track

1 cricket / football / rugby ?
2 boxing ?
3 basketball / tennis / volleyball ?
4 athletics / running ?
5 diving / swimming / water volleyball ?

9 Complete the sentences with the words from the box. There is one extra word. Write the answers in your notebook. Then explain the words and phrases in bold. What sports facilities are there where you live? R

designated slopes golf course ice rink
nursery slope racetrack skatepark sledge rental

1 The ? is being resurfaced this afternoon, so all ice hockey and skating lessons are cancelled.
2 Our newly-opened ? comprises eighteen **challenging holes**, a club house and a fine-dining restaurant.
3 All children start on the ? 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 ?.
5 Due to heavy snow the **toboggan run** is temporarily closed. Please note that ? is also unavailable at present.
6 The ? has recently been refurbished and new rails, **ramps** and steps have been added. All users must wear a helmet.

SPORTING EVENTS | IMPREZY SPORTOWE

10 Complete the text with the words from the box. There is one extra word. Write the answers in your notebook. What would you do in Iván Fernández Anaya's place?

bronze competition competitors finishing lap race victory

TRUE SPORTSMANSHIP

During a cross-country [1] ? in Navarre, Spain, Abel Mutai was far ahead of his fellow [2] ? and on track to win. Mutai had won a [3] ? medal at the London Olympics and was an exceptional runner. However, this time, he got confused and stopped running ten metres before the [4] ? 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] ?, but he stopped to tell Mutai to keep on running. In the end, Abel Mutai won the [6] ?, but it was Iván Fernández Anaya who was the true winner and made headlines around the world.

11 Which options complete the text correctly? More than one answer might be correct. Write the answers in your notebook.

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

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 Copy the table and complete it 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
?	?	?

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. Write the answers in your notebook.

a coach a fan a professional a referee an amateur

1 ? 2 ? 3 ? 4 ?

16 10 02 Look at the audioscript on page 238 and complete the sentences with up to three words. Write the answers in your notebook. What other positive effects of doing sport do you know?

1 Speaker 1 had been ? for a long time, but now regular training has helped him ?.

2 When training kids in the baseball league, Speaker 2 teaches them to stay ? and never ?.

3 Speaker 3 doesn't consider himself to be ?, but he's sure that going to games and supporting his team helps him ?.

4 Even though she's not a player, Speaker 4 needs to run around ? all the time, which is how she ?.

17 Which words complete the texts correctly? More than one answer might be correct. Write the answers in your notebook. 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 SPORT PROBLEMS | PROBLEMY WSPÓŁCZESNEGO SPORTU

18 Complete the text with the words from the box. Write the answers in your notebook. 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] ? from playing her sport for two years for using a [2] ?. The drug had been legal until a month before a [3] ? revealed that she had [4] ? for it. She was immediately [5] ? 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] ? 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. Write the answers in your notebook. Then in pairs, ask and answer the questions. R

doping freak injury testing

1 If there is ? on a team, should all the players be suspended or disqualified?
2 Do you think every professional athlete should undergo drug ? before every important tournament? Why?/Why not?
3 Do you know anyone who has had a sport-related ? ? What happened to them?
4 Is being a fitness ? 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:

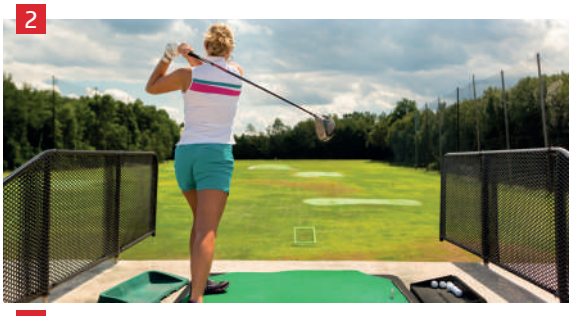
- the equipment needed,
- the facilities needed,
- the health benefits and possible risks of doing this sport,
- sporting events that the school will need to organise to support and promote this sport.

Say why you rejected the other sports.

1



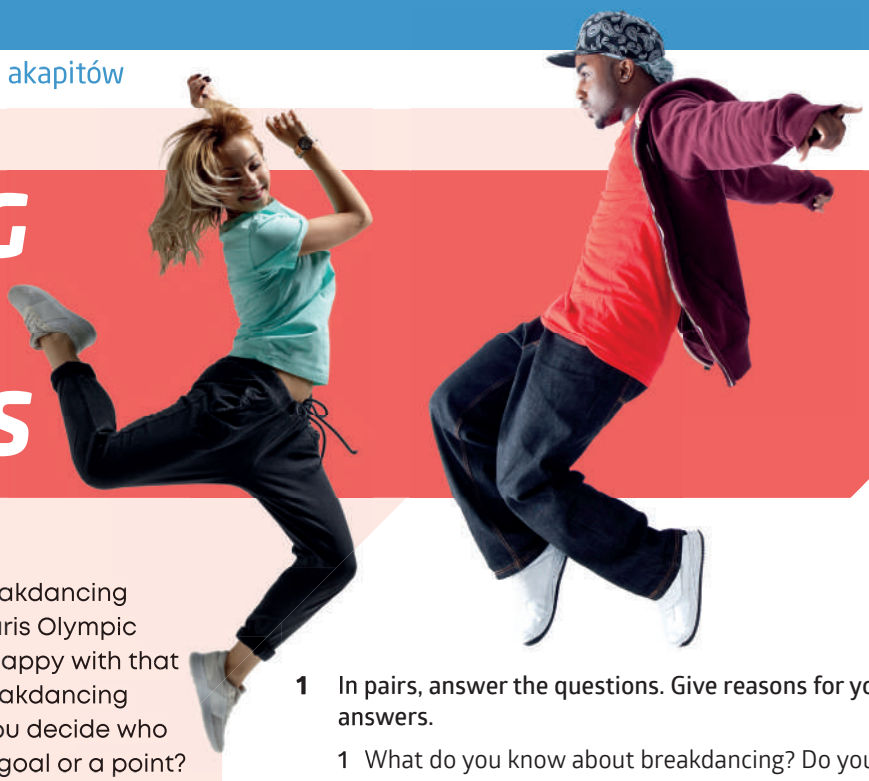
2



3



BREAKING AT THE OLYMPICS



1 ?

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 ?

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 ?

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 ?

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.

1 **In pairs, answer the questions. Give reasons for your 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. Write the answers in your notebook. 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 ? The Summer Olympics have been held in nineteen different countries on five continents, but they have never been held in Africa.
2 ? Only five sports have been included in all the Olympic Games since 1896: athletics, cycling, fencing, gymnastics and swimming.
3 ? 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 ? Squash players have been trying for decades to have their sport recognised as an Olympic sport, but they have always been unsuccessful.
5 ? 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 ? 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.

ZADANIE MATURALNE

3 Przeczytaj tekst. Które nagłówki A–F pasują do części tekstu 1–4? Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu. Zapisz odpowiedzi w zeszycie.

A 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. Write the answers in your notebook.

1 In f ? , you fight your opponent with a weapon in your hand.
2 Sport c ? equipment includes a helmet, special shoes and a rope.
3 One day soon someone will run a m ? (42,195 metres) in under two hours.
4 There are three sports in a t ? : swimming, cycling and running.
5 To take part in s ? swimming, you must control your breathing under water.
6 If you want to jump higher than six metres, try p ? v ? .
7 B ? is harder than motocross because the bikes don't have engines.
8 The competitors in w ? use chalk to stop their hands from slipping.

5 **SŁOWNICTWO** Match question beginnings 1–7 to endings a–g. Write the answers in your notebook. Then in pairs, ask and answer the questions.

1 Can anyone be good at sport if they train ?
2 Do you think it's ever OK to break ?
3 Have you ever cheered on ?
4 Have you ever competed ?
5 Have you ever crossed ?
6 Have you ever scored the winning ?
7 How would you celebrate if you came ?

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.

CULTURE BIT | Breakdancing



The most famous of all the hip-hop dance styles began a lot longer ago than you might think. The first breakdancers, also called B-boys and B-girls, started breaking in the early 1970s on the streets of the South Bronx in New York. That's about fifty years ago! Breakdancing was born when street DJs started mixing parts of dance records so that dancers could show off their talents. They took moves from gymnastics as well as other dance styles such as disco, lindy hop and the Brazilian martial art capoeira. In the 1980s, breakdancing took off in other countries around the world. It has become particularly popular in France and South Korea. Breakdancing is an incredible mix of dancing and athletics, so it's no surprise that it has developed into a competitive sport. The first international breakdancing competition took place in Germany in 1990. It was called the Battle of the Year. In 2018, breakdancing was included in the Summer Youth Olympics in Buenos Aires.

LIFE SKILLS | Understanding arguments

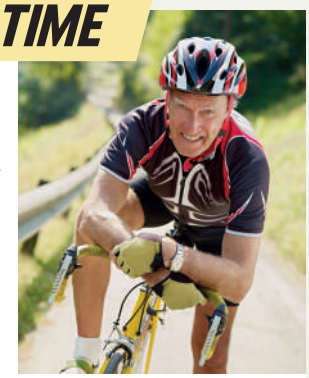
7 Look at these arguments in favour of or against breakdancing being an Olympic sport. In pairs, discuss which arguments are supported by reasons or evidence and which ones are emotional.

1 It should be an Olympic sport because I really like it and the music is cool.
2 It should be an Olympic sport because it's very popular. It got more attention on social media than any other sport at the 2018 Youth Olympics in Buenos Aires.
3 It should be an Olympic sport because the best breakdancers train hard and the events are just as competitive as other sporting events.
4 It shouldn't be an Olympic sport because I don't know anybody who likes it.
5 It shouldn't be an Olympic sport because it hasn't existed for very long. The first competitive international event was in 1990.

8 In groups, decide if you think breakdancing should be an Olympic sport or not. Use logical arguments and provide reasons or evidence for your opinions.

A

RACING AGAINST TIME



It was the first day of the summer holidays. Mandy had intended to spend all day in bed, but then her ever-so-slightly annoying twin brother Mark burst into her room, pulled open the curtains and with a dazzling smile said, 'Come on, sis, get up. It's a glorious day. Let's make the most of it!'

Mandy groaned. No wonder everyone called Mark 'Sparky'. He was as bright as the sun that was shining through the window from the bluest of blue skies.

'Come on! There'll be plenty of time to lie in bed when you're old and grey,' he said.

'What do you want to do?' she asked.

Forty minutes later, the twins were cycling in the country park. They'd both received new racing bikes for their birthday a few days earlier and this was only the second time they'd tried them out. Mark had convinced her they should use the holidays to challenge themselves physically, to get in shape and to increase their stamina and that cycling was just the way to do it. 'What's more, everyone knows aerobic sport helps boost your mood, which is just what a grumpy girl like you needs.'

She'd thrown her pillow at his head, but as they cycled through the countryside, Mandy had to admit that her brother had been right. She felt young and full of life.

Mark had set off fast and, even though Mandy suspected it would be wiser for them to pace themselves, she'd forced herself to keep up with him. Inevitably, as soon as they reached the first steep hill, they found it impossible to keep up the pace and even though they changed down to the lowest gear, they began to struggle.

Suddenly, another cyclist overtook them. As he passed them by, he gave them a cheery wave.

'Wow!' said Mark, 'He must be the fittest pensioner on the planet!'

Mandy was so out of breath all she could do was nod. The cyclist looked older than her grandfather.

They stood up on their pedals and tried to catch up, but no matter how hard they pedalled, they couldn't narrow the gap. In fact, the other cyclist kept pulling further ahead.

When they reached the summit, red-faced and out of breath, the elderly cyclist was there admiring the view. They dismounted and stood next to him. Mandy told him how impressed she'd been with how easily he'd climbed the hill.

'Easily!' he protested. 'You're kidding! It was murder! When I was your age, I could have done it without breaking sweat, but these days every climb is a challenge.'

'Do you mind if I ask you how old you are?' asked Mandy.

'Eighty-five.'

'How long have you been cycling?'

'All my life. I was regional champion three years running when I was young. I went professional and, in 1962, I completed the Tour de France.'

The kids' jaws dropped. The Tour de France!

'I still go out cycling every day, but I haven't entered a competition for years. These days, at my age, I only race against time.'

'Do you always cycle on your own?' asked Mandy.

The man nodded. His eyes glistened. 'I used to go out with my mate Tommy, but he died last year, so now I go alone.'

Mandy and Mark looked at their feet. They couldn't think what to say.

The man got on his bike, but just as he was about to cycle down the other side of the hill, he turned his head and said, 'Well, are you coming or what?'

The twins glanced at each other and smiled.

ZADANIE MATURALNE

1 Przeczytaj tekst A. Które z podanych odpowiedzi A–D są zgodne z treścią tekstu? Zapisz odpowiedzi w zeszycie.

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 tak, aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie pięć słów. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.**

The *Marathon des Sables* has its origin in a Frenchman's amazing [1] ? the Sahara Desert in 1984. The race lasts seven days and is as long as running [2] ?. Although the participants are provided with water and shelter, they must carry everything else they need. They are not allowed to [3] ? in order to reduce the weight of their packs. Potential dangers include venomous snakes, [4] ? and violent sandstorms. Despite these drawbacks, it's a very popular race.

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!



Gramatykalizacja

TRENING MATURALNY

1 **Read the tip below. In your notebook, 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 ? (*swimmer / train / hard*), one of them would have broken a record.
2 Beth and Sam's parents didn't let ? (*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 / 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 ? (*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, przyszłości czy przeszłości?
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*?

▶ **GRAMATYKA** | ZDANIA WARUNKOWE, STR. 202
▶ **GRAMATYKA** | KONSTRUKCJE WYRAŻAJĄCE ŻYCZENIA, STR. 205

2 **In your notebook, 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 ? (*miss / match*) if he hadn't put the date on the calendar.
2 If ? (*swimmer / move*) before the starting signal, she will be disqualified from the race.
3 I ? (*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 ? (*not / want / get*) injured.
5 If ? (*I / have / choice*), I'd have my volleyball practice at the weekend rather than during the week.
6 It's time ? (*we / stop / talk*) about joining a yoga class, we need to just do it!
7 I wish I ? (*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 / rather / not / go*) windsurfing today.
9 You look absolutely exhausted, you ? (*better / take / rest*) before the next race.

3 In your notebook, 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. R

1 You ? (*make / much / progress*) than you did if you had got a personal trainer.
2 If she builds up a good lead right from the start, she ? (*complete / race*) in a medal-winning position.
3 Our goalkeeper isn't strong enough. If he ? (*be / bit / strong*), he would have saved the penalty!
4 I'm sure I ? (*beat / you / wrestling*) if I had a chance.
5 If Brian ? (*not / sustain / injury*) when he was a teenager, he would definitely be a faster and stronger player now.
6 My coach ? (*rather / I / increase*) my stamina before trying to go for a record.
7 If you really want to go professional, it's high time ? (*you / commit*) extensive training on a regular basis.
8 I wish my boyfriend ? (*stop / take / workouts*) so seriously. That's all he ever does and talks about!
9 If only the player from the opposing team ? (*send off / early*) in the match! We would have had an advantage and might have won!
10 You ? (*better / not / try*) to compete with Steve at golf. You don't stand a chance!
11 If you don't mind, I ? (*rather / you / practise*) penalties somewhere else. The goal is too close to the windows in our garden!

4 In your notebook, write down two regrets about your Physical Education classes and two things you think you should do to keep fit.

Physical Education classes	Keeping fit
I wish ?.	It's high time ?.
If only ?.	I'd better ?.



5 In pairs, compare your sentences in Exercise 4 and talk about them. Are they similar or different?

ZADANIE MATURALNE

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

1 It's high time little ? (*Dave / learn / cycle*) – at the moment he's useless at it!
2 We will have a big party to celebrate at school if Jon ? (*win / race*).
3 Our goalkeeper ? (*have / towel / steal*) while he was warming up before the match.
4 The Polish sailor ? (*be / lead*) for quite a while now, it looks like he's going to win a gold medal.
5 If we had known about Paul's injury, the whole ? (*class / visit / he*) in hospital.

ZADANIE MATURALNE R

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

1 If only the ? (*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 / knock*) in the first round.
3 If ? (*Ian / enter / triathlon*), he might have won.
4 I ? (*lose / Becky*) a couple of times in the last few years, which isn't bad because she's a much more experienced player.
5 Suppose ? (*you / have / decide*) where to host the next Olympic Games, which city would you go for?

SŁUCHANIE

Uzupełnianie luk

1 In pairs, discuss what you know about common sport-related injuries.

- 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?

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 in your notebook.

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] ? present.
- Allowing more than [2] ? at a time on a trampoline is likely to lead to injury.
- Children under [3] ? 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. Zapisz odpowiedzi w zeszycie.

Rehabilitation program

Recommendations for an injured [1] ?:

- No running or gym work for at least [2] ?
- Swimming or gentle yoga to maintain mobility and fitness, but not cause [3] ?

Comments:

- Important to plan a varied swimming program to keep this athlete motivated while making the muscles [4] ?
- No need to rush rehab – there are three and a half months to go before [5] ?

5 **SŁOWNICTWO** In pairs, read the sentences which include expressions from the recording. In each sentence, identify the option that sounds strange or unusual. Write the answers in your notebook.

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? In your notebook, write your own example sentences.

10 R SŁUCHANIE

Dobieranie zdań do wypowiedzi

1 In your notebook, name parasports 1–3. How many other parasports can you list?


1


2


3

2 10 05 Listen to some commentary from paragames. Which event is the commentator describing?

TRENING MATURALNY

3 10 05 Which words complete sentences 1–3 correctly? Write the answers in your notebook. Then listen again and check.

The speaker mentions

1 a runner who has already won *two* / *three* gold medals.
2 a race where a champion *retains* / *loses* a title.
3 another athlete's reaction towards the *winner* / *loser*.

4 Read the tip below. In the audioscript on page 238, find the information that matches each sentence in Exercise 3. Write the answers in your notebook.

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. Które zdania A–F pasują do wypowiedzi 1–5? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

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
?	?	?	?	?

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** In your notebook, 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 ? on top form is not worth the sacrifice.
2 In most sports, it's easier to ? a title than to win it for the first time.
3 ? big international sporting events is a total waste of public money.
4 There is no point in ? a competition unless you think you can win it.
5 ? a personal best is no consolation at all for losing a race.
6 Top athletes only succeed when they ? all their energy into training.

7 In pairs, discuss whether you agree or disagree with the statements in Exercise 6.

MÓWIENIE

▶ ZESTAW ZADAŃ MATURALNYCH STR. 75

Rozmowa z odgrywaniem roli



1 In pairs, discuss which sports are often used to raise money for charity.

TRENING MATURALNY

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

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?

4 Read the tip below. What doubts does Student B express about each of Student A's suggestions for the four topics?

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 copy the Useful Phrases box and complete the expressions with one word in each gap.

USEFUL PHRASES

▶ STR. 225

Expressing doubts and objections

[1] ? I'm not sure (that) ...
I don't think that's a good idea.
I don't know. I don't think ...
But [2] ? if ...?
I think it's [3] ? 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] ? what you mean, but ...
You're right, but ...
(That's a) good [5] ? /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.

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.

ZADANIE MATURALNE

8 In pairs, do the task below.

UCZEŃ A

Rozmawiasz z kolegą/koleżanką o zbliżających się urodzinach waszej wspólnej koleżanki, która jest pasjonatką sportu. Chcecie zorganizować dla niej specjalne wyjście związane z uprawianiem jednego z jej ulubionych sportów. Poniżej podano cztery kwestie, które musicie omówić. Rozmowę rozpoczyna uczeń A.

- Aktywność sportowa
- Potrzebny sprzęt
- Rady dla początkujących
- Plany na resztę dnia

▶ UCZEŃ B STR. 246

List prywatny | E-mail

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.

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?

3 Copy the Useful Phrases box into your notebook and complete it with the words from the model answer.

USEFUL PHRASES ▶ STR. 229

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] ? confident.

Inviting others

Are you free on ...?
Would you [2] ? to (come)? / Do you fancy (coming)?
I'd love it / be [3] ? if you could ...
It would be great if you could ...

Making predictions

I've no idea what's going to happen.
[4] ? could happen.
I'm (pretty) sure I'll ... / I suppose I might ...
There's a (good) [5] ? I could ...
I don't have the [6] ? chance of (winning).
As [7] ? as ..., there's a chance I could win.

4 Complete the text with one word in each gap. Write the answers in your notebook.

Do you [1] ? coming to the match tomorrow? It would be [2] ? if you were there to support us. I have a really good [3] ? about it. As [4] ? as the referee is fair, I'm pretty [5] ? we'll win. In fact, I don't think the other team has the [6] ? 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.

6 In pairs, make predictions for and express feelings about the situations below.

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 below in your notebook.

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.

?

PISANIE

Rozprawka za i przeciw

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Choć wiele osób preferuje gry zespołowe, istnieje duża grupa zwolenników sportów indywidualnych. Napisz rozprawkę, w której przedstawisz zalety i wady sportów indywidualnych.

Wypowiedź powinna zawierać od 200 do 250 słów.

1 In pairs, brainstorm the advantages and disadvantages of taking part in individual sports compared to team sports.

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?

3 Copy the Useful Phrases box into your notebook and tick the expressions which are used in the model answer.

USEFUL PHRASES ▶ STR. 229

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 In your notebook, rewrite the sentences using the Useful Phrases and the correct form of the words in brackets.

1 To start with, you must realise that not everyone is naturally gifted for sport. (thing / bear)
2 Secondly, you have to consider that sport takes up a huge amount of time. (thing / account)
3 We should definitely be aware that sport often causes injuries. (worth / note)
4 It's important to remember that luck plays a big part in winning and losing. (shouldn't / sight)
5 Finally, it's important to remember that taking part is more important than winning. (least / forget)
6 Firstly, we shouldn't forget that some sports are expensive. (start / notice)
7 Taking all of that into account, it seems clear that sport is good for you. (considering)

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.



ZADANIE MATURALNE

5 Do the task below in your notebook.

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.

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)
medal-winning position – miejsce medalowe
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
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
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
defending champion – zawodnik broniący tytułu mistrzowskiego, zawodniczka broniąca tytułu mistrzowskiego R

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
sustain an injury – doznać urazu
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

10 POWTÓRZENIE

SŁOWNICTWO

1 Answer the questions. More than one option might be correct. Write the answers in your notebook.

1 Which sport isn't played with a racket: darts, cricket or badminton?
2 Who competes in a tennis match: a referee, a spectator or an opponent?
3 Where do rugby players train and play: on a court, on a pitch or in a ring?
4 Which sport requires players to have physical contact with each other: bowling, boxing or wrestling?
5 Which item is worn by competitive swimmers: goggles, trainers or pads?

2 In your notebook, complete each sentence with the correct form of a verb. Write one word in each gap.

1 Alice is under a lot of stress at work, so she ? yoga twice a week to help her relax.
2 Did you see the winning goal Johnson ? in the semi-final?
3 Tom was feeling out of shape, so he ? up rollerblading to get fit.
4 I wonder how difficult it would be to learn how to ? bridge.
5 When Nina lived at home, she ? sailing with her family most weekends.
6 I don't have the slightest chance of winning, but I want to ? the competition anyway.

3 In your notebook, complete the sentences with the words from the box. There are two extra words.

arts dive holder jump kit suit throw

1 The ski ? I recently bought is both light and warm – it's perfect for the slopes.
2 I keep my football ? in this sports bag as it's big enough to hold everything.
3 Do you know who won the men's hammer ? event at the last Olympic Games?
4 My local youth club is offering martial ? classes and I'm thinking of enrolling.
5 In a shock result, the cup ? was defeated in the first match of the new season.

4 Which words complete the sentences correctly? Write the answers in your notebook. R

1 Although the indoor ice *ring* / *rink* operates year round, most people go there in the winter.
2 This holiday resort has wonderful facilities, including an eighteen-hole golf *court* / *course*.
3 The nursery *run* / *slope* is strictly for children and is not to be used by adult beginners.
4 What time does the boxing *match* / *game* start, and will it be broadcast on TV?
5 I've found that jogging helped me to work *out* / *off* stress, and I highly recommend it.

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

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

1 If you had listened to me, you ? (*not / injure / you*) on the track.
2 Unfortunately, my football team is ? (*less / successful*) all those in the league.
3 Maria is tired because ? (*she / cycle*) for two hours.
4 The coach ? (*rather / not / train / we*) in the evening.
5 If you ? (*forget / bring / you*) football boots, you won't be able to play in the match tomorrow.

ZADANIE MATURALNE

R

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

1 I wish ? (*we / buy / tickets*) for the final because it turned out to be a very thrilling match.
2 If she had taken better care of her health, she ? (*not / need / consult*) a specialist now.
3 She broke her ankle, which ? (*prevent / she / run*) for quite some time.
4 It's only the third day, and some athletes ? (*already / disqualify*) from the tournament for doping.
5 The race to the finish line was so close that any of the runners ? (*could / win*) it.

ROZMOWA WSTĘPNA

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

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. 246

ZADANIE 2

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

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.

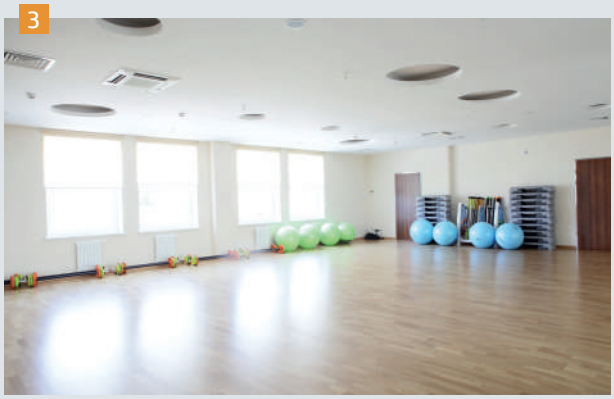
1



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

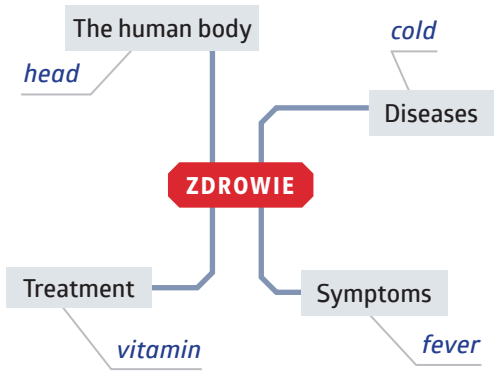
1 What could encourage young people to be more physically active?
2 Some people say that you should never be afraid of failure. Do you agree? Why? / Why not?

11 ZDROWIE

SŁOWNICTWO

LOOK BACK

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



THE HUMAN BODY | LUDZKIE CIAŁO

2 Which body parts (1–13) in the picture match words a–m? Write the answers in your notebook.

a ankle ? b back ? c bottom ? d chest ? e elbow ?
f finger ? g foot ? h forehead ? i heel ?
j knee ? k neck ? l thigh ? m wrist ?

3 In pairs, decide if the parts of the body and organs in the box are inside or outside the body. Write the answers in your notebook.

bones bowels brain heart kidneys lungs nails ribs skull spine stomach thumbs toes tonsils waist veins

Inside the body
?
Outside the body
?

4 Match some of the organs from Exercise 3 to their functions. Write the answers in your notebook.

1 The organ that you breathe with. ?
2 This is part of the digestive system and it helps digest and expel food waste. ?
3 The organ inside your body where food begins to be digested. ?
4 It pumps blood through your body. ?
5 It controls your whole body, including memory, thoughts, movements, speech, etc. ?
6 They remove waste and toxins from your body. ?



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? Write the answers in your notebook.

1 bad condition | poor condition ?
2 chronic condition | critical condition ?
3 disease | illness ?
4 fatal disease | infectious disease ?
5 ill | sick ?
6 cut | wound ?
7 faint | unconscious ?
8 choke | cough ?

6 11 01 Listen to five recordings. Match the problems from the box to the recording. There are two extra problems. Write the answers in your notebook.

burn dizziness flu food poisoning hay fever insect bite insomnia

1 ? 2 ? 3 ? 4 ? 5 ?

7 11 01 Listen again. Decide which symptom each patient does not mention. Write the answers in your notebook.

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.

antibiotics bandage cream drops herbal tea
ice pack painkiller rest sleeping pill

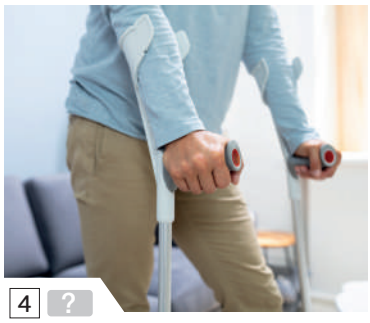
9 Match the words from the box to the photos. There is one extra word. Write the answers in your notebook. When would you use each form of treatment?

crutches injection pill plaster plaster cast


1 ?


2 ?


3 ?


4 ?

10 Which options a–c complete the text correctly? Write the answers in your notebook.

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 Complete the text with the correct forms of the words from the box. There is one extra word. Write the answers in your notebook. 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] ? the body and ease pain in e.g. the back and hip, increasing the body's [2] ? at the same time. The technique is also supposed to relieve [3] ?.

Maldives: Night Spa Ritual

If you suffer from sleep [4] ?, 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] ? 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] ? to infection. Cheers!



12 Complete the text with the correct form of the words from the box. There is one extra word. Write the answers in your notebook. In pairs, talk about a time when you saw a doctor. Why did you have to see one?

consult diagnose 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 to [1] ? a doctor. So I called the doctor's office and [2] ? 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] ? me thoroughly. She also [4] ? my blood pressure and temperature. She said she couldn't [5] ? me without [6] ? 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 [7] ? 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. Write the answers in your notebook. 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. ?

2 I'm losing my eyesight, so I was given a prescription for glasses. ?

3 I've had a high temperature for the last couple of days and I think I might have caught a cold. ?

4 The medicine the doctor prescribed me is really expensive. I need to find out about a cheaper alternative. ?

5 I've developed some acne and a rash on my arms, so my doctor has referred me to someone else. ?



14 11 02 Listen to four speakers. What symptoms does each speaker have? What remedies and treatments have they tried? Copy the table into your notebook and complete it.

R

Speaker	Symptoms	Remedies and treatment
1	?	?
2	?	?
3	?	?
4	?	?

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. Write the answers in your notebook.

cardiologist dermatologist ophthalmologist psychiatrist speech therapist surgeon

1 ? 2 ? 3 ? 4 ?

DISABILITIES | NIEPEŁNOSPRAWNOŚĆ

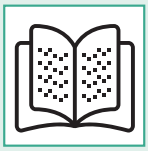
16 Complete the leaflet with the words from the box. Write the answers in your notebook.

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] ?.

We use the following symbols in our course descriptions.



This indicates courses adapted for [2] ? and visually impaired. Printed materials for a particular course are [3] ? in braille.



[4] ? users can participate in these courses easily because they are on the ground floor. The classrooms have wide doors and the toilets are [5] ?.



In these classes, we have course instructors who are fluent in [6] ? language. So if you use it, these classes would be ideal for you.

PHYSICAL AND MENTAL WELL-BEING | SAMOPOCZUCIE

17 Choose the option that has a similar meaning to the words in bold. Write the answers in your notebook. 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 Which words complete the sentences correctly? Write the answers in your notebook. 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. Write the answers in your notebook.

1 have regular	?	a	nap
2 exercise	?	b	check-ups
3 avoid	?	c	a sensible diet
4 get enough	?	d	fatty and processed food
5 follow	?	e	regularly
6 cut down	?	f	sleep
7 take 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?

ADDICTIONS | UZALEŻNIENIA

21 Complete the sentences with the correct form of *addict*. Write the answers in your notebook.

1 Alcohol and drugs are ? substances and there are no safe quantities.
2 Matt was ? 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) ? to work.
4 A new therapy centre has been built for ? battling drug addiction.

22 Complete the text with the correct form of the words in brackets. Write the answers in your notebook. 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] ? (DEPEND) towards things like work, shopping, video games, etc. These are called [2] ? (BEHAVIOUR) addictions as individuals engage in [3] ? (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] ? (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.

While attending a language course in Scotland, you had a medical problem. You're at the doctor's. Discuss:

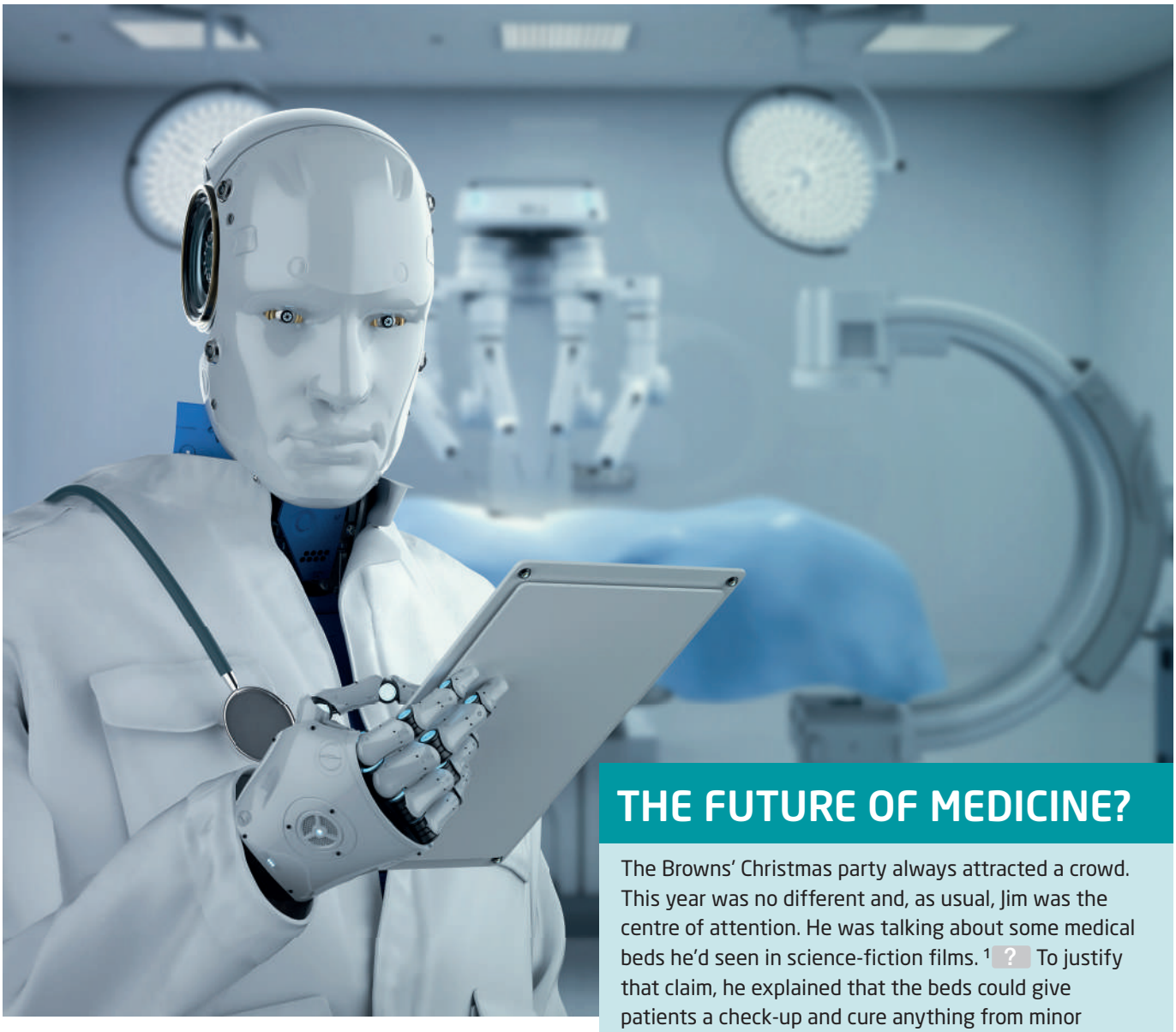
- what happened,
- your symptoms,
- what treatments you've already tried,
- the prognosis.

The doctor starts the conversation. Then change roles.



11 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] ? 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] ? 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] ? 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] ? 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.

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. Write the answers in your notebook.

1 He loves the sound of his own voice. You never feel as if she's really listening to what you say to her.

2 I saw an interesting science-fiction film last week. It will be about a linguist who will help aliens and humans understand each other.

3 At first, I felt fine. What's more, then I started to feel ill and before an hour or two I had a temperature. In the beginning, I had to go to the hospital.

Podczas dobierania zdań do luk w tekście zwróć uwagę na jego spójność i logikę. Sprawdź zgodność zaimków, czasów gramatycznych oraz spójników.

ZADANIE MATURALNE

3 Przeczytaj tekst, z którego usunięto cztery zdania. Które zdania A–E uzupełniają luki 1–4, tworząc spójny i logiczny tekst? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

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.

5 **SŁOWNICTWO** Which words complete the sentences correctly? Write the answers in your notebook. 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. Write the answers in your notebook.

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] ? . Another time he thought he was [2] ? , but it was just chest pains because he'd eaten too much chocolate. Last week, he [3] ? at the doctor's. They [4] ? 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] ? . But they just [6] ? 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] ? , he wants them to [8] ? 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.

1 A doctor talking to a six-year-old patient: 'Your respiratory problems are the result of swollen adenoids*.'
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.'
3 A teenager to a schoolmate with a toothache: 'It's your own fault. I told you not to eat so many sweets.'

* ***swollen adenoids*** – obrzęknięte migdałki gardłowe

8 In pairs, rewrite the messages in Exercise 7 to make them more suitable for the situation. Write the answers in your notebook.



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. Zapisz odpowiedzi w zeszycie.**

In which paragraph does the author ...

1 claim that certain problems did not exist in the past? ?
2 describe a health issue which has no effect on most people who get it? ?
3 discuss something that can make people need psychological help? ?
4 mention several examples of potential health problems for younger generations? ?
5 recognise that there is some uncertainty about how harmful something is? ?

2 **SŁOWNICTWO** **Complete these sentences with the correct form of words from the text. The first letters of the missing words have been given. Write the answers in your notebook.**

1 Spending time outdoors in the country is good for your m ? well-being.
2 Some animals have very interesting r ? systems compared to humans.
3 Smallpox was a terminal d ? but, thanks to a worldwide vaccination programme, it has disappeared.
4 If you suffer from c ? stress, why not try yoga?
5 I have a s ? headache. Have you got any painkillers?
6 He went into cardiac a ?, but they got his heart beating again with a defibrillator.
7 As a result of the motorbike accident, he suffered brain d ?.
8 Apnoea is a sleep d ? that causes breathing problems.

ŚRODKI JĘZYKOWE

Sety leksykalne

TRENING MATURALNY

1 **Read the tip below. In your notebook, complete each pair of sentences with one word.**

1 Mary's GP allowed her to go back to work on ? that she would try to avoid stress.
Two people are in a critical ? after a major car accident in Brighton yesterday.

2 After the consultation, the doctors decided to ? out the operation immediately.
Could you help me ? the suitcase? My arm is still a bit sore.

Przed wypełnieniem luk w zadaniu otwartym typu set leksykalny 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 **Read the tip below. In your notebook, complete each set of three sentences with one word.** R

1 Grey ? 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 ? was much too complicated for her.
Ever more scientists think that discovering a complete cure for cancer is just a ? of time.

2 Tom's mother has finally made a ? recovery after spending over two months in hospital.
The junior doctor was ? of apprehension before performing his first operation.
The car accident happened close to the school building in ? 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.

3 **In your notebook, match the words from the box to the pairs of expressions. The same word should complete both expressions correctly. Then write sentences with these expressions.**

aid blood disease feel lose take

1 fatal ? / infectious ?
2 ? terrible / ? off-colour
3 first ? / hearing ?
4 ? weight / ? consciousness
5 ? test / ? pressure
6 ? a nap / ? things easy

▶ **GRAMATYKA** | CZASOWNIKI ZŁOŻONE, STR. 212

4 **In your notebook, complete each pair of sentences with one preposition.**

1 Tom was almost knocked ? by a cyclist yesterday, but he jumped to the side of the road and was lucky he only twisted his ankle.
Why don't you sit ?? A nurse will be with you shortly.

2 I was brought ? to take good care of my teeth, so I know the importance of regular dentist check-ups.
Do you think throwing ? could be a sign of an allergy to a specific food?

3 If you don't follow a sensible diet, I'm afraid you're going to put ? a lot of weight.
Grandpa's doctor wanted to consult with a colleague before deciding ? a course of treatment.

4 In the end, I needed to go to the dentist to have my tooth ?.
Harry found ? he had travel sickness when he first travelled by boat.

5 **In your notebook, complete each pair of sentences with one preposition.** R

1 An elderly person can't fight this illness ? in the same way a young adult can.
If you want to come ? this drug, you need to consult your doctor first.

2 Josh has dropped ? of medical school in the first year after deciding he's not meant to be a doctor.
You don't need to cut sweets ? of your diet completely, just be sure to eat them in moderation.

3 This cream should clear ? your rash in one or two days.
The nurse on duty checks ? on the patients several times during the night.



6 In your notebook, complete each pair of sentences with one word.

1 If you have a ? 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 ?.

2 It's quite easy to ? addicted to pain killers, so you have to be careful when taking them.

Even if you ? 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 ? on fatty food.

When you feel dizzy, you should lie ? and drink lots of liquids.

7 In pairs, discuss the six sentences from Exercise 6. Which of them do you agree with and which don't you agree with?



ZADANIE MATURALNE

8 Zapisz w zeszycie wyraz, który poprawnie uzupełnia obydwa zdania w zadaniach 1–5. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 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 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 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 My grandfather ? up smoking immediately after his lung surgery.

The nurse ? me an injection in my left shoulder.

5 Her baby was born in a ? condition, but recovered quickly after intensive treatment.

Many people are simply too ? to afford private health care.

ZADANIE MATURALNE

9 Zapisz w zeszycie wyraz, który poprawnie uzupełnia wszystkie trzy zdania w zadaniach 1–5. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 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 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 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 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 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.

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?

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*.

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. In your notebook, answer questions 1 and 2.

ZADANIE MATURALNE

4 11 05 Usłyszysz dwukrotnie trzy teksty. Które z podanych odpowiedzi A–C są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszycie.

Text 1

1 The 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.

Text 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.

Text 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 on page 240 and try to work our their meanings. Then check your ideas in a dictionary. Copy the words into your notebook adding a translation. Write an example sentence for each one.

calming qualities 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.

> "A good laugh and a long sleep are the two best cures for anything."

11 R SŁUCHANIE

Uzupełnianie luk



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.

2 11 06 Listen to a conversation between two friends. What happened to Martin? Where and how did it happen? Write the answers in your notebook.

TRENING MATURALNY

3 11 06 Read the tip below. In your notebook, 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 ? if he'd been wearing his own boots.
2 Initially, Charlie thought Martin injured himself because he ?.
3 Initially, Charlie also thought that if Martin ?, he would have had time to do a proper warm-up.
4 Martin's injury was ? 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.

▶ **GRAMATYKA** | ZDANIA WARUNKOWE, STR. 202

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. Odpowiedzi zapisz w zeszycie.

1 Martin's recovery from his broken leg ? than he and the doctors originally thought.
2 Karen found the story about an Australian athlete ?.
3 The woman was incredibly lucky ? 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 ?.

5 **SŁOWNICTWO** In pairs, choose the correct option to complete the sentences in your notebook. 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?

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

Opis ilustracji i odpowiedzi na trzy pytania

1 In pairs, talk about the best way to stay healthy. Consider the topics in the box or your own ideas.

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.

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.

▶ **GRAMATYKA** | CZASY GRAMATYCZNE, STR. 148

3 11 08 In your notebook, 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] ? (not/see) my friend for ages, so we met at the park so that we [2] ? (can) do some exercise. When I arrived, Lisa [3] ? (wait) for me. We [4] ? (know) one another since primary school. To begin with, we [5] ? (jog) around the park, but after a while I got a pain in my leg, so we [6] ? (decide) to take it easy and just walk and chat. We [7] ? (not/notice) the weather was getting worse and suddenly it started to rain. We [8] ? (run) to a café and, in the end, we [9] ? (stay) there. We decided it was better for our health and well-being to relax and enjoy ourselves.

4 Copy the Useful Phrases box and complete it with the missing words from the underlined phrases in the model answer in Exercise 3.

USEFUL PHRASES ▶ STR. 225

Beginning the story

The first/last time I (went for a walk/run) was ...

It was/happened ([1] ? / a long time ago / very recently).

Sequencing events

[2] ?, / At first, ...

Then / After [3] ? / that / an hour, ... / Afterwards, ...

Just then, / [4] ?, ...

Finishing the story

[5] ?, / Finally, ...



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?

ZADANIE MATURALNE

6 In pairs, take it in turns to describe the photos and then answer the questions.

UCZEŃ A



1 Tell me about the last time you caught a cold.

2 Tell me about a time when you, or someone you know, continued working or studying when they were ill.

3 Tell me about a time when you, or someone you know, had to go to the doctor or the dentist.

UCZEŃ B



1 Tell me about the last time you, or someone you know, had a minor injury.

2 Tell me about a situation when you, or someone you know, helped somebody who had a health problem.

3 Tell me about a situation when you hurt yourself when you were a small child.

11 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 In your notebook, 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.

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?

3 Read the Useful Phrases. Which phrases appear in the model answer?

USEFUL PHRASES ▶ STR. 229

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.

1 eat / drink
2 sport / exercise
3 sleep / bedtime
4 TV / phones / computers
5 hobbies / free time
6 run / swim

5 In pairs, think back to the answers you gave in Exercise 1. Then give each other advice on how to be healthier.

TRENING MATURALNY

6 Read the tip below. Find different phrases the author of the model answer on page 88 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 In your notebook, rewrite this text so that the sentences are shorter, there is no repetition and not every sentence begins with the pronoun *I*.

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 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.

ZADANIE MATURALNE

10 Do the task below in your notebook.

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.

?

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
consult a health-care professional – skonsultować się z lekarzem / lekarką (lub innym pracownikiem ochrony zdrowia)
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
take the stairs – chodzić po schodach

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

abdomen – jama brzuszna, brzuch R
appendix – wyrostek robaczkowy
grey matter – szare komórki
muscle control – kontrola nad mięśniami
reproductive system – układ rozrodczy
sensory perception – percepcja sensoryczna, postrzeganie zmysłowe

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
fear of germs – lęk przed zarazkami
itchy rash – swędząca wysypka
heart failure – zatrzymanie akcji serca
leukaemia – białaczka
meningitis – zapalenie opon mózgowych
nausea – mdłości
neurological disorder – zaburzenia neurologiczne
obsessive-compulsive disorder (OCD) – zaburzenie obsesyjno-kompulsywne, nerwica natręctw
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
longevity – długowieczność
non-communicable disease – choroba niezakaźna
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
ointment – maść R
over-the-counter medicine – lek bez recepty
psychotheraphy – psychoterapia

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
fight off an illness – zwalczyć chorobę
get referred to a specialist – zostać skierowanym do lekarza specjalisty
improve metabolism – poprawić przemianę materii
increase immunity to infection – podnosić odporność na zakażenie
increase the body's flexibility – zwiększyć elastyczność ciała
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 R
walk on crutches – chodzić o kulach

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

FIRST AID IN EMERGENCIES | PIERWSZA POMOC W NAGŁYCH WYPADKACH

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

GIVING FIRST AID | UDZIELANIE PIERWSZEJ POMOCY

bandage – bandaż
put a ~ on sth – zabandażować coś
clean a wound – oczyścić ranę
first aid – pierwsza pomoc
~ kit – apteczka
ice pack – kompres lodowy
mouth to mouth – oddychanie metodą usta–usta
oxygen – tlen
plaster – plaster
pressure – nacisk
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
sterile – sterylny
stop the bleeding – zatamować krwawienie

LISTA 11 PODSTAWOWA

LISTA 11 PODSTAWOWA +ROZSZERZONA

11 POWTÓRZENIE

SŁOWNICTWO

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

A | hay ice infectious plaster sore

B | cast disease fever pack throat

1 Sue suffers from ? in the spring, which makes her eyes itchy and causes her to sneeze.
2 I haven't eaten much today because I have a(n) ? and it's difficult for me to swallow.
3 Tom's right leg was in a(n) ? for a while before the broken bones eventually healed.
4 People with a(n) ? are treated in isolation from other hospital patients to prevent contagion.
5 You should put a(n) ? on your knee – the cold will help to reduce the swelling.

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

1	cure	cut	injury	wound
2	bowels	kidneys	lungs	nails
3	dizzy	ill	sick	sprained
4	cream	crutches	drops	pill
5	ache	blister	burn	rash
6	finger	thumb	toe	tonsil

3 Complete the sentences with the correct form of the verbs from the box. There are two extra verbs. Write the answers in your notebook.

avoid feel follow make run take water

1 It's best to ? junk food as it offers so few nutrients for the body.
2 I'm allergic to cats and when I'm near one, my eyes start ?.
3 I wasn't feeling well, so I ? my temperature and got a reading of 38°C.
4 As I had toothache, I called my dentist and ? an appointment to see her.
5 It's important to ? a sensible diet.

4 Complete each sentence with one word. Write the answers in your notebook. R

1 When your doctor gives you a clean ? of health, it means you are no longer unwell.
2 When you sleep like a ?, it means your sleep is deep, restful and undisturbed.
3 When you look the ? of health, it means you have no health concerns and you look well.
4 When you get back on your ?, you recover after an illness and are back to normal.
5 When you are as right as ?, it means that you are in excellent health.

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

5 Zapisz w zeszycie wyraz, który poprawnie uzupełnia oba zdania w zadaniach 1–4. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 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 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 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 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.

ZADANIE MATURALNE R

6 Zapisz w zeszycie wyraz, który poprawnie uzupełnia wszystkie trzy zdania w zadaniach 1–4. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 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 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 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 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

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? / Why not?

ZADANIE 1

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. 247

ZADANIE 2

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

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

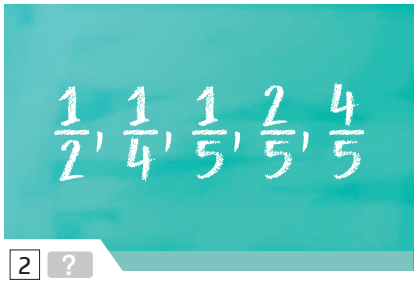
1 Why do so many people ignore the rules of a healthy lifestyle?
2 Are people more or less healthy than in the past? Why?

12 NAUKA I TECHNIKA

SŁOWNICTWO



1 ?



2 ?



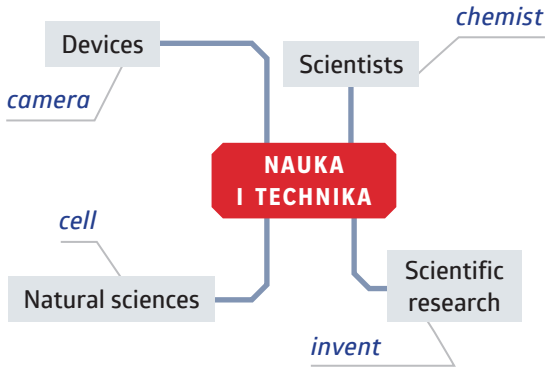
3 ?



4 ?

LOOK BACK

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



SCIENTISTS AND SCIENCES | NAUKOWCY I DZIEDZINY NAUKI

2 In your notebook, 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. Write the answers in your notebook. Then listen again and write down the words which helped you choose each answer.

anthropology archaeology chemistry economics
geology mathematics physics psychology sociology

1 ? 2 ? 3 ?
4 ? 5 ? 6 ?

4 Who are the scientists that work in the areas in Exercise 3? Write the answers in your notebook. 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. Write the answers in your notebook. 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] ? of matter (solid, [2] ? and gas), but it also shows how different chemicals [3] ? 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] ? and lots of foam appears. Why does this happen? Well, ice cream [5] ? lots of air bubbles and the drink [6] ? of carbon dioxide. When the two come into contact, the carbon dioxide helps to free the bubbles that are in the ice cream.



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

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 Copy the table and complete it. Then in pairs, make five sentences using the words in the table and the phrases in Exercise 6.

Verbs	Nouns	
	What?	Who?
invent	1 ?	2 ?
3 ?	research	4 ?
observe	5 ?	6 ?
7 ?	discovery	8 ?
experiment	9 ?	experimenter

8 Complete the sentences with words formed from the words in brackets. Write the answers in your notebook. R

1 He made the ? (ASSERT) that learning at school is superior to homeschooling.
2 The aim of this meeting is to ? (FORMULA) a hypothesis regarding the study.
3 They asked the scientist to supply ? (PROVE) that his experiment actually worked.
4 After submitting an application and lots of supporting ? (EVIDENT), she got a patent for her invention.
5 The research group made the ? (HYPOTHESIS) assumption that students who don't live with their parents spend more money in the canteen.
6 H.G. Wells made several futuristic ? (PREDICT) in his books. Some of them actually came true.
7 During a national conference, respected linguists presented their latest research ? (FIND).
8 There are various ways to get rid of hiccups, but none of them have been ? (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.

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?



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. Write the answers in your notebook.

all-in-one printer headset MP3 player
photocopier smartphone tablet webcam

1 ? 2 ? 3 ? 4 ?

12 12 02 Listen again. What problem(s) does each speaker mention about the device? Write the answers in your notebook. In pairs, discuss what kind of problems you have had with the devices that you use.

INFORMATION AND COMMUNICATION TECHNOLOGY | TECHNOLOGIE INFORMACYJNO-KOMUNIKACYJNE

13 Copy the table. Complete it 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. Write the answers in your notebook. 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 ? 2 ? 3 ? 4 ?

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

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. Write the answers in your notebook. 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) ? . 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) ? ? 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 ? 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 ? my software.

17 Match the solutions from the box to the situations. There are two extra phrases. Write the answers in your notebook. 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. ?
2 I never know when someone has emailed or texted me. ?
3 I can't get into my email account. ?
4 Everything looks so small and blurry on my monitor. ?
5 Every time I type on my phone, something is changing what I write and it looks like I'm making mistakes. ?

18 Complete the text with the words from the box. There are three extra words. Write the answers in your notebook. 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] ? . 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] ? . 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] ? down to the section where it says 'Start typing.' Place your [4] ? there and start typing your post.
4 You don't have to [5] ? 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] ? a photo or a file, just click on the 'Add media' button. A new window will [7] ? up that will let you find and add a file directly from your computer's [8] ? 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] ? .

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. Write the answers in your notebook. Which problem do you think is the most serious? Why?

delete hack help desk innovation spam virus

1 to remove information from a cdevice ?
2 a service providing instructions and guidance on how to fix things ?
3 a program that negatively affects how a computer works ?
4 to gain illegal access to someone's computer system ?
5 emails that you haven't signed up for ?

20 Which options complete the sentences correctly? Write the answers in your notebook. 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. Write the answers in your notebook. 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] ? you can take to protect yourself from [2] ? 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] ? which stops anyone from the outside accessing your information.
- Create 'strong' passwords. They should have at least eight [4] ? 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] ? 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] ? or suspicious activity.
- Be wary of Internet [7] ?, 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] ? 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] ? a problem, call your bank or the police immediately.

22 Complete the questions with the correct prepositions. Write the answers in your notebook. Then in pairs, ask and answer the questions.

1 How often (if ever) do you back ? your files so as not to lose anything?
2 What do you do when your computer or other devices freeze ? and nothing works?
3 Do you remember the last time your computer or another electronic device broke ??
4 Do you always sign ? of your social media accounts when you're done using them? Why? / Why not?
5 Do you shut ? your computer when you're finished using it for the day? Why? / Why not?

IDIOMS | IDIOMY

23 Choose the correct translations of the words in brackets. Write the answers in your notebook. 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 In small groups, do the task. 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.

Then, as a class, decide which two fields have been affected most by technology in the last ten years.

communication education medicine sport transport

12 CZYTANIE

Dobieranie wypowiedzi do zdań • Odpowiedzi na pytania

A SOCIAL MEDIA USERS AROUND THE WORLD IN JANUARY 2021

Active users

4.20 billion
53.6%
of world population

New users

+0.49 billion
+13.2%
of world population

Users on mobile phones

4.15 billion
98.8%
of active users

1 How many hours a day do you spend online? What do you do? What devices do you use?

TRENING MATURALNY

2 Read the tip below. Then read the text and do the task. Write the answers in your notebook.

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. ?
2 David's general opinion about the new phone. ?
3 a fact about David. ?

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. Zapisz odpowiedzi w zeszycie.

1	This text focuses on different attitudes towards online addiction.	?
2	This text provides facts about online interactive communications.	?
3	This text describes a problem and requests assistance.	?

TRENING MATURALNY

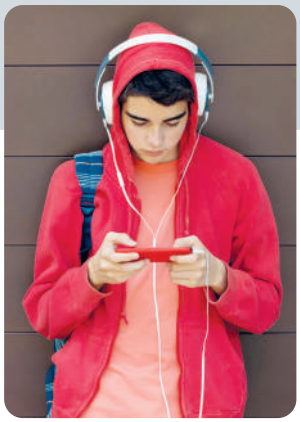
4 Read the tip below. Look at underlined words in questions 1 and 2. Then read the text in Exercise 2 again and answer the questions. Write the answers in your notebook.

1 Why did David take a long time to buy a new phone?
2 What is his new phone like?

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.

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. Zapisz odpowiedzi w zeszycie.**

1 What percentage of users access social media on their phones?
2 What was the objective of the Oxford study?
3 How does RobbieMcK53 react when he can't use his phone?
4 Why does suzyQtee think RobbieMcK53's problem is nothing to worry about?

6 **SŁOWNICTWO** **Complete the questions with words from texts A–D. The first letter of each word has been given. Write the answers in your notebook. Then in pairs, ask and answer the questions.**

1 Do you know what all the buttons on your TV's r ? control do?
2 Have you found any good websites when you were b ? the web recently? Which was the best one?
3 Do you know any d ? addicts? How do you know they're addicted?
4 On your phone, do you s ? up or down to access your notifications panel?
5 Do you read every text message you get as soon as you r ? it?
6 How good is the b ? life on your phone?
7 How many fingers do you use when you type or t ? ? What about your parents?

7 **In pairs, answer the questions.**

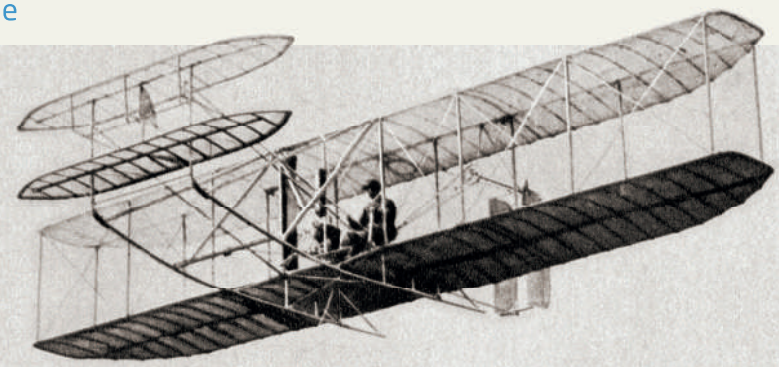
1 Do you ever do any of the things that RobbieMcK53 describes in his post, e.g. do your fingers itch when you haven't got a device to hold?
2 How big a problem do you think digital addiction is in society?

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.**

- 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.**



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] ? 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] ? 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] ? 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] ? 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. Które zdania A–E uzupełniają luki 1–4, tworząc spójny i logiczny tekst? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.**

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. Write the answers in your notebook. 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) ? to travel vast distances across the universe?
2 What do you think is the most ? invention in the history of the world?
3 What are the advantages of wearing ? instead of glasses?
4 Are the ? used in laboratories usually made of plastic or glass?
5 True or false? Einstein's theory of ? deals with gravity and other forces in nature.
6 True or false? A(n) ? is smaller than a molecule and larger than a proton.
7 True or false? The theory of quantum ? deals with atoms and subatomic particles.

ŚRODKI JĘZYKOWE

Dobieranie i przekształcanie wyrazów

TRENING MATURALNY

1 Look at the words in the box. What other words can be formed from them? Write the answers in your notebook.

announce appear fortunate real safe

2 In your notebook, complete the sentences with words formed from the words from Exercise 1.

1 ? , 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 ? , we only learnt some theory.
3 Last year, the American electric car manufacturer officially ? the end of their production.
4 We were given some tips on how to use the Internet ? and protect our personal data.
5 The scientist giving a presentation was extremely knowledgeable, but I was distracted by the sudden ? of a cat in the room.

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

abbreviate accurate analyse clear close familiar sharp

1 Unclear or biased questions will weaken the ? of survey results.
2 For our next Chemistry lesson, I'd like you to ? yourselves with the atomic structure of the first ten elements of the periodic table.
3 The ? of kilogram is *kg*.
4 The lecturer took a long time to ? the difference between qualitative and quantitative research.
5 We need a statistician to help us complete the ? of the data collected in the first stage of the study.
6 The progress of our research has been disrupted due to the ? of some research facilities.
7 My internship has given me a chance to ? my skills in software development.

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.

▶ **TABELE** | SŁOWOTWÓRSTWO, STR. 217

4 Copy the table and complete it 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
?	?	*arrival*	?	?
-ness	**-sion**	**-ation**	**-y**	**-sis**
?	?	?	?	?

5 In your notebook, complete the sentences with words formed from the words from the box. There are three extra words.

advertise child hard important injure invent linguistic slow special think

1 Would our ? be better or worse without technology? Why?
2 How would you describe the ? of science subjects in secondary school?
3 Do you think some people are more ? talented than others?
4 Do you know anybody who has had a computer-related ? ? What happened?
5 If you saw a(n) ? for an electronic device that said it could read other people's thoughts, would you buy it? Why? / Why not?
6 What do you think is the most important ? of our times? Why?
7 Do you believe virtual reality will ? integrate into our everyday lives?

6 In pairs, ask and answer the questions in Exercise 5. Give more details about each answer.



7 In your notebook, complete the questions with words formed from the words from the box. There are three extra words. R

anxious broad collaborate discover distract necessary popular store

1 How much ? space on your mobile phone do you need? Why?
2 Research suggests that ? 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 ? of science subjects in secondary school?
4 In your opinion, should universities ? the choice of Science and Technology courses or do you believe there are enough different courses available already?
5 Is ? really the mother of invention?

8 In pairs, ask and answer the questions in Exercise 7. Give more details about each answer.

ZADANIE MATURALNE

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

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] ? 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] ? 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] ?. But modern technology can be a big distraction here. Conversations which are constantly [4] ? by the beeps and ringtones of our phones are never going to be deep or long. Our friends will feel annoyed or unimportant and ignored. Could a phone-free holiday help avoid these problems? Yes, definitely! So before you go, pack your suitcase but leave your mobile behind!

ZADANIE MATURALNE

10 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. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Utworzone wyrazy zapisz w zeszycie. R

accept appear curious low name use

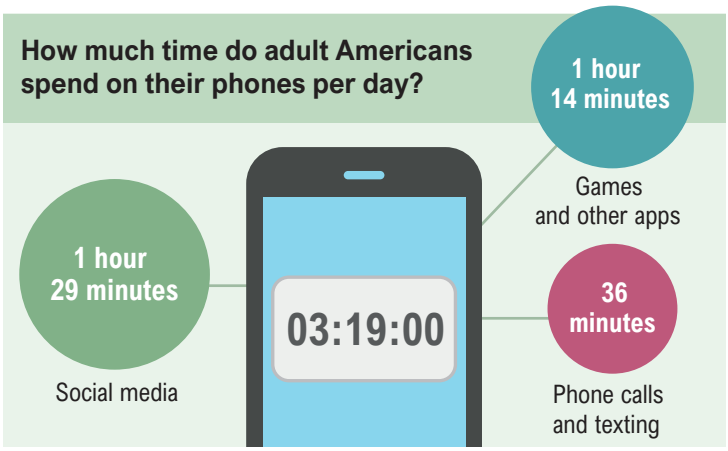


Teen inventor awarded prestigious title

At the age of fifteen, Gitanjali Rao [1] ? '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] ? 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] ? 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] ? and decided to do something about it.

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.

- 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 in your notebook.

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. Write the answers in your notebook. Then listen again and check your answers.

This person ...

a talks about a recent experience. ?
b instructs people how to get rid of something responsibly. ?
c expresses concern about a change in someone's behaviour. ?
d identifies a common problem and gives some useful advice. ?

ZADANIE MATURALNE

4 12 06 Usłyszysz dwukrotnie pięć wypowiedzi na temat telefonów komórkowych. Które zdania A–F pasują do wypowiedzi 1–5? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

The speaker ...

A 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
?	?	?	?	?

5 **SŁOWNICTWO** In your notebook, 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 ? you own?
2 When was the last time you had an automatic system ? on your phone?
3 Have you ever cracked the ? on your phone?
4 How have smartphones ? the way people live and behave?
5 Which was a bigger technological ?: 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?



12 R SŁUCHANIE

Wybór wielokrotny

1 If you could stay at a certain age without getting older, what age would you choose?

TRENING MATURALNY

2 12 07 **Listen to a news report about a recent scientific finding. In your notebook, 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.

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. Które z podanych odpowiedzi A–C lub A–D są właściwe i zgodne z treścią nagrań? Zapisz odpowiedzi w zeszycie.**

Text 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.

Text 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.

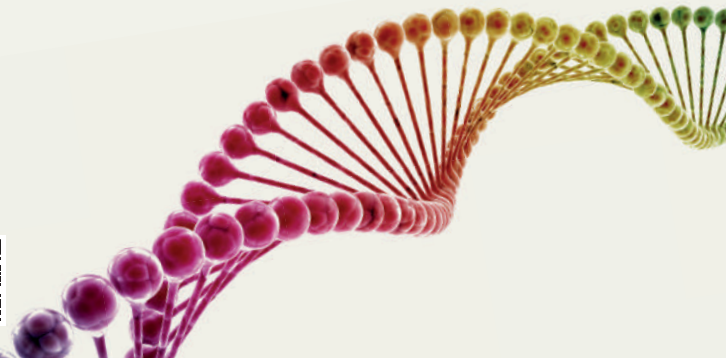
Text 3

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** **In your notebook, 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 ? a myth.
2 You can conduct research, studies or a(n) ?.
3 You can access, collect or ? data.
4 You can formulate, confirm or ? a hypothesis.
5 You can study civil, mechanical or ? engineering.



Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania

1 How did people stay in touch with one another before social media was widely available?

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.

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?

4 Read a further question related to the topic. In pairs, discuss how you would answer the question.

- In your opinion, does social media have more good points or bad points?

5 12 10 Copy 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. 225

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, ...

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.

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.

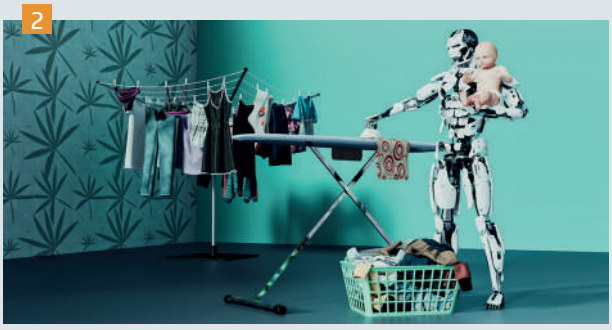
Musisz wybrać zdjęcie na slajd otwierający twoją prezentację dotyczącą potencjalnego udziału robotów w życiu codziennym. Która z propozycji, twoim zdaniem, najlepiej nadaje się do wykorzystania w prezentacji?

- Wybierz ilustrację, którą uważasz za najlepszą, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

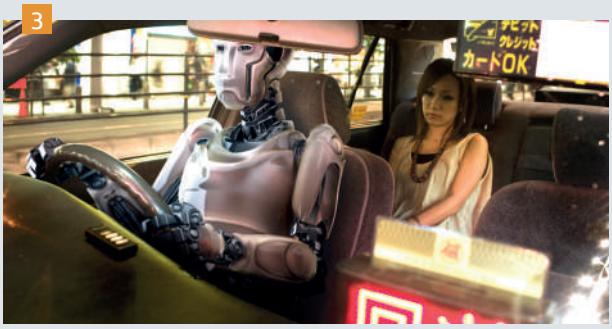
1



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?

Wpis na forum internetowym

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?

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.

3 Copy the Useful Phrases box into your notebook. Then tick the phrases which appear in the sample answer above.

USEFUL PHRASES ▶ STR. 229

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 In your notebook, 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 in your notebook on what to do and what not to do.

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.

ZADANIE MATURALNE

7 Do the task below in your notebook.

„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.
?

PISANIE

Artykuł

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Ukończenie studiów w obszarze nauk ścisłych daje wiele możliwości zawodowych. Napisz artykuł do czasopisma poświęconego doradztwu zawodowemu, przedstawiający możliwości zatrudnienia absolwentów kierunków ścisłych oraz wyjaśniający, jakie kroki powinni podjąć, by rozwinąć karierę naukową.

Wypowiedź powinna zawierać od 200 do 250 słów.

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.**

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 **Copy the Useful Phrases box into your notebook and complete it with words from the model text.**

USEFUL PHRASES ▶ STR. 229

Give guidance with conditions

If you aim to work in science, you [1] ? study Mathematics.

[2] ? 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] ? 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] ? /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] ? 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.

▶ **GRAMATYKA** | ZDANIA WARUNKOWE, STR. 202



3 **Which words or phrases complete the sentences correctly? Write the answers in your notebook.**

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 below in your notebook.**

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.

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
gene therapist – terapeuta genowy, terapeutka genowa
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
assertion – twierdzenie
closure of a research facility – zamknięcie placówki badawczej
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
hypothesise – postawić hipotezę
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
familiarise yourself with sth – zapoznać się z czymś
find a clue – znaleźć wskazówkę
formulate/make a hypothesis – sformułować 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)
sharpen skills – doskonalić umiejętności
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
nuclear fission – rozszczepienie jądra atomowego
nuclear fusion – reakcja termojądrowa R
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
boost the popularity of sth – zwiększyć popularność czegoś R

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

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
Blu-ray ~ – odtwarzacz Blu-ray
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

12 POWTÓRZENIE

SŁOWNICTWO

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

A | battery chemical electronic operating remote search

B | control device engine life reaction system

1 When baking soda and vinegar are combined, the resulting ? produces carbon dioxide gas.
2 Type your query into the ? and the results will appear within a fraction of a second.
3 Any ? such as a phone, tablet or laptop requires regular charging to power the battery.
4 Because the ? was broken, Alex had to change channels by using the buttons on the TV set.
5 I bought this phone because of the long ? and it can go for ten hours without charging.
6 The ? on my smartphone was updated recently and now it works more efficiently.

2 Answer the questions. More than one option might be correct. Write the answers in your notebook.

1 How can a liquid change state: melting, evaporation or freezing?
2 What can be conducted by a scientist: an analysis, a conclusion or a survey?
3 Which is a natural science: economics, sociology or geology?
4 Which is associated with smartphones: a mouse, a ringtone or voicemail?
5 Which of these is computer hardware: an app, a modem, a hashtag?
6 How do we look for information online: attach, browse or surf?
7 Which is a way to save computer files: freeze up, sign out or back up?

3 In your notebook, complete the sentences with the words from the box. There are two extra words. R

alert lead precaution steam text theft wavelength whistles

1 I received a security ? from my bank with a warning about phishing emails.
2 As a safety ?, do not use your personal details such as your name or birthdate when creating a password.
3 They embarked on the project with great enthusiasm, but soon lost interest and ran out of ?.
4 When identity ? happens, a criminal may use your personal information to apply for loans.
5 To connect the printer to the socket on the other side of the room, I'll need an extension ?.
6 The predictive ? feature is very useful as it saves time when composing messages.

ŚRODKI JĘZYKOWE

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. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Utworzone wyrazy zapisz w zeszycie.

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] ? with them. Thousands of years later, their [2] ? 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] ? 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] ? through chimneys.

ZADANIE MATURALNE R

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. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Utworzone wyrazy zapisz w zeszycie.

call evident familiar formula popular science

The terms 'theory' and 'hypothesis' tend to be used interchangeably by people who are [1] ? with science, but they have significantly different meanings. A hypothesis is an idea that is [2] ? 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] ? 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] ? collected through experimentation. Examples of theories include Einstein's Theory of General Relativity and Copernican Heliocentric Theory.

ROZMOWA WSTĘPNA

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

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. 247

ZADANIE 2

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

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

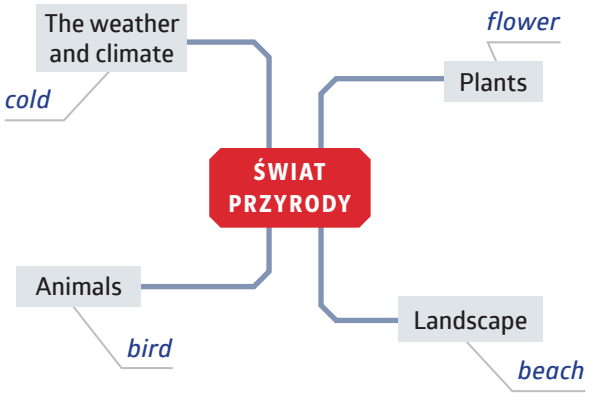
1 What simple things can everyone do to make using the Internet safer?
2 What are the pros and cons of monitoring children's smartphones and computers by their parents?

13 ŚWIAT PRZYRODY

SŁOWNICTWO

LOOK BACK

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



THE WEATHER AND CLIMATE | POGODA I KLIMAT

2 13 01 Listen to four weather reports. Match the photos to the reports. Write the answers in your notebook.

1 ? 2 ? 3 ? 4 ?

3 13 01 Listen again and complete the notes. Write the answers in your notebook.

Recording 1

1 Temperatures ? are forecast for tonight and tomorrow.

2 The forecast for tomorrow is ? in the morning and heavy ? during the day.

Recording 2

3 Sudden warm weather has caused thick ?.

4 Today it's expected to be ? all day with some ? in the afternoon.

5 The highest temperature tomorrow is expected to be ? degrees Celsius.

Recording 3

6 People are advised to stay indoors due to ? temperatures and ? conditions.

7 Daytime temperatures are forecast to be 15 degrees higher than the ? for this season.

Recording 4

8 A cold ? will cause heavy rain, storms, thunder and lightning.

9 There will be 10 mm of ? per hour.

4 With which seasons do you normally associate the weather descriptions in recordings 1–4 in Exercises 2 and 3? Write the answers in your notebook. Which is your favourite season and why?

1 ? 2 ? 3 ? 4 ?



a



b



c



d

5 Complete the sentences with words formed from the words in brackets. Write the answers in your notebook.

1 The ? (WIND) weather conditions were perfect for flying kites in the park.

2 Due to the ? (STORM) weather, we weren't able to go out on the boat.

3 Did you know that the Sahara Desert can get ? (FREEZE) cold at night?

4 After several days of ? (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 ? (SUN) areas.

6 A ? (METEOROLOGY) is a scientist who studies weather and the climate.

PLANTS | ROŚLINY

6 Answer the questions using the words from the box. Write the answers in your notebook. Which of these trees and flowers grow in your country?

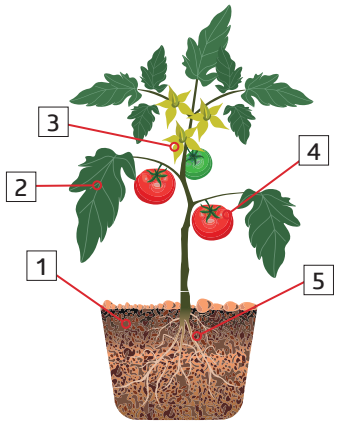
> branch chestnut crown herb lily maple oak poppy rose seed spruce trunk vegetable violet willow

Which are ...

1 trees? ?
2 parts of a tree? ?
3 flowers? ?
4 things that you eat? ?

7 Which parts of the picture (1–5) match words a–e? Write the answers in your notebook.

a flower ?
b fruit ?
c leaf ?
d root ?
e soil ?



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. Write the answers in your notebook.

> alligator ant bat bee bull crab goat herring parrot whale


1 ?


2 ?


3 ?


4 ?


5 ?


6 ?


7 ?

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	?
Farm animals	?
Birds	?
Fish	?
Insects	?
Mammals	?
Reptiles	?

10 Which animals make these sounds? Have you ever encountered any of these animals? Where was it?

> bark buzz miaow moo roar

11 Which words complete the sentences correctly? Write the answers in your notebook. Then in pairs, explain the meanings of the idioms. R

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. Write the answers in your notebook.

1 The largest c? 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? in Poland is the Vistula, which flows into the Baltic S?.
3 The only d? 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? is approximately 770 km.
5 The largest r? in the world is the Amazon. Around 290 trillion trees grow there.

13 Match the words from the box to make as many collocations as you can. Write the answers in your notebook.

area beach cliff coastline hill mountain path scenery shore slope town view village

1 coastal ?
2 rural ?
3 rocky ?
4 sandy ?

14 In pairs, describe the landscape where you live or in a place you know well. Use the words from Exercises 12 and 13.

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. Write the answers in your notebook. Which of these problems do you think is the most serious? Why?

air pollution animals becoming extinct deforestation global warming literring

Stop the cutting [1] ? of forests in our country!

Pick [2] ? after yourselves when you have a picnic in the park.

Turn [3] ? your engine when waiting for someone!

Reduce the emissions [4] ? greenhouse gases.

16 13 02 Do the quiz. Write the answers in your notebook. 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.



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.

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.

17 13 02 Which options complete the sentences correctly? Write the answers in your notebook. 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. Write the answers in your notebook.

1 go by bike/walk ?
2 turn off the lights ?
3 take short showers ?
4 don't pack food individually ?
5 sort waste ?

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. In your notebook, 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 ?
b consume less ?
c don't buy packaged food ?
d generate less pollution ?
e leave animals in the wild ?
f protect endangered species ?
g reduce traffic congestion ?
h use environmentally-friendly bags and containers ?

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. ?
2 Coal, gas and petroleum are all forms of this. ?
3 A system that uses water for power. ?
4 Using the movement of air to generate power and electricity. ?
5 Energy that comes from the bonds that make up atoms. ?

SPACE | PRZESTRZEŃ KOSMICZNA

21 Complete the text with the words from the box. There are two extra words. Write the answers in your notebook. 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] ?. She pursued her dream and now, at twenty-one, she's well on her way to being sent to [2] ? space, Mars to be exact.
Her fascination with space [3] ? started when her dad told her about Neil Armstrong's landing on the [4] ?. Later, she attended NASA's Space Camp, where she got to [5] ? 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] ?.
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] ? 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. Write the answers in your notebook. 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 ? 2 ? 3 ? 4 ?

23 Label the photos with the words from the box. There are two extra words. Write the answers in your notebook. R

extinction landslide nuclear explosion oil slick soil contamination tsunami typhoon volcanic eruption


1 ?


2 ?


3 ?


4 ?


5 ?


6 ?

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	?
Ecological disasters	?

GO FOR IT

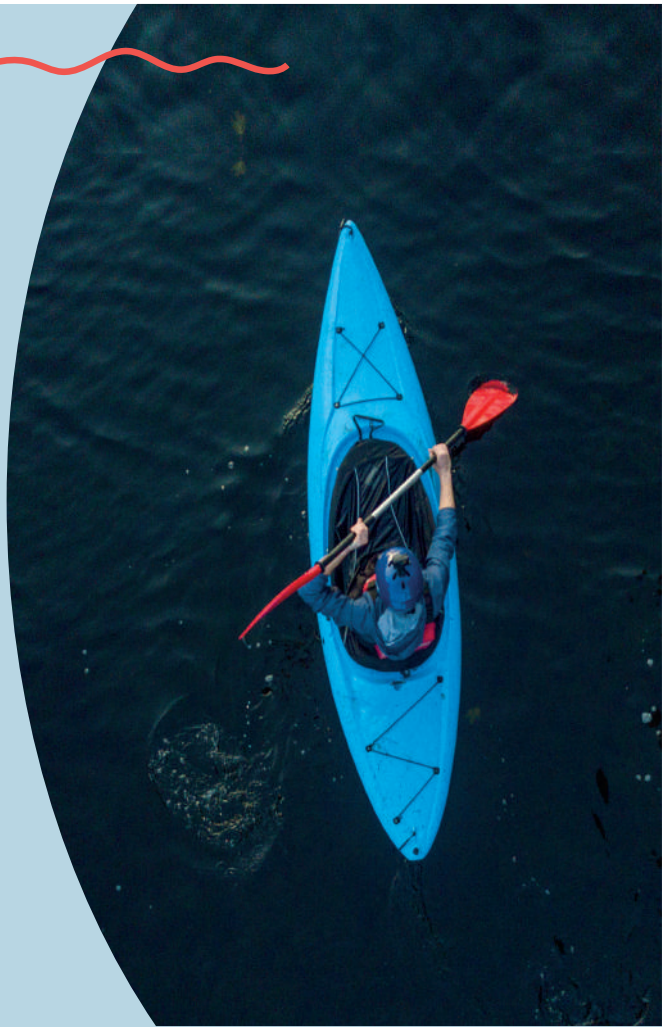
25 In groups of three or four, do the task. Your school is organising an event to help students understand the importance of protecting the environment. Discuss one of the problems from the box. Talk about:

- 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

CLEANING FROM A KAYAK



Teenager William Darling from Norfolk, England, knew how littering can harm the environment. [1] ? 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] ? 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] ? 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 school and houses in Tanzania, East Africa. [4] ? 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.**

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 decide which words complete the sentences correctly. Write the answers in your notebook.**

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. Które zdania A–E uzupełniają luki 1–4, tworząc spójny i logiczny tekst? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.**

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?

4 In pairs, answer the questions.

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? If so, what did you do? How useful do you think it was? If not, do you think you'll do something like that in the future? Why? / Why not?

5 **SŁOWNICTWO** Complete the text with the correct form of words from the article. The first letter of each word has been given. Write the answers in your notebook.

I don't live near the sea or the [1]**o** ? , 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** ? paths or around the lake. The river, in particular, is a wonderful [3]**h** ? for wildlife.

The other day, I was standing on the river [4]**b** ? , watching a family of ducks, when I noticed that someone had painted their name on a tree and then thrown the [5]**a** ? 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** ? projects?

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

If so, join ECOaction24 today.

CULTURE BIT | Canals in the UK



The oldest working canal in the UK was built by the Romans. It goes from the River Trent to Lincoln, and it's 1,900 years old. Not many British canals are that old: most of them were built over 200 years ago. At that time, they were a quicker, cheaper and more efficient form of transport for carrying raw materials and manufactured goods than taking them by road. They helped Britain's economy develop during the Industrial Revolution. However, surprisingly, there are actually more barges* and boats using canals today than there were in the eighteenth or nineteenth century. Canals are not used so much for carrying goods any more – large lorries on motorways and trains do that job now. But they are very popular for people who want to enjoy pleasant, relaxing holidays through the countryside and through the past of Britain's transport system.

* *barge* – a long narrow boat used for carrying goods on canals.

LIFE SKILLS | Finding a creative solution

7 In groups, discuss the questions.

William found an original solution (his kayak) to a difficult problem (how to clean up rubbish in the water).

1 Have you ever solved a problem in a creative or original way? How did you think of the solution?
2 Which of these ideas do you think can help you find creative solutions to problems?
   - Think of the result you want to achieve and work backwards from that.
   - Check out how other people have dealt with the same or similar problems, either online or by asking people you know.
   - Think of other problems you've solved and see how those solutions could be adapted to your new problem.

8 Tell your group about a problem you would like to solve and work together to find a creative solution.

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.

Tekst z lukami

ZADANIE MATURALNE

1 Przeczytaj tekst A. Które z podanych odpowiedzi A–D są zgodne z treścią tekstu? Zapisz odpowiedzi w zeszycie.

1 Which of these adjectives best describes the author's attitude in this piece?
- A nostalgic
- B annoyed
- C content
- D defensive

2 Which of these sentences is not true?
- A The house where the author lives was empty for a long time.
- B The author enjoys her own company.
- C The author moved into the house in the springtime.
- D The author and her husband bought the house five years ago.

3 What do the author's friends want her to do?
- A To spend winters in the town.
- B To invite them to a party at her house.
- C To arrange for someone to live with her.
- D To explain how to keep busy when it snows.

4 What is the main purpose of this text?
- A To tell the life story of the author and her husband.
- B To describe the pleasures of living in a country house.
- C To explain how best to enjoy life in the country.
- D To persuade people to move to the country from the city.

ZADANIE MATURALNE

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

1 The article is called 'Gardens that go up the way' because the Vía Verde project aims to create gardens on the ? 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 ?
3 It has been demonstrated that city dwellers feel more ? when they are surrounded by trees and plants.
4 The project is ? by private companies in exchange for providing advertising space for their products and services.

TRENING MATURALNY

1 Read the tip below and complete the sentences with one word in each gap. Write the answers in your notebook.

1 In my block of flats, almost ? recycles as much as possible and tries to create less waste.
2 Apparently, there is no rescue strategy for polar bears ? wander off to Iceland.
3 Over twenty environmentalists cooperated with ? another to improve the quality of water in the area.
4 ? 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?

▶ **GRAMATYKA** | ZAIMKI, STR. 183
▶ **GRAMATYKA** | ZDANIA PRZYDAWKOWE, STR. 197
▶ **GRAMATYKA** | FORMY DZIERŻAWCZE, STR. 173

2 In your notebook, complete the sentences with one word in each gap.

1 Dr Fujita is the meteorologist ? created the Fujita Scale – a system of classifying the intensity of tornadoes.
2 I'm afraid absolutely ? 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 ? completely on my own.
4 Cornwall's landscape is breathtaking and ? coastline stretches for over 300 miles.
5 My sister and I always remind each ? to switch off the light before leaving our bedroom.
6 The vision of our organisation is a world ? animals live free from cruelty.

3 In your notebook, complete the sentences with one word in each gap. R

1 Meteoroids are tiny pieces of rock or iron that break off when two asteroids collide with ? other.
2 Scientists have managed to protect one of the two species of this bird, but the ? one is still on the brink of extinction.
3 I've recently read an interesting article about the inconsistencies of ? a carbon footprint is measured and reported.
4 Sir David Attenborough, ? 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 ? rather than waiting for government regulations.
6 In my opinion, ? possible should be done to bring the excessive use of plastics under control.
7 The atmospheres of ? Mars and Venus have similar components to the Earth's but in different proportions.

4 In your notebook, 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] ? 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] ? 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] ? are not concerned about it at all. This is worrying, because if governments of different countries don't work with [4] ? 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] ? to produce energy without emitting planet-warming greenhouse gases. Some people claim goods and services [6] ? harm the environment should be taxed more heavily. And since cars have a negative impact on the environment, [7] ? should be completely banned from city centres.

5 In pairs, discuss which opinions and suggestions in Exercise 4 you agree or do not agree with.

ZADANIE MATURALNE

6 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszycie.

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] ?, 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] ? 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] ? it's an important one.)
2 Join a tree-planting project. Or maybe you could plant your own tree [4] ? 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] ? single actions count?

ZADANIE MATURALNE R

7 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszycie.

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] ? 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] ? already secured material from seventeen species to deposit in cryogenic tanks, but there are still many thousands of cells from [3] ? 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] ? 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] ? used for reproductive programmes to restore animal species.

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.

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] ? .

Main topics:

- The importance of trees to humans. How much we all depend on trees for things like fuel and materials for [2] ? .
- The importance of trees to nature. For instance, a single tree species can feed and protect approximately [3] ? other types of wildlife.
- Urgent problems facing trees and the planet, including the fact that twenty percent of the different tree types in [4] ? are at risk and the damage that deforestation is causing, for example increased temperatures and higher [5] ? .

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.

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, in your notebook, 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 on page 243.

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. Zapisz odpowiedzi w zeszycie.

Plant a tree today

Why?
Trees play an important role because they take CO_2 out of the air and [1] ? . Although planting a tree is great, we should try to [2] ? our use of fossil fuels.

Which tree?
Choose a species which [3] ? 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] ? away from the next tree or bush.

How?
Make a hole that is deep enough for the roots, and make sure you [5] ? 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. Write the answers in your notebook.

A | carbon climate sea wildlife
B | change conservation dioxide level

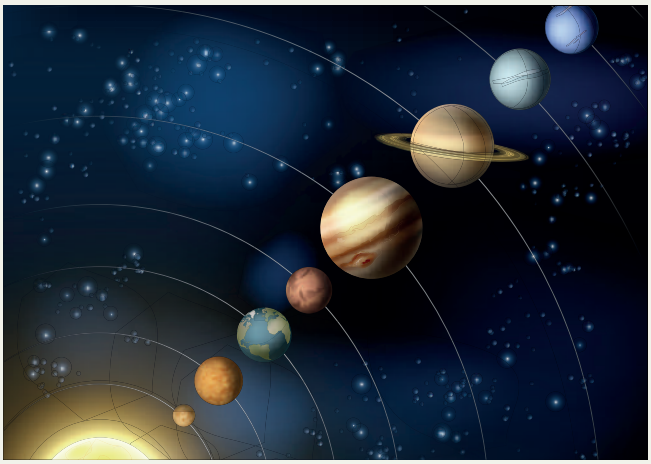
7 In pairs, take it in turns to make true sentences about nature and the environment using the words or phrases in Exercise 6. Score one point for each correct sentence.

8 In pairs, discuss the questions.

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?

13 R SŁUCHANIE

Dobieranie zdań do wypowiedzi



1 In your notebook, 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?

The Sun Me[?] V[?] Earth M[?] J[?] S[?] U[?] N[?]

2 13 07 Listen to a lecturer talking about setting up a base on another planet. What is the major challenge she identifies?

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 In your notebook, copy and complete the extracts a–d from the recording. Check your answers in the audioscript on page 243. 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 [?] to Mars [?] be only a [?] away ...
b ... water is [?] [?] of many [?] that are [?] to support sustainable [?] ...
c ... there's a [?] [?] to go [?] space [?] can [?] a colony ...
d Space [?] techniques are [?] being [?] [?] on the International Space Station ...

ZADANIE MATURALNE

5 13 08 Usłyszysz dwukrotnie pięć wypowiedzi na temat kosmosu. Które zdania A–F pasują do wypowiedzi 1–5? 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 mentions a spacecraft's astonishing return to Earth.
E says that space travel and spacecraft are not the best investments.
F informs how certain spacecraft are equipped for possible contacts.

1	2	3	4	5
[?]	[?]	[?]	[?]	[?]

6 **SŁOWNICTWO** In your notebook, 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] [?] – not nine. Pluto is not considered to be a true planet.

2 According to the UN there were 7,389 [2] [?] in [3] [?] 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] [?].

3 Since Yuri Gagarin became the first man in space in 1961, there have been over 350 [5] [?] of manned [6] [?]. The busiest decades were the 1970s and 1980s.

4 Meteors are more commonly known as [7] [?]. 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] [?] 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.

Rozmowa z odgrywaniem roli

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?



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.**

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. In your notebook, match responses a–c to interventions 1–3.**

Interventions

1 That sounds good, but I'm not sure people are very interested in bees. ?
2 How will you get people to come to your Bee Day? ?
3 What about if your beekeeper couldn't come for some reason? ?

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.

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. 225

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 ...

5 13 09 **Copy the Useful Phrases box into your notebook. Then listen again and tick the phrases which are used in the model role-play.**

6 **In pairs, practise your own version of the role-play about bees.**

- 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. 247

13 PISANIE

List prywatny | 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.

2 Read the sample task and the model answer above. Then in pairs, find a request and a response to a request.

TRENING MATURALNY

3 Read the tip below. Then in groups, discuss the differences between being polite in English and in Polish.

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. 229

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. In your notebook, rewrite sentences 1–6 using the words in brackets to make them more polite.

1 Can you switch off the light? (possibly)
2 Can I borrow your bike? (all right)
3 Help me with my homework. (appreciate)
4 Can you take the rubbish out? (mind)
5 Can we have the party at your house? (think)
6 Feed my pets while I'm on holiday, all right? (wonder)

5 In your notebook, 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.

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.

ZADANIE MATURALNE

9 Do the task below in your notebook.

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.
?

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. Write the answers in your notebook. Do you find these tips useful?

1 You shouldn't interrupt people when they're talking. ?
2 You shouldn't touch or stand too close to people you don't know well. ?
3 You shouldn't laugh at people when they do something wrong. ?
4 You should say *please* and *thank you* when you ask someone to do something. ?
5 You should answer emails, letters and texts quickly. ?
6 You should apologise when you can't do something for someone or when you get something wrong. ?
7 You shouldn't point your finger at people or shout at them. ?

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.

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
thundery (front) – burzowy (front)
turn colder – ochłodzić się
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 ZWORTY

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
honey ~ – pszczoła miodna
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
breathtaking – zapierający dech w piersiach
coastal – przybrzeżny, nadmorski
magnificent – wspaniały
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

PLANETS | PLANETY
Earth – Ziemia R
Jupiter – Jowisz
Mars – Mars
Mercury – Merkury
Neptune – Neptun
Saturn – Saturn
Uranus – Uran
Venus – Wenus

LISTA 13 PODSTAWOWA

LISTA 13 PODSTAWOWA +ROZSZERZONA

13 POWTÓRZENIE

SŁOWNICTWO

1 Answer the questions. More than one option might be correct. Write the answers in your notebook.

1 Which of the following has a trunk: a spruce, an oak or a poppy?
2 Which is a mammal: a bull, a lizard or a salmon?
3 Where would an avalanche occur: in a desert, in a river or on a slope?
4 Which of these is a natural disaster: deforestation, an earthquake or a hurricane?
5 Which sound are you most likely to hear in a city park: roaring, mooing or buzzing?
6 What do you plant to create a garden: soil, seeds or leaves?

2 Complete the sentences with the words from the box. Write the answers in your notebook.

average cloudy conditions drought front frost rainfall solar temperatures zero

1 A cold ? is responsible for the current low ? we are experiencing.
2 Persistently hot and dry ? led to a severe ? that affected food production.
3 It was below ? overnight and this morning there was ? on the grass.
4 Is it possible to generate ? power when the weather is ? and there is little sunlight?
5 There isn't usually much ? here. In fact, the ? is about 5 mm in July.

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

A endangered shooting soil space traffic volcanic

B congestion contamination eruption exploration species star

1 If you see a(n) ? in the night sky, make a wish and it could come true!
2 Due to the ? in this city, my daily commute to work takes over an hour each way.
3 Molten lava from the ? flowed down the mountainside destroying everything in its path.
4 Farmers used to produce many crops here, but acid rain has led to ? and nothing can grow.
5 In the 1960s, ? took a giant leap forward when human beings landed on the Moon.
6 Conservationists and activists work hard to protect ? from extinction.

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

4 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszycie.

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] ? if they are attacked. Both animals lay eggs and hunt in the water and on the land [2] ? they live.

However, millions of years ago they began to evolve differently to each [3] ?, and they now belong to two different families. [4] ? 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] ? 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.

ZADANIE MATURALNE R

5 Uzupełnij tekst. Wstaw po jednym wyrazie w luki 1–5 tak, aby otrzymać logiczny i poprawny gramatycznie tekst. Zapisz odpowiedzi w zeszycie.

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] ? 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] ? 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] ? the creation of the Environmental Protection Agency in the US and important environmental laws. [4] ? 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] ? and global warming.

ROZMOWA WSTĘPNA

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

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. 247

ZADANIE 2

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

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?



PUBLIC OFFICES | URZĘDY

2 Look at photos 1 and 2 above. Do you know these buildings? Where are they? What is their function? Then decide which words complete the texts correctly. Write the answers in your notebook.

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. Write the answers in your notebook. 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] ? 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] ?. 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] ? new laws and [4] ? treaties.
Executive power is exercised by the President and the Council of Ministers, also called the [5] ?, led by the Prime Minister. The main function of the executive branch is to [6] ? laws.
Judicial power is vested in the Supreme Court, the Tribunal of State, the Constitutional Tribunal and the [7] ? of law. This branch ensures that all laws are [8] ? correctly and it also [9] ? any disputes.

THE STRUCTURE OF GOVERNMENT | STRUKTURA PAŃSTWA

4 Which words complete the sentences correctly? More than one answer might be correct. Write the answers in your notebook. 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 As of 2020, there were around 38 million *inhabitants* / *residents* living in Poland and around 6 million Polish *citizens* / *nations* living abroad.
5 Poland's national *song* / *anthem* is called *Poland Is Not Yet Lost* and was written by Józef Wybicki in 1797.

NON-GOVERNMENTAL AND INTERNATIONAL ORGANISATIONS | ORGANIZACJE SPOŁECZNE I MIĘDZYNARODOWE

5 Match organisations 1–6 to descriptions a–f. Write the answers in your notebook. What Polish organisations do you know and what do they do?

1 Amnesty International ?
2 the European Union (EU) ?
3 the International Monetary Fund (IMF) ?
4 the North Atlantic Treaty Organization (NATO) ?
5 the United Nations (UN) ?
6 the World Health Organization (WHO) ?

a a union between several European countries which promotes peace and the free flow of people and goods
b an international organisation with almost 200 members whose aim is to achieve international cooperation
c a non-governmental organisation which focuses on fighting for human rights
d an agency within the UN that specialises in public health
e a pact between some countries in Europe and North America whose main aim is to provide security to these countries
f an agreement between almost 200 countries working together to promote monetary cooperation, international trade and financial stability



CONTEMPORARY ISSUES | PROBLEMY WSPÓŁCZESNEGO ŚWIATA

6 14 01 Listen to the news report and complete the notes with one word in each gap. Write the answers in your notebook.

Earlier in the day, an angry [1] ? was occupying the main square. They were [2] ? against the newly-appointed president. They started demonstrating [3] ?, but that turned into [4] ? very quickly. Unfortunately, the police had to ask the [5] ? to get involved in order to control the protesters. In the end, the protesters had to [6] ? .



7 Copy the table and complete it with the correct forms. Which of these crimes do you hear about in the news most often?

Verb	Crime	Person
[1] ?	[2] ?	burglar
deal drugs	[3] ?	[4] ?
kidnap	[5] ?	[6] ?
[7] ?	murder	[8] ?
pick sb's pocket	[9] ?	pickpocket
[10] ?	[11] ?	robber
[12] ?	shoplifting	[13] ?
smuggle	[14] ?	[15] ?
	[16] ?	thief

8 Complete the sentences with words formed from the words *burglar*, *robber* and *thief*. More than one answer might be correct. Write the answers in your notebook.

1 It was reported on the news that there was an armed ? at our local bank.
2 When we woke up, we realised that we had been ? Our TV and tablets were missing.
3 Once lessons finished, I realised that a ? 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 ? to the police.
5 The police believe that there were two ? who had got in through the kitchen window.

9 Complete the sentences with the words formed from the words in brackets. Write the answers in your notebook.

1 The ? (CRIME) was sentenced to five years in prison.
2 The ? (DEFEND) lawyer tried to negotiate a deal for her client.
3 All of the ? (EVIDENT) pointed towards the woman, including her fingerprints.
4 His parents wanted him to get away with it, but his ? (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 ? (SPEED).
6 The playground equipment needs to be replaced due to acts of ? (VANDAL).

10 Match the words from the box to photos 1–5. Write the answers in your notebook. 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 ?


2 ?


3 ?

11 Match the people from Exercise 10 to quotes 1–5. Write the answers in your notebook. Then write your own quotes for the people you added in Exercise 10.

1 I follow people, talk to witnesses and collect evidence so that the client can prove their case. ?
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. ?
3 The police are saying that I did it, but I wasn't even near the place when it happened. ?
4 He sneaked up on me and took the purse from my bag before I could blink. ?
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. ?

12 Complete each pair of sentences with one word. Write the answers in your notebook.

1 I wasn't anywhere near where it happened, so I asked the prosecutor to ? the charges.
As the scene unfolded, the police officer asked the man to ? his weapon.
2 It turned out that the accused ? a criminal record.
The police officers told us that we ? the right to remain silent or anything that we said could be used against us.
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.
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.


4 ?


5 ?

13 Complete the text with the correct prepositions. Write the answers in your notebook.

Last month a group of four men held [1] ? the local bank. They threatened to blow [2] ? 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] ? arrest and locked [4] ? in prison. This week all four of them went [5] ? trial accused [6] ? armed robbery. They were all found guilty and sentenced [7] ? ten years in prison.

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

1 juvenile delinquent | teenage delinquent ?
2 murder | manslaughter ?
3 charge somebody with something | accuse somebody of something ?
4 hold somebody in custody | sentence somebody to prison ?
5 find somebody guilty | plead guilty ?
6 bully | stalker ?

SOCIAL EVENTS AND PHENOMENA | WYDARZENIA I ZJAWISKA SPOŁECZNE

15 Match the issues from the box to headlines 1–6. There is one extra word. Write the answers in your notebook. 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** ?

2 **Get People Off the Streets Before Winter** ?

3 **Women Still Earn Less than Men** ?

4 **Mayor Accepts Bribes from Real Estate Developers** ?

5 **27% of People Under 25 Out of Work** ?

6 **Almost 10% of People Worldwide Not Able to Meet their Basic Needs** ?

RELIGIONS AND IDEOLOGIES | RELIGIE I IDEOLOGIE

16 Choose the correct options to replace the fragments in bold. Write the answers in your notebook. R

1 Even though she ran for mayor a few years ago, she now says that she's **completely uninterested in politics**.
a anarchist b apolitical c orthodox

2 Numerous representatives of the **church officials** attended the ceremony.
a churchgoers b parishioners c clergy

3 Even though the famous family said they don't care about possessions, the recent purchases they showed on social media demonstrated their **belief that money and objects are more important than anything else**.
a idealism b materialism c humanism

4 His latest book takes us through a **spiritual, religious and magical** journey in a different world.
a mystical b secular c utopian

GO FOR IT

17 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.

14 CZYTANIE

Wybór wielokrotny



1 The poet John Donne said: 'No man is an island'. In pairs, discuss what you understand by that.

TRENING MATURALNY

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

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.

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. Które z podanych odpowiedzi A–D są właściwe i zgodne z treścią tekstu? Zapisz odpowiedzi w zeszycie.

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?

6 **SŁOWNICTWO** Complete the text with words from the text. The first letter of each word has been given. Write the answers in your notebook.

I used to be guilty of antisocial [1]b ? . I was really unhappy at the time. I was on the [2]d ? and the money I got from unemployment [3]b ? wasn't enough to live on. I didn't want to have any kind of [4]c ? 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 ? and he put me in touch with some really helpful people from the social [6]s ? 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. Write the answers in your notebook. 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 ? them ? ?
2 Should everyone who ? automatically go to prison?
3 If children steal things from a shop, should they be ? ?
4 If prisoners behave well should, the authorities ? them ? early?
5 What do you think people who are ? miss the most about freedom?
6 Do you think it should be easier or more difficult for people in need to ? ? Why?

8 Read the Culture Bit. In pairs, choose and discuss one of problems that featured in the TV series.

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?

> 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

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] ? 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] ? 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] ? 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] ? 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.

TRENING MATURALNY

1 **Choose the correct continuation (a or b) for sentences 1–3. Write the answers in your notebook.**

1 How did a party that's been in power for so long manage to win yet again?
   a In spite of that, their share of the vote went down.
   b Perhaps it's because most of the media supports them.
2 I got to the polling station just before it closed.
   a I had better hurry or I'll be late.
   b If I'd been five minutes later, I wouldn't have been able to vote.
3 The party proposes increasing taxes on high earners.
   a One reason they give is that it would boost the economy.
   b They haven't yet produced their election manifesto.

Podczas dobierania zdań do luk w tekście pamiętaj, że:
- po pytaniu może nastąpić przypuszczenie (*perhaps*, *might*, *may*),
- czasy gramatyczne w kolejnych zdaniach są ze sobą powiązane,
- po opisie czynności lub opinii może pojawić się jego przyczyna (*because*, *since*).

ZADANIE MATURALNE

2 **Przeczytaj tekst, z którego usunięto cztery zdania. Które zdania A–E uzupełniają luki 1–4, tworząc spójny i logiczny tekst? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszycie.**

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

ŚRODKI JĘZYKOWE

Transformacje zdań

TRENING MATURALNY

1 **Read the tip below. Decide which option a–c completes the second sentence so that it means the same as the original sentence. You can use up to four words, including the word given in brackets. Then answer questions 1 and 2 in your notebook.**

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? ?

b zdanie jest gramatycznie niepoprawne? ?

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.

▶ **GRAMATYKA** | PYTANIA, STR. 166

▶ **GRAMATYKA** | PYTANIA POŚREDNIE, STR. 196



2 **In your notebook, 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.** R

1 The Prime Minister might have stepped down if she hadn't won some of her party members over.
Had ? some of her party members over, the Prime Minister might have stepped down.

2 The moment the troops were withdrawn, the civil war started again.
No sooner ? the civil war started again.

3 Robert agreed to change his citizenship, unlike Thomas.
It ? agreed to change his citizenship.

4 The opposition leader didn't really realise the implications of the referendum.
Little ? the implications of the referendum.

5 Working for charities makes me more fulfilled.
What ? working for charities.

Pamiętaj, że parafrazując zdanie, musisz w jak najpełniejszy sposób oddać jego pierwotne znaczenie. Staraj się nie pominąć znaczenia żadnego z wyrazów w zdaniu wyjściowym.

▶ **GRAMATYKA** | INWERSJA I INNE WYRAŻENIA EMFATYCZNE, STR. 214

3 **In your notebook, 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 ? yesterday?

2 Where is the weapon? Unfortunately, the police don't know.
The police don't know ? unfortunately.

3 When exactly is the start of the demonstration tomorrow?
What time exactly ? tomorrow?

4 Tell me the candidate's age when he joined the organisation.
How ? when he joined the organisation?

4 **In your notebook, complete the second sentence in each pair so that it means the same as the original sentence. Use the words in brackets, 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 ? in your country?

2 I'd like to know what the witnesses discussed during the trial. (ABOUT)
What ? during the trial?

3 Could you tell me your grandfather's place of birth? (COUNTRY)
What ? in?

4 I have no idea about the rate of burglaries in this area. (HAPPEN)
I have no idea ? in this area.

5 In your notebook, complete the questions for the questionnaire. Do not change the meaning of the original sentences. Use the words in brackets, but do not change their form. You can use up to five words in each gap.



1 I want to know the number of non-profit organisations in our city. (ARE)
How ? in our city?

2 I want to know last year's population of our country. (BIG)
How ? of our country last year?

3 I want to know the names of the countries Polish people have chosen for emigration in the last ten years. (EMIGRATED)
What countries ? in the last ten years?

6 Answer the questions from Exercise 5. In pairs, compare your answers. Are they the same or different?

7 In your notebook, complete the sentences so that they mean the same as the original sentences. Use the words in brackets, but do not change their form. You can use up to five words in each gap. R

1 I never thought our company was going to go bankrupt. (TIME)
At ? our company was going to go bankrupt.

2 If the new armed conflict started, it would cause serious problems in the whole region. (TO)
Were the ?, it would cause serious problems in the whole region.

3 The defendant started to sob with relief immediately after the judge announced the verdict. (HAD)
No sooner ? the verdict than the defendant started to sob with relief.

4 The taxes were definitely not to blame for high housing costs. (WAY)
In ? to blame for high housing costs.

ZADANIE MATURALNE

8 Zapisz w zeszycie drugie zdanie każdego punktu. Uzupełnij je 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 ? with the bank robbery yesterday.

2 At first, nobody introduced me to the other volunteers in the community centre.
At first, I ? 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 ? 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 ?, 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 ? in the town hall?

ZADANIE MATURALNE R

9 Zapisz w zeszycie drugie zdanie każdego punktu. Uzupełnij je 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 As soon as he was impeached, his supporters started protesting against it.
Hardly ? his supporters started protesting against it.

2 Last year proved that the economic recovery is very likely to be slower than anticipated.
What ? the economic recovery is very likely to be slower than anticipated.

3 People think the new trade union leader is very good at communicating ideas and opinions.
The new trade union leader ? 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 ? a judge since the beginning of secondary school.

5 He didn't resign because he wants to complete his term in office.
He ? if he didn't want to complete his term in office.

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?

> 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. Write the answer in your notebook.

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.

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.

ZADANIE MATURALNE

5 14 03 Usłyszysz dwukrotnie pięć wypowiedzi na temat więzień. Które zdania A–F pasują do wypowiedzi 1–5? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz odpowiedzi w zeszycie.

The speaker ...

A 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
?	?	?	?	?

6 **SŁOWNICTWO** In your notebook, choose the correct option to complete the collocations. Write an example sentence for each one.

1 *make* / *cause* damage

2 *set* / *put* fire to something

3 *split* / *break* the law

4 a *riot breaks out* / *sets off*

5 *make* / *do* a difference

6 *follow* / *do* orders

7 *put* / *bring* something (e.g. a riot) under control

7 In groups, reflect on the comment from Exercise 5. Discuss the questions.

> 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.

SŁUCHANIE

Uzupełnianie luk



1 In pairs, rank six of the biggest problems in the world today. What other problems could you add to the list?

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] ?.

What we do
We prepare food [2] ? for delivery to low-income families.

Why we do it
Many families struggle to feed their children, particularly during [3] ?. They have also suffered from [4] ? 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.

4 Read the gapped text in Exercise 5 and predict the type of information that is required to fill each gap.

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. Zapisz odpowiedzi w zeszycie.

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] ? profits have got it all wrong. Her model aims to meet people's basic needs without [2] ? 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] ? considerations. The point is that a healthy economy stays inside the doughnut and doesn't fall into [4] ? 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 on page 245 for more context.

1 downturn in economy
2 low-income families
3 fit for purpose
4 government spending
5 food poverty
6 sustainable economy

7 Think about the central idea of Doughnut Economics – that you can meet the needs of everyone without destroying the planet. In pairs, discuss the questions and give reasons for your 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?

Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania

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.

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.

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.

4 14 07 Copy the Useful Phrases box into your notebook. Then listen to the model answers in Exercise 3 again. Which phrases can you hear?

USEFUL PHRASES ▶ STR. 225

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) ...

▶ **GRAMATYKA** | ZDANIA WARUNKOWE, STR. 202
▶ **GRAMATYKA** | CZASOWNIKI MODALNE, STR. 160

ZADANIE MATURALNE

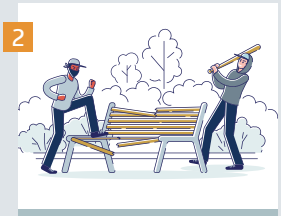
5 In pairs, take it in turns to do the task below and answer the questions.

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 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?

Wpis na blogu

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.

2 Read the sample task and the model answer above. Did the author of the text use any of your ideas from Exercise 1?

3 Copy the Useful Phrases box into your notebook. Tick the phrases which appear in the blog post.

USEFUL PHRASES ▶ STR. 229

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 In your notebook, complete these warnings with one word in each gap.

1 ? you do, don't cycle without a helmet.
2 Watch out ? e-scooters on the pavement.
3 I would never ? counting your money on a crowded bus.
4 It's not a good ? to wear earphones while you're cycling.
5 Be careful ? to forget your phone when you leave a café.
6 If I ? you, I wouldn't cross the street when the light is red.
7 You must be ? to look both ways before you cross the road.

5 In pairs, warn each other what to do or not to do in these situations.

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 below in your notebook.

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.
?

PISANIE

List formalny: list do władz

PRZYKŁADOWE ZADANIE I MODELOWA WYPOWIEDŹ

Przebywasz na wymianie studenckiej w Wielkiej Brytanii i jesteś członkiem lokalnej trupy teatralnej. Rada miasta niedawno otworzyła nowy ośrodek kultury w budynku byłej fabryki. Napisz do burmistrza list, w którym pogratulujesz otwarcia ośrodka i zaprosisz przedstawicieli władz miasta na przedstawienie organizowane w nim przez twoją trupę.

Wypowiedź powinna zawierać od 200 do 250 słów.

Dear Mayor Smith,

As a member of RYTG (the Redwood Youth Theatre Group), I am writing to congratulate the town council for inaugurating the splendid new cultural centre in the old crisp factory and to invite you to an event we are planning.

I recently rehearsed for the first time in the new centre and I would like to take this opportunity to offer you and the council our most sincere congratulations for creating such a wonderful facility for artists, musicians and actors. Everyone I have spoken to is most impressed with the quality and practicality of the building. I am aware of the issues you faced when developing the centre, in particular, the problem of financing it. However, despite those difficulties you showed great determination to complete the work. We would like to compliment you on a job well done.

On behalf of RYTG, I would like to invite you and all the town councillors to the opening night of our new play *Distractions*. It is a political black comedy set in the near future. We are confident that everyone, especially people like yourself who are involved in politics, will enjoy it immensely. Please find enclosed twenty complimentary tickets for Saturday March 27 at 8 p.m. at the Riverside Cultural Centre.

Hoping you will be able to accept our invitation, we congratulate you again on the work you have done and wish you more successful cultural initiatives in the future.

Yours sincerely,
XYZ

1 In Poland, what are the responsibilities of the town council and the national government?

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 Copy the Useful Phrases box into your notebook and complete it with words from the model text.

USEFUL PHRASES ▶ STR. 229

Congratulating others

I am writing to congratulate you on/[1] ? inaugurating the new centre.

I would like to take this [2] ? to ...

I would like to offer you my most [3] ?/warmest congratulations.

Please accept my congratulations on/for (completing the work).

Congratulations on your contribution/success.

Praising others

We would like to [4] ? you on a job well done.

I am extremely/most [5] ? with the work you have done.

You have shown great [6] ?/imagination.

I must compliment you on the success of ... / how well you did.

Formal invitations

On [7] ? 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 Which words complete the sentences correctly? Write the answers in your notebook.

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 below in your notebook.

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.

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
protest – protestować
meet basic needs – zaspokajać podstawowe potrzeby
raise money – zbierać pieniądze
represent – reprezentować
vote – głosować

THE STRUCTURE OF GOVERNMENT | STRUKTURA PAŃSTWA

balance of power – równowaga sił R
border – granica
~ country – kraj sąsiadujący
Cabinet – rząd, gabinet, Rada Ministrów
chamber – izba
the lower/upper ~ – izba niższa/wyższa
county – hrabstwo, powiat
current constitution – obecna konstytucja
democratic state – państwo demokratyczne
executive branch/power – władza wykonawcza
inhabitant – mieszkaniec, mieszkanka
judicial power – władza sądownicza
judiciary – sądownictwo, władza sądownicza
legislature – zgromadzenie ustawodawcze
national anthem – hymn państwowy
neighbouring country – kraj sąsiadujący
prosecution – oskarżenie
resident – mieszkaniec, mieszkanka
separation of powers – podział władz

PUBLIC OFFICES | URZĘDY

ambassador – ambasador, ambasadorka
appointment – mianowanie
authorities – władze
be made up of sth – składać się z czegoś
city/town council – rada miejska
city/town councillor – radny, radna
city/town hall – ratusz
civil servant – urzędnik państwowy, urzędniczka państwowa
consist of sth – składać się z czegoś
Defence Ministry – Misterstwo Obrony
Department for Education/Transport – Ministerstwo Edukacji/Transportu
embassy – ambasada
government – rząd
federal ~ – rząd federalny
head of ~ – szef, szefowa rządu
inaugurate – wprowadzić na urząd, inaugurować
institution – instytucja
intelligence services – służby wywiadowcze
legislative branch – władza ustawodawcza
mayor – burmistrz
Member of Parliament (MP) – poseł, posłanka
minister – minister
Ministry of Defence/Justice – Ministerstwo Obrony/Sprawiedliwości
monarch – monarcha, monarchini
official residence – oficjalna rezydencja
parliament – parlament
passport office – urząd paszportowy
president – prezydent
Prime Minister (PM) – premier
representative – przedstawiciel, przedstawicielka
secret service – służby specjalne
senator – senator
state – państwo
head of ~ – głowa państwa
tax office – urząd skarbowy
the Capitol (Building) – Kapitol
the House of Commons – Izba Gmin
the House of Lords – Izba Lordów
the House of Representatives – Izba Reprezentantów
the Senate – senat
the United States Congress – Kongres Stanów Zjednoczonych
cabinet minister – minister, członek Rady Ministrów R
chancellor – kanclerz
the Constitutional Tribunal – Trybunał Konstytucyjny
the Council of Ministers – Rada Ministrów
the Supreme Court – Sąd Najwyższy
the Tribunal of State – Trybunał Stanu

VERBS AND PHRASES | CZASOWNIKI I ZWROTY

apply the law – stosować prawo R
attribute to sb/sth – przypisywać komuś/czemuś
composed of sth – złożony z czegoś
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

NON-GOVERNMENTAL AND INTERNATIONAL ORGANISATIONS | ORGANIZACJE SPOŁECZNE I MIĘDZYNARODOWE

Amnesty International – Amnesty International (organizacja działająca na rzecz praw człowieka)
European Union (EU) – Unia Europejska
International Monetary Fund (IMF) – Międzynarodowy Fundusz Walutowy
non-governmental organisation (NGO) – organizacja pozarządowa
non-profit organisation – organizacja non-profit
North Atlantic Treaty Organization (NATO) – Pakt Północnoatlantycki, NATO
United Nations (UN) – Organizacja Narodów Zjednoczonych, ONZ
World Health Organisation (WHO) – Światowa Organizacja Zdrowia, WHO

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

POLITICS | POLITYKA

assembly – zgromadzenie R
conservative – konserwatywny
democracy – demokracja
election – wybory
general ~ – wybory powszechne
local ~ – wybory samorządowe
presidential ~ – wybory prezydenckie
(election) manifesto – program (wyborczy)
foreign affairs – sprawy zagraniczne
forthcoming elections – nadchodzące wybory
leadership – przywództwo
left-wing – lewicowy
liberal – liberalny
opposition leader – lider, liderka opozycji
political – polityczny
~ leader – przywódca polityczny, przywódczyni polityczna
~ scene – scena polityczna
~ system – system polityczny
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
declare – ogłaszać
~ independence – ogłaszać niepodległość
elect – wybierać
eligible to vote – uprawniony do głosowania
form a government/cabinet – utworzyć rząd
hold an election – zorganizować wybory
impeach – postawić w stan oskarżenia
resign – złożyć rezygnację
serve a term – sprawować kadencję
step down – złożyć rezygnację (ze stanowiska)
support – popierać, wspierać

THE ECONOMY | GOSPODARKA

decrease – spadać; spadek R
demand – popyt
domestic trade – handel wewnętrzny
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
foreign trade – handel zagraniczny
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

HUMAN RIGHTS | PRAWA CZŁOWIEKA

citizenship – obywatelstwo R
change ~ – zmienić obywatelstwo
civil liberties – swobody obywatelskie
freedom of conscience – wolność sumienia
freedom of speech and expression – wolność słowa
violate sb's rights – naruszać czyjeś prawa

RELIGIONS | RELIGIE

churchgoer – osoba chodząca do kościoła R
clergy – kler
mystical – mistyczny
orthodox – ortodoksyjny
parishioner – parafianin, parafianka
secular – świecki
spiritual – duchowy

IDEOLOGIES | IDEOLOGIE

anarchist – anarchista, anarchistka R
apolitical – apolityczny
humanism – humanizm
idealism – idealizm
materialism – materializm
pacifist – pacyfista, pacyfistka
utopian – utopijny

LISTA 14 PODSTAWOWA

LISTA 14 PODSTAWOWA +ROZSZERZONA

14 POWTÓRZENIE

SŁOWNICTWO

1 **Choose the correct options. Write the answers in your notebook.**

1 When someone smuggles goods, they ? the law.
a make b commit c break d claim

2 The US Congress consists of the House of ? and the Senate.
a Lords b Representatives
c Commons d Ministers

3 A person that goes on trial is the ?.
a prosecutor b victim c witness d accused

4 The crime of breaking into a building and stealing things is called ?.
a kidnapping b pickpocketing
c burglary d shoplifting

5 When a ? breaks out, protesters start behaving violently.
a poverty b fraud c riot d corruption

2 **Complete the sentences with the words from the box. Write the answers in your notebook.**

behaviour benefits dole drop evidence fire makes orders promote rights sentenced serving social surrender

1 A teenager has been ? to community service for setting ? to rubbish.
2 People who are on the ? can often claim other welfare ?.
3 The police had to ? charges against the woman because they hadn't collected enough ?.
4 It ? a difference if we all respond to antisocial ?, doesn't it?
5 After difficult negotiations, the police eventually made the kidnapper ? and follow their ?.
6 The ? services help offenders return to community life after ? a prison sentence.
7 There are a lot of organisations that ? peace in the world and fight for human ?.

3 **Which of these phrases mean the same (S), which have different meanings (D) and which of them are opposites (O)? Explain the differences in meaning. Write the answers in your notebook.** R

1 to resolve a dispute | to ratify an agreement ?
2 churchgoers | the clergy ?
3 to deny being guilty | to plead guilty ?
4 to abstain | to vote ?
5 to implement the laws | to pass the laws ?
6 the states that Poland borders | Poland's neighbouring countries ?

ŚRODKI JĘZYKOWE

ZADANIE MATURALNE

4 **Zapisz w zeszycie drugie zdanie każdego punktu. Uzupełnij je 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 ? in front of the Parliament now?

2 The authorities should really do something about the traffic jams in the city.
It's high time ? 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 ? to the police since the riots started.

4 Is speeding the most common cause of road accidents?
I wonder ? the most common cause of road accidents.

5 We didn't vote for those politicians again because they'd failed us.
We ? for those politicians again if they hadn't failed us.

ZADANIE MATURALNE

5 **Zapisz w zeszycie drugie zdanie każdego punktu. Uzupełnij je 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.** R

1 The robbers stole the most valuable paintings and caused great damage to the museum.
Not only ? the most valuable paintings, but they also caused great damage to the museum.

2 I got the impression that someone was observing us.
I got the impression that we ?.

3 What do you think your first reaction would be after finding a lost wallet?
Suppose ? a lost wallet, what do you think you would do?

4 People believe that it was the previous government that should have reduced unemployment.
People blame the previous government ? unemployment.

5 It's a shame the local authorities didn't consult their decision with the community.
If only ? their decision with the community.

ROZMOWA WSTĘPNA

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

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. 247

ZADANIE 2

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

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

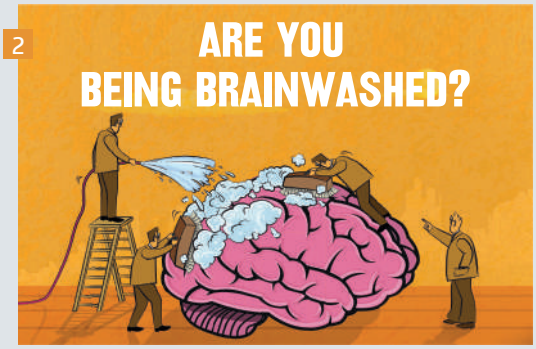
Wspólnie z uczniami ze szkoły w Szkocji bierzecie udział w kampanii zachęcającej do ostrożnego i krytycznego podejścia do informacji znajdowanych w środkach masowego przekazu. Opracowaliście trzy propozycje plakatów reklamujących waszą kampanię.

- 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?

▶ TABELE STR. 330–331

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:
  *I **have (got)** a new car.*
  *She **has** two sisters.*
- Gdy ***have*** odnosi się do czynności (np.: *have a bath, have a party, have a good time*), może występować zarówno w czasie Present Simple, jak i Present Continuous:
  *On Saturdays, we usually **have** lunch at home.*
  *I can't talk now. We **are** just **having** lunch.*

1 **Której formy czasownika należy użyć w poniższych sytuacjach?**

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

2 Twój przyjaciel jest bardzo zamyślony. Nie wiesz z jakiego powodu.
What *are you thinking* / *do you think* about?

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

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

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

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

▶ TABELE STR. 330–331

2 Jakie formy czasowników w nawiasach w czasach Present Simple lub Present Continuous poprawnie uzupełniają tekst?

Hello Polly!

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

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

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

Lisa xxx

3 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

a Tom says he can speak German, English and Spanish, but [1] *I don't believe* (*nie wierzę*) him. He [2] ? (*nigdy nie rozmawia*) to Carmela when [3] ? (*ona przyjeżdża*) to visit us during the summer.

b [4] ? (*Nie sądzę*) they [5] ? (*potrzebują*) our help. Let's leave them alone – they're doing fine.

c Barbara [6] ? (*mieszka*) in this area until she can find a flat somewhere else. [7] ? (*Nie podoba się jej*) it here – it's noisy, dirty and she [8] ? (*nie czuje się*) safe.

d Stop it, please. [9] ? (*Robisz*) so much noise and I [10] ? (*próbuję*) to concentrate. Working from home [11] ? (*staje się*) more and more difficult.

OPIS ILUSTRACJI

4 Jakie formy czasowników w nawiasach poprawnie uzupełniają opis ilustracji?



I can see several people in the park or countryside. They [1] *are walking* (walk) with a dog on a lead. The dog is small, but [2] ? (look) quite active. I'm sure he [3] ? (need) a lot of long walks! The woman [4] ? (hold) the dog tightly on the lead. I [5] ? (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] ? (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] ? (chat) with one another and the little girl [8] ? (sit) on her father's shoulders.

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

▶ TABELE STR. 330–331

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:
  *We **have been doing** a lot of voluntary work recently.* R

Mówiąc o tym, **jak długo** trwa obecne zdarzenie lub sytuacja, używamy czasu Present Perfect, a nie Present Simple lub Present Continuous:

*I**'ve known** her for twenty years.* –
NIE: ~~*I know her for twenty years.*~~
*We**'ve had** this house since 2010.* –
NIE: ~~*We have this house since 2010.*~~
*She**'s been working** here since February.* –
NIE: ~~*She's working here since February.*~~
*How long **have you been waiting**?* –
NIE: ~~*How long are you waiting?*~~

PRESENT PERFECT SIMPLE A PRESENT PERFECT CONTINUOUS

O wyborze czasu Present Perfect Simple lub Present Perfect Continuous decyduje często to, czy chcemy położyć większy nacisk na skutek czynności, czy na samą czynność i okres jej trwania. W języku polskim używamy wtedy odpowiednio czasowników dokonanych lub niedokonanych:

*I **have knitted** ten rows.* – Zrobiłem dziesięć rzędów na drutach. (skutek)

*I **have been knitting** all morning.* – Robiłem na drutach przez cały ranek. (okres trwania czynności)

Czas Present Perfect Continuous jest częściej używany, gdy chcemy podkreślić, że czynność, o której mowa, powtarza się od jakiegoś czasu i/lub nie została zakończona:

*I **have been calling** my bank's customer service all day.* – Wydzwaniałem do obsługi klienta mojego banku cały dzień. (wiele razy, być może nieskutecznie)

*I **have called** my bank's customer service.* – Zadzwoniłem do obsługi klienta mojego banku. (może tylko raz lub kilka razy)

Present Perfect Continuous nie jest używany do opisu stanów:

*He**'s known** her since he was a little boy.* –
NIE: ~~*He's been knowing her since he was a little boy.*~~
*I**'ve belonged** to the swimming club for two years.* –
NIE: ~~*I've been belonging to the swimming club for two years.*~~

1 Które zakończenia zdań pasują do początków?

A 1 She has been baking *b*
2 She has baked ?
a three cakes so far.
b for two hours.

B 1 They've been living in Bath ?
2 They've lived here ?
a since October.
b all their life.

C 1 I've been writing ?
2 I've written ?
a this essay since 2 o'clock.
b five pages.

D 1 You've been eating ?
2 You've eaten ?
a all my sweets.
b too many sweets recently.

E 1 I've been doing ?
2 I've done ?
a my English project already.
b my English project all evening.

2 Której formy czasownika należy użyć w poniższych sytuacjach?

1 Czekasz już ponad godzinę na koleżankę. Pada deszcz i zastanawiasz się, czy czekać dalej.

I've *waited / been waiting* for over an hour – I'm completely soaked. Perhaps I should just go home.

2 Twoja koleżanka przygotowuje się do egzaminu na prawo jazdy.

How many driving lessons have you *had / been having?*

3 Wchodzisz do pokoju i widzisz swoją młodszą siostrę we 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?

▶ TABELE STR. 330–331

3 Jakie formy czasowników w nawiasach w czasach Present Perfect Simple lub Present Perfect Continuous poprawnie uzupełniają zdania?

1 Robert *has taken* (take) many photographs on this school trip.
2 We ? (learn) most of the geometrical shapes.
3 I'm sure she ? (cry). What's the matter?
4 It ? (rain) here since Monday.
5 That's enough! You ? (annoy) me all day.
6 I ? (know) him for years.
7 No wonder they are exhausted. They ? (clear out) the attic for five hours.
8 Barbara ? (have) this teddy bear since she was two years old.

ROZMOWA WSTĘPNA

4 Które formy czasowników w nawiasach w czasach Present Perfect lub Present Perfect Continuous poprawnie uzupełniają zdania?

ŻYWIENIE

Do you enjoy cooking? Why? / Why not?

Yes, I love cooking. I [1] *have been experimenting* (experiment) with different recipes since I was a little girl. For me, cooking is a kind of art.

ŻYCIE RODZINNE I TOWARZYSKIE

Do you have a close friend? Tell me about him or her.

My best friend is my boyfriend Tom. I [2] ? (know) him since I was a child and we [3] ? (go out) together for a year.

KULTURA

Can you play a musical instrument? Tell me about it.

Yes, I can play the piano. I [4] ? (play) it since the beginning of primary school, so I'm quite good at it. I can also play a tune or two on the trumpet. I [5] ? (just/start) learning to play it, so I can't play very well yet.

5 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. R

a Can you stop making so much noise, please? Jessica [1] *is working* (*pracuje*) in her room and [2] ? (*potrzebuje*) some peace and quiet. Why [3] ? (*ty zawsze grasz*) the guitar when we want to study? You'd better get down to your homework. I bet you [4] ? (*nie zrobiłeś*) it yet.

b Lucy [5] ? (*jest studentką*) for two years and she [6] ? (*planuje*) to graduate next June. [7] ? (*Nie sądzę*) she will have problems finding a job in IT. She [8] ? (*marzy*) of becoming a video game designer all her life.

6 Jakie formy czasowników zapisanych wielkimi literami poprawnie uzupełniają dialogi?

1 A: Who *are you thinking* about? THINK
B: My boyfriend.
2 A: ? writing your History essay yet? FINISH
B: Almost. I have only one page to go.
3 A: I'm sorry, I'm late. ? 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. ? ready to leave. GET
5 A: ? German? SPEAK
B: Only a little. I started my course last month.
6 A: Is it the first time ? Paris? VISIT
B: No, it's not. I was here on holiday last year.

PAST SIMPLE

Czasu **Past Simple** używamy:

- mówiąc o zdarzeniach lub sytuacjach, które miały miejsce i zakończyły się w przeszłości:
  *During our last History class, Tom **answered** the most difficult question.*
- mówiąc o wydarzeniach, które powtarzały się w przeszłości:
  *As a child, I **spent** most of my summer holidays at my grandparents' house.*
- opowiadając o następujących po sobie wydarzeniach:
  *I **switched off** the computer, **locked** the door and **went** to bed.*

TIME EXPRESSIONS | OKREŚLENIA CZASU

yesterday, yesterday afternoon/evening, last week/month/year/Monday/night, in May, in 2020 / the 1980s, three days / a month / five years ago, when I was six / a teenager / young, one night/morning

▶ TABELE STR. 330–331

PRESENT PERFECT SIMPLE A PAST SIMPLE

Mówiąc o zdarzeniach lub sytuacjach, które miały miejsce i zakończyły się w konkretnym momencie w przeszłości, używamy czasu Past Simple, a nie czasu Present Perfect Simple:

*I **bumped into** my English teacher **last Monday**.* – NIE: ~~*I have bumped into my English teacher last Monday.*~~

Ten konkretny moment w przeszłości może być wyrażony w zdaniu za pomocą jednego z okoliczników czasu (np.: *yesterday evening, in 2006, four weeks ago, when I was a child*) lub pozostawać domyślny:

*They **flew** to Canada **the day before yesterday**.* – NIE: ~~*They have flown to Canada the day before yesterday.*~~ (konkretny moment w przeszłości wyrażony za pomocą okolicznika czasu *the day before yesterday*)

*My grandmother **came up with** the idea for her business in secondary school.* – NIE: ~~*My grandmother has come up with the idea for her business in secondary school.*~~ (domyślny moment w przeszłości, bez okolicznika czasu)

Odpowiadając na pytanie zadane w czasie Present Perfect Simple i dotyczące naszych doświadczeń życiowych, używamy tego samego czasu. Podając dalsze szczegóły wydarzeń, stosujemy czas Past Simple:

A: ***Have** you **ever been** to a wedding?*

B: *Yes, I **have**. I **went** to my cousin's wedding last year. It **was** a very big wedding with a hundred guests.*

PAST CONTINUOUS

Czasu **Past Continuous** używamy:

- opisując czynności, które trwały w określonym momencie w przeszłości:
  *Hannah and Robert **were waiting** for us in front of the cinema.*
- mówiąc o zwyczajach lub sytuacjach przejściowych w przeszłości:
  *At that time, my cousin James **was staying** with us.*
  ***Were** you **studying** at the George Washington University when you first met Professor Richards?*
- mówiąc o czynnościach lub stanach w przeszłości, podczas których nastąpiły inne, krótsze zdarzenia (które wyrażamy w czasie Past Simple):
  *Somebody knocked on the door while I **was chatting** with my best friend on the phone.*
- opisując tło jakiegoś wydarzenia lub czynności:
  *It **was getting** dark and the sun **was setting**.*
- w wyrażeniach typu *I was wondering*, *I was hoping*, *I was thinking*, które czynią prośby, pytania i sugestie bardziej uprzejmymi:
  *I **was wondering** if you had the chance to read my last assignment.*
  *I **was hoping** that you could help me with the last three sentences.*

Mówiąc o zakończonych czynnościach i stanach, używamy zwykle czasu Past Simple, a nie Past Continuous, nawet jeżeli te zdarzenia trwały przez dłuższy czas:

*Even though she was in a bad mood, she **tried** to joke with us.* – NIE: ~~*Even though she was in a bad mood, she was trying to joke with us.*~~

*We **went** to the park every day last week.* – NIE: ~~*We were going to the park every day last week.*~~

*Even when we **had** no clue how to solve the problem, the teacher **made** an attempt to explain it to us again and again.* – NIE: ~~*Even when we had no clue how to solve the problem, the teacher was making an attempt to explain it to us again and again.*~~

TIME EXPRESSIONS | OKREŚLENIA CZASU

when, while, as, all afternoon/day/night, all day yesterday

PAST PERFECT SIMPLE

Czasu **Past Perfect Simple** używamy:

- mówiąc o czynnościach zakończonych przed określonym momentem w przeszłości:
  *Joanna **had finished** working on her Spanish assignment by five o'clock yesterday.*
- opisując zdarzenia z przeszłości w kolejności niechronologicznej (wtedy czas Past Perfect Simple wskazuje, że dana czynność poprzedzała inne czynności, wyrażone w czasie Past Simple):
  *When we got to the theatre, the play **had** already **started**.* (drugie zdarzenie miało miejsce wcześniej niż pierwsze)
  *On my way to the airport, I remembered that I **hadn't packed** my passport.* (drugie zdarzenie miało miejsce wcześniej niż pierwsze)
- w wyrażeniach typu *it was the first time:* 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

▶ **TABELE** STR. 330–331

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.*

R

Opisując typowe zachowania lub czynności (ale nie stany) w przeszłości, można użyć także ***would***:

*As a child, she **would** always give her parents a kiss before going to bed.*

*When I visited my grandmother, we **would** always bake cakes together.*

Kiedy mówimy o stanach lub uczuciach powtarzających się w przeszłości, nie możemy użyć ***would***:

*As a little boy, Peter **used to** love ketchup, but now he can't stand it.* – NIE: ~~*As a little boy, Peter would love ketchup, but now he can't stand it.*~~

*I **used to** be much more adventurous than I am now.* – NIE: ~~*I would be much more adventurous than I am now.*~~

Gdy opowiadamy historie z przeszłości, często dla urozmaicenia używa się obu form (*used to* i *would*) oraz czasu Past Simple:

*My brother and I **used to** fall out very often, and after each argument he **would** sulk for hours.*

*Beth **used to** be very shy as a child. Whenever we **had** visitors, she **would** run to her bedroom and refuse to come out.*

1 **Które zdania a–b oddają znaczenie zdań wyjściowych? Uzasadnij swój wybór.**

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 a picture while she was reading a newspaper.
   a Painting a picture took more time than reading a newspaper.
   b Reading a newspaper took more time than painting a picture.

5 They had been on the plane for two hours when the sun set.
   a Their plane took off after sunset.
   b Their plane took off before sunset.

6 When you called, Tom was taking a shower.
   a Tom started his shower before you called.
   b You called before Tom started his shower.

▶ TABELE STR. 330–331

2 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, ?.
3 Did they use to come here every day after school?
No, ?.
4 Was Robert listening to the teacher's instructions carefully?
No, ?.
5 Had you visited Singapore or Kuala Lumpur before your last trip?
Yes, ?.
6 Did she apologise to you for her behaviour the other day?
Yes, ?.
7 Were you both very tired after your long journey?
No, ?.
8 Had they already left when you arrived?
No, ?.

3 Jakie formy czasowników w nawiasach w czasach Past Simple, Past Continuous, Past Perfect Simple lub z wyrażeniami *used to* i *would* poprawnie uzupełniają zdania?

1 By the time we got home, the children *had gone* (go) to bed.
2 They ? (meet) while they were working in the same company in Katowice.
3 I admit I ? (not/like) him, but now I think he's quite a nice chap.
4 He took several photographs while the bride and groom ? (walk) down the aisle.
5 Until I met Matthew, I ? (never/have) a true friend.
6 My grandmother ? (work) hard all her life.
7 When I walked in, my parents ? (argue) about something.
8 She spends weekends at home now, but she ? (go out) a lot when she was at college.

4 Jakie czasowniki w formie twierdzącej (+), przeczącej (–) lub pytającej (?) poprawnie uzupełniają zdania?

1 I talked to your Maths teacher, but *I didn't talk to* (–) your History teacher.
2 I know you met George before, but ? (?) his sister-in-law, too?
3 She didn't take the train to Paris; ? (+) the plane.
4 We used to go to the cinema regularly, but ? (–) to the theatre very often.
5 He was cooking something for himself, but ? (–) anything for us.
6 I didn't feel angry at Alexandra; ? (+) absolutely furious.

5 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

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
3 I walked into the classroom in the middle of her conversation with the teacher. WAS
4 I don't see Gill as often as before. USED
5 Brenda didn't want to have lunch after eating two bars of chocolate. BECAUSE
6 We were both very busy yesterday evening: me with my Maths homework and James with the ironing. WHILE
7 The Perkins are very rich now, but this was not the case before. DIDN'T
8 When I was a child, we visited our grandparents every Saturday. WOULD
9 Robin changed her clothes and then she went running. AFTER

6 Jakie formy czasowników z ramki w czasach Past Simple lub Past Perfect Simple poprawnie uzupełniają tekst?

- Zrelacjonuj zdarzenie, które miało miejsce w czasie wizyty angielskich uczniów w twojej szkole.

> be feel ~~get~~ leave never/speak remember show take turn off welcome

A very long day ...

It was 11 p.m. when I finally [1]*got* into bed. It [2]? a long, exhausting day. In the morning, I [3]? the English exchange students. I [4]? them our school. After six hours of lessons, I [5]? my exchange guest out to show her the town. Now I [6]? really tired, but also pleased with myself because I [7]? English all day long before. I [8]? the light and then I [9]? something. Oh no! I [10]? my phone in my locker at school!

7 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

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 ? (*byli małżeństwem od*) three years.
3 ? (*Robiło się ciemno*), so we decided to look for a good place to camp.
4 When ? (*zaczęłeś się uczyć*) Japanese?
5 By the time we got there, all ? (*goście już wyszli*).
6 What ? (*robili George i Paul*) when the boss entered the conference room?
7 The lights in the whole house went out while we ? (*oglądaliśmy wiadomości*) on TV last night.
8 They ? (*wyjeżdżali na wakacje za granicę*) every summer, but they can't afford it anymore.

▶ TABELE STR. 330–331

ODPOWIEDZI NA PYTANIA

8 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Tell me about your best or worst holiday.

My worst holiday [1]*was* (be) three years ago when my family [2]? (decide) to go to Italy. We [3]? (visit) Italy before, but this was our first time in Rome. The problems [4]? (start) already at the airport. While we [5]? (wait) in the departure lounge for our plane, my younger sister [6]? (get) lost and we [7]? (spend) over an hour looking for her. When we finally [8]? (make) it to the departure gate, it [9]? (already/close). As a result, we [10]? (have to) take the plane the next day and [11]? (miss) one day of our holidays. The first day in Rome [12]? (not/look) very promising, either. I [13]? (slip) while I [14]? (go) down the stairs in our hotel and [15]? (break) my leg! It was quite a shock for me since I [16]? (never/break) anything before. I ended up on crutches for four weeks and the whole holiday was ruined.

9 Przeczytaj wiadomości umieszczone na forum internetowym dotyczącym zwyczaju prokrastynacji, czyli odkładania spraw na później. Które formy czasowników poprawnie uzupełnią teksty?

A I [1]*tried* / *have been trying* to deal with my procrastination for a long time now, but [2]*have failed* / *have been failing* a number of times. I [3]*don't know* / *didn't know* what to do. It's a battle. Can anybody help?

B I [4]*have been procrastinating* / *am procrastinating* for about ten years, which means I [5]*use* / *have been using* delaying tactics since I was a child. I [6]*am thinking* / *think* I am making progress. I [7]*start* / *have started* using different strategies to deal with my procrastination. I try to make lists of things to do every day but sometimes, when I have a difficult or big task to do, it [8]*has made* / *makes* me go back to my old behaviour.

C I [9]*would* / *used to* be a master procrastinator, but I [10]*am* / *have been* procrastination-free for over a year. It can be done! Think about the unnecessary stress and anxiety caused by postponing things. Think and do something about it now! And say hello to the rest of your life. I [11]*have* / *had* and it feels great!

D I [12]*have stopped* / *stopped* procrastinating two months ago. My main strategy is to divide bigger tasks into smaller ones. And you should all know that I [13]*do* / *am doing* GREAT. It makes me feel good to say, 'I [14]*am not putting* / *don't put* things off.' Thank you very much for all your advice. It [15]*has worked* / *had worked*!

10 Jakie formy czasowników w nawiasach w czasach Present Simple, Present Continuous, Past Simple, Present Perfect Simple lub Present Perfect Continuous poprawnie uzupełniają dialog?

Mum: Henry, [1]*are you doing* (you/do) anything important? I could do with some help with lunch.

Henry: Can't now, Mum. I [2]? (look for) my collection of toy soldiers for about an hour, but I [3]? (not/find) them all yet.

Mum: What [4]? (you/need) your soldier collection for now? You [5]? (have) it for years, but I don't remember when you [6]? (last/play) with it.

Henry: Well, we [7]? (study) the Second World War at school recently and I [8]? (think) of preparing a presentation about it.

Mum: That [9]? (sound) like a good idea. But how [10]? (you/want) to use your toy soldiers?

Henry: I [11]? (not/think) it over yet. But I might use them to present a typical Second World War soldier's uniform. What [12]? (you/think), Mum?

Mum: Well, I'm not sure, Henry. They [13]? (seem) too small to me. [14]? (you/use) them for a class presentation before?

Henry: No ... But Sam [15]? (bring) his toy animal collection to school a couple of times. Once it was for our Science class and everybody [16]? (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]? (talk) for over ten minutes!

11 Przeczytaj fragmenty rozmowy studentki ze współlokatorką. Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

a Last weekend [1]*you invited* (*zaprosiłaś*) quite a few people round, but [2]? (*nie poinformowałaś mnie*) about it before. Don't get me wrong – I have nothing against your friends. And [3]? (*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]? (*Posprzątałam już*) our flat twice this week. You promised to do the washing-up, remember? And how many times [5]? (*zrobiłaś to*) so far? Not even once.

c Yes, [6]? (*pożyczyłam*) your T-shirt the other day without permission. And I'm sorry about it. But as far as I know, [7]? (*ty wzięłaś*) my handbag without asking yesterday. Not to mention my cosmetics. And [8]? (*nigdy nie powiedziałam*) a word against you, while [9]? (*narzekasz*) since we started sharing a flat. It's really not fair!

d Oh, come on! That's silly! [10]? (*Kłócimy się*) for the last fifteen minutes instead of coming up with a solution. Why don't we sit down and work it out together? [11]? (*Przygotowałam już*) a list of chores that need to be done every week. Have a look and tell me which ones you'd prefer to do.

▶ TABELE STR. 330–331

12 Które formy czasowników poprawnie uzupełniają dialogi?

1 A: Do you know Caroline well?
B: Yes, we *know* / *have known* each other since primary school.

2 A: You didn't turn up for Maria's party on Saturday. What happened?
B: It's a long story. I *twisted* / *had twisted* my ankle.

3 A: Have you ever been to South America?
B: Yes, several times. We *visited* / *have visited* Brazil last year.

4 A: Any more news about the fire?
B: Yes, three houses *have already burnt down* / *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.

13 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

a It would be a good idea to get some snacks. We will need quite a lot of them. Remember? Last time Nicolas and Marta [1] *were late* (*spóźnili się*) and when they arrived, the other people [2] ? (*już zjedli*) almost everything. And drinks? I [3] ? (*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] ? (*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] ? (*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] ? (*zapomnieliśmy*) about a thank-you card for John.

c No, a barbecue party is not a good idea. You [7] ? (*nigdy nie wiadomo*) what the weather might be like here, in England. It [8] ? (*pada deszcz*) for three days now and it [9] ? (*nie wygląda*) like the weather is going to change at the weekend. Let's have our farewell party at school. We [10] ? (*już mieliśmy*) one party at school, so it shouldn't be any problem.

d How about playing some games? Last time somebody [11] ? (*przyniósł*) chess. Shall we play something different now? How about *Twenty questions*? Do you remember the rules? I [12] ? (*kiedyś je znałam*), but I [13] ? (*nie grałam*) it for ages!

ROZMOWA Z ODGRYWANIEM ROLI

14 Które wypowiedzi z ćwiczenia 13 pasują do czterech kwestii w poniższym zadaniu?

Twój trzytygodniowy kurs języka angielskiego w Cambridge dobiega końca i wspólnie z jednym z kolegów / jedną z koleżanek z grupy planujecie zorganizować spotkanie pożegnalne dla wszystkich jej członków i nauczyciela. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie.

Miejsce spotkania _c_

Jedzenie i picie ?

Przebieg spotkania ?

Podział obowiązków przy organizacji ?

15 Przeczytaj wiadomości na forum internetowym dotyczące poznawania ludzi przez Internet. Jakie formy czasowników w nawiasach poprawnie je uzupełniają?

a The Internet is great for meeting people! I [1] *bumped into* (bump into) John, who is now one of my best friends), in a chat room about ten years ago. After about a year, we [2] ? (meet) in person. We [3] ? (be) good friends since then and although we [4] ? (live) a long way from each other, it [5] ? (never/make) much difference. We just [6] ? (spend) a lot of time on Skype or on the phone to each other.

b It [7] ? (depend) on who you [8] ? (want) to meet. One of my friends [9] ? (try) to find a running partner in his town through some running apps for over a year – no luck so far. I [10] ? (guess) it's much easier to meet a friend than a running buddy!

c When I was still a student, I [11] ? (meet) new people only at university. Over the last year, I [12] ? (correspond) with a couple of people online, but it's a bit strange for me, to be honest. I [13] ? (prefer) meeting people face-to-face. At the moment, I [14] ? (exchange) messages with a girl I met at a webinar about public speaking. We [15] ? (write) to each other a lot recently and it [16] ? (seem) we might even register for another webinar together.

16 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.

1 I haven't driven on the left side of the road for ages.
It's ages *since I drove* on the left side of the road.

2 When did you start learning Mandarin Chinese?
How long ? Mandarin Chinese?

3 We ate all the food before the other guests arrived.
By the time ? all the food.

4 The last time this nation overthrew the government was about fifty years ago.
This nation ? for about fifty years.

5 Having introduced my new friends to my parents, I started talking about our holiday plans.
After I ?, I started talking about our holiday plans.

▶ TABELE STR. 330–331

PAST PERFECT CONTINUOUS

Czasu **Past Perfect Continuous** używamy, opisując czynności, które były wykonywane w przeszłości przez pewien okres i poprzedzały inne czynności i stany w przeszłości:

*When I moved to Paris, my sister **had been living** there for over ten years.*

*Just before the accident, he **had been working** on his new novel.*

Czas Past Perfect jest odpowiednikiem czasu Present Perfect w przeszłości:

*Bethany is upset. She **has lost** her favourite pen.* (Present Perfect Simple)

*Bethany was upset. She **had lost** her favourite pen.* (Past Perfect Simple)

*The dog is exhausted. He **has been running** in the garden all morning.* (Present Perfect Continuous)

*The dog was exhausted. He **had been running** in the garden all morning.* (Past Perfect Continuous)

TIME EXPRESSIONS | OKREŚLENIA CZASU

how long, for, since, before

1 **Jakie formy czasowników w nawiasach w czasach Past Simple, Past Continuous, Past Perfect Simple lub Past Perfect Continuous poprawnie uzupełniają zdania?**

1 What *were you doing* (you/do) at 3 p.m. yesterday?
2 We couldn't get into the town centre – it ? (snow) all night.
3 I ? (wonder) if you could give me a hand with this bag.
4 Rebecca was really upset because her boyfriend ? (forget) to call her.
5 I could see that my little sister ? (cry) for some time.
6 Last weekend I ? (spend) five hours lying on the sofa and watching television.
7 It was the third time she ? (refuse) to cooperate with us.
8 When I walked in, they ? (gossip) about our new classmate.
9 By the time I arrived home, my sister ? (go) to bed.
10 I ? (twist) my ankle while trying to take five stairs at a time.
11 From the way they could almost read each other's minds, it was obvious they ? (work) together for a long time.
12 I put the book down as it ? (get) incredibly boring to read.
13 I looked at people's beautiful outfits – everyone look very smart. Only Tim ? (wear) jeans and a torn T-shirt.
14 My phone ? (ring) just as I was leaving home to meet you at the airport.

2 **Które formy czasowników poprawnie uzupełniają zdania?**

1 The match was over. Unfortunately, we ?.
(a) had lost b were losing
c had been losing d used to lose

2 I ? a supermarket yesterday to get a couple of things for today's dinner.
a was popping into b used to pop into
c had popped into d popped into

3 The news came as no surprise to me. I ? about their engagement plans for some time.
a knew b had known
c used to know d did know

4 When we started our journey, the sun ? and everybody was in a good mood.
a had been shining b shone
c was shining d used to shine

5 It sounds funny now, but as a child I ? afraid of balloons.
a have been b was being
c used to be d had been

6 The woman's face looked very familiar. I was sure I ? her somewhere before.
a saw b had seen
c used to see d was seeing

7 How long ? for them when you were offered a promotion?
a had you been working b did you use to work
c did you work d were you working

8 This was the third time Peter ?.
a had been standing me up b stood me up
c used to stand me up d had stood me up

3 **Zapisz w zeszycie pytania, na które odpowiedziami będą fragmenty zdań napisane pogrubioną czcionką.**

1 I used to play basketball **three times a week**.
How often did you use to play basketball?
2 Before we started the experiment, we had asked **the teacher's** permission.
3 My mother was travelling **in Italy** when she discovered her passion for art.
4 I had seen Beth's parents **twice** before we got engaged.
5 When they came in, we were talking **about Matthew's new girlfriend**.
6 I got **a thank-you card and a book** for our Psychology teacher.
7 Before Robert decided to move to London, he had been living in Bournemouth **for five years**.

▶ TABELE STR. 330–331

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.*

1 **Której formy czasownika użyje każda z osób?**

1 Tegoroczny maturzysta mówiący o swoich planach:

I *will study / am going to study / am studying* law at Warsaw University.

2 Chłopiec próbujący uniknąć kary w rozmowie z ojcem:

I promise I *won't do / am not going to do / am not doing* it again!

3 Nauczyciel w szkole podający informacje swoim uczniom:

Next term *is starting / is going to start / starts* on 12 February.

4 Mężczyzna widzący kobietę, która próbuje wejść z wózkiem dziecięcym do tramwaju:

Wait a second, I *will help / am going to help / am helping* you.

5 Ktoś obserwujący człowieka wchodzącego po przechylającej się drabinie na dach budynku:

Oh no! He *will be falling / is going to fall / will fall.*

2 **Jakie formy czasowników wyrażające przyszłość poprawnie uzupełniają zdania?**

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

▶ TABELE STR. 330–331

3 Formy czasu przyszłego użyte w poniższych sytuacjach są błędne. Zapisz poprawione zdania w zeszycie.

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

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

3 Będziemy wracać przez Łódź (zawsze tędy wracamy z urlopu), więc możemy wpaść do Oli.
*We **will travel** through Łódź on the way back, so we could always call in on Ola.*

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

5 Pytasz kolegę o termin zakończenia roku szkolnego.
*When **will** the school year **finish**?*

ROZMOWA WSTĘPNA

4 Jakie formy czasowników wyrażające przyszłość poprawnie uzupełniają wypowiedzi? Następnie dopasuj odpowiedzi do pytań nauczyciela.

a Yes, we have already planned everything. My parents and I [1]*are going* (go) to America. On August 1st, we [2] ? (fly) to Washington, D.C. Then we [3] ? (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] ? (keep) growing in its capacity and importance. I'm very much into computers and I [5] ? (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] ? (take) my Matura exam in those subjects. I hope I [7] ? (pass) with good grades and get a place at the University of Technology. I'd like my work to be connected with science.

PRACA

1 Where would you like to work in the future? Why? ?

PODRÓŻOWANIE I TURYSTYKA

2 Have you got any plans for your summer holidays this year? ?

NAUKA I TECHNIKA

3 What is your favourite invention? Why? ?

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 w zeszycie.

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.*

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.*

4 Wymieniasz ze współtowarzyszem podróży uwagi na temat jej długości.
*By the time we get there, I **will drive** for seven hours non-stop.*

5 Pytasz kolegę o jego plany na lato.
***Will** you **do** anything interesting over the summer?*

2 Które formy czasu przyszłego poprawnie uzupełniają dialogi? R

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, Robert. You're grounded for the next two weeks!
B: Oh, Dad. I promise I *will improve / am going to improve / will have improved* my grades.
6 A: Is Trevor Rebecca's new boyfriend?
B: 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 ? (keep) in touch after the course.
3 We can't put you up in August. Richard's brother ? (stay) with us then.
4 According to this timetable, the next train ? (depart) at 7.45.
5 Sheila has changed her mind again. She ? (not/study) Business Administration.
6 Oh, no, we're running late again. By the time we get to the cinema, the film ? (start).
7 I think I ? (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. Zapisz odpowiedzi w zeszycie.

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
3 This March is my grandparents' fiftieth wedding anniversary. WILL
4 Will you need your car at the weekend? USING
5 The dinner will be ready by the time you get home. COOKED

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 **Które czasowniki poprawnie uzupełniają zdania?**

1 I'm quite happy to do it myself. You ? help me.
a needn't b mustn't c can't

2 My father is writing an article. We ? disturb him now.
a needn't b mustn't c couldn't

3 ? you lend me some money till next week?
a May b Could c Should

4 Marta ? finish this essay today. The deadline is next week.
a shouldn't b mustn't c doesn't have to

5 At this swimming pool, you ? wear a swimming cap. I hate it!
a have to b must c should

6 Have you turned off the oven? I ? smell something burning.
a can b should c might

2 **Co powiesz w następujących sytuacjach? Użyj czasowników modalnych. Zapisz odpowiedzi w zeszycie.**

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.

3 **Jakie słowa poprawnie uzupełniają drugie zdanie w każdej parze, 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 ?.

4 **Zapisz w zeszycie 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]? (*Czy mam sprawdzić*) the train timetable on the Internet or [3]? (*czy chciałbyś zrobić*) it yourself? We [4]? (*powinniśmy kupić*) the tickets fairly quickly.

b I don't think we [5]? (*powinniśmy brać*) too much stuff – it will be too heavy to carry. We [6]? (*nie musimy brać*) towels since we are going to stay in a hotel. I'm not sure about the hair dryer, though. [7]? (*Czy mógłbyś zapakować*) yours, just in case?

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]? (*nie mogłem przyzwyczaić się*) to sleeping with so many people in one room. I know I [9]? (*powinienem być*) more flexible, but ... I promise I will find something cheap.

d No, we [10]? (*nie możemy pojechać*) for two weeks. What about the school and our English lessons? One week will be OK, I think, but we still [11]? (*musimy zawiadomić*) our teacher that we will be away.

ROZMOWA Z ODGRYWANIEM ROLI

5 **Które z akapitów z ćwiczenia 4 pasują do czterech kwestii w poniższym zadaniu?**

Jesteś na kursie językowym w Anglii. Twoja koleżanka proponuje ci wspólną wycieczkę do Szkocji. Porozmawiaj z nią o tej propozycji. Poniżej podane są cztery kwestie, które musisz omówić.

Długość wycieczki *d*

Środek transportu ?

Zakwaterowanie ?

Rzeczy do zabrania ?

6 Przekształć zdania, używając podanych początków, zakończeń oraz czasowników modalnych tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie. R

1 Shall I elaborate on that point?
Would *you like me to elaborate* on that point?

2 These items are not allowed to be carried onto the plane.
You ? these items onto the plane.

3 It's so annoying that he didn't anticipate any difficulties with this project.
He could ? with this project.

4 It's not necessary for parents to arrange everything for their children.
Parents ? everything for their children.

5 The sound coming from underneath the vehicle was deafening.
I ? a deafening sound coming from underneath the vehicle.

7 Przeczytaj fragmenty rozmowy między koleżankami. Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj czasowników modalnych.

a I think we [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] ? (*możesz pomyśleć*) of something else? It [3] ? (*nie może być*) swimming though because I hate water and water sports. But on the other hand, we [4] ? (*nie musimy*) go to the same class.

b [5] ? (*Czy byłabyś w stanie chodzić*) at the weekend or during the week? Early morning would be ideal for me. But skipping our morning English class is out of the question – we [6] ? (*nie wolno nam tego robić*) it! So how about Saturday or Sunday morning? We [7] ? (*będziemy musiały się przyzwyczaić*) getting up a bit earlier at the weekend, but it [8] ? (*nie powinno być*) such a big problem. What do you think?

c I know that they have two different payment options. You [9] ? (*można płacić*) as you go or there's a membership option. I think the membership option works out cheaper. [10] ? (*Czy mam sprawdzić*) that? Obviously, in that case, we [11] ? (*musiałybyśmy chodzić*) at least once or even twice a week. We [12] ? (*nie musimy decydować*) now, but it's worth thinking about it.

d Getting there by car might be a problem. When I went there with Robert last week, we [13] ? (*nie mogliśmy znaleźć*) a parking space for twenty minutes and it was quite expensive. In fact, we [14] ? (*niepotrzebnie wzięliśmy*) the car – I'm sure there is an underground station nearby. I [15] ? (*powinnam była zapytać*) our teacher – he lives close to the sports centre. I'll ask him tomorrow.

SPECULATING ABOUT THE PRESENT AND THE FUTURE | PRZYPUSZCZENIA ODNOSZĄCE SIĘ DO TERAŹNIEJSZOŚCI I PRZYSZŁOŚCI

Wyrażając przypuszczenie dotyczące tego, co ma miejsce lub nie ma miejsca w chwili obecnej albo będzie miało miejsce lub nie będzie miało miejsca w przyszłości, używamy konstrukcji ***must/might/may/can/could/can't* + bezokolicznik bez *to***.

MUST

Must wyraża bardzo silne przekonanie (graniczące z pewnością), że coś ma miejsce:

*Barbara **must be** really hungry.* (jestem tego prawie pewien)

*Being a teacher, you **must have** a lot of patience.*

MAY, MIGHT, CAN, COULD

Might, ***may***, ***can*** i ***could*** wyrażają przypuszczenie, że dane zdarzenie jest możliwe lub prawdopodobne, przy czym ***can*** używamy w odniesieniu do zdarzeń ogólnych, a ***could***, ***might*** i ***may*** używamy w odniesieniu do konkretnych sytuacji:

*A lawsuit **can last** for many months, even years.*

*This **could be** the book I'm looking for.*

*They **might/may want** you to explain it again.*

MIGHT NOT, MAY NOT

Might not i ***may not*** wyrażają przypuszczenie, że coś nie ma lub nie będzie miało miejsca:

*Lucy **may/might not pass** her driving test first time.* (takie jest moje przypuszczenie, tego się spodziewam)

CAN'T

Can't wyraża bardzo silne przekonanie (graniczące z pewnością), że coś nie ma miejsca:

*He **can't be** so silly as to do that.* (to prawie niemożliwe)

MUST/MIGHT/MAY/COULD/CAN'T + BE + FORMA -ING

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywają się dokładnie w momencie mówienia, używamy konstrukcji ***must/might/may/could/can't* + *be* + *forma -ing***:

*This is not true! You **must be joking**!* (jestem pewien, że żartujesz)

*Sarah is not picking up the phone. She **might be driving** now.*

*You **can't be taking** their proposal seriously.* (jestem tego prawie pewien)

1 **Których form można użyć w następujących sytuacjach?**

1 Podchodząc do domu koleżanki, widzisz zapalone światła w kilku pokojach.

Somebody *can* / *must* be in.

2 Masz bardzo dużo nauki przed egzaminem w poniedziałek.

I *might not* / *can* come to your party on Saturday.

3 Nie wierzysz w to, co opowiada ci twój kolega.

You *can't* / *may not* be serious.

4 Twój kolega z klasy jest bardzo smutny po sprawdzianie.

He *can't* / *must* have got the right answers.

5 Masz wątpliwości, czy warto szukać nowej pracy.

I *cannot* / *might not* change my job after all.

6 Widzisz, jak mały chłopiec potyka się i skręca kostkę.

He *must* / *can* be in terrible pain.

2 **Jakie czasowniki modalne poprawnie uzupełniają dialog?**

Ian: Hi, Dave. Have you seen Brian?
Dave: Yeah, I saw him in the computer room some time ago. He [1] *may/might/could* still be there.
Ian: No, he isn't. I've just come from the computer room.
Dave: I don't know then. Have you checked the gym? He [2] ? be there playing football with his friend.
Ian: No, they [3] ? be there. The gym is closed today. But if they are playing football, they [4] ? be in the playground.
Dave: In the playground? You [5] ? be mad! It's pouring with rain!
Ian: OK, you [6] ? be right there. But where [7] ? he be? I've looked almost everywhere.
Dave: He [8] ? be at school then – perhaps he has already gone home. Ian ... Look! Over there! Crossing the road ...
Ian: No, it [9] ? be Brian. He is much taller than that boy. I think I'll ask the teacher. She [10] ? know if Brian's class is still at school.

3 **Przekształć zdania, używając czasowników modalnych: *must, might, might not, may, may not, can, could* lub *can't* tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.**

1 Perhaps it is going to rain later.
It may/might rain later.
2 I'm sure they're not at school now.
3 It's possible that the match will not start on time.
4 I'm sure she thinks I'm not very bright.
5 I know this isn't Robert – he's gone on holiday.
6 I'm certain the car keys are somewhere in the kitchen.
7 Perhaps the teacher will give us our homework back tomorrow.

4 **Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych czasowników modalnych.**

1 Chris has got two houses, a yacht and a helicopter – he *must be* (*musi być*) extremely wealthy.
2 ? (*Być może ona zechce*) to have lunch with us tomorrow.
3 ? (*To niemożliwe, żeby Patrick był*) fifteen years younger than his sister.
4 I'm afraid I ? (*mogę nie mieć*) enough time to answer all the questions on the test.
5 ? (*Oni na pewno myślą*) that it's the right thing to do in this situation.
6 We've just had a big breakfast. ? (*Na pewno nie jesteś*) hungry already.
7 Your new boyfriend is very knowledgeable – ? (*jestem pewna, że czyta*) a lot of books.
8 Take an umbrella with you – ? (*prawdopodobnie będzie padało*) this afternoon.
9 The accused woman ? (*musi czuć się*) relieved now that she has nothing left to hide.

OPIS ILUSTRACJI

5 **Popatrz na zdjęcie. Które czasowniki modalne najlepiej uzupełniają jego opis?**



There are two people in the foreground of this picture: an old man and a little girl. Just behind them, there is a group of other runners. They seem to be approaching the finishing line of some kind of a race. It [1] *may / can / must* be a competitive race because every participant has an official-looking race number on their chest. It [2] *must / can't / may* be a marathon, though, because the runners don't look particularly tired.

All the people have wide smiles on their faces – they [3] *may / can't / must* feel very happy about getting to the finishing line. I'm not sure, but the old man [4] *might / can't / must* be the little girl's grandfather. All the other runners look much younger than the man. They [5] *must / could / can't* be in their early or mid-twenties, but it's really difficult to say.

It seems to me that these people are running to collect money for some good cause in a charity event, or it [6] *may / can't / must* be a school Sports Day competition. It [7] *may not / can't / might not* be a school PE event, though, because the participants are of mixed ages, and include both children and adults.

SPECULATING ABOUT THE PAST | PRZYPUSZCZENIA ODNOSZĄCE SIĘ DO PRZESZŁOŚCI

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń z przeszłości, używamy konstrukcji ***must/might/may/could/can't + have* + past participle**.

***MUST* + *HAVE* + PAST PARTICIPLE**

***Must* + *have* + past participle** wyraża bardzo silne przekonanie, że coś się zdarzyło:

*He **must have lived** in France. His French is perfect.* (jestem przekonany, że mieszkał we Francji)

***MIGHT/MAY/COULD* + *HAVE* + PAST PARTICIPLE**

Might, ***may*** oraz ***could* + *have* + past participle** wyrażają przypuszczenie, że coś się zdarzyło (w takim znaczeniu nie można użyć *can*):

*The boss **might/may/could have put off** the meeting until tomorrow.* (być może szef przełożył spotkanie)

***CAN'T* + *HAVE* + PAST PARTICIPLE**

***Can't* + *have* + past participle** wyraża bardzo silne przekonanie, że coś się nie zdarzyło:

*He **can't have paid** £50 for this fleece.* (to niemożliwe, że tyle zapłacił)

MUST/MIGHT/MAY/COULD/CAN'T + HAVE BEEN* + FORMA *-ING

Wyrażając opinie lub przypuszczenia dotyczące zdarzeń, które odbywały się w określonym momencie w przeszłości, używamy konstrukcji ***must/might/may/could/can't* + *have been* + forma *-ing***:

*I saw Chris running out of school. He **must have been rushing** home.* (jestem pewien, że spieszył się do domu)

*She **might have been trying** to cheer me up.* (być może ona próbowała mnie pocieszyć)

*You **can't have been waiting** for us for over two hours.* (jestem pewien, że na nas nie czekaliście)

Poszczególne czasowniki modalne wyrażają różny stopień pewności:

*They **must be** at school now.* – Oni na pewno są teraz w szkole.

*She **must have learnt** Italian as a child.* – Z pewnością nauczyła się włoskiego jako dziecko.

*They **might/may/could be** at school now.* – Być może są teraz w szkole.

*She **might/may/could have learnt** Italian as a child.* – Być może nauczyła się włoskiego jako dziecko.

*They **may/might not be** at school now.* – Być może nie są teraz w szkole.

*She **may/might not have learnt** Italian as a child.* – Prawdopodobnie nie nauczyła się włoskiego jako dziecko.

*They **can't be** at school now.* – Na pewno nie są teraz w szkole.

*She **can't have learnt** Italian as a child.* – Z pewnością nie nauczyła się włoskiego jako dziecko.

1 **Jakie formy czasowników modalnych oraz czasowników w nawiasach poprawnie uzupełniają zdania?**

1 They *can't have charged* (charge) you if you didn't give them your credit card details.
2 The door is locked. Everybody ? (leave) already.
3 I'm not quite sure where Mr Smith is. But I think he ? (correct) tests in the staff room.
4 Bethany and Olivia ? (be) twins. They've always looked almost identical.
5 The builders ? (finish) their work yet – there's still lots to do on the building site.
6 I understand, Georgia – the teacher ? (explain) the meaning of this word very clearly, but you could have looked it up in a dictionary.
7 You ? (joke), Paul! What you're saying is just ridiculous!
8 That ? (be) Francesca at the door – she's still at school at this time of the day.
9 Judging by her excellent exam results, she ? (study) very hard for the last two weeks.

2 **Przekształć zdania, używając podanych początków, zakończeń oraz czasowników modalnych tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.**

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 ? what she said.
3 I'm sure that Tom hasn't been introduced to Mr Brown before.
Tom ? to Mr Brown before.
4 Perhaps Christine and John decided to break up after their last fight.
Christine and John ? after their last fight.
5 Surely the tickets for their concert are not sold out yet!
The tickets for their concert ? yet!
6 I'm certain she's still waiting for the visa to come through.
She ? for the visa to come through.
7 It's possible that the jury won't reach a unanimous verdict.
The jury ? a unanimous verdict.
8 I'm sure Matthew isn't feeling guilty about the whole thing.
Matthew ? guilty about the whole thing.
9 I'm certain Charles was cheating in the History exam the day before yesterday.
Charles ? in the History exam the day before yesterday.

▶ TABELE STR. 330–331

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.*

▶ **TABELE** STR. 330–331

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.*

▶ **PYTANIA POŚREDNIE** ZOSTAŁY OMÓWIONE NA STRONIE 306.

1 Jakie formy czasowników zapisanych wielkimi literami poprawnie uzupełniają dialogi?

1 A: What *are you eating*? EAT
B: A ham sandwich.
2 A: Who ? for? WAIT
B: My girlfriend. And she's late again!
3 A: ? tennis? PLAY
B: Yes, but not very well.
4 A: How many hours ? WORK
B: Yesterday? Only five, but I usually work about seven hours a day.
5 A: What ? THINK
B: If you ask me, it's a very good idea.
6 A: How long German? STUDY
B: For three months, but I still can't say much.

2 Jakie pytania pasują do podanych odpowiedzi?

1 Who *did you go to the cinema with*?
I went to the cinema with my friends.
2 How often ?
We used to go swimming three times a week.
3 What ?
Ian and Dave are talking about yesterday's match.
4 How many times ?
She has seen this film twice.
5 Who ?
He is going to buy a silver necklace for his girlfriend.
6 Where ?
You should wait for the teacher in front of the theatre.
7 Whose ?
Eloise wants to borrow my tablet.

▶ TABELE STR. 330–331

3 Zadaj pytania do podkreślonych wyrazów lub części zdania. Zapisz odpowiedzi w zeszycie.

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.
3 Thirty people have sent her birthday cards.
4 Paul absolutely adores puppies.
5 I kept exchanging emails with her for over a year.
6 Our project received no funding from the government.

4 Jakie zaimki pytające poprawnie uzupełniają pytania? R

1 A: *How far* is the Town Hall from here?
B: I don't know exactly, but it's certainly within walking distance.
2 A: ? one of you has come up with this ridiculous idea?
B: I'm afraid I have.
3 A: ? bread do you reckon we will need for the party?
B: I guess two loaves will do.
4 A: ? wetsuit is yours?
B: The one with the inner key pocket.
5 A: ? did your journey take you next?
B: San Francisco, one of the most beautiful cities I've been to.
6 A: ? is to blame for the current financial crisis?
B: I'd say there are many guilty parties here.
7 A: ? vehicle is blocking access to the entrance?
B: I have no idea. We'll have to wait for the owner to show up.

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 rozłącznych 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, ?
3 Your sister wasn't at home, ?
4 Ann's passed the exam, ?
5 Your parents will give us a lift, ?
6 Our teacher didn't tell us about it, ?
7 The meeting won't last long, ?
8 Mrs Jones loves apples, ?
9 There's a lot of traffic today, ?
10 Tim's neighbours haven't got a car, ?
11 You don't like spinach, ?
12 Jim would like to go on holiday, ?

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?

2 Jakie pytania rozłączne poprawnie uzupełniają zdania?

1 This fish isn't very tasty, *is it*?
2 Tom can't speak German, ??
3 I'm a bit late, ??
4 She's not a child any more, ??
5 It won't take that long, ??
6 They were very tired after the journey, ??
7 He'll be all right, ??
8 Let's have chicken for lunch, ??
9 They went shopping yesterday, ??
10 Tidy up your room now, ??
11 There hasn't been any rain this summer, ??
12 Nick prefers basketball to football, ??

ROZMOWA WSTĘPNA

3 **W czasie trwania sprawdzianu chcesz upewnić się, czy dobrze rozumiesz procedurę jego przebiegu. Jakie pytania rozłączne poprawnie uzupełniają twoje pytania do nauczyciela?**

1 I can start now, *can't I*?

2 I have a minute to prepare, ?

3 Preparation time hasn't finished yet, ?

4 I am supposed to talk about one picture, ?

5 At the end, you will ask me three questions, ?

4 **Jakie pytania rozłączne poprawnie uzupełniają dialog?** R

Paul: You've just come back from holiday, [1] *haven't you*?
John: Yes, it was great! Switzerland is beautiful. You went there last year, [2] ?
Paul: Two years ago, actually. We went skiing for a week.
John: Aha, I remember now. Your father is a skiing instructor, [3] ?
Paul: That's right. And he is a very good one, too!
John: I guess you can ski very well now, [4] ?
Paul: Yeah ..., quite well. And what about you, John? Are you a good skier?
John: No, not really. It's not so easy to learn at my age, [5] ?
Paul: Oh, come on! At your age! You are not serious, [6] ?
John: Well ... I guess I probably need more practice. I might ask your father for a few lessons. You don't mind, [7] ?
Paul: No, of course not! As a matter of fact, I think he's just starting a new beginner's course. Let's call him right now, [8] ?
John: Good idea. But ... wait, Paul. I still need to think about it ...
Paul: Oh, come on! There's nothing to worry about, [9] ?
John: OK, then. I guess it won't hurt to give it a try, [10] ?

DOPOWIEDZENIA *SO DO I/NEITHER DO I*

Jeżeli ktoś wygłasza jakieś stwierdzenie, możemy się do niego ustosunkować, używając wyrażenia ***So*** + czasownik posiłkowy/modalny + *I* (w języku polskim: ja też) lub ***Neither*** + czasownik posiłkowy/modalny + *I* (w języku polskim: ja też nie).

Jeżeli zgadzamy się ze zdaniem twierdzącym, używamy *So*:

A: *I am tired.* → B: ***So am I***. (ja też)
A: *I live in a small town.* → B: ***So do I***. (ja też)
A: *I should go.* → B: ***So should I***. (ja też)

Jeżeli zgadzamy się ze zdaniem przeczącym, używamy *Neither*:

A: *He didn't like the play.* → B: ***Neither did I***. (ja też nie)
A: *She won't do it.* → B: ***Neither will I***. (ja też nie)
A: *He wasn't hungry.* → B: ***Neither was I***. (ja też nie)

Gdy mówimy o osobach trzecich (nie o sobie), w konstrukcji tej używamy innego niż *I* podmiotu, odpowiednio zmieniając formę czasownika posiłkowego/modalnego:

A: *They've been to Machu Picchu.* → B: ***So has*** *Peter*. (Peter też)
A: *He wasn't kind to us.* → B: ***Neither were*** *they*. (oni też nie)
A: *I don't like coffee.* → B: ***Neither does*** *my wife*. (moja żona też nie)

1 **Napisz dopowiedzenia, używając struktury z *So* lub *Neither* i podanego podmiotu. Zapisz odpowiedzi w zeszycie.** R

1 A: I don't like spinach. (I)
B: *Neither do I.*
2 A: I would prefer to stay at home tonight. (Tom)
B: ?
3 A: I've been to Rome many times. (I)
B: ?
4 A: I'm not tired at all. (they)
B: ?
5 A: We weren't planning to leave early. (we)
B: ?
6 A: I absolutely loved the film. (she)
B: ?
7 A: I won't tell anybody. (I)
B: ?

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 Których z podanych zdań można użyć w następujących sytuacjach?

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 czasu spędzasz, oglądając telewizję.
- 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.

7 Twojemu tacie zabrakło kilku ziemniaków do obiadu. Idziesz do sklepu.
- a How much do we need?
- b How many do we need?

8 Kolega pyta, która z dwóch dróg prowadzi do twojego domu.
- a Either of the roads.
- b None of the roads.

2 Które wyrazy z ramki poprawnie uzupełniają zdania?

any both either many ~~much~~ neither some

1 You shouldn't eat so *much* chocolate.
2 I am very similar to my sister. ? of us hate school and like sport.
3 I'm afraid they haven't got ? tickets left.
4 We can get there by bus or underground – ? way it will take us about thirty minutes.
5 I had no idea that so ? people from my class wanted to study medicine.
6 The worst teachers I've ever had are Mr Browning and Miss Smithson. ? of them can explain things properly.
7 I can speak English and ? French.

3 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] ?, I reckon. Five, six?
John: Even more, I think. You've changed a [3] ?. 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] ? have you completed?
Sue: Two half-marathons so far, but I'm training for a full marathon at the moment.
John: And how [5] ? 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] ? 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] ?. And how are your little sisters? The twins if I remember correctly ...
John: That's right. [8] ? of them are still at nursery school.

4 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. ? of us have dark hair and green eyes.
3 You haven't made ? progress since the beginning of this term.
4 ? of my parents had any sort of university education.
5 I tried to call you ? times, but I couldn't get through.

5 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 ? (*Policja czeka*) for more evidence before they make an arrest.
3 ? (*Wiadomości zaczynają się*) at 6 p.m.
4 Unfortunately, ? (*żaden z dwóch braci mojego dziadka*) survived the war.
5 I've tried on five pairs of jeans and ? (*żadna z nich nie pasuje*).

▶ **TABELE** STR. 333

POSSESSIVE ADJECTIVES AND PRONOUNS | PRZYMIOTNIKI I ZAIMKI DZIERŻAWCZE

W języku angielskim przynależność kogoś lub czegoś można wyrazić za pomocą przymiotników w funkcji dzierżawczej (*my, her*) lub zaimków dzierżawczych (*mine, hers*). Obie te formy tłumaczy się na język polski jednakowo, używając zaimków dzierżawczych (mój, jej).

Zaimek osobowy	Przymiotnik dzierżawczy	Zaimek dzierżawczy
I	my book	mine
you	your book	yours
he	his book	his
she	her book	hers
it	its book	its
we	our book	ours
you	your book	yours
they	their book	theirs

Przymiotniki w funkcji dzierżawczej występują zawsze przed rzeczownikami:

*Did you meet **her** brother?*

Zaimki dzierżawcze występują samodzielnie, bez rzeczownika:

*This pen is **mine**.*

*Their bedroom is very cosy, but **ours** is much more spacious.*

W języku angielskim do wyrażenia przynależności czegoś lub kogoś do danej osoby, zwierzęcia, rzeczy lub miejsca można użyć jednej z dwóch form dopełniaczowych (*possessive*): z ***'s*** lub z ***of***.

W formie dopełniaczowej z ***'s*** w języku angielskim, odwrotnie niż w polskim, osoba, do której coś przynależy, występuje zawsze na pierwszym miejscu:

*Anna**'s** handbag*

Tworząc formę dopełniaczową z *'s*:

- do rzeczowników w liczbie pojedynczej dodajemy ***'s***: *Pete**'s** notebook*
- do rzeczowników regularnych w liczbie mnogiej dodajemy ***'***: *his grandparents' car*
- do rzeczowników nieregularnych w liczbie mnogiej dodajemy ***'s***: *these women**'s** surnames*
- do rzeczowników złożonych dodajemy ***'s***: *my mother-in-law**'s** suitcase*
- do imion lub nazwisk w liczbie pojedynczej kończących się na ***-s*** dodajemy ***'*** lub ***'s*** (przy czym forma z ***'s*** występuje częściej): *Thomas' sister* lub *Thomas**'s** sister*

Jeżeli coś lub ktoś przynależy do dwóch osób lub zwierząt, to ***'s*** występuje tylko przy drugim rzeczowniku:

*Robert and Barbara**'s** house* – dom Roberta i Barbary (ich wspólny dom)

ALE: *Robert**'s** and Barbara**'s** houses* – domy Roberta i Barbary (każde z nich posiada własny dom)

Jeżeli z kontekstu wynika, o czym mówimy, to możemy pominąć rzeczownik określający posiadaną rzecz:

Whose car uses more petrol per mile? Tom's.
(wiadomo, że chodzi o samochód)

Formy z ***'s*** używamy:

- do wyrażenia przynależności do ludzi i zwierząt: *the **boy's** toy, a **bird's** beak*
- z określeniami czasu: ***Friday's** press conference, **two hours'** break*

Formy z ***of*** używamy:

- do wyrażenia przynależności do rzeczy nieożywionych lub abstrakcyjnych: *the walls **of the building**, the price **of independence***
- po wyrazach takich jak: *end, top, bottom, front, back, middle, side*: *in the **middle of** the meeting*
- gdy rzeczownik poprzedzony jest określnikiem (np.: *this, that, any, a*). Po *of* używamy wtedy zaimka dzierżawczego lub rzeczownika w dopełniaczu:

  *Tom is **a** friend **of mine**.*

  *What do you think of **this** new idea **of Mark's**?*

Obu form możemy użyć, aby wyrazić przynależność:

- do grupy ludzi lub organizacji: *the government's proposal / the proposal **of** the government*
- do danego miejsca: *America**'s** natural resources / the natural resources **of** America*

1 **Jakie formy poprawnie uzupełniają zdania?**

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.

2 **Przepisz zdania do zeszytu, przekształcając zaimki podane w nawiasach we właściwe przymiotniki w funkcji dzierżawczej lub zaimki dzierżawcze.**

1 (I) new car is much more economical than (you).
My new car is much more economical than yours.
2 My little brother is not going to take (he) shoes off if Anna doesn't take off (she).
3 I quite liked (they) new design, but you must admit that (we) was definitely much more innovative.
4 I'm sure (she) house is around here somewhere, but I've forgotten (it) number.
5 (They) new business will probably make some money in the future, but not as much as (I) or (you).
6 Since it's not (you) key, you should return it to (it) owner as soon as possible.

▶ TABELE STR. 333

3 Z dwóch zdań utwórz jedno, używając jednego z podkreślonych wyrazów w formie dopełniaczowej z *'s* lub z *of*. Zapisz odpowiedzi w zeszycie.

1 The office is upstairs. It belongs to the director.
The director's office is upstairs.
2 I read a story. I liked its end the most.
3 There is nothing interesting in the newspaper. I bought it today.
4 The decision was wrong. It was made by the local government.
5 These students are very clever. Miss Blunden teaches them.
6 This is our new table. Two legs are broken.

4 Jakie przymiotniki w funkcji dzierżawczej lub zaimki dzierżawcze poprawnie uzupełniają dialog?

Anna: Becky! Where are [1] *my* silver earrings? Have you seen them?
Becky: No, I haven't. But they're not [2] ? ! They're [3] ? ! I got them from Julie, one of [4] ? best friends, remember?
Anna: Julie? Yeah ... I know [5] ? sister quite well. They live in Blackpool Road with [6] ? grandmother, don't they? And they have two Siamese cats.
Becky: Actually the cats are not [7] ? . They belong to [8] ? cousin, Alexia, who visits them every now and then. And that big Labrador retriever that you can sometimes see is [9] ? , too.
Anna: Do you think [10] ? parents will ever let us have a pet?
Becky: I wouldn't count on it. They'll say that the parrot was [11] ? and we didn't take a proper care of it. And Dad will probably remind us how many times [12] ? cage was not cleaned out and he had to do it himself.
Anna: Yeah ... You're probably right.

5 Które formy dopełniaczowe, przymiotniki w funkcji dzierżawczej lub zaimki dzierżawcze poprawnie uzupełniają opowiadanie?

Last summer [1] *my / mine* boyfriend invited me to his [2] *aunt's / aunts'* wedding. I had never met her before and it was my [3] *boyfriend's / boyfriends'* decision, not [4] *my / mine*, to accept the invitation. At [5] *the ceremony's beginning / the beginning of the ceremony*, when everybody was waiting for the bride and groom, I suddenly noticed three girls wearing dresses very similar to [6] *my / mine*. [7] *Their / Theirs* were a bit longer, but exactly the same colour and style. When I realised that my dress was practically identical to the [8] *bridesmaid's / bridesmaids'* dresses, I didn't know what to do. Then one of the [9] *bride's and groom's / bride and groom's* friends asked me to join the other girls. He thought that I was [10] *my boyfriend's aunt's / my boyfriend aunt's* bridesmaid!

ODPOWIEDZI NA PYTANIA

6 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] ? (*naszym podstawowym obowiązkiem*) is to study and there is simply no time to combine studying and working. [3] ? (*Jedna z moich koleżanek*) started babysitting twice a week in the [4] ? (*ostatnim roku szkoły*), just before the Matura exams. As a result, she didn't have enough time for revision and [5] ? (*jej oceny*) were much worse than [6] ? (*innych uczniów*). I believe when you're at school, studying takes priority over anything else. [7] ? (*Zdanie moich rodziców*) is similar to [8] ? (*mojego*) and they have never expected me to work.

7 Które formy dopełniaczowe, przymiotniki dzierżawcze lub zaimki dzierżawcze poprawnie uzupełniają zdania? R

Hi Mike,

I hope you're doing fine.

How is [1] *your / yours* new job? [2] *My / Mine* is more challenging than I expected. At [3] *the day's end / the end of the day* I am usually exhausted, but I guess I shouldn't complain. [4] *Our / Ours* main building is in the town centre and everybody has [5] *their / theirs* own office. And I'm learning a lot. The salary, though, is much lower than my [6] *sister's / sisters'*. She has also just started [7] *her / hers* first job. With my salary and [8] *her / hers*, we can afford to rent a flat together and make ends meet.

And how are you feeling after the break-up with Molly? I know the decision was [9] *your / yours*, but it's probably still a bit painful, isn't it? Are you still living at your [10] *parent's / parents'* house or have you moved out? Living on [11] *your / yours* own can be really expensive (I know something about it!). But I guess that's the [12] *independence's price / price of independence*.

Have you heard about [13] *Tom's and Jessica's / Tom and Jessica's* change of plans? [14] *Their / Theirs* expedition to Africa is now supposed to start in [15] *the middle of next year / next year's middle* rather than in March. They say they need more time to get ready for their trip. I bet they'll be much better prepared than we were for [16] *our / ours* last year!

Take care and I hope to hear from you soon.

Pete

ARTICLES *A/AN/THE* AND NO ARTICLE | PRZEDIMKI *A/AN/THE* I BRAK PRZEDIMKA

Odpowiedniki przedimków ***a/an/the*** nie występują w języku polskim.

A/AN

A/An używamy:

- przed rzeczownikami policzalnymi w liczbie pojedynczej (***a*** *toy,* ***an*** *apple*),
- gdy wspominamy o kimś lub o czymś po raz pierwszy:
  I have ***a*** *hamster. Its name is Bounty.*
- gdy mówimy o jednej z wielu osób lub rzeczy (nie jest istotne, którą konkretną rzecz lub osobę mamy na myśli):
  Have you got ***a*** *sheet of paper?* (jakąkolwiek)
  I need ***a*** *sleeping bag.* (jakikolwiek)
- przed nazwami zawodów:
  My aunt works as ***a*** *graphic designer.*
  David is ***an*** *accountant.*
- w wyrażeniach określających częstotliwość, prędkość i cenę za jednostkę wagi (*twice* ***a*** *day, 30 miles* ***an*** *hour, £1.50* ***a*** *kilo*).

THE

The używamy:

- przed rzeczownikami niepoliczalnymi oraz policzalnymi w liczbie pojedynczej i mnogiej (***the*** *coffee,* ***the*** *table,* ***the*** *grapes*),
- gdy wspominamy o osobach lub rzeczach po raz kolejny:
  I have a hamster. ***The*** *hamster's name is Bounty.*
- gdy mówimy o kimś lub o czymś konkretnym (w liczbie pojedynczej lub mnogiej), a nasz rozmówca orientuje się, o jaką rzecz lub osobę chodzi:
  Where have you put ***the*** *scissors?*
  (chodzi o konkretne nożyczki)
  The *girls in my class are very pretty.*
  (te konkretne dziewczyny)
- przed nazwami rzeczy lub osób jedynych w swoim rodzaju (***the*** *Moon,* ***the*** *Earth*),
- przed rzeczownikami policzalnymi w liczbie pojedynczej, mówiąc ogólnie o całej grupie, gatunku lub wynalazku:
  The *cheetah is the fastest animal on land.*
- przed przymiotnikami w użyciu rzeczownikowym (charakteryzującymi pewną grupę osób lub rzeczy):
  The *rich will never understand* ***the*** *poor.*
- przed nazwiskami rodzin
  (***the*** *Perkins family,* ***the*** *Smith family*),
- przed nazwami pór dnia (*in* ***the*** *afternoon, in* ***the*** *morning*),
- przed nazwami pokoi/pomieszczeń w mieszkaniu i miejsc w pobliżu domu
  (*in* ***the*** *living room, in* ***the*** *toilet, in* ***the*** *garden*),
- przed nazwami instrumentów muzycznych i tańców (***the*** *piano,* ***the*** *waltz*),
- przed przymiotnikami w stopniu najwyższym (***the*** *best performance,* ***the*** *most expensive car*),
- przed liczebnikami porządkowymi (***the*** *first,* ***the*** *third*),
- przed liczebnikami określającymi stulecia i dekady (***the*** *nineteenth century,* ***the*** *1960s*),
- przed nazwami epok historycznych (***the*** *Middle Ages*),
- przed nazwami rzek (***the*** *Thames*), mórz (***the*** *Red Sea*) i oceanów (***the*** *Pacific*),
- przed nazwami pasm górskich (***the*** *Rocky Mountains*) i archipelagów (***the*** *Canary Islands*),
- przed nazwami niektórych państw – jeśli ich nazwa ma formę liczby mnogiej (***the*** *Netherlands*) lub zawiera rzeczownik pospolity (***the*** *United States*).

NO ARTICLE | BRAK PRZEDIMKA

Przedimków nie używamy:

- przed rzeczownikami w liczbie mnogiej, gdy mówimy o osobach lub rzeczach w sposób bardzo ogólny albo wspominamy je po raz pierwszy:
  At this age, boys are very immature. (chłopcy w ogóle)
  Cats make very agreeable pets. (koty w ogóle)
- przed rzeczownikami w zdaniach o charakterze stwierdzeń ogólnych:
  Football is very popular in Germany.
- przed rzeczownikami abstrakcyjnymi:
  What these kids need is love and support.
- przed nazwami własnymi:
  Robert comes here every day.
- przed nazwami dni tygodnia i miesięcy (*on Tuesday, in September*),
- przed latami (*in 2020, in 1789*),
- przed nazwami posiłków (*after dinner, before lunch*),
- przed nazwami dyscyplin sportowych i gier:
  I love football, but I can't stand chess.
- przed nazwami świąt (*Christmas, Easter*),
- przed słowami *home* i *work* (*go home, go to work*),
- przed słowami *mother* i *father* w odniesieniu do własnej rodziny:
  Mother should be here any minute.
- przed słowami *school, college, university, hospital, church, prison,* jeżeli używamy ich, myśląc o funkcjach, którym służą:
  He ended up in prison for robbery. (jest więźniem)
  ALE: *His mother went to* ***the*** *prison to visit him.*
  (poszła jako osoba odwiedzająca, nie jest więźniem)
- w wyrażeniach *by* + środek transportu (*by train, by car*),
- przed nazwami języków, o ile nie występuje po nich słowo *language*:
  I speak English.
  ALE: ***The*** *English language has difficult pronunciation.*
- przed nazwami kontynentów (*in Asia*),
- przed nazwami większości krajów (*in Sweden*) oraz prowincji i stanów (*from Florida*),
- przed nazwami miast (*in Warsaw, in Chicago,* wyjątek: ***The*** *Hague*),
- przed nazwami ulic (*in Uplands Street*), dworców (*from Victoria Station*) i lotnisk (*to Luton Airport*),
- przed nazwami jezior (*on Lake Garda*), pojedynczych szczytów górskich (*on Mount Everest*) i pojedynczych wysp (*Sicily*).

1 **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] ? end of [4] ? sixteenth century and home to [5] ? Digby family since [6] ? 1617, [7] ? castle's state rooms reflect [8] ? variety of decorative styles from [9] ? greatest periods of English history. In [10] ? castle's cellars, you can see Raleigh's original kitchen and [11] ? collection of finds from [12] ? castle grounds. [13] ? visitors will enjoy exploring [14] ? lakeside gardens, which provide [15] ? wonderful setting for [16] ? picnics. Recently, we have opened up the historic dry grounds walk, [17] ? eight-acre extension to [18] ? gardens on [19] ? north side of [20] ? lake. Admission is free for [21] ? children. [22] ? dogs are welcome on [23] ? lead.

[24] ? castle is open daily, except [25] ? Mondays and [26] ? Fridays, from 22 May till [27] ? 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. Zapisz odpowiedzi w zeszycie.**

1 David's / father / works / as / architect / in / France.
David's father works as an architect in France.
2 on / Monday / we / had / piece / of / toast / for / breakfast.
3 they / are / flying / to / Barcelona / from / Gatwick / airport / tomorrow / in / evening.
4 boys / from / my / class / went / on / trip / to / Tatra mountains.
5 I / think / I / left / house keys / in / kitchen.
6 empathy / is / important / quality / to / teach / children.

OPIS ILUSTRACJI

4 **Popatrz na zdjęcie. Które przedimki poprawnie uzupełniają jego opis?**



There are six people in [1] *a* / *–* / *the* picture. It seems that they are all watching [2] *a* / *–* / *the* film at the cinema. Two of them are sitting in [3] *a* / *–* / *the* first row. [4] *A* / *–* / *The* place doesn't look very crowded because there are quite a few empty seats in [5] *a* / *–* / *the* background of the picture. [6] *A* / *–* / *The* young couple sitting at [7] *a* / *–* / *the* front are eating [8] *a* / *–* / *the* popcorn from [9] *a* / *–* / *the* big bucket and laughing. They must be watching [10] *a* / *–* / *the* comedy as [11] *a* / *–* / *the* people sitting behind them are laughing out loud, too. They are all definitely having [12] *a* / *–* / *the* good time. It seems that for them [13] *a* / *–* / *the* cinemas are great places for entertainment and relaxation.

5 Które przedimki poprawnie uzupełniają zdania? R

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 One of her relatives 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.

6 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 ? area of seven hectares.
3 If you want Robert to buy all ? ingredients, make a shopping list for him.
4 There was ? time when the only temporary office staff were typists and telephonists.
5 Paris on the banks of ? Seine stretches from Sainte-Chapelle and Notre Dame in the east to the Eiffel Tower in the west.

7 Przepisz zdania do zeszytu, wstawiając brakujące przedimki.

1 The woman sitting in front of fireplace is singer who can also play piano quite well.
*The woman sitting in front of **the** fireplace is **a** singer who can also play **the** piano quite well.*
2 I can't understand why some children are afraid of dogs, while others can play with them for hours without sign of fear.
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.
5 There were few people waiting when we got to airport, but nobody knew why plane was delayed.
6 In nineteenth century, flood of immigrants from Eastern Europe entered United States.
7 At end of exhausting day, I went to hospital to visit very sick colleague.
8 I used to eat breakfast at home in morning before work, but now I need to get up at crack of dawn, so I'd rather get extra twenty minutes of sleep.

ADJECTIVES | PRZYMIOTNIKI

Przymiotniki opisują rzeczowniki i zawsze występują przed nimi (*an **interesting** book*, *a **cuddly** toy*). Mają one taką samą formę w liczbie pojedynczej i mnogiej (*an **interesting** book*, ***interesting** books*). Mogą także występować z niektórymi czasownikami (np.: *appear, be, feel, look, seem, smell, taste, become, get* itd.) i ich miejsce jest wtedy po czasowniku (*feel **guilty***, *taste **good***, *get **dark***).

Przymiotniki mogą także łączyć się z innymi częściami mowy:

- przedimkiem określonym *the*, tworząc rzeczownik osobowy w liczbie mnogiej odnoszący się ogólnie do grup ludzi, np.: ***the** rich* – bogaci, ***the** poor* – biedni, ***the** great* – wielcy, ***the** unemployed* – bezrobotni, R
- zaimkami *how* lub *what* w zdaniach wykrzyknikowych:
***What** a stupid mistake!*
***How** kind of you to help me!*

What używamy z przymiotnikiem i następującym po nim rzeczownikiem:
***What** a crazy day!*

How używamy tylko z przymiotnikiem, bez następującego po nim rzeczownika:
***How** awful!*

- wyrażeniami ***so*** i ***such***, wzmacniającymi znaczenie przymiotnika:
*I was **so** disappointed with the test score.*
*She is **such** a modest person.*

So używamy tylko z przymiotnikiem, bez następującego po nim rzeczownika:
*I was **so** tired that I couldn't fall asleep.*

Such używamy z przymiotnikiem i następującym po nim rzeczownikiem:
*Beata and Iza are **such** good friends.*

Istnieją także przymiotniki złożone z więcej niż jednego wyrazu, np.: *a fair-haired boy, a blue-eyed girl, a well-paid job, a five-hour journey, a freshly-painted wall*.

KONSTRUKCJA *TO* + BEZOKOLICZNIK PO PRZYMIOTNIKACH

Konstrukcji *to* + bezokolicznik używamy po następujących przymiotnikach:

- ***the first*** / ***the second*** / ***the third*** itd. oraz ***the next*** i ***the last***:
*He was **the first** to come.*
*The German team was **the next** to qualify for the World Cup.*
- przymiotnikach wyrażających uczucia, np.: *happy, sorry, surprised, glad, pleased, sad, disappointed, amazed*:
*I'm **glad** to see you.*
- ***too*** + przymiotnik w stopniu równym:
*This problem is **too difficult** to solve.*

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* *cleaner shorter*	dodajemy końcówkę *-est* *the cleanest the shortest*
jednosylabowe, zakończone na *-e* np.: *wide simple*	dodajemy końcówkę *-r* *wider simpler*	dodajemy końcówkę *-st* *the widest the simplest*
jednosylabowe, zakończone na pojedynczą samogłoskę + pojedynczą spółgłoskę np.: *big slim*	podwajamy końcową spółgłoskę i dodajemy końcówkę *-er* *bigger slimmer*	podwajamy końcową spółgłoskę i dodajemy końcówkę *-est* *the biggest the slimmest*
dwusylabowe, zakończone na *-y* np.: *pretty lazy*	końcówkę *-y* zmieniamy na *-ier* *prettier lazier*	końcówkę *-y* zmieniamy na *-iest* *the prettiest the laziest*
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.*
  The weather was definitely ***too*** *hot for my liking.*
- ***(not) enough*** (wystarczająco/niewystarczająco):
  The water was ***not*** *warm* ***enough*** *to take a bath in.*
- ***(not) as ... as*** (tak ... jak / nie tak ... jak):
  Robert is ***as*** *clever* ***as*** *his brother.*
  Our new payment method is ***as*** *convenient* ***as*** *the old one.*
  Our new teacher is ***not as*** *patient* ***as*** *Mrs Smith.*

1 Które wyrazy poprawnie uzupełniają zdania?

1 Paris is *such* / *so* a beautiful city.
2 *What* / *How* a terrible thing to say!
3 Our new teacher is *such* / *so* unfair.
4 *What* / *How* kind of you to let me come!
5 Your sister is *such* / *so* a nice person.

2 Uzupełnij zdania, wpisując w luki pary wyrazów i wyrażeń z ramki we właściwej formie. Zapisz odpowiedzi w zeszycie.

disappointed/miss ~~sorry/hear~~ too difficult/explain
the first/arrive the last person/leave

1 I was really *sorry to hear* about your mother's illness.
2 Robert was ? at the meeting point.
3 This grammatical rule is ? without giving examples.
4 We were ? such a good match.
5 Mr Jones was ? the building before it caught fire.

3 Jaka powinna być poprawna kolejność przymiotników? Zapisz odpowiedzi w zeszycie.

1 some girls (young/Spanish/pretty)
some pretty young Spanish girls
2 a scarf (silk/grey/new)
3 a meal (huge/Chinese/delicious)
4 shoes (leather/elegant/black)
5 some buildings (new/concrete/impressive)
6 a dining table (oval/old/wooden)
7 some baby hamsters (sweet/pink/tiny)

4 Jakie formy przymiotników w stopniu wyższym poprawnie uzupełniają zdania?

1 These trousers are too big. I need a *smaller* size. (SMALL)
2 I don't want to be late. I'll try to catch an ? bus. (EARLY)
3 The new television was ? than we expected. (EXPENSIVE)
4 The distance between the first and second runner is getting ?. (BIG)
5 Peter's exam results were ? than last year. (BAD)
6 It's good to have a successful career, but family life is ? to me. (IMPORTANT)
7 My new job is very interesting, but I'm going to earn ? money. (LITTLE)

5 Ułóż pytania z podanych wyrazów, używając przymiotników w stopniu najwyższym. Zapisz pytania w zeszycie.

1 (what / is / long / river / world)
What is the longest river in the world?
2 (what / is / valuable thing / you / have ever lost)
3 (who / is / famous person / your country)
4 (what / your / happy memory / as / a child)
5 (what / is / strange thing / you / have ever eaten)
6 (who / is / hard-working person / you know)

6 Jakie formy przymiotników z ramki w stopniu wyższym lub najwyższym poprawnie uzupełniają zdania?

cheap comfortable dangerous good
~~hot~~ large lazy popular slim

1 July is *the hottest* month in my country.
2 My T-shirt cost only $10, it was much ? than yours.
3 Why haven't you tidied up your room yet? You're ? person I know.
4 Were you born in France? Your French accent is even ? than our teacher's.
5 Everyone likes Hannah. She is ? girl in our school.
6 The first two weeks of the new diet were difficult, but now I'm ? than ever before.
7 Why don't you sit on the sofa? It's ? than the chair.
8 Is boxing ? sport in the United States? Or is it rugby?
9 The Pacific Ocean is ? area of water and covers a third of the Earth.

7 Jakie formy przymiotników w nawiasach w stopniu wyższym lub najwyższym poprawnie uzupełniają tekst?

My best friends

My three [1]*best* (good) friends are very different, but we get on very well together. Kathy is certainly [2] ? (intelligent) of all of us – I think she's a genius. Her IQ is [3] ? (high) than her much older brother's. But Kathy is also very shy and much [4] ? (quiet) than Celia, Fiona and me. Celia loves sport and she's [5] ? (fast) long-distance runner in our school. She's not so good at team sports though – in fact, she's [6] ? (bad) basketball player I know. Strange, isn't it? And Fiona doesn't like sport at all. She's [7] ? (funny) girl in the world and everybody likes her company. Recently though, she has become [8] ? (serious) about life and her future, perhaps because she is [9] ? (old) and [10] ? (mature) than us. My three friends are even [11] ? (close) to me than my own two sisters. I think life is much [12] ? (easy) when you have nice people around. [13] ? (sad) people I know are those who have no true friends.

8 Jakie słowa poprawnie uzupełniają drugie zdanie w każdej parze, aby znaczyło to samo co pierwsze? Użyj wyrazów zapisanych wielkimi literami.

1 Mark is taller than Robert. (AS)
Robert *isn't as tall as Mark*.
2 The exam was so difficult. (SUCH)
It was ? .
3 It is very nice that he helps me. (OF)
How ? !
4 Jim is too short to join the police force. (ENOUGH)
Jim is ? .
5 Georgia is smarter than all the other girls in her class. (OF)
Georgia is ? .
6 Joe and Mary are both clever. (AS)
Joe ? .
7 I have never seen such a beautiful painting. (MOST)
It is ? .
8 The sea isn't warm enough to swim. (TOO)
The sea ? .
9 We couldn't get a better room. (BEST)
It was ? .
10 Robert isn't as responsible as his twin brother. (LESS)
Robert ? .
11 To me, curling is more exciting than football. (AS)
To me, football ? .
12 It was such an expensive phone! (SO)
The phone ? !
13 Tom's car is better than mine. (THAN)
My car ? .

9 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach, używając przymiotników we właściwej formie lub właściwym stopniu.

a The next morning was even [1]*worse* (*gorszy*). First, she was woken up almost forty-five minutes [2] ? (*później niż*) she had requested. Then, at breakfast, her fried egg was cold and the coffee machine was out of order, so she had to drink instant coffee, but the waiter rudely refused to acknowledge the problems. Your staff could certainly be [3] ? (*bardziej uprzejma*).
b First of all, her room was [4] ? (*dużo droższy niż*) the rates you give on your webpage. Besides, the rate was supposed to be [5] ? (*niższa*) because she was staying for two nights. And she ended up paying [6] ? (*dwa razy więcej*) as she'd expected.
c My name's Maria Kowalska and I'm calling on behalf of my friend Teresa Nowak, who stayed at your hotel last weekend. She asked me to call you because her English [7] ? (*nie jest wystarczająco dobry*) to talk on the phone. My friend would like to complain about the quality of your hotel services. In fact, she has never stayed in [8] ? (*takim okropnym*) hotel before.
d She got a room on [9] ? (*najwyższym*) floor and the lift was out of order. So she had to climb six flights of stairs and nobody helped her carry her suitcase to her room. Then, the water was [10] ? (*zbyt zimna*) to take a bath in. And on top of that, the people in the other rooms on her floor were [11] ? (*tak hałaśliwi*) that she couldn't sleep until early in the morning.

ROZMOWA Z ODGRYWANIEM ROLI

10 Które z akapitów z ćwiczenia 9 pasują do czterech kwestii w poniższym zadaniu?

Twoja koleżanka, która nie mówi dobrze po angielsku, wróciła z wycieczki do Cambridge bardzo niezadowolona z hotelu, w którym się zatrzymała. Chcąc zgłosić skargę, dzwonisz w jej imieniu do hotelu. Poniżej podane są cztery kwestie, które musicie omówić.

Powód twojego telefonu *c*
Cena ?
Problemy z pokojem ?
Problemy z obsługą ?

11 Utwórz i zapisz w zeszycie przymiotniki złożone na podstawie podanych informacji.

1 A meal that has two courses.
a two-course meal
2 A story that breaks your heart.
3 A building that has five storeys.
4 A guide who speaks French.
5 A woman who has a bad temper.
6 A journey that lasts five hours.
7 A worker who isn't paid well.

12 Ułóż przymiotniki w nawiasach w odpowiedniej kolejności tak, aby poprawnie uzupełniały zdania.

1 He was last seen wearing a *smart brown leather* (leather/brown/smart) jacket, black trousers and black boots.
2 Our ? (fat/big/white) cat Harvey weighs over ten kilograms.
3 You'll be amazed by ? (Italian/old/spectacular) architecture.
4 As a wedding gift, we bought them four ? (soft/velvet/rectangular) cushions.
5 We stayed in a(n) ? (little/old/ beautiful) cottage overlooking the river.
6 He was surrounded by a group of ? (Brazilian/ intelligent/young) scientists ready to debate the issue.
7 As a birthday present, we decided to get Robert a(n) ? (purple/silk/exquisite) tie and a pair of warm gloves.

13 Które wyrażenia poprawnie uzupełniają zdania?

1 Patricia is a really good student, but she could be a bit *less* / *more* arrogant.
2 Workshops were *a lot* / *by far* the most prevalent form of training at my college.
3 Mr Johnson seems *very* / *much* more demanding than any other teacher in our school.
4 Our puppy is *such* / *so* a cuddly creature.
5 The Nile is often credited as being the longest river *in* / *of* the world.
6 Your polo-neck jumper was *much* / *more* cheaper than John's.
7 It's *too* / *enough* early to figure out the impact of this decision.
8 *What* / *How* an ingenious way of using scrap paper!
9 It's probably the least dramatic episode *of* / *in* all the ones I've seen so far.

14 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.

1 Tablets used to be much more expensive. AS
Tablets *aren't as expensive as they* used to be.
2 I have never seen such an amazing film. BY FAR
It was ? I have ever seen.
3 Is this the best room you can find for us? THAN
Can't you ? this?
4 If you exercise a lot, you will get fitter. MORE
The ? you will get.
5 This is the most exhausting sport I've ever tried. SUCH
I've never ? sport.
6 Her dressing gown was much cheaper than mine. LOT
My dressing gown ? than hers.
7 Tom thought that finding a job abroad would be more difficult, but it wasn't. NOT
Finding a job abroad was ? Tom had expected.
8 It was such a confusing letter that I couldn't get my head around it. SO
The letter ? get my head around it.
9 I've never tasted such bad coffee in my life. EVER
It's ? in my life.
10 As I grow older, I become more and more absent-minded. THE
The ? I become.

15 Przeczytaj fragmenty wypowiedzi niezadowolonego ucznia szkoły językowej. Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

a My name's Robert Szewczyk and I've come to talk about my course. On the first day, I took a test and was placed into an intermediate group. But I think my level of English is [1]*much higher* (*dużo wyższy*) than that. I know that my test score [2]? (*nie był wystarczająco dobry*) for the advanced level, but I was quite nervous while writing it. I'm sure my test result is [3]? (*gorszy niż*) my level of English.

b I am also unhappy about the homework. I think we should be given homework more often and it should be [4]? (*dużo trudniejsza*) than it is at the moment. For some students, it's [5]? (*najmniej ulubiona*) part of the course, but some of us want to learn. The more I practise, [6]? (*tym lepszy*) my English will be.

c When I enrolled on the course, I was told that my group would not have [7]? (*więcej niż*) eight students. But in my intermediate class there are sixteen students at the moment – that is twice as many as I was led to believe. I don't think it's fair. It was [8]? (*taki drogi kurs*) that we should be learning in [9]? (*dużo mniejszych grupach*).

d I think the course would be [10]? (*dużo bardziej pożyteczny*) if there were more extra activities. [11]? (*Najprostszym pomysłem*) would be a film evening, where we could watch English films with English subtitles. [12]? (*Jak dziwnie*) that your school doesn't offer anything like that!

ADVERBS | PRZYSŁÓWKI

Przysłówki zwykle opisują czasowniki, imiesłowy czasu przeszłego, przymiotniki lub inne przysłówki:

He looked at me ***angrily***. (przysłówek opisujący czasownik)

The window was ***completely*** *broken*. (przysłówek opisujący imiesłów czasu przeszłego)

I am ***extremely*** *tired*. (przysłówek opisujący przymiotnik)

My little brother walks ***incredibly*** *slowly*. (przysłówek opisujący inny przysłówek)

Reguły pisowni:

- do większości przymiotników dodajemy końcówkę ***-ly*** (np.: *bad – 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:
  He ***quickly*** *shut the door.*
- po czasowniku *to be*:
  He is ***always*** *cheerful and attentive.*
- po czasowniku posiłkowym, ale przed czasownikiem głównym:
  I have ***never*** *seen it.*
  They are ***slowly*** *recovering.*
- na końcu zdania:
  They listened ***carefully***.

R

- na początku zdania w zdaniach z inwersją:
  Hardly *had I sat down when Tom called me.*

▶ WIĘCEJ O ZDANIACH Z INWERSJĄ NA STR. 324.

1 Które przymiotniki lub przysłówki poprawnie uzupełniają zdania?

1 Slow down! You're talking too *quick / quickly*.
2 You can learn this language *easy / easily*.
3 Thank you very much. That's very *kind / kindly* of you.
4 I'm afraid I don't cook very *good / well*.
5 What you've written looks *perfect / perfectly* OK to me.
6 I'm *terrible / terribly* sorry for the misunderstanding.
7 Your sister is very *similar / similarly* to you.
8 The woman smiled *nice / nicely* at us, so I smiled back.
9 Her grandchildren treated her *lovely / in a lovely way*.

▶ TABELE STR. 333

2 Utwórz przysłówki od przymiotników w ramce i w zeszycie uzupełnij nimi zdania.

careful early ~~happy~~ hard hungry immediate possible

1 They have been *happily* married for twenty years.
2 Please, drive ? .
3 All passengers are requested to ? go to gate number five.
4 I hate getting up ? on Saturdays.
5 Our boss makes us work really ? .
6 Could you ? help me with my homework?
7 The dog ate his food ? .

ROZMOWA WSTĘPNA

3 Jakie przysłówki poprawnie uzupełniają wypowiedź ucznia?

CZŁOWIEK

What qualities in people do you most admire and value?

When I was younger, I was [1]*particularly* (PARTICULAR) impressed by people who were [2]? (EXCEPTIONAL) good at sport and worked very [3]? (HARD) to achieve success. Two of my schoolmates became regional swimming champions and carried on competing [4]? (SUCCESSFUL) until they were sixteen. Since primary school, my views have [5]? (SLIGHT) changed. Now I look up to people who are able to adjust very [6]? (FAST) to a changing job market. I admire their determination and flexibility. Another quality that is very important to me is punctuality. I find it [7]? (TOTAL) disrespectful when people show up [8]? (LATE) for parties or when we go out.

4 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie. R

1 Paul is more careful than any other driver.
Paul drives *more carefully* than anyone else.
2 My little brother's behaviour was silly yesterday.
My little brother behaved ? yesterday.
3 Tom isn't a better singer than Anna.
Anna can ? Tom.
4 You are not working hard enough to pass the test.
You'll have to ? to pass the test.
5 There has been a rapid decline in sales figures over the last two years.
Sales figures ? over the last two years.
6 She's the most graceful dancer of all the participants.
She ? of all the participants.

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.*

▶ **TABELE** STR. 333

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.

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. 283.

▶ **ZAIMKI WZGLĘDNE** ZOSTAŁY OMÓWIONE W SEKCJI „ZDANIA PRZYDAWKOWE" NA STR. 307.

▶ TABELE STR. 333

ROZMOWA WSTĘPNA

1 Które zaimki nieokreślone lub formy czasowników poprawnie uzupełniają wypowiedź ucznia?

ZDROWIE

What do you do to keep fit?

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 Które wyrazy z ramki poprawnie uzupełniają zdania?

another each other other others the other the others themselves ~~yourself~~ you

1 You were lucky you didn't hurt *yourself*.
2 That's not correct, have ? guess.
3 My two little cousins arrived yesterday and quickly made ? at home.
4 Stop arguing with ? and start tidying up your bedrooms, please.
5 You should always remember not to put ? or yourself in danger.
6 The youngest members of my family love beach holidays, but ? prefer going to the mountains.
7 ? should always be careful while crossing a busy road.
8 I think it's important to learn at least two foreign languages while for ? people one is enough.
9 One of my ears seems to be bigger than ? one.

3 Jakie zaimki nieokreślone lub wyrazy poprawnie uzupełniają zdania?

1 There is *someone* on the phone for you.
2 Brenda would do ? to get tickets for this concert.
3 I can't believe you don't know about the disco tonight. There are posters ?.
4 Does ? know why Sandra is not at school today?
5 He's very ambitious. ? will stop him from becoming a doctor.
6 Where have you put my new jacket? I can't find it ?.
7 ? very strange has happened to me today.
8 ? 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 ? Jake or John.
10 I'm tired and hungry. Let's find ? to sit and eat.
11 She's very disappointed because ? helped her when she was in trouble.
12 Neither Matthew ? Peter knew how to fix the camera.

4 **Przekształć zdania, zastępując wyrażenia w nawiasie odpowiednimi zaimkami. Dokonaj zmian w pozostałej części zdania, jeśli jest to konieczne. Zapisz odpowiedzi w zeszycie.** R

1 (All people) dream of a better life.
Everybody dreams of a better life.
2 I'd like to go (to a quiet place).
3 (No other thing) is worse than losing your best friend.
4 (All places) were very crowded.
5 Money is (not good and not bad) in itself.
6 You need to get (the signatures of all the people).
7 All my little baby sister does is (sleeping and crying).
8 I need to tell you (an important thing).

5 Które zaimki poprawnie uzupełniają zdania?

1 The trial will continue for *another / the other* two weeks.
2 Pete and Jessica are a match made in heaven and really take care of *themselves / each other*.
3 While Beth excelled in Maths, *another / other* students struggled with it a lot.
4 *You / One* needs to be careful not to confuse correlation and causation.
5 I fell and bruised my left knee badly, but *the other / another* one is perfectly OK.
6 Before you switch on your computers, I'll give you all some hints how to keep *yourself / yourselves* safe online.
7 Let's play *another / other* game, I want to get even with you.
8 I'm fine with staying at home tonight, but you need to check with *others / the others*.

PREPOSITIONS OF TIME | PRZYIMKI CZASU

W języku angielskim najczęściej używamy następujących przyimków określających czas:

- ***at***: ***at*** *six o'clock,* ***at*** *11.45,* ***at*** *lunchtime,* ***at*** *night,* ***at*** *midnight,* ***at*** *the weekend,* ***at*** *Easter,* ***at*** *present*
- ***in***: ***in*** *the morning / the afternoon / the evening,* ***in*** *the third week of May,* ***in*** *December,* ***in*** *the spring,* ***in*** *2011, in the eighteenth century,* ***in*** *a moment / ten minutes / five months*
- ***on***: ***on*** *Tuesday(s),* ***on*** *Friday afternoons,* ***on*** *March 1st,* ***on*** *15 August,* ***on*** *Christmas Day*
- ***within***: ***within*** *twenty-four hours,* ***within*** *two weeks*

Przyimków nie używamy przed wyrażeniami z *every*, *last*, *next* i *this*, np.: *We went to Bath* ***last*** *week.*

PREPOSITIONS OF PLACE | PRZYIMKI MIEJSCA

W języku angielskim najczęściej używamy następujących przyimków określających miejsce:

- ***in***: ***in*** *the kitchen,* ***in*** *the washing machine,* ***in*** *London,* ***in*** *Belgium,* ***in*** *the street / Pine Street;* ***in*** *a car / a taxi,* ***in*** *a book / the newspaper / a story*
- ***on***: ***on*** *the floor / the wall / the street,* ***on*** *the Moon*
- ***at***: ***at*** *Matthew's house,* ***at*** *the bus stop / the station,* ***at*** *the theatre / the cinema / a basketball match / a party,* ***at*** *the table / the door,* ***at*** *breakfast,* ***at*** *the office / work / university,* ***at*** *a restaurant,* ***at*** *the beginning / the end,* ***at*** *the top / the bottom*

Inne przyimki określające miejsce:

in front of (przed), ***behind*** (za), ***opposite*** (naprzeciwko, na wprost), ***between*** (pomiędzy), ***among*** (wśród), ***by*** (przy), ***under*** (pod), ***above*** (nad), ***near***, ***next to*** (w pobliżu, obok)

PREPOSITIONS OF MOVEMENT | PRZYIMKI KIERUNKU RUCHU

- ***out of***, np.: *Tom came* ***out of*** *the school.*
- ***over***, np.: *The dog jumped* ***over*** *the wall.*
- ***across***, np.: *He swam* ***across*** *the river.*
- ***off***, np.: *They got* ***off*** *the bus.*
- ***along***, np.: *We took a walk* ***along*** *the river.*
- ***up***, np.: *We went* ***up*** *the hill.*
- ***down***, np.: *She ran* ***down*** *the stairs.*
- ***through***, np.: *He went* ***through*** *passport control.*
- ***into***, np.: *Don't jump* ***into*** *the sea.*
- ***towards***, np.: *He was walking* ***towards*** *me.*
- ***to***, np.: *He went* ***to*** *the cinema.*
- ***from … to***, np.: *We flew* ***from*** *London* ***to*** *Paris.*

PREPOSITIONS OF MANNER AND PURPOSE | PRZYIMKI SPOSOBU I PRZYCZYNY

- ***by***, np.: *He came* ***by*** *train.*
- ***with***, np.: *Please write* ***with*** *a pencil.*
- ***in***, np.: *I must talk to him* ***in*** *person.*
- ***to***, np.: *He did it* ***to*** *annoy me.*

DEPENDENT PREPOSITIONS | PRZYIMKI PO RZECZOWNIKACH, CZASOWNIKACH I PRZYMIOTNIKACH

Niektóre rzeczowniki, czasowniki i przymiotniki wymagają użycia konkretnych przyimków.

Przyimki po rzeczownikach:

advantage of, answer to, approach to, attention to, contribution to, cure for, demand for, difference between/in, example of, exception to, excuse for, increase in, influence on, interest in, objection to, reason for, reply to

Przyimki po czasownikach:

accuse sb of, agree with, apologise to sb for sth, approve of, arrive in (Paris) / arrive at (the station), ask for, believe in, belong to, blame sb for sth, consist of, deal with, depend on, dream of/about, divide into, enquire about, forgive sb for sth, happen to sb, insist on, joke about, laugh at/about, listen to, mistake sb for sb, name after, object to, pay for, prepare for, protect against/from, refer to, rely on, remind of, shout at, smile at, succeed in, suffer from, thank sb for, translate from/into, worry about

Przyimki po przymiotnikach:

afraid of, allergic to, bad/good at, bored with, busy with, capable of, different from, dissatisfied with, famous for, guilty of, harmful to, interested in, jealous of, keen on, married to, new to, obvious to, patient with, pleased with, polite to, quick at, ready for, responsible for, safe from, similar to, suitable for, terrified of, typical of, unaware of

1 Które przyimki poprawnie uzupełniają zdania?

1 She wore her hair in a style similar ? her mother's.
a like b from c to d with

2 People will always disagree on what is responsible ? global warming.
a with b for c to d from

3 I think children should always listen ? their parents.
a – b at c in d to

4 I have always been interested ? biology and chemistry.
a for b in c at d –

5 Everybody laughed ? his jokes at school.
a at b from c to d with

6 At the age of forty, my aunt got married ? an Englishman.
a – b with c to d for

▶ **TABELE** STR. 332

ROZMOWA WSTĘPNA

2 Jakie przyimki poprawnie uzupełniają wypowiedź ucznia?

ŚWIAT PRZYRODY

Would you call yourself a 'green' person? Why? / Why not?

I think I can consider myself 'green' [1] *in* some respects. I'm aware [2] ? environmental problems and I think everybody should feel responsible [3] ? our planet. Its future depends [4] ? us. It is, of course, difficult to translate such beliefs [5] ? everyday practice. I try to save electricity by not leaving appliances [6] ? standby. I also recycle all items that can be recycled. I object [7] ? plastic bags and always carry my own cloth bags while shopping. And I belong [8] ? the Go Green Club at my school.

3 Które przyimki poprawnie uzupełniają zdania? R

1 I'm afraid Mr Jones is not available at the moment – he's *for / in / on / at* a business trip.
2 Do you find practical jokes played *in / for / on / about* other people funny?
3 I'm sure you're capable *of / with / for / on* putting some more effort into your work.
4 A common misconception is that you'll be safe *of / against / over / from* the storm if you shelter under a tree.
5 I'm afraid there are quite a few exceptions *in / for / to / on* this rule.
6 The head teacher would like to meet you and thank you *on / by / in / with* person.
7 The man was found guilty *with / from / for / of* falsifying documents.
8 The health-care commission claims it has succeeded *in / on / with / at* improving standards in public hospitals.
9 The demand *on / for / of / at* electric cars has been gradually increasing in recent years.
10 The head teacher insisted *from / to / for / on* talking to all final year students before their graduation.

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)

▶ TABELE STR. 332

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.

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*

R

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 formy czasowników w nawiasach (w stronie biernej lub czynnej) poprawnie uzupełniają zdania?**

1 On my way home yesterday, I *was stopped* (stop) by a police car.
2 English ? (speak) in many countries.
3 Mrs Mills is very angry with Matthew because he ? (break) the window.
4 In 2016, the Olympic Games ? (hold) in Rio de Janeiro.
5 John quickly realised that his sister ? (not/tell) him the truth.
6 Hannah hasn't come out of the room yet, she ? (interview).
7 Many accidents ? (report) on the M1 recently.
8 Compasses ? (use) to identify the directions when we cannot use the Sun or stars.
9 Marie Curie-Skłodowska ? (discover) radium and polonium.

▶ TABELE STR. 332

2 **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 ?.
3 They are still repairing my bicycle.
My bicycle ?.
4 Will they punish him for skipping school?
Will he ?
5 Alexander Graham Bell invented the telephone in 1876.
The telephone ?.
6 They don't sell fresh fruit and vegetables here.
Fresh fruit and vegetables ?.
7 I discovered that somebody had burgled our house.
I discovered that our house ?.

3 **W poniższym tekście pięć zdań brzmiałoby lepiej w stronie biernej. Znajdź zdania, które należy przekształcić, i przepisz tekst do zeszytu, 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.

4 **Które zdanie oddaje znaczenie zdania wyjściowego?**

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 She is going to develop the film.
a She is going to develop the film herself.
b She is going to take the film to a photo lab.
4 We will have our bedroom re-painted.
a We will re-paint it ourselves.
b We will hire somebody to re-paint it.
5 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.

5 **Przekształć poniższe zdania, używając konstrukcji *have something done*. W nowym zdaniu zachowaj czas gramatyczny ze zdania wyjściowego. Zapisz odpowiedzi w zeszycie.**

1 A native speaker proofread my Master's thesis.
I had my Master's thesis proofread.
2 A mechanic is going to repair John's car.
3 A hairdresser has cut her hair.
4 Two men are painting their house now.
5 Will a computer repairer check your computer?
6 They always deliver our parcels on time.
7 Somebody must value the ring I got from my aunt.

ODPOWIEDZI NA PYTANIA

6 **Przeczytaj wypowiedź ucznia i zapisz w zeszycie 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]? (*chciałyśmy zwiedzić*) Kraków and Wieliczka. So [3]? (*wynajęłyśmy samochód*) very cheaply, but [4]? (*powiedziano nam*) that it was not in very good condition. About an hour after we [5]? (*wyjechałyśmy z Warszawy*), the car [6]? (*zepsuł się*) in the middle of the highway. In the end, it [7]? (*został odholowany*) to the nearest garage. [8]? (*Zreperowano nam samochód*) there, but [9]? (*zabrało to*) over three hours and [10]? (*musiałyśmy zapłacić*) a lot of money. And the worst thing of all is that [11]? (*nie zwrócono nam pieniędzy*) by the car hire company!

▶ TABELE STR. 332

7 **Przekształć zdania w stronie czynnej na zdania w stronie biernej. Zapisz odpowiedzi w zeszycie.**

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.

8 **Utwórz zdania w stronie biernej, używając wszystkich wyrazów w nawiasach. Zapisz odpowiedzi w zeszycie.**

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)
3 I'm so happy! (I / give / a twenty percent pay rise)
4 We've got more news about the fire in London. (Three people / report / kill / in the explosion)
5 Your son has to stop playing truant. (Otherwise / he / expel / from school)
6 I couldn't repair the car myself. (I / it / fix / yesterday / a mechanic)
7 We are now entering the workshop area. (Protective clothing / must / wear / at all times)
8 He must be very rich. (It / estimate / his fortune / worth over £100 billion)
9 My daughter's room is a mess! (I / get / she / tidy it up / tomorrow)

9 **Zapisz w zeszycie nagłówki gazet pełnymi zdaniami, używając strony biernej we właściwym czasie.**

1 TOURISTS HIT BY PILOTS' STRIKE NEXT WEEK
Tourists will be hit by the pilots' strike next week.
2 FIVE CHILDREN SAVED IN FLATS BLAZE DRAMA LAST NIGHT
3 J.K. ROWLING'S NEW NOVEL ALREADY RELEASED
4 VOTE FRAUD NOW INVESTIGATED BY ELECTORAL COMMISSION
5 SCHOOL BUS DRIVER AND PUPILS INJURED IN CRASH IN OXFORDSHIRE
6 INTERNATIONAL CONFERENCE ORGANISED IN WASHINGTON, D.C. NEXT YEAR
7 TWO ROBBERS CAUGHT ON CCTV DURING SHOP RAID YESTERDAY

10 **Zapisz w zeszycie 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 ? (*poinformowano cię*) about the course requirements?
3 ? (*Uważa się, że Marilyn Monroe*) to have completely transformed the film industry.
4 The walls in my room ? (*nie były malowane*) since 2006.
5 ? (*Rodzice proszeni są o niegromadzenie się*) in front of the school.
6 All articles ? (*zostaną sprawdzone*) by our experienced editors.
7 Further information ? (*można otrzymać*) by calling the museum.
8 The suspect ? (*został właśnie zabrany*) for questioning by the police.
9 On leaving college ? (*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 ? (*mogą nie zostać skończone*) in time.
11 The examiner ? (*kazał mi pokazać*) him my ID.

11 **Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.**

1 Do not tease the monkeys in any way. **MUST**
The monkeys *must not be teased* in any way.
2 My mother insisted that I should think over my decision to drop out of college. **MADE**
I ? my decision to drop out of college.
3 They think the unemployment rate will continue to fall. **THOUGHT**
It ? to fall.
4 I hate when people at work boss me around. **BY**
I ? people at work.
5 I will arrange for a plumber to install a new central heating system in our flat. **HAVE**
I ? in our flat.
6 No one told the students how to prepare for the final exam. **NOT**
The students ? for the final exam.
7 Many people believe the economic situation is deteriorating very quickly. **BE**
The economic situation ? very quickly.
8 I will ask the gardener to prune our trees. **GET**
I ? our trees.

▶ **TABELE** STR. 332

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.*

GRAMATYKA MOWA ZALEŻNA

▶ **TABELE** STR. 332

1 **Jakie okoliczniki czasu i miejsca poprawnie uzupełniają zdania?**

1 'I don't want to live here.'
She said she didn't want to live *there*.
2 'I'll call you tomorrow.'
He said he'd call me ? .
3 'I bumped into my former Geography teacher ? .'
He told me he had bumped into his former Geography teacher the previous week.
4 'I didn't hear the alarm clock go off this morning.'
She said she hadn't heard the alarm clock go off ? .
5 'The plane leaves at 9.00 ? .'
I was informed that the plane left at 9.00 that night.
6 'I'm not into this sort of thing.'
Peter said he was not into ? sort of thing.
7 'The performance started twenty minutes ago.'
We were told that the performance had started twenty minutes ? .
8 'Wendy and Timothy are moving house today.'
Somebody told me that Wendy and Timothy were moving house ? .
9 'I didn't have a chance to talk to her ? .'
Mr Smith explained that he hadn't had a chance to talk to her the day before.

2 **Jakie zaimki osobowe, zwrotne oraz zaimki i przymiotniki dzierżawcze poprawnie uzupełniają zdania?**

1 'I'm going to buy my girlfriend a big box of chocolates,' said Peter.
Peter said *he* was going to buy *his* girlfriend a big box of chocolates.
2 Ann told me, 'I saw your sister with her friends.'
Ann said ? 'd seen ? sister with ? friends.
3 Paul and Sue said, 'We bought our train tickets online.'
Paul and Sue said ? 'd bought ? train tickets online.
4 'I don't need your help, I'll manage myself,' my brother told me.
My brother said that ? didn't need ? help and that ? 'd manage ? .

3 **Które wyrazy poprawnie uzupełniają zdania?**

1 She *said* / *told* / *asked* me she wanted to live abroad.
2 I told you *not* / *not to* / *do not* disturb him. Why don't you listen to me?
3 I have no idea *when* / *what* / *whether* there are still tickets available for this concert.
4 The teacher *said* / *asked* / *told* if we were ready to start writing.
5 I asked Gill out last week, but she said she was very busy *this* / *that* / *then* day.
6 Everybody *asked* / *told* / *said* that little Sarah looked absolutely gorgeous in her birthday dress.
7 My brother said he *had seen* / *saw* / *would see* Julia Roberts in the shopping centre the other day.
8 At the meeting last week, the head teacher *said* / *talked* / *told* about the problems facing our school.

4 **Przekształć zdania w mowie zależnej na zdania w mowie niezależnej, cytując dosłownie wypowiedzi poszczególnych osób. Zapisz odpowiedzi w zeszycie.**

1 Ronaldo said that he had left hospital the day before.
'I left hospital yesterday.'
2 The teacher told the little child not to cross the road by himself.
3 Steven told me that he would never go to school again.
4 I asked her if she was having a good time there.
5 I told him that I didn't want to cause any problems for his family.
6 A passer-by asked me how much a bus ticket was.
7 A security guard ordered me to open my suitcase.

5 **Przekształć zdania na mowę zależną, używając podanych początków zdań. Zapisz odpowiedzi w zeszycie.**

1 'Can you work overtime?'
They asked *me if I could work overtime*.
2 'Do you need me to help you with your homework?'
My older brother asked ? .
3 'Don't leave this box in the hall.'
My mother told ? .
4 'I have earned my first money today.'
Jane said ? .
5 'I will try to call you tomorrow.'
My boyfriend told ? .
6 'Somebody is following us.'
They said ? .
7 'Did you finish school two hours ago?'
Dad wanted ? .

6 **Opowiadasz koledze o rozmowie kwalifikacyjnej w sprawie pracy wakacyjnej, w której uczestniczyłeś/uczestniczyłaś w zeszłym tygodniu. Przekształć pytania na mowę zależną, używając podanych początków zdań. Zapisz odpowiedzi w zeszycie.**

1 'How old are you?'
2 'What job are you applying for?'
3 'What languages do you speak?'
4 'How long have you been learning English?'
5 'Have you ever worked in a restaurant?'
6 'When can you start?'
7 'Are you available seven days a week?'
8 'When is the best time to contact you?'

1 The interviewer first asked me *how old I was*.
2 Then she wanted to know ? .
3 She asked ? .
4 Then she wanted to know ? .
5 She wondered ? .
6 Then she asked ? .
7 She also wanted to know ? .
8 Finally, she asked ? .

▶ TABELE STR. 332

7 **Przekształć dialog na mowę zależną, uzupełniając luki w tekście poniżej. Zapisz odpowiedzi w zeszycie.**

Caroline: How did your driving test go?
David: Well, I failed it again.
Caroline: Oh, I'm sorry to hear that.
David: And I was really cross with myself because I was doing quite well at the beginning of the test.
Caroline: What happened then?
David: It's because when I get nervous, I make silly mistakes.
Caroline: I see. Are you going to take the test again?
David: I'm not sure.
Caroline: Oh, come on! Don't give up so easily!

Caroline asked David how [1] *his driving test had gone*. David told her that [2] ? it again. Caroline said she [3] ? to hear that. David added that he [4] ? because he thought that he [5] ? quite well at the beginning of the test. Caroline wanted to know what [6] ?. David explained that when he [7] ? nervous, he [8] ? silly mistakes. Caroline asked [9] ? the test again. David said that [10] ?. Caroline told [11] ? so easily.

8 **Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.**

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 ? (*żebym poinformowała wszystkich*) about the History test.
3 Robert said he ? (*nie będzie mógł przyjść*) to my birthday party.
4 The boss asked why ? (*spóźniłam się do pracy*) the day before.
5 She told me she ? (*sama zamierza pomalować ściany*).
6 The head teacher wanted to know ? (*czy wszyscy rodzice są zadowoleni*) with their children's exam results.
7 Auntie Gina ? (*powiedziała nam, żebyśmy nie krzyczeli*) at each other.
8 She asked me ? (*czy oglądałem już*) the new Colin Farrell film.
9 The teacher asked the students ? (*żeby nie korzystali z telefonów komórkowych*) during the lesson.
10 Mum asked me ? (*kiedy zamierzam posprzątać*) my room.
11 She said ? (*że przyjdzie*) the following day.

ODPOWIEDZI NA PYTANIA

9 **Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?**

Tell me about your last visit to the doctor.

The last time I went to see the doctor was last winter. I didn't feel well in the morning and my mum told me [1] *to stay* (stay) in bed instead of going to school. She said I [2] ? (feel) better the next day. But I didn't. I was sweating, had a fever and a terrible cold. Mum asked me if I [3] ? (want) breakfast, but I told her that I [4] ? (not/feel) like eating at all. We went to see the doctor in the afternoon. He asked me how long I [5] ? (have) these symptoms. He then examined my throat and said that it [6] ? (be) nothing serious. He prescribed paracetamol and told me [7] ? (take) one tablet every six hours. He also told me [8] ? (not/go) to school for the rest of the week.

10 **Jakie wyrazy (okoliczniki czasu i miejsca, zaimki wskazujące, zaimki osobowe i zwrotne oraz zaimki i przymiotniki dzierżawcze) poprawnie uzupełniają zdania?** R

1 'I'm leaving this hotel now.'
She said she was leaving *that* hotel *then*.
2 'We have to put off making the decision until tomorrow.'
She said that they had to put off making the decision until ?.
3 'The teacher wants to see you to talk about my grades.'
I told my father the teacher wanted to see ? to talk about ? grades.
4 'I can meet you here today.'
Mary said that she could meet me ?.
5 'We've already had our lunch. You can help yourself to everything in the fridge.'
My friends told me that ? 'd already had ? lunch and that ? could help ? to everything in the fridge.
6 'Unfortunately all the tickets for this concert were sold out two months ago.'
We were told that all the tickets for ? concert had been sold out ?.
7 'I'm going to fix this problem myself tomorrow.'
Jane said ? was going to fix ? problem ? ?.

▶ TABELE STR. 332

11 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie. R

1 'How much did you spend on your child's first birthday party?' she asked us.
She asked us *how much we had spent on our* child's first birthday party.

2 'I can start my project from scratch,' said Peter to the professor.
Peter told the professor ? from scratch.

3 'Don't leave the classroom without permission!' the teacher told the class.
The teacher told ? without permission.

4 'Yesterday I stained my new dressing gown,' said Olivia.
Olivia said ? new dressing gown the day before.

5 'You must explain everything to your supervisor,' said one of my co-workers.
One of my co-workers told ? supervisor.

6 'I will work for them next year if they offer me a good salary,' my father told me.
My father told ? a good salary.

7 'You should get down to work without any delay,' said my boss.
My boss told me that ? to work without any delay.

8 'How long have you been working for your current employer?' the interviewer asked me.
The interviewer asked ? current employer.

12 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

1 He said that he *wouldn't be able to join us* (*nie będzie mógł dołączyć do nas*) the following Wednesday.

2 The waiter asked me ? (*czy zostałam już obsłużona*).

3 My tutor wanted to know ? (*kiedy zamierzam zacząć*) writing my diploma project.

4 Robert told me in secret ? (*że zakochał się*) with my older sister.

5 Our teacher asked us ? (*żebyśmy nie zostawili żadnego*) question blank.

6 Another passenger wanted to know ? (*gdzie jest toaleta*).

7 John said ? (*że pracował w tej firmie przez pięć lat*) before he got promoted.

REPORTING VERBS | CZASOWNIKI WPROWADZAJĄCE MOWĘ ZALEŻNĄ

Zamiast czasowników *say* i *tell* do przytaczania wypowiedzi można użyć wielu innych czasowników w różnych konstrukcjach:

- **czasownik + (*that*) + zdanie przytaczane w mowie zależnej** (np.: *admit, agree, claim, complain, deny, explain, insist, promise, recommend, regret*):
  *She **claimed (that)** she had never done it before.*
  *The teacher **explained (that)** he was not going to put up with such behaviour.*

- **czasownik + dopełnienie + (*that*) + zdanie przytaczane w mowie zależnej** (np.: *advise, inform, persuade, promise, remind, warn*):
  *They **informed us (that)** the meeting was going to be postponed.*
  *She **promised us (that)** we would receive all the necessary information in due course.*

- **czasownik + (*not*) + *to* + bezokolicznik** (np.: *agree, decide, demand, offer, promise, refuse, threaten*):
  *She **agreed to give** me a hand with the ironing and the vacuuming.*
  *The client **threatened not to proceed** with the contract.*

- **czasownik + dopełnienie + (*not*) + *to* + bezokolicznik** (np.: *advise, allow, ask, beg, encourage, forbid, invite, order, persuade, remind, warn*):
  *My parents **didn't allow me to go** out that night.*
  *The lawyer **persuaded us not to jump** to conclusions prematurely.*

- **czasownik + (*not*) + *-ing*** (np.: *admit, advise, deny, recommend, regret, suggest*):
  *The defendant **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. 332

- **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/move).
3 At the end of a long trial, the defendant admitted ? (commit) the crime.
4 What do you suggest ? (do) in such a situation?
5 Jessica denied ? (spread) rumours of our company closing down.

2 **Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.**

1 'Barbara, great news about your end-of-year exam!' PASSING
Tom *congratulated Barbara on passing* her end-of-year exam.
2 'We must meet again next year in Paris.' INSISTED
Julia and Trevor ? in Paris.
3 'It's bad you didn't win the last football match, boys!' CRITICISED
Our PE teacher ? the last football match.
4 'Ian, you have broken the window!' FOR
The teacher ?.
5 'I didn't let them use my work without permission.' OBJECTED
The writer ? without permission.

ODPOWIEDZI NA PYTANIA

3 **Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?** R

Tell me about your last exam.

The last exam I took was a driving test. That was two weeks ago. At first, I wanted to take it in the winter, but my mum persuaded me [1]*to wait* (wait). She said in the spring I [2]? (not/need) to worry about snow and icy roads. And she was right! I passed with flying colours! Even the examiner said I [3]? (seem) extremely confident and asked me how long I [4]? (learn) to drive. He was surprised when I told him that I [5]? (have) my first lesson only four months before. It wasn't a long time, but to be honest, over those four months I drove almost every day. My mum advised me [6]? (buy) extra lessons from Adam, my driving instructor. And he suggested [7]? (meet) at different times of the day so I could get used to different volumes of traffic. Adam was a really good teacher, I must give him a lot of credit for helping me pass. He praised me for [8]? (be) a bright student, but he also warned me [9]? (not/become) too cocky on the road. I took his words to heart and that's why the examiner said he [10]? (not/see) such a young person driving so safely before!

INDIRECT QUESTIONS | PYTANIA POŚREDNIE

Pytania możemy zadawać w sposób bezpośredni lub pośredni. Pytania pośrednie brzmią bardziej uprzejmie. Zwykle używamy ich, prosząc kogoś o wyświadczenie przysługi lub chcąc zasięgnąć informacji. 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.*

*Does the ticket include entry to all exhibitions? → Would you mind telling me **if/whether** the ticket includes entry to all exhibitions?*

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 **Przeczytaj pytania zadane przez osobę zasięgającą informacji o zajęciach sportowych w kompleksie rekreacyjnym. Przekształć podane pytania bezpośrednie na bardziej uprzejme pytania pośrednie, używając wyrażeń z ramki. Zapisz odpowiedzi w zeszycie.**

> 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?
3 What courses do you offer?
4 What time does the centre open and close on weekdays?
5 What facilities are there?
6 How can I join the leisure centre?

2 **Ułóż pytania pośrednie z rozsypanych wyrazów i zapisz je w zeszycie.**

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 ? .
3 ticket / much / know / would / you / how / cost / single / a
Do ? ?
4 is / you / toilet / here / idea / any / whether / a / there
Have ? ?
5 know / you / surname / happen / his / to / is / what
Do ? ?

3 **W czasie trwania ustnego sprawdzianu masz pewne wątpliwości dotyczące jego przebiegu. Używając podanych początków zdań, zadaj nauczycielowi pytania w opisanych sytuacjach. Zapisz je w zeszycie.**

1 Nie jesteś pewien/pewna, czy powinieneś/powinnaś teraz zacząć.
I wonder *if I should start now*.
2 Nie pamiętasz, ile masz czasu na opisanie obrazka.
I don't remember ? .
3 Pytasz, czy mógłbyś/mogłabyś dostać trochę więcej czasu na przygotowanie.
I was wondering ? .
4 Nie wiesz, od której kwestii powinieneś/powinnaś zacząć.
I'd like to know ? .
5 Nie wiesz, czy możesz porównać dwa obrazki.
I was wondering ? .



DEFINING RELATIVE CLAUSES | ZDANIA PRZYDAWKOWE DEFINIUJĄCE

Zdania przydawkowe definiujące dostarczają informacji będących integralną częścią zdania (których pominięcie narusza jego sens):

*A blender is a machine **which/that** you mix things with.*

*This is the man **who/that** found your wallet the other day.*

Zdania tego typu rozpoczynają się następujących zaimków względnych:

- ***who*** lub ***that***, jeżeli mówimy o ludziach:
  *She is the woman **who/that** won the beauty contest.*
  *Do you know the boy **who/that** brought me here?*
- ***whom*** jest zaimkiem używanym w odniesieniu do ludzi, ale tylko w języku bardzo formalnym. Używamy go bezpośrednio po przyimku:
  *Sarah is a girl with **whom** I have a lot in common.*
- ***which*** lub ***that***, jeżeli mówimy o rzeczach:
  *Would you like to see the house **which/that** we bought?*
  *The computer **which/that** you bought is overpriced.*
- ***where***, jeżeli mówimy o miejscach:
  *This is the place **where** office workers come for their lunch break.*
  *It's best to immigrate to a country **where** people speak a language you understand.*
- ***when***, jeżeli mówimy o czasie:
  *Summer is the time **when** we can do a lot of things outdoors.*
  *I lost my job at the time **when** unemployment reached its peak.*
- ***whose***, jeżeli mówimy o przynależności:
  *I was introduced to a man **whose** wife used to teach me French.*
  *That's the boy **whose** dog has gone missing.*

Zdania przydawkowe definiujące nie są oddzielone przecinkami od reszty zdania.

Zaimek względny ***who***, ***which*** lub ***that*** można pominąć, jeżeli nie jest on podmiotem zdania przydawkowego (tzn. jeżeli następuje po nim zaimek osobowy lub rzeczownik):

*This is the email (**which/that**) I sent to you on Monday.*

*Steven Spielberg is the film director (**who**) my mother likes best.*

Zaimka względnego nie można pominąć, jeśli występuje on w funkcji podmiotu zdania przydawkowego (tzn. nie następuje po nim zaimek osobowy lub rzeczownik):

*A copywriter is a person **who** writes advertising or marketing material.*

*She chose the play **which** featured an all-female cast.*

Jako zaimka względnego można też użyć ***what*** w znaczeniu *the thing that/the thing which*:

*Dancing is **the thing which/that** our little daughter seems to enjoy most. = Dancing is **what** our little daughter seems to enjoy most.*

NON-DEFINING RELATIVE CLAUSES | ZDANIA PRZYDAWKOWE NIEDEFINIUJĄCE

Zdania przydawkowe niedefiniujące dostarczają informacji, bez których zdanie główne zachowałoby sens, bądź stanowią komentarz do pierwszej części zdania:

*My sister-in-law, **who lives in London**, is very well-read and intelligent.*

*They were late for the meeting again, **which didn't go down well with the boss**.*

Zdania tego typu rozpoczynają się od tych samych zaimków względnych, co zdania przydawkowe definiujące (z wyjątkiem *that*):

*Paul Jones, **whose** girlfriend goes to my school, has won an Olympic medal.*

*The silver ring, **which** I got from Chris for my birthday, is my favourite piece of jewellery.*

Są one oddzielone przecinkami od zdania niosącego główną informację.

W zdaniach przydawkowych niedefiniujących nigdy nie opuszczamy zaimków względnych:

*Las Vegas, **where** we went last winter, is a thriving city year round.*

*Only last year, **when** my best friend moved abroad, did I understand how much she meant to me.*

PREPOSITIONS IN RELATIVE CLAUSES | PRZYIMKI W ZDANIACH PRZYDAWKOWYCH

Z zaimkami *where* i *when* nie stosujemy przyimków:

*The office building **where** we worked before has been knocked down.* – NIE: ~~*The office building where we worked in before has been knocked down*~~.

Zaimki *where* i *when* można zastąpić zaimkiem *which* z odpowiednim przyimkiem:

*The hospital **where / at which** he was treated was very modern.*

*That was the year **when / in which** my grandparents met.*

Przyimki w zdaniach przydawkowych możemy umieścić:

- na końcu zdania przydawkowego (częściej w języku potocznym i mówionym):
  *The hospital (**which**) he was treated **at** was very modern.*
  *This crate, **which** our puppy used to sleep **in**, seems very small now.*
- przed zaimkiem względnym (częściej w wypowiedziach formalnych i języku pisanym). Zaimka względnego nie możemy wtedy pominąć:
  *The hospital **at which** he was treated was very modern.*
  *This crate, **in which** our puppy used to sleep, seems very small now.*

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 zaimki względne *which, what, who, whose, where* lub *when* poprawnie uzupełniają zdania?

1 I don't like Mrs Sanders, *who* teaches Maths in our school.
2 I love the dress ? you bought in France.
3 Winchester, ? we met, has a very beautiful cathedral.
4 The boy ? cat went missing couldn't stop crying.
5 Sunday morning is a time ? many people go jogging.
6 Do you know the girl ? is dancing with Mark?
7 Bournemouth, ? attracts many tourists in the summer, is very close to Poole.
8 He walked me home after the party, ? was very kind of him.
9 Mr Smith is the man ? teaches us English.
10 That's the boy ? brother is a famous musician.

3 Wskaż zdania, w których można opuścić zaimek względny. Zapisz je w zeszycie bez tych zaimków.

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?
3 Tom, who has never been to France, speaks French fluently.
4 My mother wants me to eat things which I hate.
5 The scientist who I admire most is Einstein.
6 This was a birthday present which made me really happy.
7 The people who live next to the school are Tom's friends.
8 Do you like the cake that I've baked?

4 Które zakończenia zdań pasują do początków? Zapisz odpowiedzi w zeszycie, wstawiając 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.

ODPOWIEDZI NA PYTANIA

5 Przeczytaj wypowiedź ucznia i zapisz w zeszycie 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] ? (*którzy powtarzają*) before exams generally do better than those [3] ? (*którzy tego nie robią*). Exams also give you some information about the gaps in your knowledge and the things [4] ? (*których w dalszym ciągu musisz się nauczyć*).
On the other hand, we know of many people [5] ? (*którzy oblali*) their exams, did very badly at school and still became successful in life. Albert Einstein, [6] ? (*którego nauczyciel*) described him as a slow thinker, is a good example. Moreover, exams put too much pressure on students, [7] ? (*co powoduje*) unnecessary stress and competition.

6 Uzupełnij pary zdań przydawkowych, umieszczając przyimek w dwóch różnych miejscach. Zapisz odpowiedzi w zeszycie.

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, ?.
   b It was a terrible joke, ?.
3 That's the department store. I got my prom dress from it.
   a That's the department store ?.
   b That's the department store ?.

7 Utwórz z dwóch zdań jedno zdanie złożone, używając zaimków względnych *that, which, whose* lub *who* oraz przecinków tam, gdzie jest to konieczne. Pomiń zaimek względny w tych zdaniach, w których jest to możliwe. Zapisz odpowiedzi w zeszycie. R

1 The performance of *La Traviata* was exceptionally good. We saw it in Berlin.
   The performance of La Traviata, *which we saw in Berlin, was exceptionally good.*
2 Is the offer still valid? They made it last month.
3 My grandfather is having a nap now. He never sleeps during the day.
4 I can't find the parcel. It was delivered yesterday.
5 Rebecca Smith teaches in my daughter's school. Her husband is an actor.
6 I got this vase as a birthday present last year. It has broken into pieces.
7 I saw my girlfriend in the cinema with her ex-boyfriend. It made me furious.
8 Iga Świątek won the 2020 French Open. Her father was an Olympic rower.

8 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.

1 Mrs Clark's standards are very high; she will never let us off homework. WHOSE
   Mrs Clark, *whose standards are very high, will never* let us off homework.
2 One of the four women he met was a public relations officer. WHOM
   He met ? was a public relations officer.
3 The tall man in the black suit is my brother's boss. THAT
   The tall man ? the black suit is my brother's boss.
4 Jane Brown has been working with me on our last project; her father is the President of our company. WHOSE
   Jane Brown ? on our last project.
5 Everybody at the party was annoyed because Tom carried on boasting about his sporting achievements. WHICH
   Tom carried on boasting about ? at the party.

ADVERBIAL CLAUSES | ZDANIA OKOLICZNIKOWE

ZDANIA OKOLICZNIKOWE CZASU

Zdania te wprowadzane są za pomocą następujących spójników: ***when*** (kiedy), ***while*** (podczas gdy), ***whenever*** (kiedy tylko, ilekroć), ***after*** (po, kiedy), ***before*** (zanim, przed), ***till/until*** (do, aż, zanim), ***as*** (kiedy), ***since*** (odkąd, od czasu kiedy), a także ***as soon as*** (skoro tylko), ***as long as*** (tak długo jak), ***by the time*** (do czasu) itd.

Jeśli zdanie okolicznikowe czasu występuje przed zdaniem głównym, oddzielamy oba zdania przecinkiem:

After I finished *school, I decided to take a gap year.*

Jeśli zdanie okolicznikowe czasu występuje jako drugie, przecinka nie używamy:

I decided to take a gap year ***after I finished*** *school.*

W zdaniach okolicznikowych tego typu nigdy nie używamy czasów przyszłych:

She won't move out ***until*** *she* ***gets*** *a steady job.*
– NIE: ~~*She won't move out until she will get a steady job.*~~

ZDANIA OKOLICZNIKOWE MIEJSCA

Zdania te wprowadzane są za pomocą spójników ***where*** (gdzie), ***to where*** (dokąd) lub przysłówka ***wherever*** (dokądkolwiek, wszędzie gdzie).

ZDANIA OKOLICZNIKOWE CELU

Zdania te opisują cel podjętej czynności i wprowadzane są za pomocą konstrukcji ***to*** + bezokolicznik oraz spójników ***in order (not) to***, ***so as (not) to***, ***for***, ***in order that, so that, in case***.

- *to* + bezokolicznik:
  I called the teacher ***to*** *apologise for my son's behaviour.*
- *in order (not) to* + bezokolicznik:
  He craned his neck ***in order to*** *see better.*
- *so as (not) to* + bezokolicznik:
  I drove at a steady 50 mph ***so as to*** *save fuel.*
  He wore an apron ***so as not to*** *get his shirt dirty.*
- *for* + rzeczownik / czasownik + *-ing*:
  He promised to help me prepare ***for*** *my exam.*
  I use a video conferencing platform ***for*** *communicating with my boyfriend.*
- *in order that / so that* + zdanie podrzędne, zwykle z czasownikami modalnymi *can*, *may*, *could* lub *might*:
  He lowered his voice ***so that*** *Doris couldn't hear.*
- *in case* (w razie czego, na wypadek czegoś) + zdanie podrzędne:
  Take your coat ***in case*** *it gets very cold.*

ZDANIA OKOLICZNIKOWE SKUTKU

Zdania te opisują skutek zdarzenia/czynności i wprowadzane są za pomocą następujących spójników lub wyrażeń: ***so*** (więc), ***as a result*** (w wyniku tego), ***therefore*** (zatem, dlatego), ***as a consequence, consequently*** (więc).

Po spójnikach i wyrażeniach: *as a result, therefore, as a consequence, consequently* stawiamy przecinek:

This method of production is expensive. ***As a result / Therefore / As a consequence / Consequently****, it is not used.*

ZDANIA OKOLICZNIKOWE PRZYCZYNY

Zdania te opisują przyczynę zdarzenia/czynności i wprowadzane są za pomocą następujących spójników lub wyrażeń: ***because***, ***since, as, because of, owing to, on account of, due to, the reason for/why*** itp.

- *because/since/as* + zdanie podrzędne:
  I went to bed ***because*** *I was tired.*
  As/Since *it was his birthday, I bought him a present.*
  Because zwykle nie występuje na początku zdania, chyba że rozpoczyna bezpośrednią odpowiedź na pytanie *Why*?
  Why didn't you come to the party? ***Because*** *I had to study.*
- *because of / owing to / on account of / due to / thanks to* + rzeczownik:
  The poor visibility was ***because of / owing to / due to / on account of*** *the fog.*
- *the reason for* + rzeczownik / czasownik + *-ing*:
  The reason for *Tom's anger / Tom being angry was Ann's laziness.*
- *the reason why* + zdanie podrzędne:
  The reason why *Tom was angry was Ann's laziness.*

ZDANIA OKOLICZNIKOWE PORÓWNAWCZE

Zdania te wprowadzane są za pomocą spójników złożonych ***as ... as*** oraz ***so ... as*** (tak... jak):

I hope I can age ***as*** *gracefully* ***as*** *she has.*

Jeśli w pierwszym członie porównania występuje przeczenie, zamiast *as ... as* możemy użyć wyrażenia *so ... as*:

It's not ***so*** *obvious* ***as*** *it might seem.*

ZDANIA OKOLICZNIKOWE STOPNIA

Zdania te wprowadzane są za pomocą konstrukcji ***so*** + przymiotnik/przysłówek + ***that*** oraz ***such*** + (przymiotnik) + rzeczownik + ***that***:

I was ***so busy that*** *I haven't got round to calling him yet.*
They were talking ***so loudly that*** *we couldn't hear a word.*
Emma has ***such an inquisitive mind that*** *everybody thinks she'll become a scientist.*
The little boy was ***such a chatterbox that*** *I couldn't get a word in edgeways.*

ZDANIA OKOLICZNIKOWE PRZYZWOLENIA

Zdania te wyrażają kontrast i wprowadzane są za pomocą następujących spójników lub wyrażeń: ***but*** (ale), ***although / even though / though*** (chociaż, aczkolwiek), ***despite / in spite of*** (pomimo), ***however/ nevertheless*** (niemniej jednak), ***yet/still*** (mimo to, a jednak), ***while/whereas*** (natomiast, podczas gdy) itd.

- *although / even though / though* + zdanie podrzędne:
  Although / Even though / Though *Robert ran very fast, he lost the race.*
  Though jest często używane w języku potocznym i może występować na końcu zdania:
  Robert ran very fast. He lost the race, ***though****.*
- *despite / in spite of* + rzeczownik / czasownik + *-ing*:
  Robert lost the race ***in spite of / despite*** *running very fast.*
- *despite / in spite of* + *the fact that* + zdanie podrzędne:
  Robert lost the race ***in spite of / despite the fact that*** *he ran very fast.*
- *however/nevertheless* + przecinek:
  The queue was very long. ***However/Nevertheless****, we succeeded in getting the tickets.*
- *yet/still:*
  It was raining, ***yet/still*** *we went for a long walk.*
- *while/whereas*:
  I love sleeping in, ***while/whereas*** *my husband is an early bird.*

ZDANIA OKOLICZNIKOWE SPOSOBU

Zdania te wprowadzane są za pomocą spójników ***as*** (jak), ***as if***, ***as though*** (jak gdyby):

Ann speaks exactly ***as*** *her twin sister does.*
He dances ***as if / as though*** *he was a professional dancer.*

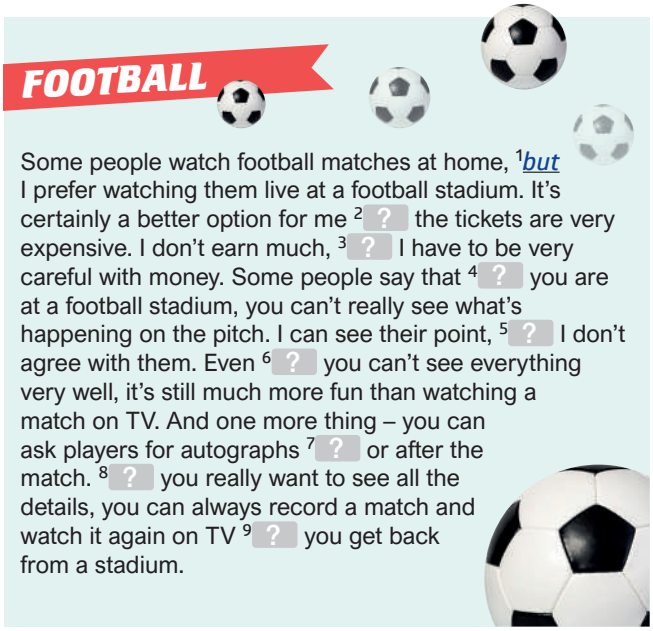
1 **Które spójniki poprawnie uzupełniają poniższe zdania okolicznikowe?**

1 I've been to London many times, *but / and / so* I have never visited Kew Gardens.
2 Make sure you switch off all the lights *while / until / before* you go home.
3 I like Anna very much, *so / and / but* I wouldn't go on a long holiday with her.
4 *Although / Since / While* we were late, we missed the boat we were supposed to take.
5 I wanted to have a good seat, *so / because / and* I ordered a ticket online two weeks before the concert.
6 I'd love to move to Spain, *while / and / so* my wife would rather live where we live now.
7 *Because / Although / After* she has never been to an English-speaking country, her English is very fluent.
8 You can't go out *after / until / while* you've cleaned your room.

2 Jakie spójniki poprawnie uzupełniają zdania?

1 The weather was awful, *so* we changed our plans and stayed at home.
2 They can't go out tonight ? they don't have a babysitter to look after their children.
3 ? our grandfather didn't go to university, he is very knowledgeable.
4 Is this the restaurant ? our grandparents had their first date?
5 I wanted to become a musician, ? my parents persuaded me to study law.
6 We won't have lunch ? you come home.
7 I absolutely love Harry Styles, ? my older sister adores Taylor Swift.

3 Jakie spójniki poprawnie uzupełniają tekst?



Some people watch football matches at home, [1]*but* I prefer watching them live at a football stadium. It's certainly a better option for me [2] ? the tickets are very expensive. I don't earn much, [3] ? I have to be very careful with money. Some people say that [4] ? you are at a football stadium, you can't really see what's happening on the pitch. I can see their point, [5] ? I don't agree with them. Even [6] ? you can't see everything very well, it's still much more fun than watching a match on TV. And one more thing – you can ask players for autographs [7] ? or after the match. [8] ? you really want to see all the details, you can always record a match and watch it again on TV [9] ? you get back from a stadium.

4 Z dwóch zdań utwórz jedno zdanie okolicznikowe. Użyj wyrazów zapisanych wielkimi literami. Zapisz odpowiedzi w zeszycie.

1 I took a taxi to the airport. I wanted to catch the plane. (ORDER)
I took a taxi to the airport in order to catch the plane.
2 Take a map with you. You might need it in Barcelona. (CASE)
3 The plane will land. I will call you. (SOON)
4 Mr Jones speaks three foreign languages. He can't find a job. (EVEN)
5 This mathematical equation seems difficult. But it's not. (AS)
6 We went for a run in the park. It was raining very hard. (DESPITE)
7 Rick and Sue are very happy. They've just got engaged. (REASON)
8 I can give you a hand with your project. I'm not busy now. (SO)
9 The match was cancelled. The weather was bad. (DUE)

ODPOWIEDZI NA PYTANIA

5 Przeczytaj wypowiedź ucznia i zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach. Użyj właściwych spójników.

Some people think voting in elections should be compulsory. What's your opinion?

I can see their point, [1]*but I don't agree* (*ale nie zgadzam się*) with them. Their argument is often that, if people do not vote, [2] ? (*w konsekwencji*) they have no right to complain about politicians and their actions. [3] ? (*Ale moim zdaniem*), not voting is a kind of vote too – showing that you're against these particular politicians. In this case, [4] ? (*pomimo tego, że nie idziesz*) to the polling station, you still take an active part in the election process. And one more thing – if voting was made compulsory, undecided people would vote randomly, [5] ? (*podczas gdy leniwi*) ones would just vote for the first candidate on the list.

6 Dopasuj początki zdań 1–6 do ich zakończeń a–f, łącząc je właściwymi spójnikami. Zapisz odpowiedzi w zeszycie. R

1 The lecture was postponed
2 I need to get a password
3 Take a raincoat with you
4 The visibility is quite good
5 Small firms are thriving
6 I'll probably go to Tom's party

although despite ~~due to~~ in case since so that

a it's quite dark.
b it rains.
c I've been invited.
d the illness of the speaker.
e the recession.
f I can access the online database.

1d The lecture was postponed due to the illness of the speaker.

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)

MIXED CONDITIONAL | ZDANIA WARUNKOWE MIESZANE

R

Konstrukcje występujące w zdaniach warunkowych drugiego i trzeciego stopnia można łączyć, tworząc zdania warunkowe mieszane.

Zdania warunkowe mieszane pierwszego typu

Używamy ich, mówiąc o sytuacjach lub stanach, które nadal trwają, a miały określone skutki w przeszłości:

*If I **spoke** fluent English, the company **would have offered** me a job.* – Gdybym mówił płynnie po angielsku, firma zaproponowałaby mi pracę. (ponieważ nadal nie mówię płynnie w tym języku, nie zaproponowano mi tej pracy w przeszłości)

*If he **were taller**, he **would have been selected** for our school team last year.* – Gdyby był wyższy, wybrano by go w zeszłym roku do naszej szkolnej drużyny. (ponieważ nie jest wyższy nadal/teraz, nie wybrano go do drużyny w zeszłym roku)

Zdania warunkowe mieszane drugiego typu

Zdań tych używamy, mówiąc o sytuacjach, które mogły mieć miejsce w przeszłości, ale się nie zdarzyły i ma to określone skutki w chwili obecnej:

*Olivia **would be** much happier if she **had decided** to study law instead of medicine.* – Olivia byłaby (teraz) dużo szczęśliwsza, gdyby (w przeszłości) zdecydowała się studiować prawo, a nie medycynę.

*If we **had left** home half an hour earlier, we **would be** there now.* – Gdybyśmy wyszli z domu pół godziny wcześniej, bylibyśmy teraz już na miejscu.

LINKERS | WYRAŻENIA ŁĄCZĄCE

Zamiast *if* w zdaniach warunkowych często używamy wyrażeń: *when* (kiedy), *unless* (chyba że), *providing, provided that, on condition (that)* (pod warunkiem, że), *as soon as* (gdy tylko), *as long as* (o ile), *suppose/supposing* (przypuśćmy, że), *but for* (gdyby nie):

*You **'ll understand** everything **when** you **read** the letter.* – Zrozumiesz wszystko, **kiedy** przeczytasz list.

*I **won't lend** you the book **unless** you **promise** to bring it back by tomorrow.* – Nie pożyczę ci książki, **chyba że** obiecasz zwrócić ją do jutra.

*I **'ll let** you use my laptop **providing/provided that / on condition (that)** you **don't change** any settings.* – Pozwolę ci skorzystać z mojego laptopa **pod warunkiem, że** nie zmienisz żadnych ustawień.

*We **'ll be** there on time **as long as** you **don't spend** two hours getting ready.* – Będziemy tam na czas, **o ile** nie spędzisz dwóch godzin, szykując się do wyjścia.

***Suppose/Supposing** you **won** the lottery, what **would you do** with the money?* – **Przypuśćmy**, że wygrałbyś loterię, co zrobiłbyś z pieniędzmi?

***But for** your kindness, I **wouldn't have got** to work on time.* – Gdyby nie twoja uprzejmość, nie dotarłbym do pracy na czas.

1 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.

5 Osoba mająca bardzo częste problemy ze snem.
- a If I wake up tonight, I start reading in bed.
- b If I wake up tonight, I'll start reading in bed.
- c If I woke up tonight, I'd start reading in bed.

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

7 ? be all right if I used your mobile phone?
a Is it b Will it c Would it

3 Ułóż zdania warunkowe z rozsypanych wyrazów i zapisz je w zeszycie.

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 [?].

3 them / rude / and / him / ignores / he / are / to / calm / stays
If people [?].

4 didn't / take / breathing / jogging / problems / have / she / would / up / if
She [?].

4 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania, tworząc zdania warunkowe zerowego, pierwszego lub drugiego stopnia?

1 If you *aren't* (not/be) careful, you'll burn yourself.
2 Would you go to the head master if they [?] (start) bullying you again?
3 I [?] (not/lend) him any money even if I had some.
4 If she [?] (have) a choice, she always chooses ice cream for dessert.
5 I would be so happy if he [?] (ask) me out.
6 If you heat ice, it [?] (turn) to water.
7 What will you do if she [?] (decide) not to come after all?
8 OK, let me make it absolutely clear: if you [?] (not/help) around the house, you don't get your pocket money.
9 If Tom invites me to his party, I [?] (not/accept) his invitation.
10 If I [?] (speak) Mandarin Chinese, we wouldn't need a translator.
11 What colour do you get if you [?] (mix) red and white?

5 Na podstawie podanych sytuacji utwórz zdania warunkowe pierwszego lub drugiego stopnia i zapisz je w zeszycie.

1 Steven is not tall, so he doesn't play basketball well.
If Steven was/were taller, he would play basketball well.

2 We might have some more sweets. If so, we want to share them among the kids.

3 Sarah wants to ask her boss for a pay rise, but she's worried about making him angry.

4 I'm upset because I have to help my mother with the housework and I can't go to the cinema with my friends.

5 I think you should call a taxi now. The alternative is to walk there.

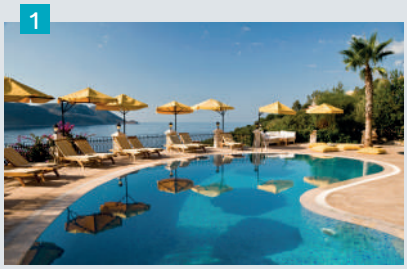
6 I don't think the team will win this match. The winner gets promoted to the Premier League.

WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

6 Zapoznaj się z zadaniem. Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Popatrz na zdjęcia 1., 2. i 3. 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][?] (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) to go away for a couple of days, I usually [4][?] (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][?] (have to) live only on my pocket money, I [6][?] (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][?] (rain) this year in July or August, nobody [8][?] (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][?] (be) still a student, you [10][?] (need) to count every penny!

1


2


3


7 Na podstawie form czasowników użytych w każdym z poniższych zdań warunkowych zdecyduj, z jakim zdaniem warunkowym masz do czynienia. R

1 If I were you, I would choose a different example to make that point.
zdanie warunkowe drugiego stopnia
2 If we hadn't won that last game, we would have been knocked out of the competition.
3 When you heat chocolate, it melts.
4 I would have gone on holiday to Brazil last year if I wasn't afraid of flying.
5 We'll go to the cinema tonight if there is something interesting on.
6 If you hadn't broken the window, you wouldn't be in trouble now.
7 If you fell off that horse, you could seriously hurt yourself.

8 Za pomocą zdań warunkowych połącz przedstawiony ciąg wydarzeń w historię o życiu Olivii. Zapisz odpowiedzi w zeszycie.

Olivia was lazy as a teenager [1]→ didn't study hard at school [2]→ failed her final exams [3]→ didn't get a place at university [4]→ started working in a restaurant [5]→ had a famous film director as a customer [6]→ started talking to him [7]→ impressed the film director [8]→ the film director asked her to come for an audition [9]→ Olivia was successful at the audition [10]→ got the main part in a film [11]→ became very famous [12]→ is very rich now

1 If Olivia hadn't been lazy as a teenager, *she would have studied hard at school*.
2 If she had studied hard at school, she wouldn't [?].
3 If she hadn't failed her exams, [?].
4 If she [?].
5 [?] 6 [?] 7 [?] 8 [?]
9 If the film director [?].
10 [?] 11 [?] 12 [?]

9 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania?

1 If you had told us you were not coming, we *wouldn't have waited* (not/wait) for you yesterday.
2 When it [?] (rain), water leaks under the dashboard on the passenger side.
3 If Ann [?] (quit) university last year, she would probably be miserable now.
4 How would you feel if we [?] (ask) you to relocate to a different branch of the company?
5 Unless you leave our house at once, we [?] (call) the police.
6 If I were you, I [?] (take) what he says about his adventures with a pinch of salt.
7 The burglars might not have got in if you [?] (not/leave) the door open.

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 **Które opcje poprawnie uzupełniają zdania?**

1 You'd better ? for the test.
   a to revise
   b revise
   c will revise
2 It's high time you ? your mother with the housework. You are nearly sixteen!
   a help
   b will help
   c helped
3 Barcelona is a beautiful city and we are all enjoying ourselves. I wish you ? here.
   a are
   b were
   c will be
4 The traffic is terrible today. I'd rather ? the car into the city.
   a not to take
   b don't take
   c not take

2 **Na podstawie podanych sytuacji utwórz zdania, rozpoczynając je od *I wish*. Zapisz odpowiedzi w zeszycie.**

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.
3 I'd like to be more confident, but I'm not.
4 I can't play chess very well, but I'd like to.

3 **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 ? (*pozmywaj naczynia*) before Mum comes back from work.
3 Matthew ? (*żałuje, że nie umie grać*) the piano as well as his sister.
4 ? (*Wolałbym nie rozmawiać*) about Becky when she is not here.
5 It's time ? (*skończyć lekcje*). Let's sum up our work.

4 **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 ? on your own, without your father's help.
3 I prefer going to the concert next weekend.
   I'd rather ? next weekend.
4 You should find a job, young man!
   It's high ?, young man!

ROZMOWA WSTĘPNA

5 Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

CZŁOWIEK

How would you describe yourself as a person?

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] ? (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] ? (realise) that ambition is necessary for anyone to succeed in life.

6 Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie. 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 ? about my argument with the History teacher.

3 Mark asks such stupid questions! It's really irritating!
I wish ? stupid questions.

4 You should apologise for your rude behaviour.
You'd ? rude behaviour.

5 I'm afraid I don't know the answer to your question.
I wish ? to your question.

6 I'm very disappointed that John missed the penalty in yesterday's match.
If only John ? in yesterday's match.

7 Mark talks about himself all the time.
If only Mark ? about himself all the time!

7 Na podstawie podanych sytuacji ułóż zdania, rozpoczynając je od *I wish* lub *If only*. Zapisz je w zeszycie.

1 I ate too much chocolate yesterday and I regret it now.
If only I hadn't eaten so much chocolate yesterday!

2 I have to go to work tomorrow and I don't feel like it.

3 I regret that I was very impatient with my daughter the other day.

4 My sister often borrows my clothes without permission and it drives me mad.

5 I don't have time to read a newspaper every day.

KONSTRUKCJA *THERE IS/ARE*

Konstrukcji ***there + be*** (w odpowiedniej formie) używamy, mówiąc o tym, że coś znajduje się (istnieje) lub czegoś nie ma (nie istnieje) w jakimś miejscu:

There is *somebody at the door.*
There are *twenty girls in my dance group.*
There isn't *any cake left for you.*
There aren't *any keys on the desk.*

Forma czasownika *to be* występującego po *there* zależy od następującego po nim rzeczownika:

There ***is*** *a fountain in the middle of the garden.* (l. poj.)
There ***are*** *two new programmes on TV tonight.* (l. mn.)

Konstrukcji tej możemy użyć w różnych czasach, zmieniając odpowiednio formę czasownika *to be*:

There have been *several outbreaks of avian flu since 2010.*
There weren't *any complaints about the accommodation.*
There might be *more tea in the other pot. I'm not sure.*

There + be (w odpowiedniej formie) często używamy z następującymi słowami/wyrażeniami:

- *a lot of, many, much* (dużo, wiele):
  There is too ***much*** *noise in here.*
  There are too ***many*** *people in here.*
- *more* (więcej):
  There are ***more*** *seats than passengers.*
- *some, any* (trochę):
  There is ***some*** *justice in this world after all.*
  There isn't ***any*** *butter in the fridge.*
- *enough / not enough* (wystarczająco/niewystarczająco):
  There will be ***enough*** *time to finish it tomorrow.*
  There won't be ***enough*** *time to finish it today.*
- *bound to be* (na pewno będzie): R
  There is ***bound to be*** *a long queue.*

KONSTRUKCJA *IT IS*

Konstrukcji ***it + be*** używamy:

- odnosząc się do rzeczy, czynności lub sytuacji:
  I like your kitchen. ***It's*** *very spacious.* (*it* odnosi się do kuchni)
  Why do you keep buying these magazines? ***It's*** *a waste of money.* (*it* odnosi się do kupowania czasopism)
  Jill's friends didn't offer her any support when she needed it. ***It was*** *very disappointing.* (*it* odnosi się do sytuacji)
- mówiąc o godzinach, dniach tygodnia, datach, pogodzie lub odległościach:
  It's *half past three.*
  It's *Wednesday today.*
  It's *December 12, 2021.*
  It was *freezing cold yesterday.*
  It's *sunny today.*
  It's *about two hundred miles from here.*
- jako podmiotu w zdaniach, w których występuje bezokolicznik z *to* lub konstrukcja z *that*:
  It was *wonderful to see you again.*
  It's *a shame that your team lost the match yesterday.*
  It was *only yesterday that he made the decision to quit his job.* (*only + that* używamy tutaj dla wzmocnienia)
- jako podmiotu w zdaniach, w których występuje *for/of* + dopełnienie + bezokolicznik:
  It was *really hard for me to follow the lecture in French.*
  It's *very kind of you to let me stay.*
- w wyrażeniu *it's worth* (warto) + rzeczownik / czasownik + *-ing*:
  I have a tablet and personally think ***it's worth*** *the money.*
  The new series has very good reviews. ***It's*** *definitely worth watching.*
- w wyrażeniu *it's no use* (nie ma sensu) + czasownik + *-ing*:
  It's no use *crying over spilt milk.*
  It's no use *trying to influence his behaviour.*

THERE IS/ARE I *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 Które wyrażenia poprawnie uzupełniają zdania: *There's* czy *It's*?

1 *It's* nice to see you again.
2 ? too much noise in here.
3 ? somebody at the door.
4 ? not very far from here.
5 ? a good film on tonight.
6 ? a pity that you've missed the party.
7 ? not enough time to finish the test.
8 ? strange to see the school so quiet.

2 Na podstawie podanych sytuacji ułóż pytania, używając *there + be* lub *it + be* w odpowiedniej formie. Zapisz odpowiedzi w zeszycie.

1 Chcesz się dowiedzieć, ilu uczniów jest w klasie twojego kolegi.
How many students are there in your class?
2 Przed spotkaniem z przyjaciółmi w twoim domu, pytasz siostrę, czy będzie wystarczająco dużo jedzenia dla wszystkich.
3 Pytasz przyjaciela, czy było mu trudno znaleźć pierwszą pracę.
4 Wchodzisz do domu i pytasz brata, czy były jakieś listy do ciebie.

ROZMOWA WSTĘPNA

3 Jakie formy *there + be* lub *it + be* poprawnie uzupełniają wypowiedź ucznia?

Could you describe your bedroom?

I like my bedroom very much. [1]*It is* quite small, but very cosy. In fact, [2] ? much smaller than my sister's bedroom, but I wouldn't swap it with hers. [3] ? two quite big windows in my bedroom, so [4] ? very light. I've got a bed, a wardrobe, a small desk with a computer and two chairs. [5] ? three chairs before, but I got rid of one and [6] ? more space now. I love spending time in my bedroom. [7] ? my favourite room in the house.

VERB PATTERNS | SKŁADNIA CZASOWNIKÓW

W zdaniach w języku angielskim często występują obok siebie dwa czasowniki. W zależności od tego, jaki czasownik stoi na pierwszym miejscu, drugi z nich może przybierać następujące formy:

- ***-ing***, np.: *admit, avoid, can't help, can't stand, consider, deny, dislike, enjoy, fancy, hate, imagine, like, love, miss, not mind, practise, prefer, start, suggest*
  *I **love** watching westerns on TV.*
- dopełnienie + ***-ing***, np.: *appreciate, approve of, like, insist on, mind, object to*
  *He **objected to** my borrowing the book.*
- ***to*** + bezokolicznik, np.: *afford, agree, appear, choose, decide, expect, happen, help, hope, learn, manage, need, offer, plan, promise, refuse, seem, want, wish, would like/love/prefer*
  *I **learnt** to swim when I was seven.*
- dopełnienie + ***to*** + bezokolicznik, np.: *advise, allow, beg, help, invite, order, tell, want, would like/love/prefer*
  *Mark **begged** me to stay with him.*
- bezokolicznik bez ***to***, np.: *can, could, might, must, should, had better, would rather, help, used to, be supposed to, be about to*
  *I **can** go with you if you want.*
  *You **were not supposed to** tell him about it.*
  *The concert **is about to** start.*
- dopełnienie + bezokolicznik bez ***to***, np.: *let, make*
  ***Let** me show you how to do it.*

Czasownik występujący po czasowniku *help* może przyjmować formę bezokolicznika bez *to* lub bezokolicznika z *to*:

*Can you **help** me (to) hang out the washing?*

Po czasownikach ***see***, ***watch***, ***notice***, ***feel*** oraz ***hear*** drugi czasownik może przybrać dwie formy, które mają różne znaczenie:

- dopełnienie + ***-ing***:
  Zdanie opisuje wtedy tylko fragment postrzeganej czynności:
  *I **saw** them dancing the waltz.* (widziałem tylko fragment ich tańca)
- dopełnienie + bezokolicznik bez *to*:
  Zdanie opisuje wtedy całość postrzeganej czynności:
  *I **saw** them dance the waltz.* (widziałem, jak tańczyli, od początku do końca)

Czasownik występujący po ***suggest***, ***insist***, ***demand*** oraz ***recommend*** może przybierać następujące formy:

- czasownik + ***-ing***:
  *I **suggest** taking a long break.*
- ***that*** + zdanie z ***should***:
  *I **suggest** that she should take a long break.*
- ***that*** + zdanie w czasie Present Simple:
  *I **suggest** that she takes a long break.*
- ***that*** + zdanie w trybie łączącym (*subjunctive*) (tylko w stylu formalnym):
  *I **suggest** that she take a long break.*

Czasowniki zmieniające znaczenie w zależności od składni

Niektóre czasowniki mają różne znaczenie w zależności od tego, czy użyjemy po nich bezokolicznika, czy formy *-ing*.

REMEMBER

- ***remember to do something***
  (pamiętać, żeby coś zrobić)
  *Did you **remember to buy** milk on your way from school?* – Czy pamiętałeś, żeby kupić mleko w drodze ze szkoły?
- ***remember doing something***
  (pamiętać, że coś się zrobiło)
  *I clearly **remember telling** you about their wedding.* – Wyraźnie pamiętam, że powiedziałem ci o ich weselu.

FORGET

- ***forget to do something*** (zapomnieć coś zrobić)
  *She **forgot to mention** this problem during the meeting.* – Zapomniała wspomnieć o tym problemie podczas zebrania.
- ***forget doing something***
  (zapomnieć, że coś się zrobiło)
  *I'll never **forget meeting** her for the first time.* – Nigdy nie zapomnę chwili, kiedy po raz pierwszy ją spotkałem.

REGRET

- ***regret to do something*** (wyrażać żal z powodu konieczności zrobienia czegoś)
  *We **regret to inform** you that the show tonight is cancelled.* – Z przykrością informujemy państwa, że dzisiejsze przedstawienie jest odwołane.
- ***regret doing something***
  (żałować czegoś, co się wcześniej zrobiło)
  *I **regret going** to the cinema, the film was dreadful.* – Żałuję, że poszłam do kina, film był beznadziejny.

TRY

- ***try to do something*** (próbować, czy potrafi się coś zrobić, zwykle coś trudnego)
  *I**'ve been trying to contact** you for a week.* – Próbowałem się z tobą skontaktować przez tydzień.
- ***try doing something*** (spróbować zrobić coś, aby zobaczyć, jakie będą tego efekty)
  ***Try opening** this jar with a knife.* – Spróbuj otworzyć ten słoik nożem.

STOP

- ***stop to do something***
  (przerwać jedną czynność, żeby wykonać inną)
  *On their way back, they **stopped to have** a picnic.* – W drodze powrotnej zatrzymali się, żeby urządzić sobie piknik.
- ***stop doing something*** (przerwać wykonywaną czynność)
  *They never **stop talking** about their work.* – Oni nigdy nie przestają mówić o swojej pracy.

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 Ułóż zdania, zachowując podaną kolejność wyrazów i stosując właściwe formy czasowników. Zapisz odpowiedzi w zeszycie.

1 Fiona / stop / eat sweets / last year.
Fiona stopped eating sweets last year.
2 I / learn / drive / when I was eighteen.
3 You / should / take / a break / now.
4 Peter / enjoy / watch / football matches on TV / on Saturdays.
5 She / seem / be / much happier / now.
6 My parents / want / move / to a bigger city / soon.
7 I / not mind / work overtime / next week.
8 She / suggest / wait / a bit longer / for them.

3 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania? Dodaj dopełnienie tam, gdzie to konieczne. Zapisz odpowiedzi w zeszycie.

1 He invited *me to make* (make) a speech, but I was too nervous to do it.
2 I told ? (not/do) it, but she didn't listen to me.
3 Can I be of any help? Let ? (carry) your books to the classroom.
4 I think she should consider ? (change) her job.
5 I hoped ? (stay) with them longer, but my father asked me to come back home.
6 Anna avoids ? (drive) at night because she can't see very well in the dark.
7 We decided ? (spend) five days in Paris.
8 They were upset because the teacher made ? (stay) after school.

4 Odpowiedz na pytania, używając czasowników w nawiasach. Zapisz odpowiedzi w zeszycie.

1 Why don't you want to go to the theatre with us? (NOT/LIKE)
I don't like going to the theatre.
2 Why are you on your own most of the time? (ENJOY)
3 Why don't you go on holiday to New Zealand? (AFFORD)
4 Why doesn't he visit his relatives? (CAN'T STAND)
5 Why don't you watch this documentary with me? (NOT/WANT)
6 Why do they play football instead of basketball? (PREFER)
7 Why don't you revise before the final test? (NOT/NEED)
8 Why don't you have dinner with us tomorrow? (WOULD LOVE)
9 Why does Barbara always do the washing-up? (NOT/MIND)
10 Why don't you go to the swimming pool with us? (HATE)
11 Why do you spend all the time studying? (HOPE)
12 Why isn't Olivia going horse-riding with us this weekend? (CAN'T)

5 Dokończ zdania w logiczny i gramatycznie poprawny sposób. Użyj właściwych form czasowników. Zapisz odpowiedzi w zeszycie.

1 Would you ever consider *moving to a foreign country*?
2 When I was fifteen, my parents didn't let ?.
3 I'm trying to concentrate on my work. Could you please stop ??
4 The teachers in our school don't allow ?.
5 After finishing my studies, I'm planning ?.
6 I had several New Year's resolutions last year. I decided ?.
7 What you said to Gloria was very rude. I think you should ?.
8 The exam was really difficult. How did you manage ??
9 When I was a child, my mother made ?.
10 My best friend failed his driving test again. I advised ?.
11 Sam looked very sad, so I invited ?.
12 As there was nothing interesting on TV, my brother suggested ?.

WYPOWIEDŹ NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO

6 Zapoznaj się z zadaniem. Jakie formy czasowników w nawiasach poprawnie uzupełniają wypowiedź ucznia?

Popatrz na zdjęcia 1., 2. i 3. W czasie pobytu w Londynie chcesz udać się do galerii sztuki lub muzeum.
Ze względu na ograniczenia czasowe możesz spędzić tylko trzy godziny w jednym z poniżej przedstawionych miejsc.

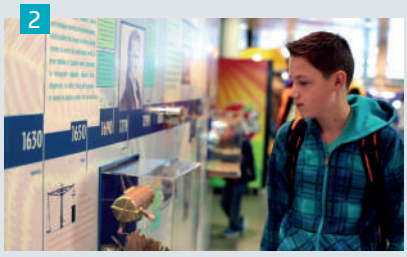
- Wybierz muzeum, które najbardziej cię interesuje, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

I think I'd like [1] *to visit* (visit) the Science Museum presented in picture 2. It seems [2] ? (be) the most attractive place out of the three for me. I've always liked Science as a school subject and as a child I even wanted [3] ? (become) a nuclear scientist. I've also heard that the Science Museum in London is very interesting and one of my English friends agreed [4] ? (take) me there one day.
I wouldn't mind [5] ? (go) to the Natural History Museum, but this would certainly be my second choice. I've already been to museums of that kind several times, so while in London I would prefer [6] ? (see) something else.
I wouldn't even consider [7] ? (spend) three hours in an art gallery. I have never been keen on art, so I try to avoid [8] ? (visit) places like that as much as possible. My sister once made me [9] ? (accompany) her to the Museum of Modern Art and I didn't like it at all. Fortunately, she promised [10] ? (not/force) me to go with her again!

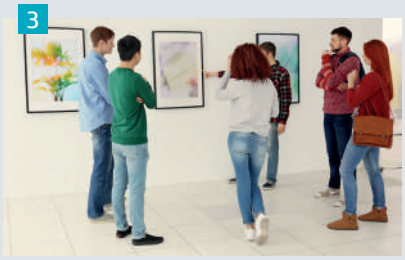
1



2



3



7 Jakie formy czasowników w nawiasach poprawnie uzupełniają zdania? R

1 The two sportsmen denied *using* (use) performance-enhancing drugs.
2 To be honest, I'd prefer ? (discuss) it with you in more detail before making a final decision.
3 His mother made him ? (write) thank-you notes on all occasions.
4 Do you happen ? (know) what time the staff meeting starts?
5 I saw somebody ? (break into) our house and started screaming.

8 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.

1 I think you should apologise to Mr Perkins for your disrespectful comments. HAD
I think you *had better apologise* to Mr Perkins for your disrespectful comments.
2 I'm sorry, but you have not been shortlisted for this post. REGRET
I ? you have not been shortlisted for this post.
3 I think it would be a good idea to remind them of the meeting. SUGGEST
I ? of the meeting.
4 I don't want to go out tonight. FANCY
I ? tonight.
5 Nobody managed to meet the deadline for the project. SUCCEEDED
Nobody ? the deadline for the project.
6 I don't have any hope that they will be reunited in the near future. NO
There's ? reunited in the near future.

9 Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.

1 When my mother comes to visit me, she always *insists on me eating more* (*nalega, żebym jadł więcej*) vegetables.
2 Would you mind ? (*skontaktować się z nami*) via email with information including your username and browser?
3 Ian forgot ? (*zamknąć drzwi na klucz*) when he left for school this morning.
4 Our French teacher recommended ? (*żebyśmy powtórzyli słownictwo*) before the test on Friday.

▶ TABELE STR. 328–329

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.

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.

▶ TABELE STR. 328–329

1 Połącz każdy czasownik złożony z jego definicją i zapisz odpowiedzi w zeszycie.

1 give up *h*
2 turn down ?
3 find out ?
4 look after ?
5 call off ?
6 break up ?
7 come up with ?
8 fill in ?
9 hang out ?
10 put up with ?

a cancel
b think of something, create
c reduce the volume
d end a relationship
e tolerate
f take care of
g discover
h stop doing something
i complete
j spend time

2 Użyj niektórych czasowników złożonych z ćwiczenia 1 w poniższych zdaniach. Zapisz odpowiedzi w zeszycie.

1 She's allergic to dogs, so we can't ask her to *look after* Harvey when we go on holiday.
2 Please ? this form and sign it at the bottom.
3 I must admit I didn't think Jim would ? such a brilliant idea.
4 They had to ? the match because the pitch was too wet.
5 She used to be a very keen basketball player, but she was forced to ? playing after her back injury.
6 Where do you usually ? with your friends?
7 I can't ? this noise any more! Could you please ? that music?

3 Zastąp wyrazy w nawiasach czasownikiem złożonym w odpowiedniej formie. Pierwsze litery zostały podane. Zapisz odpowiedzi w zeszycie.

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? u? w? (stay at the same speed as) his older friends.
3 Matthew sometimes f? o? (have an argument) with his girlfriend, but they make up very quickly.
4 We brought our grandmother some flowers to c? her u? (make her feel happier).
5 Emma finally g? o? (recover) the cold that she had had for almost two weeks.
6 It would be great if you could d? us o? (leave us) just in front of the train station.

4 Zastąp wyrazy w nawiasach czasownikiem złożonym w odpowiedniej formie. Dodaj inne słowa, jeśli jest to potrzebne. Zapisz odpowiedzi w zeszycie. R

1 I *ran into* (meet by chance) an old friend of mine yesterday and we managed to catch up on all our news.
2 We had a lot of options to choose from, but we finally ? (reduce the number of possibilities) to three.
3 It seems to me that a lot of customers are willing to ? (get rid of) cash altogether.
4 The new TV series didn't ? (become popular) at first, but it soon became an absolute sensation.
5 My car has been ? (cause difficulties) again, I'll need to have it checked by a mechanic.
6 How much money do you think you could ? (manage to survive) on?
7 She ? (say something without thinking) her real name without realising she was supposed to keep it a secret.

5 Przekształć zdania, używając wyrazów zapisanych wielkimi literami tak, aby zachować znaczenie zdań wyjściowych. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Zapisz odpowiedzi w zeszycie.

1 You can stay with me if you decide to come to Warsaw next weekend. PUT
I *can put you up* if you decide to come to Warsaw next weekend.
2 John persuaded me to sign up for a half marathon to raise money for charity. INTO
John ? for a half marathon to raise money for charity.
3 As it was the man's first speeding offence, the police officer only gave him a warning. OFF
As it was the man's first speeding offence, he ? by the police officer with a warning.
4 On the way to the airport, I suddenly realised that I had left my passport at home. DAWNED
On the way to the airport, it ? that I had left my passport at home.
5 My father has always been my role model. LOOKED
I ? my father.
6 Sam couldn't come to your party because he caught the flu. DOWN
Sam ?, which meant he couldn't come to your party.

INVERSION AFTER NEGATIVE ADVERBIALS | INWERSJA Z PRZYSŁÓWKAMI PRZECZĄCYMI

Inwersję w języku angielskim stosujemy w języku bardziej oficjalnym, przeważnie pisanym, a jej celem jest podkreślenie efektu retorycznego zdania. Inwersja zwykle nie występuje w potocznym języku mówionym.

W zdaniach z przysłówkami przeczącymi (*never, rarely, seldom, hardly, barely, scarcely, no sooner*), wyrażeniem *only* w połączeniu z określeniem czasu (*only after, only by, only when, only if, only later, only then*), zwrotami zawierającymi *no* lub *not* (*under no circumstances, on no condition, on no account, at no time, in no way, not until, not only*) oraz przysłówkiem *little* inwersji używamy, jeśli wyrażenia te występują na początku zdania. Dokonujemy wtedy zmiany szyku wyrazów w zdaniu:

I have never heard such a pathetic excuse. → ***Never** have I heard such a pathetic excuse.*

He didn't only behave rudely, he humiliated her in front of her friends as well. → ***Not only** did he behave rudely, but he humiliated her in front of her friends as well.*

They didn't know that the case was to be withdrawn. → ***Little** did they know that the case was to be withdrawn.*

NEVER/RARELY/SELDOM

Inwersja z tymi przysłówkami często występuje w zdaniach w czasie Present Perfect lub Past Perfect, a także z czasownikami modalnymi *can* i *could*:

***Never** have I encountered such joy among people living in such difficult circumstances.*

***Rarely** could I mention the subject without having to explain it in detail.*

***Seldom** had we had a chance to sit down and rest.*

HARDLY / BARELY / SCARCELY / NO SOONER

Przysłówki te odnoszą się do wydarzeń, które występowały w przeszłości jedno po drugim (w bardzo krótkim odstępie czasu). Inwersja z tymi przysłówkami zwykle występuje w zdaniach w czasie Past Perfect, a także Past Simple (w przypadku *no sooner*).

W zdaniach z przysłówkami *hardly*, *barely*, *scarcely* używamy słowa *when*, a z przysłówkiem *no sooner* – słowa *than*:

***Hardly** had they started to settle down **when** the war broke out.*

***Barely** had I regained my composure **when** a stranger broke into our house.*

***Scarcely** had we taken our seats **when** the room was plunged into darkness.*

***No sooner** did we sit down at the table **than** my sister began texting her friends.*

ONLY

W zdaniach z inwersją *only* występuje w połączeniu z innymi przysłówkami. Najczęściej używanym czasem w takich zdaniach jest czas Past Simple. W zdaniach z *only after, only by, only when* i *only if* inwersja występuje w zdaniu głównym:

***Only by** holding to his seat with both hands did he manage to keep his balance.*

***Only if** your parents agreed would I try to teach you to drive.*

***Only later** did I realise I had told nobody where I was going.*

***Only then** did I notice that my leg was covered with blood.*

Jeśli po *only* na początku zdania występuje podmiot, inwersji nie stosujemy. *Only* oznacza wtedy „jedynie, tylko":

***Only Pete** came to our rescue when we needed it most.*

***Only you** saw how much time I needed.*

WYRAŻENIA Z *NO/NOT*

Inwersję stosujemy też z wyrażeniami z *no* oraz *not*: *under no circumstances* (w żadnych okolicznościach, w żadnym wypadku), *on no condition* (pod żadnym warunkiem), *on no account* (pod żadnym pozorem, w żadnym razie), *at no time* (w żadnym momencie), *in no way* (w żaden sposób), *not only* (nie tylko), *not until* (dopiero):

***Under no circumstances** are you allowed to share your password with other people.*

***On no account** must you lean out of the windows.*

***At no time** were we made aware that we were in violation of any laws.*

***Not only** did she play a flawless game – she won it!*

W zdaniach z *not until* inwersja występuje w zdaniu głównym:

***Not until** it happened did I realise that it could happen to anyone at any time.*

LITTLE

W zdaniach z inwersją przysłówek *little* na początku zdania ma znaczenie negatywne lub ograniczające:

***Little** did she understand what was going on. = She didn't really understand what was going on.*

***Little** does the president realise the importance of his decision for the future. = The president doesn't really realise the importance of his decision for the future.*

W zdaniach tego typu *little* używa się często z następującymi czasownikami: *know, understand, realise, suspect.*

SO MUCH, SO, SUCH + THAT

Inwersję stosujemy też w zdaniach ze spójnikiem ***so much*** + *that* lub konstrukcjami ***so +*** przymiotnik/przysłówek + *that* oraz ***such*** + (przymiotnik) + rzeczownik + *that*:

So much *was she impressed with the city* ***that*** *she decided to move there.*

So *interesting was his speech about the negative consequences of power* ***that*** *I really want to read more about it.*

Such *was Tom's surprise* ***that*** *he was speechless for several minutes.*

INVERSION IN CONDITIONALS | INWERSJA W ZDANIACH WARUNKOWYCH

Inwersję możemy także zastosować w trzech rodzajach zdań warunkowych. W każdym z nich pominięte wtedy zostaje słowo *if*, a samo zdanie brzmi dużo bardziej oficjalnie:

- zdania z ***should***:
  If you need any assistance with this process, please contact Customer Service. → ***Should you need any assistance*** *with this process, please contact Customer Service.*
- zdania z ***were***:
  If she were my child, I wouldn't tolerate that behaviour for an instant. → ***Were she my child***, *I wouldn't tolerate that behaviour for an instant..*
- zdania z ***had***:
  If I had considered my options more carefully, I wouldn't have made such a bad decision. → ***Had I considered*** *my options more carefully, I wouldn't have made such a bad decision.*

Formy *had not* w zdaniach z inwersją nie można skracać:

If they hadn't made the changes they promised, I would have left the company. → ***Had they not made*** *the changes they promised, I would have left the company.* – NIE: ~~*Hadn't they made the changes they promised, I would have left the company.*~~

OTHER EMPHATIC STRUCTURES | INNE WYRAŻENIA EMFATYCZNE

Aby wzmocnić przekaz zdania, używamy także następujących struktur:

- ***do/does/did*** + **bezokolicznik** bez ***to***

Konstrukcję tę stosujemy w zdaniach w czasie Present Simple, Past Simple oraz w trybie rozkazującym:

I ***do*** *love you. = I really love you.*

He ***did*** *promise to do some housework. = He really promised to do some housework.*

Do *come in and meet everyone. = I really want you to come in and meet everyone.*

- zdania z ***what***

Playing basketball makes me happy. → ***What*** *makes me happy is playing basketball. / Playing basketball is* ***what*** *makes me happy.*
(nacisk na podmiot zdania: *playing basketball*)

He loves parachuting. → ***What*** *he loves doing is parachuting.* lub *Parachuting is* ***what*** *he loves doing.*
(nacisk na dopełnienie: *parachuting*)

- ***It is/was ... who/which/that***

Robert ate my lunch. → ***It was Robert who/that*** *ate my lunch.* (nacisk na podmiot zdania: *Robert*)

Robert ate my lunch. → ***It was my lunch that/which*** *Robert ate.* (nacisk na dopełnienie: *my lunch*)

- ***The problem / The main point is that ...***

The problem is that *we can't really afford this house.*

The main point is that *by using the same words you are not expanding your vocabulary.*

- ***All/The only thing ... is/was*** + rzeczownik

All *I need* ***is*** *some peace and quiet.*

The only thing *I feared* ***was*** *a car accident.*

- ***All I do/did ... is was*** + ***(to)*** + bezokolicznik

All he does is (to) stare *out of the window.*

All I did was (to) give *her an encouraging smile.*

- zdania wykrzyknikowe z ***how*** i ***what***

How *nice of you to come!*

How *generous of him to pay for everybody!*

What *a fantastic surprise!*

What *delicious meals she prepares!*

1 **Które formy czasowników poprawnie uzupełniają zdania?**

1 No sooner *we had opened* / *had we opened* the gate than a photographer started snapping pictures.
2 Only Caroline *knew* / *did know* the departure time of our train.
3 Little *we realised* / *did we realise* how magnificent the scenery would be.
4 Seldom *I see* / *do I see* Martha and Christopher together these days.
5 *They were* / *Had they been* so rude to me, I would have talked to their parents.
6 *Have we never* / *We have never* faced such big difficulties before.
7 At no time *they appeared* / *did they appear* concerned or worried.
8 My younger sister does *enjoy* / *enjoys* parties.

2 **Zapisz w zeszycie poprawne tłumaczenia fragmentów podanych w nawiasach.**

1 Had *I been able to pay* (*gdybym zdołała zapłacić*) all the bills last week, I wouldn't have asked you to do that for me.
2 Only then ? (*zorientowałem się*) that I had dialled the wrong number.
3 What ? (*lubimy robić latem to*) sunbathing on the beach.
4 ? (*W żadnym wypadku*) can we be held responsible for the weather conditions.
5 Not until much later ? (*byłem w stanie docenić*) my best friend's loyalty and constant support.
6 In no way ? (*mogliśmy zrozumieć*) what he was talking about.
7 Barely ? (*przestałam się śmiać*) when she told us another joke.
8 Hardly ? (*Barbara dotarła na szczyt góry*) when it started to rain.
9 ? (*Dopiero kiedy było już późno przypomniałem sobie*) to call my mum.
10 ? (*Problem polega na tym, że*) I haven't received any reply to my email.

3 **Czytasz instrukcje dotyczące ważnego egzaminu przeprowadzanego w formie pisemnej. Jakie wyrazy poprawnie je uzupełniają?**

1 *Should* you have any questions about the test, raise your hand.
2 ? no circumstances can you use your mobile or other electronic devices during the exam.
3 Not ? an examiner tells you can you start the exam.
4 At ? time during the exam are you allowed to talk to other students.
5 ? no account must you leave the examination room before the exam is finished.

4 **Przekształć zdania, używając podanych początków i zakończeń tak, aby zachować znaczenie zdań wyjściowych. Zapisz odpowiedzi w zeszycie.**

1 I only then realised that I had left my passport in the hotel.
Only then *did I realise that I had left my passport* in the hotel.
2 The moment I stopped thinking about Dave I bumped into him in the town centre.
No sooner ? into him in the town centre.
3 Paul wasn't aware at any time that we were going to buy him a farewell gift.
At no ? we were going to buy him a farewell gift.
4 I seldom speak English.
Hardly ? English.
5 Anna cheated during the History exam.
It ? during the History exam.
6 If you'd told me the truth, I wouldn't have blamed her.
Had ? blamed her.
7 He left his wallet behind and he also lost his mobile phone.
Not ? his mobile phone.
8 My boyfriend loves abseiling.
Abseiling ? doing.
9 I only asked one simple question.
All ? one simple question.

5 **Jakie wyrazy poprawnie uzupełniają tekst?**

No sooner [1]*had* I started preparing for my driving test [2]? I realised how challenging it was going to be for me. Not only [3]? I have problems with the practical test, but I also struggled with the theory.
I passed my theoretical test at the fifth attempt. [4]? then was I allowed to book my practical driving test. This turned out to be even harder! Little [5]?
I know that on top of driving independently I was supposed to answer two safety questions. It was this part of the test [6]? proved to be my downfall on two occasions. The next three tests seemed to be going well until I committed one dangerous fault at the very end of each drive. [7]? annoying! I was almost there.
In the next test, I was failed for not completing one of the manoeuvres safely. Not [8]? I took the practical test for the tenth time [9]? I able to convince the examiner that I could drive safely and I was not a danger to other road users. All in all, it took ten attempts in six months to get my driving licence. [10]? I known it was going to be so difficult, I would have booked more driving lessons in the first place.

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, 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 / we / you / they did. / No, you / I / he / she / it / we / you / 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.	

ZAIMKI OSOBOWE, PRZYMIOTNIKI I ZAIMKI DZIERŻAWCZE, ZAIMKI ZWROTNE

Zaimek osobowy podmiotu	Zaimek osobowy dopełnienia	Przymiotnik dzierżawczy (z rzeczownikiem)	Zaimek dzierżawczy (bez rzeczownika)	Zaimek zwrotny
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	its	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

ZAIMKI WSKAZUJĄCE, PYTAJĄCE, WZGLĘDNE I WZAJEMNE

Wskazujące		Pytające	Względne	Wzajemne
Liczba pojedyncza	**Liczba mnoga**			
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where	each other one another

LICZEBNIKI

Liczebniki: 1–100

Liczebnik główny	Liczebnik porządkowy	Liczebnik główny	Liczebnik porządkowy
1 – one	1st – first	20 – twenty	20th – twentieth
2 – two	2nd – second	21 – twenty-one	21st – twenty-first
3 – three	3rd – third	22 – twenty-two	22nd – twenty-second
4 – four	4th – fourth	23 – twenty-three	23rd – twenty-third
5 – five	5th – fifth	24 – twenty-four	24th – twenty-fourth
6 – six	6th – sixth	25 – twenty-five	25th – twenty-fifth
7 – seven	7th – seventh	26 – twenty-six	26th – twenty-sixth
8 – eight	8th – eighth	27 – twenty-seven	27th – twenty-seventh
9 – nine	9th – ninth	28 – twenty-eight	28th – twenty-eighth
10 – ten	10th – tenth	29 – twenty-nine	29th – twenty-ninth
11 – eleven	11th – eleventh	30 – thirty	30th – thirtieth
12 – twelve	12th – twelfth	40 – forty	40th – fortieth
13 – thirteen	13th – thirteenth	50 – fifty	50th – fiftieth
14 – fourteen	14th – fourteenth	60 – sixty	60th – sixtieth
15 – fifteen	15th – fifteenth	70 – seventy	70th – seventieth
16 – sixteen	16th – sixteenth	80 – eighty	80th – eightieth
17 – seventeen	17th – seventeenth	90 – ninety	90th – ninetieth
18 – eighteen	18th – eighteenth	100 – one/a hundred	100th – hundredth
19 – nineteen	19th – nineteenth	101 – one/a hundred **and** one	101st – hundred and first

Przykładowe liczebniki główne powyżej 100

1,000 – one/a thousand

3,555 – three thousand, five hundred **and** fifty-five

56,223 – fifty-six thousand, two hundred **and** twenty-three

725,000 – seven hundred **and** twenty-five thousand

1,000,000 – one/a million

1,000,000,000 – one/a billion

Infinitive	Past Simple	Past Participle	
be /biː/	was /wɒz/ were /wɜː/	been /biːn/	*być*
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	*stać się*
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/	*zacząć*
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	*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 /'tʃəʊzn/	*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 /'drɪvn/	*prowadzić samochód*
eat /iːt/	ate /eɪt/	eaten /'iːtn/	*jeść*
fall /fɔːl/	fell /fel/	fallen /'fɔːln/	*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 /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/	*zapomnieć*
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvn/	*wybaczyć*
get /get/	got /gɒt/	got /gɒt/	*dostać*
give /gɪv/	gave /geɪv/	given /'gɪvn/	*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 /'hɪdn/	*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 /'rɪdn/	*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 /'spəʊkən/	*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 /'stəʊlən/	*ukraść*
swim /swɪm/	swam /swæm/	swum /swʌm/	*płynąć*
take /teɪk/	took /tʊk/	taken /'teɪkən/	*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 /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/	*rozumieć*
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	*obudzić się*
wear /weə/	wore /wɔː/	worn /wɔːn/	*nosić*
win /wɪn/	won /wʌn/	won /wʌn/	*wygrać*
write /raɪt/	wrote /rəʊt/	written /'rɪtn/	*pisać*

PROŚBA O POWTÓRZENIE

Excuse me / Sorry, could you repeat that, please? *Przepraszam, czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powtórzyć?*

Could you say that again, please? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powtórzyć?*

I'm sorry, I didn't hear/catch that. *Przepraszam, nie usłyszałem/usłyszałam.*

Pardon? *Słucham?*

PROŚBA O WYJAŚNIENIE

Could you explain this word to me? *Czy mógłbyś/ mogłabyś / mógłby pan / mogłaby pani wytłumaczyć mi, co to słowo znaczy?*

Sorry, what does 'scrumptious' mean? *Przepraszam, co znaczy „scrumptious"?*

Could you tell me what that means? *Czy mógłbyś/mogłabyś / mógłby pan / mogłaby pani powiedzieć, co to znaczy?*

I don't know what that means. *Nie wiem, co to znaczy.*

I'm not sure I understand. *Nie jestem pewien/pewna, czy rozumiem.*

I'm sorry, I don't quite see / I'm not sure what you mean. *Przepraszam, chyba nie do końca rozumiem, co masz / ma pan/pani na myśli.*

What (exactly) do you mean? *Co (dokładnie) masz / ma pan/ pani na myśli?*

Do you mean ...? *Czy masz / ma pan/pani na myśli...?*

ZASTANAWIANIE SIĘ I GRANIE NA CZAS

That's a good / an interesting question. *Dobre/Interesujące pytanie.*

That's quite a tough question. *To trudne pytanie.*

Let me see ... *Niech pomyślę...*

I suppose ... *Przypuszczam, że...*

Let me think (about that for a moment). *Niech się zastanowię (nad tym przez chwilę).*

It's hard to say, really. *Trudno powiedzieć.*

ROZMOWA Z ODGRYWANIEM ROLI

ROZPOCZYNANIE ROZMOWY

Have you got a minute? *Masz chwilę?*

I wanted to talk to you about ... *Chciałbym/Chciałabym z tobą porozmawiać o...*

We've got to talk about ... *Musimy porozmawiać o...*

We need/have to discuss ... *Musimy omówić...*

Can we talk about ...? *Czy możemy porozmawiać o...?*

Shall we talk about ...? *Porozmawiamy o...?*

OBJAŚNIANIE

I mean ... *Mam na myśli, że...*

What I mean is ... *Chodzi mi o to, że...*

What I meant was ... *Chodziło mi o to, że...*

What I'm trying to say is ... *Chcę powiedzieć, że...*

Well, the thing is ... *Chodzi o to, że...*

Let me put it another way. *Ujmę to w inny sposób.*

In other words, ... *Innymi słowy...*

WYMIENIANIE ARGUMENTÓW

For a start, / To begin with, ... *Na początek...*

First of all, ... *Przede wszystkim...*

What's more, ... *Ponadto / Co więcej...*

PYTANIE O RADĘ

Could you give me some advice? *Możesz mi coś doradzić?*

What's your advice? *Co mi radzisz?*

What do you think I should / ought to do? *Co twoim zdaniem powinienem/powinnam zrobić?*

Should I ...? *Czy powinienem/powinnam...?*

Do you think it's a good idea to ...? *Myślisz, że... to dobry pomysł?*

UDZIELANIE RAD

If I were you, I'd / I wouldn't ... *Na twoim miejscu...*

I (don't) think you should ... *Myślę, że (nie) 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 I ODPOWIEDZI NA PYTANIA

OPISYWANIE ILUSTRACJI

In the photo, I can see / there is/are ... *Na zdjęciu widzę/jest/są...*

The image shows/depicts ... *Zdjęcie przedstawia...*

On the right/left, ... *Po prawej/lewej stronie...*

On the right-hand/left-hand side, ... *Po prawej/lewej stronie...*

At the bottom/top, ... *Na górze/dole...*

In the bottom left-hand corner, ... *W lewym górnym rogu...*

In the foreground/background, ... *Na pierwszym planie / W tle...*

In the middle, ... *W środku...*

In front of ... / Behind ... / Next to ... *Przed... / Za... / Obok...*

In the distance, ... / On the horizon, ... *W oddali... / Na horyzoncie...*

WYRAŻANIE PRZYPUSZCZENIA

I (don't) think ... *(Nie) sądzę...*

It's probably ... *To jest prawdopodobnie...*

It's likely to be ... *To prawdopodobnie...*

I imagine ... *Przypuszczam, że...*

Maybe/Perhaps it's ... *Być może to...*

Judging by ..., I'd say ... *Sądząc po..., powiedziałbym/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 I ODPOWIEDZI NA PYTANIA

OMÓWIENIE ZAPROPONOWANYCH OPCJI

The (three) photos show/depict ... *Na tych (trzech) zdjęciach pokazane są...*

I can see (three different) ... *Widzę (trzy różne)...*

We've got (two posters) to choose from. *Mamy do wyboru (dwa plakaty).*

So, the (three) options here are ... *(Trzy) propozycje, które mamy, to...*

WYBÓR I JEGO UZASADNIENIE

I think I'd choose ... because ... *Myślę, że wybrałbym/wybrałabym..., ponieważ...*

(Picture one) seems to be the best option because ... *(Pierwsze zdjęcie) wydaje się najlepszą propozycją, ponieważ...*

If I had to choose one of these options for ..., I'd go for ... because ... *Gdybym musiał/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...*

PODZIĘKOWANIA

I'm writing to thank you for ... *Piszę, aby Ci/Panu/Pani podziękować za...*

I just wanted to say thank you for ... *Chciałem/Chciałam Ci/Panu/Panu tylko podziękować za...*

It's very nice/kind/good of you to ... *To bardzo uprzejme z Twojej/Pana/Pani strony, że...*

It was so/really/very kind of you to ... *To było bardzo uprzejme z Twojej/Pana/Pani strony, że...*

I'm very grateful (to you) for ... *Jestem (Ci/Panu/Pani) bardzo wdzięczny/wdzięczna za...*

I really appreciate ... *Naprawdę doceniam...*

Thanks again for ... *Jeszcze raz dzięki za...*

Many thanks for ... *Wielkie dzięki za...*

PROŚBY

I have a favour to ask. *Chciałbym/Chciałabym prosić o 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 really appreciate it / I'd be grateful if you could ... *Byłbym/Byłabym bardzo wdzięczny/wdzięczna, gdybyś mógł/mogła...*

Of course, I can do that for you. *Oczywście, mogę to dla Ciebie zrobić.*

I'd be delighted/happy to help you out. *Bardzo chętnie Ci pomogę.*

Sure, no problem. *Jasne, nie ma sprawy.*

I'm (really) sorry, but I can't / won't be able to ... *(Bardzo) mi przykro, ale nie mogę / nie będę w stanie...*

I'd rather not ... *Wolałbym/Wolałabym nie...*

I'd love to, but ... *Bardzo bym chciał/chciała, ale...*

PRZEPROSINY

I apologise / Apologies for ... *Przepraszam za...*

I'm very sorry about ... *Bardzo mi przykro z powodu...*

I'm really sorry that ... *Bardzo mi przykro, że...*

Please accept my apologies ... *Proszę przyjąć moje przeprosiny...*

Sorry I didn't write earlier, but I ... *Przepraszam, że nie pisałem/pisałam wcześniej, ale...*

Sorry I haven't written for so long. / Sorry for not writing for so long. *Przepraszam, że tak długo nie pisałem/pisałam.*

GRATULACJE I ŻYCZENIA

Congratulations on ... *Gratulacje z okazji...*

I'd like to congratulate you on ... *Chciałbym/Chciałabym Ci pogratulować...*

Best of luck / Good luck with ... *Powodzenia w...*

All the best / Warmest wishes *Najlepsze życzenia*

PROPONOWANIE

Maybe I could ... *A może mógłbym/mogłabym...*

Perhaps we could ... *A może moglibyśmy/mogłybyśmy...*

What/How about ...? *A gdyby tak...?*

Why don't we ...? *A może byśmy...?*

Shall we ...? *Może...?*

ZAPROSZENIA

Are you free on ...? *Masz czas w...?*

Are you doing anything on ...? *Masz plany na...?*

Would you like to ...? *Chciałbyś/Chciałabyś...?*

Do you fancy ...? *Masz ochotę...?*

I'd like to invite you to ... *Chciałbym/Chciałabym Cię zaprosić na/do...*

Would you like to come? *Chciałbyś/Chciałabyś przyjść?*

Do you think you'll be able to come? *Myślisz, że będziesz mógł/mogła przyjść?*

I'd love it / I'd be delighted / It would be great if you could ... *Bardzo bym się cieszył/cieszyła / Byłoby wspaniale, gdybyś mógł/mogła...*

I (really) hope you can make it. *(Naprawdę) mam nadzieję, że uda Ci się przyjść.*

(Of course,) I'll (definitely) come to ... *(Oczywiście), (na pewno) przyjdę na...*

I'm delighted to accept your invitation. *Z przyjemnością przyjmę zaproszenie.*

I'm (really) looking forward to it. *Bardzo się na to cieszę.*

I'd really love to come, but ... *Bardzo bym chciał/chciała przyjść, ale...*

It's really nice of you, but ... *To bardzo miło z Twojej strony, ale...*

I'm really sorry, but I'm afraid I can't make it. *Bardzo mi przykro, ale niestety nie dam rady.*

Unfortunately, I won't be able to ... *Niestety nie będę w stanie...*

PYTANIE O RADĘ I UDZIELANIE RAD

What do you think I should do? *Co Twoim/Waszym zdaniem powinienem/powinnam zrobić?*

What would you do if you were me? *Co byś zrobił/zrobiła / byście zrobili/zrobiły na moim miejscu?*

What advice would you give me? *Co byś mi radził/radziła / byście mi radzili/radziły?*

Have you any tips on ...? *Czy masz/macie jakieś wskazówki dotyczące...?*

You (definitely) should/shouldn't ... *(Zdecydowanie) powinienieś/powinnaś / nie powinienieś/powinnaś...*

One thing you could do is ... *Jedno, co mógłbyś/mogłabyś zrobić, to...*

Another thing to do is ... *Możesz też...*

A useful tip / good idea is to ... *Dobrym pomysłem jest...*

I'd suggest/recommend ... *Sugerowałbym/Sugerowałabym...*

If I were you, I'd ... *Na Twoim miejscu...*

Why don't you ...? *A może byś...?*

INSTRUKCJE I WSKAZÓWKI

First, ... Then ... Next, ... After that, ... Now ... Finally, ... *Najpierw... Potem... Następnie... Później... Teraz... Na koniec...*

Try to ... *Spróbuj...*

Check / Make sure that ... *Sprawdź, czy... / Upewnij się, że...*

Remember (not) to ... *Pamiętaj, żeby (nie)...*

Be careful (not) to ... *Uważaj, żeby (nie)...*

It's important (not) to ... *Ważne, żeby (nie)...*

It's not/never a good idea to ... *Nie jest dobrym pomysłem..., żeby...*

It's better to ... *Lepiej jest...*

If that doesn't work, try ... *Jeśli to nie zadziała, spróbuj...*

OPISYWANIE PLANÓW, NADZIEI I MARZEŃ

I'm going to ... / I'm about to ... / I've decided to ... *Zamierzam... / Właśnie mam... / Postanowiłem/Postanowiłam...*

I'm planning to ... / I'm thinking of ... *Zamierzam... / Myślę o...*

I think I'll ... / I might ... *Myślę, że... / Być może...*

I'm not (totally) sure, but ... *Nie jestem (całkiem) pewny/pewna, ale...*

As long as / Provided that ..., I'll ... *Jeśli / Pod warunkiem, że..., to...*

At first, I was thinking about ..., but ... *Początkowo myślałem/myślałam o/, żeby..., ale...*

My initial plan was to ..., but ... *Pierwotnie zamierzałem/zamierzałam..., ale...*

I couldn't decide between ... and ... *Nie mogłem/mogłam się zdecydować na wybór między... a...*

I'm hoping to ... *Mam nadzieję...*

I'd (really) like/love to ... *Bardzo bym chciał/chciała...*

I'm (so/really) looking forward to ... *(Bardzo) cieszę się na...*

My heart is set on ... / I've always dreamt of ... *Zawsze marzyłem/marzyłam o...*

RELACJONOWANIE WYDARZEŃ

One day, ... *Pewnego dnia...*

It was/happened (some time ago / a long time ago / about a month ago / last year). *To było / się wydarzyło (jakiś czas temu / dawno temu / mniej więcej miesiąc temu / w zeszłym roku).*

As/While (I was waiting for) ... *Kiedy (czekałem/czekałam na)...*

First, ... and then ... *Najpierw..., a potem...*

Finally, ... *W końcu...*

As soon as ... *Kiedy tylko...*

After a little while, ... *Po krótkiej chwili...*

At that moment, ... *W tym właśnie momencie...*

Just then, ... *Dokładnie wtedy...*

Suddenly, / All of a sudden, ... *Nagle...*

Fortunately/Unfortunately, ... *Na szczęście / Niestety...*

It was a (pleasant/tiring) experience. *To było (przyjemne/męczące) doświadczenie.*

I'll never forget ... *Nigdy nie zapomnę...*

PRZEDSTAWIANIE ZALET I WAD

One point in favour of ... is ... *Jednym argumentem na korzyść... jest...*

Another argument in (its) favour is ... *Innym argumentem na (jego) korzyść jest...*

The main benefit/advantage of ... is ... *Główną zaletą... jest...*

On the plus side, ... *Na korzyść można zaliczyć to, że...*

The main drawback/disadvantage of ... is ... *Główną wadą... jest...*

The downside of ... is ... *Minusem... jest...*

Another thing I don't like about it is ... *Kolejną rzeczą, która mi się w tym nie podoba, jest...*

Another negative aspect is ... *Inny negatywny aspekt to...*

PREFERENCJE

I prefer ... *Wolę...*

I'd (much) rather go for ... *(Zdecydowanie) wybrałbym/wybrałabym...*

The reason I prefer this is ... *Powodem, dla którego wolę to, jest...*

I think it's better because ... *Myślę, że to jest lepsze, ponieważ...*

I can see advantages and disadvantages to both options, but ... *Dostrzegam zalety i wady obu opcji, ale...*

Which one do you prefer / like better? *Który/Którą/Które Ty wolisz?*

Would you rather ... or ...? *Wolałbyś/Wolałabyś... czy...?*

Do you have any preference? *Masz jakieś preferencje?*

ELEMENTY RECENZJI

It's well worth seeing/reading. *Naprawdę warto go/ją/to obejrzeć/przeczytać.*

I recommend it to anyone who likes ... *Polecam go/ją/to każdemu, kto lubi...*

I was impressed by ... *Byłem/Byłam pod wrażeniem...*

Don't miss it. *Nie przegap go/jej/tego.*

I have mixed feelings about ... *Mam mieszane uczucia, jeśli chodzi o...*

I wouldn't recommend it because ... *Nie poleciłbym/poleciłabym go/jej/tego, ponieważ...*

Don't waste your time or money on ... *Nie trać czasu ani pieniędzy na...*

LISTY FORMALNE

ZWROTY GRZECZNOŚCIOWE OTWIERAJĄCE I ZAMYKAJĄCE LIST

Dear Sir or Madam, *Szanowni Państwo!*

Dear Editor/Mayor, *Szanowny Panie Redaktorze/Burmistrzu / Szanowna Pani Redaktor/Burmistrz!*

Dear Mr/Mrs/Miss/Ms Campbell, *Szanowny Panie Campbell / Szanowna Pani Campbell!*

(Dla 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...?*

Might I suggest that you consider ...? *Czy mogę zasugerować, aby rozważył Pan / rozważyła Pani / rozważyli Państwo...?*

I agree completely with the plan. *Całkowicie się zgadzam z tym planem.*

The proposal seems (both sensible and affordable). *Ta propozycja wydaje się (zarówno rozsądna, jak i przystępna).*

I strongly object/oppose to this proposal/plan. *Zdecydowanie sprzeciwiam się tej propozycji / temu planowi.*

I strongly urge you to reconsider your proposal. *Nalegam, aby ponownie rozważył Pan / rozważyła Pani / rozważyli Państwo swoją propozycję.*

I encourage you to change/reverse your plans. *Zachęcam Pana/Panią/Państwa do zmiany planów.*

I advise you to find a better solution to this problem. *Radzę, aby znalazł Pan / znalazła Pani / znaleźli Państwo lepsze rozwiązanie tego problemu.*

FORMALNE GRATULACJE I POCHWAŁY

I am writing to congratulate you on/for ... *Piszę, aby pogratulować Panu/Pani/Państwu...*

I would like to take this opportunity to ... *Chciałbym/Chciałabym skorzystać z tej okazji, aby...*

I would like to offer you my most sincere / warmest congratulations. *Chciałbym/Chciałabym wyrazić moje najszczersze/gorące gratulacje.*

Please accept my congratulations on ... *Proszę przyjąć moje gratulacje z okazji...*

I am extremely/most impressed with the work you have done. *Jestem pod ogromnym wrażeniem Pana/Pani/Państwa pracy.*

You showed / have shown (great determination/ imagination). *Wykazał się Pan / Wykazała się Pani / Wykazali się Państwo (ogromną determinacją/ wyobraźnią).*

I must compliment you on the success of ... *Chciałbym/ Chciałabym pogratulować Panu/Pani/Państwu sukcesu...*

I wish you more success in the future. *Życzę Panu/Pani/ Państwu kolejnych sukcesów w przyszłości.*

FORMALNE ZAPROSZENIA

On behalf of ..., I would like to invite you to ... *W imieniu... chciałbym/chciałabym zaprosić Pana/Panią/Państwa na...*

We would be delighted if you could ... *Byłoby nam bardzo miło, gdyby mógł Pan / mogła Pani / mogli Państwo...*

We invite you to join us ... *Zapraszamy, aby dołączył Pan / dołączyła Pani / dołączyli Państwo do nas...*

I hope you will be able to attend. *Mam nadzieję, że będzie Pan mógł / będzie Pani mogła / będą Państwo mogli przybyć / wziąć udział w wydarzeniu.*

ZGŁASZANIE ZAŻALEŃ

I am writing to complain about / express my dissatisfaction with ... *Zwracam się do Państwa, aby złożyć skargę/ zażalenie na / wyrazić moje niezadowolenie z...*

I would like to make a formal complaint about ... *Chciałbym/ Chciałabym złożyć oficjalną skargę na / oficjalne zażalenie z powodu...*

Unfortunately/Sadly, ... *Niestety...*

This is unacceptable. *To jest nie do przyjęcia.*

This was most inconvenient / a big problem. *To była duża niedogodność. / To był duży kłopot.*

I feel that you should improve / change / make sure ... *Sądzę, że powinni Państwo poprawić/zmienić/ dopilnować...*

I believe you should give me a refund / an apology. *Sądzę, że powinni Państwo zaoferować mi zwrot pieniędzy / przeprosiny.*

I hope the problem can be resolved soon. *Mam nadzieję, że problem zostanie wkrótce rozwiązany.*

LIST MOTYWACYJNY

I saw your advert (on social media) and would like to apply for the position of ... *Przeczytałem/Przeczytałam Państwa ogłoszenie (w mediach społecznościowych) i chciałbym/chciałabym zgłosić swoją kandydaturę na stanowisko...*

I am writing to apply for the position of ... currently advertised (on your website). *W odpowiedzi na ogłoszenie zamieszczone (na Państwa stronie) chciałbym/chciałabym zgłosić swoją kandydaturę na stanowisko...*

I am passionate about ... *... jest moją pasją.*

I am very keen to pursue a career (in this field). *Bardzo chciałbym/chciałabym podjąć pracę (w tej dziedzinie).*

I am highly motivated to (gain hands-on experience). *Mam silną motywację, aby (zdobyć praktyczne doświadczenie).*

I have just completed a course in ... *Właśnie ukończyłem/ ukończyłam kurs...*

(Last year) I volunteered at ... *(W zeszłym roku) pracowałem/ pracowałam jako wolontariusz/wolontariuszka w...*

I am confident that I have the necessary personal qualities to succeed as ... *Jestem pewny/pewna, że posiadam cechy osobowości niezbędne, aby odnieść sukces jako...*

I believe that I possess the relevant experience and skills for (the job). *Sądzę, że mam odpowiednie doświadczenie i umiejętności potrzebne do (wykonywania tej pracy).*

I feel confident that I am a suitable candidate for (the position). *Jestem pewny/pewna, że jestem odpowiednim kandydatem / odpowiednią kandydatką na (to stanowisko).*

I can provide excellent references from (my teachers). *Mogę dostarczyć doskonałe referencje od (moich nauczycieli).*

I have attached a copy of my CV for your consideration. *Załączam CV pod Państwa 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...*

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, / Consequenly ... *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...*

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

Text 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 ...
Text 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.
Text 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 07

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 08

Text 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.

Text 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.

Text 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 09

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 10

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.

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

Text 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 ...

Text 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.

Text 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.

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.

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.

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

Text 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 ...

Text 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.

Text 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: Wooow, 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

Text 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.

Text 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

Text 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.

Text 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 ...

Text 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.

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?

5 Does anybody remember Mir, the forerunner of the International Space Station? Russia launched Mir's core module back in 1986 and then added five further modules over the next few years. It was by far the largest spacecraft in orbit at that time and was visited by over one hundred cosmonauts and astronauts from thirteen different countries. It was the scene of historic reunions, acts of unbelievable courage as well as moments of sheer panic. It also set many records including Russian cosmonaut Valeri Polyakov's fourteen-month stay. Can you imagine? That's 437 consecutive days in space – the longest ever. After fifteen years and 86,000 total orbits, it was time for Mir to retire. In a controlled descent, the 134-ton structure re-entered the Earth's atmosphere in a spectacular shower of burning debris, which splashed harmlessly into the South Pacific Ocean.

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.

INSTRUKCJE DLA UCZNIA B

UNIT 07 ZAKUPY I USŁUGI

MÓWIENIE ▶ STRONA 15, 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 21, 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 39, 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 57, 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 69, 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 75, 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 93, 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 111, 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 123, 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 129, 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 147, 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.

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Repetytorium z języka angielskiego dla liceów i techników. Poziom podstawowy z materiałem rozszerzonym. Tom 2
by Sue Kay, Vaughan Jones, Robert Hastings, Atena Juszko, Dominika Chandler, Joanna Sosnowska, Angela Bandis and Arek Tkacz.
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