OXFORD

Podręcznik dla szkół ponadpodstawowych

OXFORD REPETYTORIUM MATURZYSTY

STUDENT BOOK

CLASSROOM PRESENTATION TOOL

Poziom rozszerzony



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Poziom rozszerzony

STUDENT BOOK

– zadanie wymagające zapisania odpowiedzi w zeszycie

– zadanie na poziomie podstawowym

– zadanie na poziomie rozszerzonym

– zadanie zawierające treści usunięte z podstawy programowej III.1.R w 2024 roku

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Guide for Classroom Presentation Tool

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WSTĘP

Drodzy Uczniowie/Drogie Uczennice!

Przed Wami ***Oxford Repetytorium Maturzysty.***
Poziom rozszerzony – nowoczesny podręcznik, który pozwoli Wam skutecznie powtórzyć i uzupełnić wiadomości z języka angielskiego zdobyte w szkole ponadpodstawowej. Nasze repetytorium:

- zapewnia harmonijny rozwój wszystkich sprawności językowych,
- ma przyjazny układ treści i atrakcyjną szatę graficzną,
- zawiera solidną powtórkę słownictwa i utrwala je w tekstach i towarzyszących im zadaniach,
- inspiruje atrakcyjnymi tekstami do czytania i słuchania, które zachęcą Was do dyskusji,
- oferuje praktyczną pomoc w rozwiązywaniu zadań dzięki wskazówkom, przykładowym wypowiedziom i listom przydatnych zwrotów.

Struktura podręcznika

Oxford Repetytorium Maturzysty. Poziom rozszerzony składa się z czternastu rozdziałów poświęconych wszystkim zagadnieniom tematycznym określonym w *Podstawie programowej* dla poziomu III.1.R. Rozdziały te tworzą główną część podręcznika, w której utrwalicie słownictwo i rozwiniecie wszystkie sprawności językowe w różnorodnych zadaniach. Kluczowe zadania zostały opracowane na dwóch poziomach trudności i oznaczone dedykowanymi ikonami:

! zadanie na poziomie B1+ (B2 w zakresie rozumienia wypowiedzi);

! zadanie na poziomie B2+ (C1 w zakresie rozumienia wypowiedzi).

Wskazówki do poszczególnych typów zadań oznaczono ikoną żarówki.

W głównej części podręcznika znajdziecie również słowniczki tematyczne oraz kumulatywne powtórki materiału.

WORDPOWER

W działach *Listening* i *Reading* znajdziecie sekcję *Wordpower*. Umożliwi Wam ona przećwiczenie zagadnień leksykalnych, które często sprawiają problemy uczącym się języka angielskiego, np. czasowników złożonych, idiomów, kolokacji czy metafor. Opanowanie tych zagadnień pomoże Wam w rozwiązaniu zadań testujących znajomość środków językowych.

Na końcu podręcznika znajduje się część referencyjna, zawierająca obszerny dział gramatyczny, w którym znajdziecie objaśnienia istotnych zagadnień wraz z ćwiczeniami utrwalającymi. Ta część podręcznika zawiera również działy z przydatnymi zwrotami.

Słownictwo

W obszernym dziale *Vocabulary* gruntownie powtórzycie i poszerzycie swoją znajomość słownictwa. Każde ćwiczenie jest opisane nagłówkiem, który wskazuje, jakiego tematu dotyczy. Zawarliśmy tu wiele zadań komunikacyjnych i pytań do dyskusji, abyście jak najczęściej wykorzystywali poznane słownictwo w swoich wypowiedziach. Każde słowo znajdziecie również w słowniczku tematycznym zamieszczonym na końcu każdego rozdziału.

Rozumienie ze słuchu

W każdym głównym rozdziale znajdziecie osobną sekcję *Listening*, poświęconą rozwojowi sprawności rozumienia ze słuchu. Zadaniom towarzyszą przydatne wskazówki oraz atrakcyjne nagrania audio, w których będziecie mieli możliwość zapoznania się z różnymi odmianami wymowy języka angielskiego.

Rozumienie tekstów pisanych

W dziale *Reading* znajdziecie wiele wciągających tekstów, stanowiących punkt wyjściowy do dyskusji oraz do poszerzenia zasobu słownictwa. Strategie i różnorodne zadania pomogą Wam gruntownie rozwinąć sprawność rozumienia tekstów pisanych. Ponadto w sekcjach *Wordpower* przećwiczycie zagadnienia językowe, które często przysparzają problemów polskim uczniom języka angielskiego.

Mówienie

W co drugim rozdziale znajdziecie pełny zestaw zadań ćwiczących wypowiedź ustną. Spróbujcie wykonać je w parach.

Znajomość środków językowych

Każdy rozdział zawiera dział poświęcony środkom językowym, rozpoczynający się od sekcji *Grammar in use*, dzięki której będziecie mieć możliwość sprawdzenia swojej znajomości wybranych zagadnień gramatycznych, a następnie – przećwiczenia ich w licznych zadaniach.
W książce pojawiają się dwa nowe terminy oznaczające zadania typu egzaminacyjnego. *Gramatykalizacja* to zadanie polegające na tworzeniu struktur z podanych wyrazów. Z kolei *set leksykalny* to zadanie, w którym uczniowie uzupełniają dwa lub trzy zdania tym samym wyrazem.
Jeśli jakieś zagadnienie wciąż przysparza Wam trudności, możecie skorzystać z objaśnień gramatycznych i ćwiczeń umieszczonych w dziale *Grammar Reference and Practice*, znajdującym się na końcu podręcznika.

Wypowiedź pisemna

W sekcji *Writing* będziecie mieli okazję przyswoić sobie przydatne zwroty i przećwiczyć strategie pomocne w tworzeniu prac pisemnych. Wytłumaczymy, jak – krok po kroku – opanować umiejętność pisania i redagowania wypowiedzi. Pomogą w tym również przykładowe prace, na których będziecie mogli się wzorować.

Powtórki kumulatywne

W co drugim rozdziale zamieściliśmy dział powtórkowy *Cumulative Revision*, który pozwoli Wam utrwalić słownictwo, gramatykę i funkcje językowe wprowadzone we wszystkich ukończonych dotychczas rozdziałach.

Słowniczki tematyczne

Na końcu każdego rozdziału znajduje się dwujęzyczny słowniczek, który zawiera zebrane słownictwo w zakresie danego tematu. Znajdziecie tu wyrazy i wyrażenia ze wszystkich podtematów określonych w *Podstawie programowej*. Możecie również wysłuchać wymowy zamieszczonych tu wyrazów i wyrażeń.

Unikatowość słowniczków tematycznych w ***Oxford Repetytorium Maturzysty*** polega na tym, że zawierają **kluczowe wyrazy i wyrażenia**, które powinniście znać. Obok tych wyrazów znajdziecie ikony z kluczykiem:

Oxford 3000

Oxford 5000

Oxford 3000 i *Oxford 5000* to starannie wyselekcjonowane przez oksfordzkich leksykografów, specjalistów tworzących renomowane słowniki języka angielskiego, listy najistotniejszych wyrazów. W skład *Oxford 3000* wchodzą trzy tysiące najczęściej używanych i najbardziej przydatnych angielskich wyrazów na poziomach od A1 do B2. *Oxford 5000* zawiera dodatkowe dwa tysiące kluczowych wyrazów na poziomach od B2 do C1.

Pozostałe nieoznaczone wyrazy i wyrażenia z pewnością również okażą się przydatne! Dotyczą one danego zakresu leksykalnego i mogą przydać się w tworzeniu wypowiedzi pisemnej i ustnej.

BRAINPOWER

Wykorzystajcie ogromny potencjał swojego mózgu! Liczba słówek i wyrażeń, które należy sobie przyswoić w toku nauki języka obcego, może być przytłaczająca. Tu z pomocą przychodzi *Brainpower* – dział, w którym nauczycie się lepiej zapamiętywać. Zapoznacie się ze sprawdzonymi w praktyce technikami ułatwiającymi przyswajanie nowego materiału, a także sprawdzicie, jak dobrze pamiętacie słownictwo wprowadzone w poprzednich rozdziałach.

Na deser, dla rozluźnienia, proponujemy kilka lekkich ćwiczeń wymowy.

Życzymy sukcesów w nauce!

Zespół Redakcji

1 Człowiek






Vocabulary

Stages of life

1 Discuss the questions in pairs.

1 The photos show different stages of life. What are the joys and challenges of each stage?
2 Describe somebody you really like. What do you like about them?
3 When do you feel most comfortable around other people?

2 Put the stages of life in the box in the correct order. What age range is covered by each stage?

adolescence adulthood childhood
early twenties infancy late twenties
mid twenties middle age old age

3 Complete the text with the words in the box.

childhood death elderly kids knot
relationship teens toddler upbringing

I'm 34, married with two [1]_____ – a boy and a girl. My son is five and my daughter's two. My son goes to school, but as my daughter's still a [2]_____, she's at home with me a lot.
I've known my husband since we were at school, and we've been in a(n) [3]_____ for twelve years. We tied the [4]_____ eight years ago! We both wanted children, and we have similar ideas about their [5]_____, so we don't argue much about how to look after them.
My mother lives near us and helps out a lot with the childcare. We get on really well, although when I was in my [6]_____ I had a lot of clashes with her! She's 65, so she's not exactly [7]_____, but after my father's [8]_____ three years ago, she moved here to be near us. I'm really happy that she is so close to my children and can be a big part of their [9]_____.

Personal data

4 002 Complete gaps 1–9 in the form. Then listen to the telephone conversation to check your answers, and complete gap 10.

Application form

1 _____: Luke
2 _____: Marshall
3 _____: British
4 _____: 51
5 _____: London
6 _____: engineer
7 _____: 0155 399411
8 _____: 0429 88446
9 _____: lukem@bestmail.co
10 Marital status: _____

Personal items

5 Match the items in the box to the definitions.

earbud engagement ring ID passport
purse smartphone wallet wedding ring

1 You wear this tiny headphone inside your ear.
2 This is a flat object that you keep banknotes in. It is usually used by men.
3 This document proves that you are a citizen of a particular country.
4 A woman wears this after she agrees to marry somebody in the future.
5 This document proves who you are.
6 This is a small bag that you keep coins and banknotes in. It is usually used by women.
7 You wear this after you get married.
8 This device is both a phone and a computer.

6 In pairs, answer the questions.

1 Which of the items in exercise 5 do you own?
2 Would you be worried if you lost them? Why? / Why not?

Appearance

7 Complete the table with the words in the box. Some words can go in more than one place.

bald beard birthmark bushy eyebrows chunky clean-shaven curly dark expressive fair flat freckles fringe good-looking handsome hazel medium build medium height pale parting plump pointed red scar short snub spiky tall tanned tattoo thin unattractive wavy well built

Build	
Height	
Hair	
Eyes	
Nose	
Complexion	
Distinguishing features	
General appearance	

Personality traits

8 Match the adjectives to their opposites.

1 amiable	**a** humble
2 assertive	**b** careless
3 conceited	**c** unfriendly
4 broad-minded	**d** timid
5 daring	**e** passive
6 perfectionist	**f** narrow-minded

9 Complete the sentences with the words in the box. There are three extra words.

competitive dedicated patronizing rebellious resourceful stubborn sympathetic unassuming unscrupulous witty

1 I know that he's _____ because he's lied to our boss and stolen a few things from our store.
2 I'm very _____: I always have to be the best at everything.
3 Polly is so _____ to her work. She spends long hours at the office and does a lot of training.
4 Once Jordan's decided to do something, he won't change his mind. He's very _____.
5 You wouldn't know it now, but Staszek was quite _____ when he was a teenager. He hardly ever obeyed the rules.
6 Rebecca is very _____ and always makes me laugh with her funny comments.
7 I tell Susie my problems because she's always very _____.

10 Work in pairs. Explain the meaning of the three extra words in exercise 9. Then answer the questions using the words in exercises 8 and 9.

1 What personality traits do you find annoying in others? And in yourself?
2 What traits are useful when you work alone? What traits are conducive to teamwork?
3 Do you think that our personality changes over time? If so, how?

Feelings and emotions

11 Choose the correct options to complete the sentences.

1 I'm so *excited* / *amazed* about my holiday that I can't think about anything else!
2 Tom's parents are often *surprised* / *frustrated* with him because he forgets to do household chores.
3 I'm *pleased* / *envious* of Sophie as she has lots of friends, and I don't.
4 James doesn't get stressed about anything, so he's very *relaxed* / *agitated* about his driving test next week.
5 Amy was *disappointed* / *envious* with her exam result because she'd hoped for a better grade.
6 My brother's *amazed* / *annoyed* with me because I won't lend him any money.
7 I was *frustrated* / *agitated* before my job interview because I was afraid I wouldn't be able to answer the questions.
8 We were *pleased* / *fed up* with waiting for Emma to arrive so we left without her.

12 Match the pairs of sentences.

1 I love my sister but she drives me mad!
2 Sometimes I lose my temper with her.
3 Then she keeps away from me.
4 It's sometimes hard to know what she's feeling.
5 She's upset at the moment because of something that's happened at school.
6 I've promised to help her, however long it takes.
7 I always try to be open with her about how I feel about our relationship.

a I get really angry and shout.
b But she just won't listen!
c My parents and I are standing by her.
d She doesn't speak to me and tends to avoid me.
e She's always borrowing my things without asking.
f She hides her emotions very well.
g I won't let her down.

Skills and interests

13 **Complete the email with the words in the box.**

achieving at find into leisure mad of on spare without

I'm still [1]_____ computer games and spend a lot of my [2]_____ time on them. I'm quite good [3]_____ them, and I like [4]_____ goals in the games. It gives me a bit of a buzz! I also read a lot. At the moment I'm [5]_____ about a fantasy series, but I'm keen [6]_____ political thrillers, too.
My two other [7]_____ activities are sport and looking after my new dog, Archie. I can't live [8]_____ football – it's my absolute favourite sport. And I'm very fond [9]_____ Archie. I [10]_____ playing with him very relaxing. He's so sweet and affectionate!

Personal values

14 **Match the values in the box to the sentences. There are three extra values.**

empathy honesty independence love loyalty openness personal development respect responsibility sensitivity

1 I think it's important to be able to do things yourself without relying on others.
2 I always try to tell the truth.
3 Understanding someone's experience from their perspective is really important to me.
4 Doing what it is my duty to do is part of my life.
5 It's very important to be polite to everyone.
6 I think continuing to grow and learn new things is vital.
7 Supporting somebody through good times and bad is what a true friend does.

Authority

15 **Complete the text with one word in each gap.**

Someone I really [1]_____ is one of our neighbours, Tim, because he has done so much for our local community. His wonderful books and talks have made him a much-loved local [2]_____ and an [3]_____ on the town's history. He also [4]_____ me to learn more about our town's origins and development. Although Tim's books have brought him widespread [5]_____, he seems unaffected by this and the [6]_____ that he enjoys. Now in his eighties, he is still very active, and I am full of [7]_____ for his enthusiasm and knowledge.

Social values

16 **Complete the sentences with the words in the box. There is one extra word.**

collective responsibility dignity equality fairness justice right to health and welfare quality of life tolerance

1 In a society that values _____, everyone has the same opportunities.
2 Through working with people from many different backgrounds, Susannah has developed a(n) _____ for beliefs that are different to hers.
3 Although the woman didn't get the job, she walked out of the room with _____.
4 The lawyer wanted _____ for the victims who had lost their life savings.
5 The family moved to the countryside so that they would have more free time and a better _____.
6 The siblings realized that they had a(n) _____ to support their parents as they got older.
7 I believe that all people should have a(n) _____.

Identity

17 **Complete the words in the text.**

London is home to [1]**i**_____**s** from many countries, and I'm one of them. I came here from Italy 32 years ago, and stayed. London is very [2]**m**_____**l**, and I've made friends with people from all over the world. I feel I [3]**b**_____**g** in London now. I have British [4]**c**_____**p** and I have [5]**a**_____**d** very well into Britain. Having said that, I feel my [6]**i**_____**y** is part British and part Italian. My [7]**r**_____**s** are still in Milan – I grew up there and have family there – and I speak Italian to my children. They're very interested in their Italian [8]**h**_____**e** and they want to find out more about the culture.

18 **Ask and answer the questions in pairs.**

1 Which three adjectives best describe your personality? Why do they describe you so well?
2 Which social values should be more important in today's society?
3 What leisure activities are you keen on?
4 Which three personal values are most important to you?
5 Who do you admire? Why?
6 How would you describe your identity?

Listening

Wybór wielokrotny

1 Work in groups. Answer the questions.

1 What fashions are popular for hairstyles and appearance among young people now?
2 Do you think these fashions are different to when your parents were young? How?

2 003 Read the tip. Then listen to four conversations and say who is talking in each of them. Give reasons for your answer.

Jedno z pytań w tym zadaniu może wymagać ustalenia kontekstu nagrania, np. określenia związku między rozmówcami lub podania miejsca, gdzie odbywa się rozmowa. Żeby odpowiedzieć na takie pytanie, należy poprawnie zinterpretować informacje zawarte w wypowiedzi.

3 004 ! Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

Tekst 1

1 The speakers in the conversation are
A a hairdresser and a client.
B two school friends.
C a parent and a son.

2 The boy's new look
A is extremely difficult to achieve.
B costs a lot of money.
C will take a long time to do.

Tekst 2

3 The speaker learned about Movember
A at a family meeting.
B when visiting a charity.
C while reading a website.
D at the doctor's.

4 Their friend's mother inspired the Movember founders to
A do a thirty-day challenge.
B grow moustaches.
C raise money for charity.
D have fun with their looks.

5 Which of the following is stated in the recording as an opinion, not a fact?
A Movember is becoming popular in Poland.
B Movember will have a positive effect in Poland.
C Movember has been a financial success.
D Movember encourages people to visit the doctor regularly.

6 What does the speaker do at the end of the speech?
A Encourage people to grow a moustache.
B Ask listeners to volunteer at charities in their spare time.
C Thank the founders of Movember.
D Motivate people to start similar campaigns.

WORDPOWER

4 005 Match sentence beginnings 1–8 with endings a–h to make common adverb–adjective collocations. Listen and check.

1 Yes, it's **barely**
2 I think it's **highly**
3 Well, it's **fairly**
4 I was **wildly**
5 The challenge was **enthusiastically**
6 Indeed, the start of November is **eagerly**
7 Our message is **deadly**
8 The founders of Movember were **blissfully**

a **anticipated** by my friends and family who all want to give it a go.
b **serious**. Movember isn't just for fun.
c **straightforward**, but you'll have to be patient because first we have to dye your hair white.
d **received** by people across Australia.
e **believable** that young people want to look old, but going grey is very common at the moment.
f **optimistic** that I would have a really cool 'tache, but the look doesn't suit me at all.
g **unaware** of how the success of their original proposal would grow.
h **unlikely** that you'll look middle-aged – you're only 16!

5 Work in groups. Think of a charity project similar to Movember. Discuss these questions and make a poster for your charity.

1 What is a good cause that you would like to support?
2 How could you support this cause by changing your image in some way?
3 How can you make sure your idea is inclusive and everybody can take part?



1 Reading

Dobieranie zdań to luk w tekście

1 Work in pairs. Read the lines from a poem by American poet Robert Frost and answer the questions.

1 What is the message of the poem?
2 Do you like the poem? Why? / Why not?
3 Does this poem remind you of any Polish poems?
4 Can you think of any lines from a famous poem, in English or in Polish?

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.
from 'The Road Not Taken' by Robert Frost

2 Read the tip. Then read the text from exercise 3. Look at the sentences after each gap and find any words that may refer back to the gapped sentence.

Aby poprawnie dopasować zdania do luk w tekście, należy odnaleźć związki między tymi zdaniami i informacjami podanymi w tekście. Zwróć uwagę na słowa występujące przed lukami i po nich, w szczególności na: rodzajniki, zaimki i określenia czasu. Podane zdania mogą także zawierać rozwinięcia zagadnień wspomnianych w tekście lub tworzyć z nimi ciąg przyczynowo-skutkowy.

3 Przeczytaj tekst, z którego usunięto pięć zdań (A–F). Dopasuj je do właściwych luk (1–5), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo.

A For instance, she wore a ring to the inauguration that contained the image of a bird in a cage.
B Clearly this had required enormous courage on her part.
C It was once a struggle for Gorman to pronounce the letter *r*, putting pressure on her whenever she wanted to speak in public.
D She was well aware that she would soon be reading it at the same spot where these events were taking place.
E Indeed, Gorman's talent had been already recognized by people in the know some time before.
F That afternoon, the whole country was watching, and suddenly her name was on everybody's lips.

Who is Amanda Gorman?

On Wednesday 20 January, 2021, twenty-two-year-old poet Amanda Gorman achieved instant fame. The new president of the USA, Joe Biden, had invited her to speak at his inauguration in Washington, D.C. The poem that Gorman read there, 'The Hill We Climb', astonished the audience. [1] _____ Instantly, she stopped being just a writer, and started being a literary sensation.

'The Hill We Climb' could not be more contemporary. Earlier that month, an aggressive crowd of protestors had attacked the Capitol in Washington, D.C., and Gorman was watching the scenes on TV at home while working on her poem. [2] _____ Although shocked by what was happening there, she refused to make the final version too critical and negative. Instead, its message became one of hope and equality, one that calls on Americans to **stand up for** their rights and defend their freedom of speech.

The inauguration was a huge moment for a girl who had been raised in a poor area by a hard-working single mother, but not a completely unexpected one. [3] _____ Among these were the organizers of the Super Bowl, and they had asked her if she wanted to speak during the game. Unfortunately, she was not able to go to Florida in person owing to the ongoing coronavirus situation. Nevertheless, she did record a video message that was shown at the Super Bowl, featuring an all-new poem titled 'Chorus of the Captains'. This showed her admiration for the country's ordinary healthcare workers who at that time were still determinedly struggling to contain the pandemic.



While Gorman's work is extremely modern, she does not write in a vacuum. [4]_____ This represented a line from one of the most famous poems by Maya Angelou. It was Gorman's way of showing respect to the first African American poet to speak at a presidential inauguration, a writer and a poet that Gorman **looks up to**. Other contemporary works of art, like the musical *Hamilton*, also inspire Amanda, sometimes in unexpected ways. [5]_____ So she practised this sound by repeatedly singing the song 'Aaron Burr, Sir' from the hit show. Early in his career, Joe Biden himself had been insecure about a speech problem, a stutter, so this was also something that connected her to the new president.



Super Bowl is the most important game and annual championship of American football.

Maya Angelou (1928–2014) was an American poet and writer who fought to improve the rights of women and people of colour.

Hamilton is a 2015 musical about the historical American politician Alexander Hamilton.

A stutter is a speech problem where you keep saying the same sound, especially the first consonant of words.



WORDPOWER

Three-part phrasal verbs

4 **Look at the phrasal verbs in bold in the text. What do they mean? Complete the sentences with the correct form of the verbs in the box and explain the meaning of the phrasal verbs in bold.**

catch cut get (x2) put (x2) run talk

1 When was the last time your phone _____ **out of** battery at the wrong moment?
2 What should people _____ **down on** to have a healthy diet?
3 Is there anyone you need to phone to _____ **up on** their news?
4 Can you think of a time when you had to _____ a friend **out of** something because it was a bad idea?
5 You now have a very high level of English. What do you _____ your success **down to**?
6 Are there any jobs that you need to do, but that you haven't _____ **round to** yet?
7 Can you think of a time when someone _____ **away with** breaking a school rule?
8 How do students _____ **up with** the stress of taking school exams?

5 **Work in pairs. Discuss the questions in exercise 4.**

Adverbs formed from *-ed* adjectives

6 **In the text, find the adverbs made from the adjectives *determined* and *repeated*. What do they mean? How do you make adverbs from adjectives like these?**

7 **Complete these sentences with adverbs formed from the words in brackets.**

1 Everyone in the country was arguing _____ (heat) over this issue, including me and my friends!
2 I got a _____ (deserve) good result on the course – I had worked so hard for it!
3 I made the same mistake _____ (repeat) in my English classes before I finally got it right.
4 As soon as I heard the good news, I _____ (excite) told everyone I knew. I couldn't keep it in!
5 I got this message that was _____ (suppose) from a real company, but it was actually a scam.
6 Though everyone thought I would fail, I carried on _____ (determine) to try and succeed.
7 _____ (admit), I was lucky to pass the test but I'm happy I did!
8 We went to this place that was _____ (report) very nice but, in fact, it was terrible!

8 **Work in pairs. Choose three adverbs from exercise 7 and use them to write sentences that are true for you.**

1 Use of English

GRAMMAR IN USE

Past tenses, *used to* and *would*; adjectives formed from verbs and nouns

1 Work in pairs. Choose the correct verbs.

At about four o'clock, Hannah and I ¹*had gone / went* to the kitchen and ²*got / were getting* some pieces of cake. We ³*took / had taken* them into the sitting room and ⁴*started / were starting* playing a video game. We ⁵*were playing / had been playing* for about an hour when our brother ⁶*came / had come* home. A minute later, we ⁷*heard / were hearing* him shout, 'Molly!' We ⁸*dashed / had dashed* to the kitchen. Our cat Molly ⁹*sat / was sitting* on the table next to what was left of the cake. She ¹⁰*was looking / had been looking* very pleased with herself. Unfortunately we ¹¹*didn't put / hadn't put* the cake away and by the time we found her she ¹²*ate / had eaten* quite a lot of it.

2 Find mistakes in the sentences and correct them.

1 When she came back from her holiday Emma had looked very tanned.
2 I used be very fond of a particular TV programme about a zoo.
3 My dad's hair would be dark brown but now it's mainly grey.
4 I had chatted online to Harry when suddenly the Internet connection failed and we couldn't talk any more.
5 My grandparents would live near my uncle before they moved to be near us.

3 Complete the sentences with the adjectives formed from the words in bold.

1 Fanny Crosby was a truly _____ woman who devoted her life to charity. **REMARK**
2 I feel very _____ about my heritage so I want to learn more about it. **IGNORE**
3 I'm quite _____ and tend to agree with others without thinking for myself. **SUGGEST**
4 In the past, many women were _____ on their husbands to make ends meet. **DEPEND**
5 Holly is very _____ because she's outgoing, cheerful and supportive. **LIKE**
6 He has a highly _____ mind for a boy his age. **INVENT**
7 Contemporary teenagers are heavily _____ on technology. **RELY**
8 You must be _____ about which information to choose for your essay. **SELECT**

More grammar on pp. 179 and 180

Minidialogi

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

1 **X:** Have you had any more thoughts about what to get Emma for her birthday?
Y: _____
X: Me, neither. But we could always get her chocolates, I suppose.
A I've already spent a lot on her this year!
B I've realized I have absolutely no idea what she'd like.
C I was disappointed with what she gave me.

2 **X:** Is anything wrong? You seem a bit worried.
Y: _____
X: Try not to dwell on it. I'm sure it'll blow over soon.
A I made a big mistake at work and I don't know what's going to happen.
B I appreciate you asking, but I'm fine, thanks.
C I haven't seen last week's test results yet.

3 **X:** It looked as if you and Victoria hit it off last night.
Y: _____
X: That's good to hear!
A I found her a bit self-centred, actually.
B Yes, I found we had a lot in common.
C I struggled to find anything to say to her.

Zadanie z lukami

5 ! Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Persistence pays off

Joanne Rowling was born in 1965 and grew up in England and Wales. She loved books and ¹_____ spend hours reading. She wanted to be a writer, and wrote her first book at the age of six! Her desire to write stayed with her and, in 1990, she began writing a fantasy novel about a young wizard called Harry Potter. She could not devote ²_____ to writing full time as she had to work, and later she needed to look after her baby daughter. However, she persisted, even when she had very ³_____ money. Eventually, her efforts paid off.

In 1995 she finished *Harry Potter and the Philosopher's Stone* and sent it to a literary agent. Two years later it was published and became hugely popular. Rowling's career as an author had ⁴_____ off, and six sequels, eight films and financial success followed.

Since completing the Harry Potter series, Rowling has ⁵_____ on to write a novel for adults, a series of crime novels and more children's books.

Tłumaczenie (zadanie otwarte)

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

1 I (*kiedyś nie lubiłem*) _____ dogs, but that all changed once we got Toby.
2 David (*przypomina swoją matkę*) _____ with his fair hair and blue eyes.
3 I've always thought that (*każdego należy traktować z*) _____ respect and courtesy.
4 I (*żałuję, że zjadłem*) _____ so much! I feel a bit too full.
5 They decided to get married, even though (*znali się tylko*) _____ each other for a year.
6 Jack is mad about Chloe, but she (*nigdy nie pasowała do*) _____ his friends and his family think she's a bit odd.
7 We were a bit late getting to Ella's party as (*nikt z nas nie wiedział*) _____ where her house was.

Gramatykalizacja

7 **Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 It was the first time I _____ (serious/disagree) him, and I was surprised that our views were so different.
2 Katrina _____ (be/frustrate) her colleagues because they rarely completed anything on time.
3 A few months ago Mark and his wife _____ (decide/divorce), which came as a shock to their friends.
4 It was _____ (Harry/desire/travel) that motivated him to work overtime and save money.
5 I stumbled upon a really good cookery website _____ (I/look) for a recipe for ice cream.
6 If I _____ (perform/good) in the interview than I did, I'm sure I would have got the job.
7 By midday on Saturday we _____ (finish/renovate) the kitchen, so we spent the rest of the day unwinding.
8 When we were kids, my parents _____ (never/use/let) us stay up late on weeknights.

Set leksykalny

8 **W zadaniach 1–4 wpisz wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 I think you should stay _____ from him because he's trouble.
Please go _____ and leave me alone!
The building site is dangerous, so you must keep _____ from it.
2 The meat was so _____ I had to chew each mouthful for ages.
They're having a _____ time as they've both got health issues.
This used to be quite a _____ neighbourhood, with lots of fights, but it's much quieter now.
3 The growth in population is shown in _____ 5.
For many years he was an important _____ in local government.
She has kept her _____ because she's careful with her diet.
4 I think everyone should have the _____ to free healthcare.
It's the second on the _____ after the bridge.
My parents managed to teach me the difference between _____ and wrong.

Słowotwórstwo

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach, tak aby otrzymać spójny, logiczny i poprawny gramatycznie tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

There are many groups all over the world that work for social change. Some of them feel that there is still a lot to be done to fight [1] _____ (**EQUAL**) and make sure that everyone has the same rights. They believe it is vital that we all have the same opportunities for personal and professional [2] _____ (**DEVELOP**) so that we can reach our full potential.

In Britain, organizations such as Disability Rights UK and Scope stress that children and young people with disabilities need education, and adults need [3] _____ (**DEPEND**) so that they can make their own choices about their daily lives.

People who are not disadvantaged in any way can be surprisingly [4] _____ (**AWARE**) of others' difficulties, and may find the need for change hard to understand. But once they hear more about the experiences of the disadvantaged, they can become more [5] _____ (**SENSE**) to their needs and much more supportive.

1 Writing

List formalny

1 Work in pairs. Discuss these questions.

1 In your opinion, what's the difference between *an authority figure*, *an idol* and *a role model*?

2 Do young people need authority figures nowadays? Do they reject or respect them? Why?

W liście formalnym, np. podaniu o pracę lub liście do redakcji, należy uwzględnić następujące elementy typowe dla tego rodzaju tekstów:

- formalny zwrot grzecznościowy rozpoczynający list
- wstęp wyjaśniający, dlaczego piszemy
- rozwinięcie, w którym przedstawiamy naszą argumentację
- formalny zwrot kończący.

2 Work in pairs. Read the task and the sample letter, and answer the questions.

W lokalnej gazecie ukazał się artykuł, którego autor twierdzi, że celebryci są niewłaściwym wzorem do naśladowania przez młodzież. Napisz list do redakcji, w którym uzasadnisz, dlaczego nie zgadzasz się z tą opinią oraz zaprezentujesz znaną osobowość medialną, która jest wzorem do naśladowania.

1 What was the author's reason for writing the letter?

2 Does the letter include all the elements mentioned in the tip?

Dear Editor,

I am writing to express my indignation at the opinion presented in one of the articles in the latest issue of *The Youth of Today*. I completely disagree with the author who claims that celebrities are inappropriate role models for young people.

I must admit that the author is right in saying that there are many celebrities who are just famous for being famous, but there are also those who can undoubtedly be called role models. Some celebrities use their popularity and stardom to promote positive behaviour and healthy lifestyles. Others try to raise ecological awareness. There are also celebrities who put their names to welfare programmes and social justice campaigns, or participate in relief efforts when disasters strike.

Maciej

3 Work in pairs. Write a paragraph describing a media personality who can be called a role model. Use the beginning below or your own ideas.

To prove my point, I would like to introduce a person who, for me and many of my friends, is an authority figure and a role model at the same time. It is …

4 In pairs, write the conclusion to complete the text in exercise 2. Use the prompts below or your own ideas.

I / grateful / publish / letter / next issue / your magazine.
I / curious / know / opinions / readers / have.

5 Which phrases below should <u>not</u> be used in formal letters? Which sign-off phrase would you choose for the text in exercise 2?

Salutations
Dear Recruiting Team, Dear John,
Dear Mr / Mrs / Ms / Miss Brown,
Dear Sir or Madam, / Dear Sir/Madam,
Dear Sirs, Good morning,

Signing off
Cheers, Kind regards, / Regards, / Best regards,
Take care, Yours cordially, / Cordially,
Yours faithfully, / Faithfully yours,
Yours sincerely, / Sincerely yours, / Sincerely,

6 Read the task in exercise 7 and complete the sentences so they can be used as a part of your letter.

1 I am writing because I am deeply concerned about the opinion which …
2 I strongly disagree with the opinion expressed in the article because …
3 I would like to take issue with the view that … because …
4 In fact, statistics show that …
5 What's more, most experts agree that …
6 Bearing all this in mind, I request you to …

7 ! Write a letter of 200–250 words.

W lokalnej gazecie ukazał się artykuł zatytułowany „Współczesna młodzież nie szanuje autorytetów". Napisz list do redakcji, w którym uzasadnisz, dlaczego uważasz taką opinię za niesprawiedliwą oraz zaprezentujesz osobę, która cieszy się autorytetem wśród twoich rówieśników.

Introduction:
I am writing in response to your article about … which was published in the latest issue of …
Expressing an opinion:
I am deeply disappointed to have read that …
I am sure your readers will agree with me when I say …
Giving an example:
To prove my point, I would like to …
The things that we admire the most are …
He/She has taught us all how important it is to …
Closing:
I would be very grateful if you would publish my letter in an upcoming issue.

Useful phrases on p. 213

Speaking

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Are you into fashion? Why? / Why not?
2 What clothes do you wear to formal events?
3 How do you unwind after a stressful day?
4 Do you enjoy being alone? Why? / Why not?
5 What kind of people do you admire?
6 What makes you happy?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Podczas wakacji wziąłeś/wzięłaś udział w międzynarodowym obozie językowym. W rozmowie z kolegą/koleżanką ze Szkocji omów następujące kwestie.

- zróżnicowanie kulturowe uczestników
- interesująca osoba, którą poznałeś/poznałaś
- korzyści wynikające z udziału w obozie
- ciekawe zdarzenie, które miało miejsce w trakcie obozu

Rozmowę rozpoczynasz ty.

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania na s. 211

5 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. W ramach Dnia Rozwoju Osobistego lokalna uczelnia organizuje bezpłatne szkolenia dla studentów i uczniów szkół średnich. Masz do wyboru trzy warsztaty.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Odpowiedz na pytania.

1 How can we become more immune to stress?
2 Are stereotypes harmful? Why? / Why not?
3 How does your personality affect your chance of achieving success?
4 Is lying ever justified? Why? / Why not?

1 Wordlist Człowiek

Legenda
Oxford 3000
Oxford 5000

6.1 Stages of life

adolescence /ˌædə'lesns/ okres dojrzewania
adolescent /ˌædə'lesnt/ nastolatek/ nastolatka, nastoletni
adult /'ædʌlt/ dorosły
adulthood /'ædʌlthʊd/ dorosłość
birth /bɜːθ/ narodziny
child /tʃaɪld/ dziecko
childbirth /'tʃaɪldbɜːθ/ poród
childhood /'tʃaɪldhʊd/ dzieciństwo
death /deθ/ śmierć
divorce /dɪ'vɔːs/ rozwód
elderly /'eldəli/ w podeszłym wieku
get divorced /get dɪ'vɔːst/ rozwieść się
get engaged /ˌget ɪn'geɪdʒd/ zaręczyć się
get married /ˌget 'mærid/ ożenić się/wyjść za mąż
in a relationship /ɪn ə rɪ'leɪʃnʃɪp/ w związku
in your early twenties /ɪn jɔː ˌɜːli 'twenti;z/ trochę ponad 20 lat
in your late forties /ɪn jɔː ˌleɪt 'fɔːtiz/ przed pięćdziesiątką
in your mid-thirties /ɪn jɔː ˌmɪd 'θɜːtiz/ około 35 lat
in your teens /ɪn jɔː 'tiːnz/ nastoletni
infancy /'ɪnfənsi/ wiek niemowlęcy
infant /'ɪnfənt/ niemowlę
kid /kɪd/ dzieciak
marriage /'mærɪdʒ/ małżeństwo
middle age /ˌmɪdl 'eɪdʒ/ wiek średni
middle-aged /ˌmɪdl 'eɪdʒd/ w średnim wieku
old age /ˌəʊld 'eɪdʒ/ starość
teenager /'tiːneɪdʒə(r)/ nastolatek/ nastolatka
tie the knot /ˌtaɪ ðə 'nɒt/ zawrzeć związek małżeński
toddler /'tɒdlə(r)/ małe dziecko dopiero uczące się chodzić
upbringing /'ʌpbrɪŋɪŋ/ wychowywanie
young /jʌŋ/ młody

6.2 Personal data

age /eɪdʒ/ wiek
email address /'iːmeɪl ədres/ adres e-mailowy
female /'fiːmeɪl/ kobieta
first name /'fɜːst neɪm/ imię
home phone /'həʊm ˌfəʊn/ telefon domowy
last name /'lɑːst neɪm/ nazwisko
level of English /ˌlevl əv 'ɪŋglɪʃ/ poziom znajomości języka angielskiego
male /meɪl/ mężczyzna
mobile phone /ˌməʊbaɪl 'fəʊn/ telefon komórkowy
nationality /ˌnæʃə'nælәti/ narodowość
occupation /ˌɒkju'peɪʃn/ zawód
orphan /'ɔːfn/ sierota
place of birth /ˌpleɪs əv 'bɜːθ/ miejsce urodzenia
separated /'sepəreɪtɪd/ (być) w separacji
sex /seks/ płeć
single /'sɪŋgl/ nieżonaty/ niezamężna
surname /'sɜːneɪm/ nazwisko
telephone no. /'telɪfəʊn ˌnʌmbə(r)/ numer telefonu
widow /'wɪdəʊ/ wdowa
widower /'wɪdəʊə(r)/ wdowiec

6.3 Personal items

earbuds /'ɪəbʌdz/ słuchawki douszne
engagement ring /ɪn'geɪdʒmənt rɪŋ/ pierścionek zaręczynowy
ID /ˌaɪ 'diː/ dokument tożsamości
passport /'pɑːspɔːt/ paszport
purse /pɜːs/ portmonetka
smartphone /'smɑːtfəʊn/ smartfon
wallet /'wɒlɪt/ portfel
wedding ring /'wedɪŋ rɪŋ/ obrączka ślubna

6.4 Appearance

attractive /ə'træktɪv/ atrakcyjny
good-looking /ˌgʊd 'lʊkɪŋ/ atrakcyjny, przystojny
handsome /'hænsəm/ przystojny
looks /lʊks/ wygląd, uroda
pretty /'prɪti/ ładny
scruffy /'skrʌfi/ niechlujny
unattractive /ˌʌnə'træktɪv/ nieatrakcyjny

6.5 Build

chunky /'tʃʌŋki/ krępy
fat /fæt/ gruby
medium build /ˌmiːdiəm 'bɪld/ średniej budowy ciała
overweight /ˌəʊvə'weɪt/ tęgi, z nadwagą
plump /plʌmp/ pulchny, puszysty
slim /slɪm/ szczupły
thin /θɪn/ chudy
well-built /'wel bɪlt/ dobrze zbudowany

6.6 Height

height /haɪt/ wzrost
medium height /ˌmiːdiəm 'haɪt/ średniego wzrostu
short /ʃɔːt/ niski
tall /tɔːl/ wysoki

6.7 Hair

bald /bɔːld/ łysy
curly hair /ˌkɜːli 'heə(r)/ kręcone włosy
fair hair /ˌfeə(r) 'heə(r)/ jasne włosy
fringe /frɪndʒ/ grzywka
ginger hair /ˌdʒɪndʒə(r) 'heə(r)/ rude włosy
parting /'pɑːtɪŋ/ przedziałek
red hair /ˌred 'heə(r)/ rude włosy
spiky hair /ˌspaɪki 'heə(r)/ sterczące włosy
straight hair /ˌstreɪt 'heə(r)/ proste włosy
wavy hair /ˌweɪvi 'heə(r)/ pofalowane włosy

6.8 Eyes

bright eyes /ˌbraɪt 'aɪz/ jasne oczy
dark eyes /ˌdɑːk 'aɪz/ ciemne oczy
expressive eyes /ɪkˌspresɪv 'aɪz/ wyraziste, pełne wyrazu oczy
hazel eyes /ˌheɪzl 'aɪz/ piwne oczy

6.9 Distinguishing features

beard /bɪəd/ broda (zarost)
birthmark /'bɜːθmɑːk/ znamię (na skórze)
bushy eyebrows /ˌbʊʃi 'aɪbraʊz/ gęste brwi
clean-shaven /ˌkliːn 'ʃeɪvn/ gładko ogolony
dark complexion /ˌdɑːk kəm'plekʃn/ ciemna karnacja
distinguishing features /dɪˌstɪŋgwɪʃɪŋ 'fiːtʃəz/ cechy szczególne
fair complexion /ˌfeə(r) kəm'plekʃn/ jasna cera
flat nose /ˌflæt 'nəʊz/ płaski nos
freckles /'freklz/ piegi
moustache /'mʌstæʃ/ wąsy
pale complexion /ˌpeɪl kəm'plekʃn/ blada cera
pointed nose /ˌpɔɪntɪd 'nəʊz/ spiczasty nos
scar /skɑː(r)/ blizna
snub nose /ˌsnʌb 'nəʊz/ zadarty nos
tanned /tænd/ opalony
tattoo /tæ'tuː/ tatuaż
wrinkles /'rɪŋklz/ zmarszczki

6.10 Personality traits

amiable /'eɪmiəbl/ sympatyczny, uprzejmy
assertive /ə'sɜːtɪv/ stanowczy
boastful /'bəʊstfl/ chełpliwy, przechwalający się
broad-minded /ˌbrɔːd 'maɪndɪd/ tolerancyjny
carefree /'keəfriː/ beztroski
careless /'keələs/ nieostrożny, nierozważny
caring /'keərɪŋ/ opiekuńczy
competitive /kəm'petətɪv/ skory do rywalizacji
conceited /kən'siːtɪd/ zarozumiały
cynical /'sɪnɪkl/ cyniczny
daring /'deərɪŋ/ śmiały, odważny
dedicated /'dedɪkeɪtɪd/ zaangażowany w coś
dull /dʌl/ nudny
frank /fræŋk/ szczery, otwarty
humble /'hʌmbl/ skromny
hypocritical /ˌhɪpə'krɪtɪkl/ obłudny
indecisive /ˌɪndɪ'saɪsɪv/ niezdecydowany
narrow-minded /ˌnærəʊ 'maɪndɪd/ ograniczony, o ciasnym umyśle
obstinate /'ɒbstɪnət/ uparty, nieustępliwy
passive /'pæsɪv/ bierny
patronizing /'pætrənaɪzɪŋ/ protekcjonalny
persistent /pə'sɪstənt/ uporczywy, wytrwały
rebellious /rɪ'beljəs/ buntowniczy
resourceful /rɪ'sɔːsfl/ pomysłowy
self-centred /ˌself 'sentəd/ egoistyczny, samolubny
stubborn /'stʌbən/ uparty
sympathetic /ˌsɪmpə'θetɪk/ współczujący, pełen zrozumienia
tactful /'tæktfl/ taktowny
timid /'tɪmɪd/ nieśmiały
two-faced /ˌtuː 'feɪst/ dwulicowy
unassuming /ˌʌnə'sjuːmɪŋ/ skromny, bezpretensjonalny
underachiever /ˌʌndərə'tʃiːvə(r)/ osoba niewykorzystująca w pełni swoich możliwości
unfriendly /ʌn'frendli/ nieprzyjazny
unscrupulous /ʌn'skruːpjələs/ niegodziwy, bez skrupułów
witty /'wɪti/ błyskotliwy, dowcipny

6.11 Feelings and emotions

agitated /'ædʒɪteɪtɪd/ zdenerwowany
annoyed /ə'nɔɪd/ zirytowany
annoying /ə'nɔɪɪŋ/ denerwujący
attitude /'ætɪtjuːd/ stosunek, nastawienie
be disappointed with sb /bi ˌdɪsə'pɔɪntɪd wɪð sʌmbədi/ być kimś rozczarowany
be fed up with sth /bi fed 'ʌp wɪð sʌmθɪŋ/ mieć czegoś dość
be open with sb /bi 'əʊpən wɪð sʌmbədi/ być z kimś szczerym
despise /dɪ'spaɪz/ pogardzać
detest /dɪ'test/ nie cierpieć, nienawidzić
drive people mad /ˌdraɪv piːpl 'mæd/ doprowadzać ludzi do szaleństwa
envious /'enviəs/ zazdrosny, zawistny
excited about sth /ɪk'saɪtɪd əbaʊt ˌsʌmθɪŋ/ być czymś podekscytowanym
frustrated /frʌ'streɪtɪd/ sfrustrowany
hide your emotions /haɪd jɔː(r) ɪ'məʊʃnz/ skrywać emocje
keep away from sth /ˌkiːp ə'weɪ frəm sʌmθɪŋ/ trzymać się z dala od czegoś
let sb down /ˌlet sʌmbədi 'daʊn/ rozczarować kogoś, zawieść kogoś
lose your temper /luːz jɔː 'tempə(r)/ stracić panowanie nad sobą
obsession /əb'seʃn/ obsesja
pleased /pliːzd/ zadowolony, uradowany
relaxed about sth /rɪ'lækst əbaʊt sʌmθɪŋ/ mający luźny stosunek do
self-pity /ˌself 'pɪti/ rozczulanie się nad sobą
stand by sb /ˌstænd 'baɪ sʌmbədi/ wspierać kogoś
take after one's mother /teɪk ˌɑːftə(r) wʌnz 'mʌðə(r)/ być podobnym do mamy

6.12 Skills and interests

achieve goals /əˌtʃiːv 'gəʊlz/ osiągać cele
be fond of sth /bi 'fɒnd əv sʌmθɪŋ/ bardzo coś lubić
be good at sth /bi 'gʊd ət sʌmθɪŋ/ być w czymś dobrym
be into sth /bi 'ɪntə sʌmθɪŋ/ być czymś zainteresowanym
be keen on sth /bi 'kiːn ɒn sʌmθɪŋ/ przepadać za czymś
be mad about sth /bi 'mæd əbaʊt sʌmθɪŋ/ mieć bzika na jakimś punkcie

can't live without sth /kɑːnt lɪv wɪˈðaʊt sʌmθɪŋ/ nie móc bez czegoś żyć
find sth (relaxing) /ˌfaɪnd sʌmθɪŋ rɪˈlæksɪŋ/ uważać coś za (relaksujące)
leisure /ˈleʒə(r)/ czas wolny, rekreacja
leisure activities /ˈleʒə(r) ækˌtɪvətiz/ rozrywki, hobby
spare time /ˌspeə ˈtaɪm/ czas wolny

6.13 Personal values

empathy /ˈempəθi/ empatia
honesty /ˈɒnəsti/ szczerość
independence /ˌɪndɪˈpendəns/ niezależność
love /lʌv/ miłość
loyalty /ˈlɔɪəlti/ lojalność
openness /ˈəʊpənnəs/ otwartość
personal development /ˌpɜːsənl dɪˈveləpmənt/ rozwój osobisty
personal freedom /ˌpɜːsənl ˈfriːdəm/ wolność osobista
personal fulfilment /ˌpɜːsənl fʊlˈfɪlmənt/ satysfakcja osobista
respect /rɪˈspekt/ szacunek
responsibility /rɪˌspɒnsəˈbɪləti/ odpowiedzialność
sensitivity /ˌsensəˈtɪvəti/ wrażliwość
trust /trʌst/ zaufanie

6.14 Authority

admiration /ˌædməˈreɪʃn/ podziw
admire /ədˈmaɪə(r)/ podziwiać
authority on sth /ɔːˈθɒrəti ɒn sʌmθɪŋ/ autorytet w jakiejś dziedzinie
enjoy respect /ɪnˌdʒɔɪ rɪˈspekt/ cieszyć się szacunkiem
figure /ˈfɪgə(r)/ postać
influence sb /ˈɪnfluəns sʌmbədi/ mieć na kogoś wpływ
inspire sb /ɪnˈspaɪə(r) sʌmbədi/ inspirować kogoś
prestige /preˈstiːʒ/ prestiż
recognition /ˌrekəgˈnɪʃn/ uznanie

6.15 Social values

collective responsibility /kəˌlektɪv rɪˌspɒnsəˈbɪləti/ odpowiedzialność zbiorowa
dignity /ˈdɪgnəti/ godność
equality /iˈkwɒləti/ równość
fairness /ˈfeənəs/ sprawiedliwość
freedom of speech /ˌfriːdəm əv ˈspiːtʃ/ wolność wypowiedzi
justice /ˈdʒʌstɪs/ sprawiedliwość
quality of life /ˌkwɒləti əv ˈlaɪf/ jakość życia
right to health and welfare /raɪt tə ˌhelθ ən ˈwelfeə(r)/ prawo do zdrowia i dobrostanu
tolerance /ˈtɒlərəns/ tolerancja

6.16 Identity

assimilate /əˈsɪməleɪt/ asymilować się
belong to/in /bɪˈlɒŋ tuː/ /bɪˈlɒŋ ɪn/ należeć do
citizenship /ˈsɪtɪzənʃɪp/ obywatelstwo
heritage /ˈherɪtɪdʒ/ spuścizna
identity /aɪˈdentəti/ tożsamość
immigrant /ˈɪmɪgrənt/ imigrant
multicultural /ˌmʌlti'kʌltʃərəl/ wielokulturowy
multiracial /ˌmʌltiˈreɪʃl/ wielorasowy
native /ˈneɪtɪv/ rodowity mieszkaniec
native country /ˌneɪtɪv ˈkʌntri/ kraj ojczysty
roots /ruːts/ korzenie

6.17 Wordpower p. 9

barely believable /ˌbeəli bɪˈliːvəbl/ niezbyt wiarygodny
blissfully unaware /ˌblɪsfəli ˌʌnəˈweə(r)/ błogo nieświadomy
deadly serious /ˌdedli ˈsɪəriəs/ śmiertelnie poważny
eagerly anticipated /ˌiːgəli ænˈtɪsɪpeɪtɪd/ niecierpliwie wyczekiwany
enthusiastically received /ɪnˌθjuːziˈæstɪkli rɪˈsiːvd/ entuzjastycznie przyjęty
fairly straightforward /ˌfeəli streɪtˈfɔːwəd/ stosunkowo prosty
highly unlikely /ˌhaɪli ʌnˈlaɪkli/ wysoce nieprawdopodobny
wildly optimistic /ˌwaɪldli ˌɒptɪˈmɪstɪk/ szalenie optymistyczny

6.18 Three-part phrasal verbs

catch up on sth /ˌkætʃ ˈʌp ɒn sʌmθɪŋ/ nadrabiać zaległości w czymś
cut down on sth /ˌkʌt ˈdaʊn ɒn sʌmθɪŋ/ ograniczyć coś
get away with sth /ˌget əˈweɪ wɪð sʌmθɪŋ/ robić coś bezkarnie, ujść na sucho
get round to doing sth /get ˌraʊnd tə ˈduːɪŋ sʌmθɪŋ/ zabrać się za robienie czegoś
look up to sb /lʊk ˈʌp tə sʌmbədi/ podziwiać kogoś
put sth down to sth /pʊt ˈsʌmθɪŋ daʊn tə ˌsʌmθɪŋ/ przypisywać coś czemuś
put up with sth /pʊt ˈʌp wɪð sʌmθɪŋ/ znosić coś, tolerować
run out of sth /ˌrʌn ˈaʊt əv sʌmθɪŋ/ skończyć się, wyczerpać
stand up for sth /stænd ˈʌp fə(r) sʌmθɪŋ/ stawać w obronie czegoś
talk sb out of sth /ˌtɔːk sʌmbədi ˈaʊt əv sʌmθɪŋ/ odwieść kogoś od czegoś

6.19 Adverbs formed from *-ed* adjectives

admittedly /ədˈmɪtɪdli/ co prawda
deservedly /dɪˈzɜːvɪdli/ zasłużenie
determinedly /dɪˈtɜːmɪndli/ z wielką determinacją
excitedly /ɪkˈsaɪtɪdli/ z ekscytacją
heatedly /ˈhiːtɪdli/ zażarcie
repeatedly /rɪˈpiːtɪdli/ wielokrotnie
reportedly /rɪˈpɔːtɪdli/ podobno
supposedly /səˈpəʊzɪdli/ ponoć

Do you remember?

BRAINPOWER

Dobrym sposobem uczenia się nowego słownictwa jest korzystanie z fiszek. Napisz nowe słowo na jednej stronie karty, a zdanie przykładowe z wykorzystaniem tego słowa – na drugiej stronie. Fiszki możesz także wykorzystać do przypomnienia sobie, w jaki sposób dane wyrażenie używane jest w kontekście.

Check yourself!

1 Choose the correct words.

1 *Infancy / Adolescence* is the time when you're not a child anymore, but not an adult yet.
2 After she got *engaged / divorced*, Gina decided not to marry again.
3 Mark is a *widower / toddler* – his wife died a year ago.
4 Amy has dark hair with a *fringe / complexion*.
5 He is a real *chatterbox / underachiever* – he just won't stop talking.
6 I regret *losing my temper / beating the odds* yesterday – I said some very offensive things.
7 She believes everyone is equal and *detests / admires* people who take advantage of others.

Pronunciation

1 007 Find eight pairs of rhyming words. Underline the sounds which differentiate the words from each other. Then listen and check.

than clothing breathe fin face van
sigh three zen thigh free breeze
faith thin closing then

2 008 Complete the table on the basis of the sounds in bold. Then listen, check and repeat.

also although cloth clothes enthusiasm
ferry forgive fresh gazing horizon ice
leftover sing sunbathing thing thread
verse very

/s/	/z/	/f/
/v/	/θ/	/ð/

3 009 Listen and repeat the sentences.

1 Sing the verse with more enthusiasm.
2 Although the weather wasn't very good, we went sunbathing.
3 Please forgive me for forgetting the leftover food!
4 I breathed in the fresh air, gazing at the horizon.
5 The thread is too thin for the cloth.
6 The students took the test last Thursday.

2 Miejsce zamieszkania

















Vocabulary

Place of residence

1 What types of houses can you see in the pictures? Match the words in the box to the pictures.

bungalow detached house farmhouse houseboat semi-detached terraced house thatched cottage tower block

2 Work in pairs. Choose one of the pictures in exercise 1 and describe it for your partner to guess. Would you like to live in this place? Why? / Why not?

3 Decide if these sentences are true or false.

1 A detached house usually has a lobby near the front door.
2 A chalet is usually a wooden house in the mountains where people go on holiday.
3 Students at boarding school often sleep in a dormitory.
4 A neighbourhood is considered to be in the suburbs if it is in the centre of a city.
5 A narrowboat is a residential vehicle that people often use when they are on the coast or by the sea.

Rooms and furniture

4 Complete the table with the words in the box. Some items can be matched with more than one room.

bedside table built-in wardrobe chest of drawers coffee machine coffee table draining board duvet fitted carpet floor lamp full-length mirror magazine rack medicine cabinet ornament pillow shower sideboard soap dispenser toilet brush toothbrush holder towel rail two-seater sofa waste-paper basket

Living room	Bathroom	Bedroom	Kitchen

5 What is your favourite room in your house? Describe it to your partner. Is there anything you would like to change?

Describing a house

6 Complete the sentences with the adjectives in the box. Use each adjective once.

ancient cluttered cramped picturesque pricy remote renovate spacious well maintained

1 This _____ castle was built more than two thousand years ago.
2 Part of the garage was falling down so we had to _____ it, and now it looks great.
3 Last year I stayed in a(n) _____ thatched cottage in the south of England. It was beautiful.
4 I'm a city person, so living in a(n) _____ place, like an island away from the hustle and bustle, would be my worst nightmare.
5 Accommodation in many of the world's major cities can be expensive and _____, with so many people living in a small space.
6 It's a traditional semi-detached house, but it has been _____ by the current owner so it's in great condition.
7 If you want a spacious flat in the centre of town it will be very _____ – such properties have never been cheap.
8 Despite being an airy and comfortable flat, it's _____ with his possessions so it's basically one big mess.
9 Even though our living room is not very big, the huge bay windows give you a feeling of being in a(n) _____ and airy living space.

Buying, selling and renting a property

7 Read the dialogue and complete the missing words.

Ann What kind of ¹**p**_____ can you see yourself living in?

Jim I'd probably like to live in the city in my 20s. My ²**b**_____ is going to be quite restricted, though, so I wouldn't be able to afford much. As long as I was close to all the ³**l**_____ **a**_____, I'd be happy.

Ann I guess when I go to university I'll live in the university ⁴**h**_____ of **r**_____. I think you get a ⁵**d**_____ if you pay all your rent up front.

Jim When I'm much older I'm going to live in one of those environmentally ⁶**s**_____-**c**_____ flats. You know, the ones that are ⁷**t**_____ and you have everything you need all packed in. Would you like that?

Ann I'd prefer to live with other people, maybe my friends.

Jim Will you get your own place one day?

Ann I don't think so, I'd rather rent. I know I'd have to deal with an agent and sign a ⁸**t**_____ **a**_____, but at least I wouldn't be responsible for the ⁹**m**_____.

Jim I agree.

8 010 Listen to the recording and check your answers to exercise 7.

9 Complete the text using the words in the box.

accommodation central heating house share
landlady lease rent tight budget

Renting a flat

One of the hardest things about living in New York is finding a decent place to live, especially when you're on a(n) ¹_____. I was really lucky that my employer helped me find ²_____. It's a(n) ³_____ – currently I have five flatmates, and we all pay the bills and ⁴_____ every month. I was the last person to move in and I had to sign a(n) ⁵_____ for twelve months. I've always only dealt with the estate agent – I've never even seen the ⁶_____! My room is very small, even by New York standards, but it's cosy and comfy. It's warm, too – the house has great ⁷_____ so it's not as hard to cope with the notorious New York winters as I thought it would be.

10 Read about the house problems and choose the correct words to complete the sentences.

1 Some contracts include *hidden / excess* charges. Check them thoroughly to avoid being overcharged.
2 Even if a flat is fully *unfurnished / furnished*, it's a good idea to inspect the furniture for any damage before you sign the contract.
3 *Damp / Loan* can be a problem, so you should get a professional to survey the walls before you buy the house.
4 Local *residents / vendors* can cause problems with excess noise, especially at night.
5 Some properties come with all *mod cons / amenities*, but do you really need expensive devices that you might not use?
6 Be sure you can afford your *rent / deposit* – will you be able to pay it each month if your income changes?
7 If you take out a mortgage, make sure you keep an eye on the *interest rate / bills*, as your payments could go up or down depending on what happens in the markets.
8 Finally, it's always a good idea to set yourself a *viewing / budget* before you sign the paperwork so you know what you can afford.

11 With a partner, decide if the following sentences talk about positive or negative experiences. Explain why you think so.

1 Living close to a **slum**.
2 Having a **ground floor flat**.
3 Being close to **local amenities**.
4 Having good **transport links** nearby.
5 Living in an area that has gone through a process of **gentrification**.
6 Sharing a house with a **flatmate**.
7 Living on the **top floor** of a **tower block** or **skyscraper**.
8 Having a **basement** or an **attic**.
9 Living in the **vicinity** of cafés and restaurants.
10 Having a **wood burning stove** in your kitchen.



Chores and household jobs

12 Complete the missing words in the sentences.

1 Whose job is it in your house to **t**_____ **o**_____ the **r**_____ and put it in the bin outside?
2 We need to call an electrician to replace the **w**_____ in our house.
3 As part of a full house makeover, we **r**_____ the bathroom and the kitchen.
4 Call the landlord – someone needs to **r**_____ the roof because we have a leak.
5 My dad is usually reluctant to call a **p**_____ because he can usually fix taps and pipes himself.
6 We're not going to get a painter – my wife and I will **d**_____ the flat ourselves.
7 It's a good idea to hire a professional to do the **t**_____ on the floor and the walls in the bathroom or kitchen.

Moving house

13 Imagine that you're moving house. Choose the correct words and put the steps in the correct order.

a Seal the boxes with *tape* / *glue* and label them with the names of the rooms.
b Don't forget, moving *out* / *into* can be a stressful and emotional time.
c Next, *sort* / *pack* as much as you can into boxes.
d If you have a lot to take it may be worth hiring a *removal* / *garbage* van.
e Make sure you protect breakables using *bubble wrap* / *boxes* so they don't smash.
f When you get to your new place, take your time to *move in* / *unpack*.

14 Describe the pictures with your partner and answer the questions.

1 What has happened in each of them?
2 What do you think will happen next?







Architecture

15 Read the text and choose the correct answers.

City Planning

I work in the city planning department, and it's my job to make sure that new constructions and buildings are safe and in keeping with the [1]_____ of the city. First, companies need to submit all the necessary paperwork to us. Then we check that the style and design is in compliance with the city regulations as well as being safe for the citizens.

There's been a lot of rapid [2]_____ in the centre of the city recently, with new companies and businesses moving in and out. We've made a lot of changes and we [3]_____ down the old multi-storey car park to make way for new condominiums. One part of the city outside the centre was considered a slum – this has been rebuilt and adapted to make it [4]_____ that is both functional and sustainable for a green future. This process of rebuilding run down areas is known as [5]_____.

I've been quite busy over the last few years!

1 **A** landscape
B construction
C condominium
D functionality

2 **A** development
B landing
C renovation
D suburbs

3 **A** tear
B have been tearing
C have torn
D torn

4 **A** nowhere
B everywhere
C anywhere
D somewhere

5 **A** modernization
B gentrification
C industrialization
D commercialization

16 Ask and answer the questions in pairs.

1 What type of property or area would you like to live in and why?
2 Why do you think some people prefer renting to taking out a mortgage?
3 Would you be happy to house share with a person you don't get on with if you paid less rent?
4 What's your opinion on the process of gentrification? Does it benefit or hurt local communities?
5 How could we make houses more sustainable in the future?
6 Tell me about a DIY project you've done or one you would like to do in the future.

Listening

Tekst z lukami

1 Work in pairs and answer the questions.

1 What ornaments, pictures or other decorations do you keep in your house?
2 How do they make you feel?

2 Read the tip and the notes below. Match the types of words A–D to the gaps 1–4.

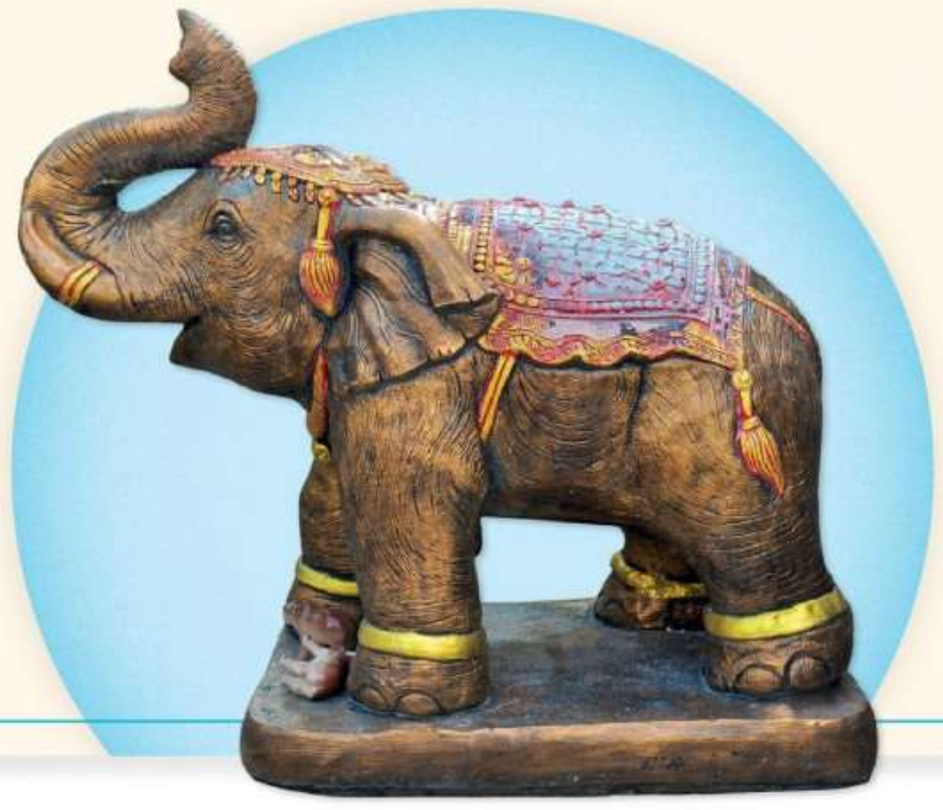
Postaraj się odgadnąć, jakiego rodzaju wyrażenia brakuje w poszczególnych zdaniach. Gdy odnajdziesz w nagraniu poszukiwane informacje, pamiętaj, że często należy je przeformułować tak, aby tworzyły ze zdaniami logiczną i poprawną gramatycznie całość.

A singular noun
B plural noun
C verb or verb phrase
D adjective

The elephant in the room

Ancient beliefs regarding elephants:

- An elephant in the room brings many [1] _____.
- [2] _____ of the elephant in the room is important.
- An elephant by the door is supposed to [3] _____.
- Elephants make people feel affectionate and [4] _____.



3 012 Listen to the recording and complete the notes in exercise 2. Were your predictions correct?

4 012 ! Usłyszysz dwukrotnie wypowiedź na temat zapewnienia dobrej energii w miejscu zamieszkania. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

Positive energy for a happy home:

Fish
- linked to good fortune in feng shui
- eight or nine is [1] _____ number
- bring calm to your home

Plants
- burning white sage brings positive energy
- useful after you've had [2] _____
- live plants have many benefits, too

Minerals
- crystals, like rose quartz, bring positivity
- Himalayan salt lamps improve your mood and promote [3] _____

Colour
- orange can make you feel both [4] _____
- spa colours bring a sense of calm



WORDPOWER

5 In items 1–7 replace one word with a word or phrase in the box to make the opposite meaning of the phrase.

enhance fabulous introduce keep
soft glow therapeutic well-being

1 lose your temper
2 dampen your mood
3 create a harsh light
4 experience a sense of distress
5 remove a sense of anxiousness
6 have a harmful effect
7 have a terrible idea

6 Use the phrases from exercise 5 to complete the questions. There may be more than one possible answer.

1 How can you _____ at home?
2 What can _____ at home?
3 When did you last _____?
4 Do you find it easy to _____?

7 Work in pairs. Ask and answer the questions in exercise 6.

2 **Reading**

Dobieranie zdań do części tekstu

1 Work in pairs and answer the questions.

1 Look at the pictures in the text. Is there anything unusual about the houses?
2 Is the architecture of your home typical of your country?
3 What's the most unusual home you've ever seen?

2 Read the tip and the task in exercise 4. Find the keywords in questions 1–5.

Znajdź w pytaniach kluczowe wyrażenia – pomogą ci one określić, jakie informacje należy znaleźć w tekście.

3 Look at the questions in exercise 4 again. In pairs, brainstorm the questions below.

1 What types of building can you usually go on a tour of? Who goes on these tours?
2 Why might a certain type of house be more popular than other types?
3 How can a house be used to protect yourself from other people?
4 How can living conditions change depending on the seasons?
5 What could possibly be the impact of the design on nature?

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

In which paragraph does the author

1 describe a type of building you might do a tour of?
2 suggest that the popularity of the place is well-deserved?
3 refer to the house being used as a method of protection against other people?
4 mention subtle variations in living conditions that are caused by seasonal change?
5 point to the interplay between the design and nature?

5 Work in pairs and discuss the questions.

1 Which of the houses described in the text would you prefer to live in? Why?
2 How does the place where you live influence you as a person? How does it impact your everyday life?
3 Why do you think architecture is different around the world?

House hunting, high and low

Most of us would say it's sensible to live firmly on the ground. However, not all architects share this view. Here are a selection of housing designs that offer a less conventional perspective.

A The cave house

Cave houses are some of the oldest dwellings in the world and used to provide low-cost accommodation for agricultural workers. However, many have now been renovated into luxury residences and are certainly not cheap. That said, if you lived in a cave complex you would probably save on the costs of air conditioning and heating. Their incredibly thick walls make them cosy in the winter while they remain protected from the summer heat. The temperature inside typically varies only four or five degrees during the year. And although they aren't ideal if you prefer a detached premises, you needn't worry about noise from neighbours!



B The upside-down house

Upside-down houses look entirely normal but with one crucial difference: the roof points downwards and the foundations are in the air. That makes them unsuitable for residential purposes, but they are popular landmarks that have become major tourist attractions. Their appeal has little to do with comfort. From the moment you go inside you start to feel dizzy. You then have to walk on the ceiling, which is the floor for you, under all the furniture above. Only the staircase is the right way up, which you use to get to the ground floor (which actually is the top floor). These houses are just perfect if you want a picture of yourself dancing on the ceiling to post on social media.



C The stilt house

Homes on poles called *stilts* are nothing new in some parts of the world. They have long been essential in low-lying coastal areas where flooding is common because they can be reconstructed quite quickly if damaged. The Korowai tribe of Indonesia are famous for building stilt houses 35 metres high to prevent attacks from neighbouring tribes. A stilt house may not be the height of luxury, but the architectural style is becoming popular the world over. It is particularly attractive to those who reside in warmer climates, since the buildings' height exposes residents to cool summer breezes, but they also appeal to those who care about the environment. Their narrow legs allow the tree roots to grow freely and they permit water to drain into the soil.



D The tree cabin

If you have a head for heights you may fancy staying in a tree cabin. These simple abodes are now among the most sought-after types of holiday apartments, and rightly so. They offer a romantic escape into the heart of nature, providing fine views across the forest canopy, and are frequently equipped with an outdoor hot tub where you can bathe under the stars, shielded from view by the tree branches. In the morning you can wake up to the sound of the birds singing or push open the front door to watch the sunrise from the comfort of your bed. Indoor cooking facilities are usually minimal in tree cabins, but there are barbecue facilities on the premises at ground level.



WORDPOWER

Accommodation

6 Find the words from the box in the text. Can you explain the difference between them?

abode cabin complex dwelling housing premises residence

Idioms with *high* and *low*

7 Look at the title of the text. What does *high and low* mean?

8 In pairs, look at the idioms in bold. Explain their meaning and say if the sentences are true for you.

1 Once I've **reached the dizzy heights of** success, I'll buy a better bike.
2 I always try to **lie low** for a while if the teacher is angry with me.
3 I avoid riding the big wheel because I don't **have a good head for heights**!
4 I never post insulting comments on social media. I would never **stoop so low**!
5 I think a villa with a pool is **the height of luxury** as far as holiday accommodation goes.

9 For each word in the box decide what word category (noun, verb, etc.) it belongs to.

reside residence residency resident residential residents

10 Complete the gaps in the text with the words from exercise 9.

Poles in the UK

The long and friendly history between the UK and Poland has led to considerable movement of people between the countries. More than 800,000 Poles have taken up [1]_____ in the UK. Nearly 8,000 of these are [2]_____ at a university. Nearly 150,000 now [3]_____ in London, though many are also [4]_____ of Southampton and Slough. The [5]_____ areas in these towns aren't cheap, with an average house in Slough costing £400,000, but Poles still represent nearly a quarter of all those buying a new [6]_____.

11 Work in pairs and answer the questions.

1 If you could move house, where would you choose to live?
2 What kind of house would you like to live in in the future?

2 Use of English

GRAMMAR IN USE

Present perfect used with present, past and future tenses; prefixes

1 Find and correct the mistakes in the sentences.

1 This was the third time our house has been burgled.
2 We buy a new mower when the old one has broken down.
3 Since I've moved to London, I couldn't find proper accommodation.
4 Do you suppose the estate agent forgot about the meeting today?
5 I haven't talked to Sam since she has left home.

2 Complete the sentences using the correct form of the verbs in brackets.

1 I can see that the couple at the end of the street _____ (renovate) the old church into a tasteful private residence.
2 I can't believe it! It's the third time someone _____ (spill) coffee all over the new carpet!
3 _____ (you/view) the flat yet, or are you just going to rent it without seeing it first?
4 The landlord has already charged us a significant amount of money, and that's before we _____ (even/move) into the flat.
5 We'll start painting the living room as soon as the paints _____ (arrive).

3 Match the prefixes to their meanings.

co- inter- mal- mis- multi- out- over- re- ultra- under-

1 more than one	6 too much
2 extremely	7 not enough
3 together with	8 again
4 bad or wrong	9 greater, better, further
5 between	10 incorrectly or badly

4 Complete the sentences with the words in brackets and a suitable prefix.

1 The students looking for cheap accommodation vastly _____ (number) the available offers.
2 The biggest estate agency in town has recently been _____ (organized) into several small offices.
3 In our neighbourhood, European and Asian communities _____ (exist) peacefully.
4 Household equipment in the future will be able to _____ (act) with users and satisfy their needs.
5 My mum says we _____ (use) water in our house and we should limit the number of showers and baths we take to one a day.

More grammar on pp. 177 and 181

Transformacje (zadanie zamknięte)

5 ! W zadaniach 1–3 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania.

1 Even though it's old, the house has been very well-maintained.
A Due to being old, the house has to be refurbished.
B Although the house is old, it has been renovated to a high standard.
C Despite being old, the house has been kept in great condition.

2 Adding fitted carpets hasn't helped me sell my flat.
A I'll sell my flat as soon as I've added fitted carpets.
B I sold my flat when I added fitted carpets.
C I've added fitted carpets but still haven't sold my flat.

3 This is the third time we've had to call the plumber to fix the tap.
A We've already called the plumber twice.
B We'll call the plumber again soon.
C We haven't called the plumber before.

Zadanie z lukami i wyrazami w ramce

6 ! Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

desire feature fit furnish grow occasion

What makes a property sell faster?

You might be under the impression that a picturesque house in the countryside would sell very quickly and for a lot of money, but this is not the case. Although high-end properties do [1] _____ manage to fetch exorbitant prices, they hardly ever sell fast.

A well-maintained, traditional house is usually the fastest selling type of accommodation, although there are a(n) [2] _____ number of people who turn their noses up at such conventional properties.

Unfurnished houses and flats definitely sell more quickly but they still require a fully equipped kitchen and bathroom as standard. However, other appliances, like a quality cooker, enhance saleability, as do other [3] _____ like a tidy attic or a neat basement.

Location has always had a big impact on how fast a property sells. For some reason, accommodation near hospitals seems to be [4] _____ to most people and rates of sales have been the slowest. On the other hand, houses near good schools always go quickly.

Wybór wielokrotny

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

The changing role of household chores

Household chores are a routine requirement for everyday life. [1]_____ household gender roles predictably dictate that women and girls do the laundry and the washing up. Men and boys, conversely, should fix appliances and do general [2]_____. However, as gender roles [3]_____ more fluid, this has changed as well.

'I always do the cooking in our household,' claims Piotr from Warsaw. 'I'm a [4]_____ adept cook than my wife,' he laughs. His wife Monika concurs: 'We just complete tasks that we're proficient at, [5]_____ neither of us enjoy taking out the rubbish.' For most modern couples, roles can be [6]_____ and the division of the tasks is just a matter of mutual understanding.

1 **A** Universal
B Traditional
C Modernist
D Contemporary

2 **A** maintenance
B reparations
C refurbishment
D assembly

3 **A** become
B have become
C had become
D are becoming

4 **A** good as
B much more
C not enough
D better than

5 **A** though
B besides
C however
D regardless

6 **A** coexistent
B misunderstood
C maladjusted
D interchangeable

Gramatykalizacja

8 **Uzupełnij zdania 1–4. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 Despite previously _____ (promise/not/sell) our house, my father now believes it would be best.

2 The vendor told me all the paperwork _____ (complete/success) the previous week, but the sale still hasn't gone through.

3 The local amenities in the city I used to live in _____ (not be/good) as where I live now.

4 The contractors _____ (begin/work) on the gentrification project by the time you move.

Zadanie z lukami

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Cities don't make us happier!

It might come as a shock but living in a city won't make you happy. [1]_____ to new evidence, if you live in the countryside you will be happier. The report concluded that people who have lived in a city [2]_____ more than five years are more unhappy than their counterparts in the countryside, even though they make more money.

Cities have more facilities, of course, but they also have a faster pace of life and tend to be overcrowded. Moreover, cities have always been expensive to live [3]_____ and teem with problems like poverty or crime.

However, academics discovered that while people are much happier in rural areas, they are still moving to big cities in search of [4]_____ more prosperous life.

Hopefully, cities of the future will change as a result of the green revolution. They will become less industrial and more suburban, with less traffic and more green spaces – [5]_____ for people to live rather than just work.

Transformacje (zadanie otwarte)

10 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 Elle started to renovate her flat six months ago and she's still working on it. **RENOVATING**
Elle _____ her flat even though she started six months ago.

2 When did your father start paying his mortgage? **PAYING**
How long _____ his mortage for?

3 Has Jim been successful in adapting to the new situation? **MANAGED**
_____ to the new situation?

4 They will add a mezzanine floor in the factory and then we'll build a new office. **WHEN**
We'll build a new office _____ a mezzanine floor in the factory.

5 The renovation work has been going on for a few months. **AGO**
The renovation work _____.

2 Writing

List formalny

1 Work in pairs. Discuss these questions.

1 Have you ever considered studying away from your hometown? Why? / Why not?
2 What are the possible benefits and drawbacks of living in a hall of residence? What about off-campus accommodation?

We wstępie listu należy wyjaśnić powód, dla którego go piszesz. Będzie on inny dla każdego rodzaju listu formalnego.

2 Read the following examples of letter introductions. What is the reason for writing each of them?

1
I am writing with regard to an article about university students living in halls of residence. I am a student myself and would like to comment on several points the author makes.

2
I am writing to enquire about the advertisement for student accommodation on campus. I saw it on the university website this week and I would be grateful if you could send me more details.

3
I am writing to formally complain about my next-door neighbour and to request you to kindly look into the matter. I would be obliged if you helped me with an issue that has recently arisen.

4
My name is Adam Kowalski, and I am writing to you because I have a keen interest in renting a flat that is available on Park Avenue. I am particularly interested in this place because of its proximity to the university.

5
I am writing to express my genuine appreciation for the time you spent showing me around the town and presenting to me its colourful history.

3 Read the task and complete the introduction with the reason for writing the letter.

Wyjechałeś/Wyjechałaś na wakacje, korzystając z usług biura podróży. Po przyjeździe na miejsce okazało się, że zakwaterowanie w hotelu nie odpowiada standardowi, jakiego oczekiwałeś/oczekiwałaś. Napisz list do przedstawiciela biura podróży, w którym opiszesz niski standard zakwaterowania oraz zaproponujesz rozwiązania, które by cię usatysfakcjonowały.

Dear Mr Brown,
I am a client of your travel agency. I would like to …

4 Read about the hotel problems. Discuss in pairs what action you would expect a travel agent to take.

I was put in a room on the 7th floor, but the lift has been out of order since my arrival. After 6 p.m. room service is no longer provided. If you want to have supper, you must take a two-kilometre walk to the nearest restaurant. The swimming pool advertised in the brochure turned out to be a paddling pool for children and the constant noise coming from the highway is unbearable.

5 Write a paragraph explaining what you would like the travel agent to do. Use the beginning below or your own ideas.

I am very unhappy with the standard of the hotel offered by your travel agency. Therefore, I expect …

I would like you to …
It would be a great idea if you could …
What I would suggest is …

6 Read the following examples of formal letter endings. Which one is more appropriate and why?

1
I trust you will help to resolve this matter as soon as possible.
Yours sincerely,
Agnieszka Nowak

2
I demand that you do something about it immediately.
Bye, Agata

7 Read the task in exercise 8 and complete the sentences so they can be used as a part of your letter.

1 I was misinformed that …
2 I expected …, but it turned out that …
3 I regret to inform you that …
4 Although I have already spoken to … , …
5 To resolve this problem, I suggest …

8 ! Write a letter of 200–250 words.

Wynająłeś/Wynajęłaś pokój w akademiku, lecz okazało się, że jego standard różni się od opisanego w broszurze reklamowej. Napisz list z zażaleniem do władz uczelni, w którym wyjaśnisz, dlaczego przyznany ci pokój nie spełnia twoich oczekiwań, oraz zaproponujesz rozwiązania, które by cię usatysfakcjonowały.

Useful phrases on p. 213

Cumulative Revision Units 1–2

1 Read the text. For items 1–6, use the word given in brackets to form a word that fits the gap.

GENERATION Z

Young people have for centuries been accused of [1]_____ (**RESPECT**) their elders and being irresponsible. This has probably always been a [2]_____ (**REPRESENT**) and never been quite true. And in fact, it seems the current generation may be *more* respectful than their forebears. Research shows GenZ-ers are far less likely to get involved in antisocial behaviour than previous generations and that they value success and hard work. They also believe in [3]_____ (**COLLECT**) responsibility and [4]_____ (**FAIR**). They are digital natives, too, which means they have interacted in diverse online communities since [5]_____ (**CHILD**). This has made them less [6]_____ (**TOLERANT**) of difference and at ease in a multicultural world.

2 Rewrite the sentences using the words in capital letters so the meaning is the same as in the original sentences.

1 My messy bedroom has made Mum really angry. **MAD**
Mum _____ bedroom.

2 Max acts just like his dad. **AFTER**
Max _____ dad.

3 My children really respect and admire their Aunt Julie. **LOOK**
My children _____ Aunt Julie.

4 James married Alana last week. **KNOT**
James and Alana _____ last week.

5 Joshua doesn't live here any more. **OUT**
Joshua _____ of here.

3 Complete the gaps with words formed from the words in the box. There is one extra word.

agitate assert bulb chunk remark scar

Richard Norris had bright brown eyes and a winning smile, but otherwise a fairly [1]_____ appearance – until he had an accident with a gun when he was 22. It spared his eyes but left him with few other facial features: a(n) [2]_____ nose, and no cheekbones or lips; and lots of [3]_____ from endless operations. Richard became a hermit, living in houses without mirrors so that he wouldn't become [4]_____ at his appearance. Then, fifteen years later, Richard became the recipient of the world's first full-face transplant. He's now completely relaxed about the way he looks. Most importantly he is much more [5]_____ and confident. He feels like he got his life back.

4 Complete sentences 1–5 using the correct form of the words in brackets. You should not change the order of the words but you should (if necessary) add new words to make the sentences logical and grammatically correct.

1 We (use/have) _____ canal boat on the Llangollen Canal.
2 Lewis (not/know) _____ half-sister before she wrote a message to him on social media.
3 Sarah always seems to wear (surprise/face) _____ expression.
4 Migrant communities in the UK (assimilate/well) _____ before the economy crashed suddenly in 2008.
5 I got into photography because I (not find/paint/enjoy) _____.

5 Read the text. Choose the correct answers: A, B, C or D.

Jews made up a large proportion of the Polish population before the 1930s. They [1]_____ their own language and enjoy a rich cultural life. The existence of these communities is now commemorated in the POLIN Museum. Its building has won awards for both its design and [2]_____, and has attracted large numbers of visitors from around the world since opening in 2013. In many ways the [3]_____ exterior resembles modern glass buildings in its simplicity, except for a large gash marking its entrance. However, upon entering you walk into a cavernous [4]_____ that appears to be a gorge with steep walls on either side dug out of warm sandstone, with soft, welcoming lighting. The deep gaps and large spaces are [5]_____ of the gaps in Jewish history, which the museum seeks to bridge. Since 2016, visitors [6]_____ online tours with the help of Street View technology, so you can visit the museum anytime from the comfort of your couch.

1 **A** have spoken
B have been speaking
C would speak
D had spoken

2 **A** assembly
B construction
C manufacture
D erection

3 **A** minimalist
B essential
C simplistic
D raw

4 **A** basement
B courtyard
C lobby
D cellar

5 **A** evidence
B exemplary
C symbolic
D figurative

6 **A** are being taken
B took
C have taken
D have been taking

Wordlist Miejsce zamieszkania

Legenda
Oxford 3000
Oxford 5000

13.1 Place of residence

apartment /ə'pɑ:tmənt/ apartament
bedsit /'bedsɪt/ wynajęty pokój, używany jako salon i sypialnia
block of flats /ˌblɒk əv 'flæts/ blok mieszkalny
bungalow /'bʌŋgələʊ/ dom parterowy
canal boat /kə'næl bəʊt/ barka
chalet /'ʃæleɪ/ domek letniskowy
city /'sɪti/ miasto
cottage /'kɒtɪdʒ/ chata, domek wiejski
country /'kʌntri/ wieś
countryside /'kʌntrisaɪd/ wieś
detached house /dɪˌtætʃt 'haʊs/ dom wolnostojący
dorm /dɔ:m/ akademik
dormitory /'dɔ:mətri/ akademik
farmhouse /'fɑ:mhaʊs/ dom w gospodarstwie rolnym
flat /flæt/ mieszkanie
ground floor flat /ˌgraʊnd flɔ:(r) 'flæt/ mieszkanie na parterze
houseboat /'haʊsbəʊt/ łódź mieszkalna
housing estate /'haʊzɪŋ ɪsteɪt/ osiedle mieszkaniowe
narrowboat /'nærəʊ ˌbəʊt/ barka
residential area /ˌrezɪ'denʃl ˌeəriə/ dzielnica mieszkaniowa
semi-detached house /ˌsemi dɪˌtætʃt 'haʊs/ dom typu bliźniak
skyscraper /'skaɪskreɪpə(r)/ drapacz chmur
slums /slʌmz/ slumsy
studio flat /'stju:diəʊ flæt/ kawalerka
suburbia /sə'bɜ:biə/ przedmieścia
suburbs /'sʌbɜ:bz/ przedmieścia
terraced house /ˌterəst 'haʊs/ dom szeregowy
thatched cottage /ˌθætʃt 'kɒtɪdʒ/ chata pokryta strzechą
tower block /'taʊə blɒk/ wieżowiec
town house /'taʊn haʊs/ kamienica
tree house /'tri: haʊs/ domek na drzewie
vicinity /və'sɪnəti/ sąsiedztwo
village /'vɪlɪdʒ/ wieś

13.2 Rooms and furniture

attic /'ætɪk/ poddasze
basement /'beɪsmənt/ piwnica
bathroom scales /'bɑ:θru:m skeɪlz/ waga łazienkowa
bedroom /'bedru:m/ sypialnia
bedside table /ˌbedsaɪd 'teɪbl/ szafka nocna
bookcase /'bʊkkeɪs/ regał
built-in wardrobe /ˌbɪlt ɪn 'wɔ:drəʊb/ szafa wnękowa
carpet /'kɑ:pɪt/ dywan
ceiling /'si:lɪŋ/ sufit
cellar /'selə(r)/ piwnica
central heating /ˌsentrəl 'hi:tɪŋ/ centralne ogrzewanie
chest of drawers /ˌtʃest əv 'drɔ:z/ komoda
coffee machine /'kɒfi məʃi:n/ ekspres do kawy
coffee table /'kɒfi teɪbl/ stolik kawowy
curtains /'kɜ:tnz/ zasłony
cushion /'kʊʃn/ poduszka
doormat /'dɔ:mæt/ wycieraczka
draining board /'dreɪnɪŋ bɔ:d/ suszarka do naczyń
duvet /'du:veɪ/ kołdra, pierzyna
electric heater /ɪˌlektrɪk 'hi:tə(r)/ kuchenka elektryczna
energy-efficient appliances /'enədʒi ɪˌfɪʃnt ə'plaɪənsɪz/ urządzenia energooszczędne
fence /fens/ płot, ogrodzenie
fireplace /'faɪəpleɪs/ kominek
fitted carpet /ˌfɪtɪd 'kɑ:pɪt/ wykładzina dywanowa
flat-screen TV /ˌflæt skri:n ˌti: 'vi:/ telewizor z płaskim ekranem
floor /flɔ:(r)/ podłoga; piętro
floor lamp /'flɔ: læmp/ lampa stojąca
floorboards /'flɔ:bɔ:dz/ deski podłogowe
footstool /'fʊtstu:l/ podnóżek
fridge /frɪdʒ/ lodówka
front door /ˌfrʌnt 'dɔ:(r)/ drzwi wejściowe
full-length mirror /ˌfʊl leŋkθ 'mɪrə(r)/ lustro od sufitu do podłogi
garage /gærɪdʒ, 'gærɑ:ʒ/ garaż
gas cooker /'gæs kʊkə(r)/ kuchenka gazowa
hallway /'hɔ:lweɪ/ przedpokój, korytarz
hi-fi system /'hʌɪfʌɪ ˌsɪstəm/ sprzęt hi-fi
household appliances /'haʊshəʊld əˌplaɪənsz/ urządzenia gospodarstwa domowego
lobby /'lɒbi/ hall, lobby
loft /lɒft/ strych, poddasze
lounge /laʊndʒ/ salon
magazine rack /'mægə'zi:n ˌræk/ stojak na czasopisma
medicine cabinet /'medɪsn ˌkæbɪnət/ szafka na leki
mower /'məʊə(r)/ kosiarka do trawy
net curtain /ˌnet 'kɜ:tn/ firanka
ornament /'ɔ:nəmənt/ ozdoba, dekoracja
pillow /'pɪləʊ/ poduszka
resident /'rezɪdənt/ mieszkaniec/ mieszkanka
running water /ˌrʌnɪŋ 'wɔ:tə(r)/ bieżąca woda
sheet /ʃi:t/ prześcieradło
shutters /'ʃʌtə(r)z/ okiennice
sideboard /'saɪdbɔ:d/ kredens
sink /sɪŋk/ zlew
soap dish /'səʊp dɪʃ/ mydelniczka
soap dispenser /'səʊp dɪˌspensə(r)/ dozownik mydła
staircase /'steəkeɪs/ klatka schodowa
stairs /steəz/ schody
storey /'stɔ:ri/ kondygnacja, piętro
tap /tæp/ kran
ten-storey building /ˌten stɔ:ri 'bɪldɪŋ/ dziesięciopiętrowy budynek
toilet /'tɔɪlət/ toaleta/ubikacja
toilet brush /'tɔɪlət ˌbrʌʃ/ szczotka do toalety
toothbrush holder /'tu:θbrʌʃ ˌhəʊldə(r)/ uchwyt na szczoteczkę do zębów
top floor /'tɒp flɔ:(r)/ ostatnie piętro
towel rail /'taʊəl reɪl/ uchwyt na ręcznik
twin room /twɪn 'ru:m/ pokój dwuosobowy
two-seater sofa /tu: ˌsi:tə(r) 'səʊfə/ sofa dwuosobowa
wall /wɔ:l/ ściana
water tank /'wɔ:tə(r) tæŋk/ zbiornik na wodę
windowsill /'wɪndəʊsɪl/ parapet
wood-burning stove /'wʊd bɜ:nɪŋ ˌstəʊv/ piec na drewno

13.3 Describing a house

ancient /'eɪnʃənt/ starożytny
cluttered /'klʌtəd/ zagracony
conventional /kən'venʃənl/ tradycyjny, konwencjonalny
cramped /kræmpt/ zatłoczony
damp /dæmp/ wilgotny
desirable /dɪ'zaɪərəbl/ atrakcyjny
enormous /ɪ'nɔ:məs/ olbrzymi, ogromny
historic /hɪ'stɒrɪk/ historyczny, o znaczeniu historycznym
huge /hju:dʒ/ ogromny
impressive /ɪm'presɪv/ imponujący
location /ləʊ'keɪʃn/ lokalizacja
magnificent /mæg'nɪfɪsnt/ wspaniały
neighbourhood /'neɪbəhʊd/ sąsiedztwo, okolica
picturesque /ˌpɪktʃə'resk/ malowniczy
pricy /'praɪsi/ drogi
remote /rɪ'məʊt/ odległy, daleki
renovated /'renəveɪtɪd/ wyremontowany, odnowiony
situated in /'sɪtʃueɪtɪd ɪn/ położony w
spacious /'speɪʃəs/ przestronny
tidy /'taɪdi/ czysty, uporządkowany
tiny /'taɪni/ malutki
traditional /trə'dɪʃənl/ tradycyjny
well-maintained /wel meɪn'teɪnd/ dobrze utrzymany

13.4 Buying, selling and renting a property

accommodation /əˌkɒmə'deɪʃn/ mieszkanie, zakwaterowanie
borrow /'bɒrəʊ/ pożyczać (od kogoś)
central heating /ˌsentrəl 'hi:tɪŋ/ centralne ogrzewanie
contract /'kɒntrækt/ umowa
damp /dæmp/ wilgoć
damp patches /ˌdæmp 'pætʃɪz/ zacieki
deposit /dɪ'pɒzɪt/ zaliczka
discount /'dɪskaʊnt/ zniżka, rabat
electricity /ɪˌlek'trɪsəti/ elektryczność
eligible /'elɪdʒəbl/ uprawniony do czegoś
entrance /'entrəns/ wejście, wjazd
equipped /ɪ'kwɪpt/ wyposażony
estate agent /ɪ'steɪt eɪdʒənt/ agent nieruchomości
flatmate /'flætmeɪt/ współlokator/ współlokatorka
fully furnished /ˌfʊli 'fɜ:nɪʃt/ w pełni wyposażony
gentrification /ˌdʒentrɪfɪ'keɪʃn/ proces gentryfikacji
hidden charge /ˌhɪdn 'tʃɑ:dʒ/ ukryta opłata
house share /haʊs ʃeə(r)/ współwynajem domu
housing estate /'haʊzɪŋ ɪsteɪt/ osiedle mieszkaniowe
landlady /'lændleɪdi/ właścicielka domu lub mieszkania
landlord /'lændlɔ:d/ właściciel domu lub mieszkania
lend /lend/ pożyczać (komuś)
loan /ləʊn/ pożyczka, kredyt
local /'ləʊkl/ miejscowy, lokalny
local amenities /ˌləʊkl ə'mi:nətiz/ lokalne udogodnienia
local residents /ˌləʊkl 'rezɪdənts/ okoliczni mieszkańcy
maintenance costs /'meɪntənəns kɒsts/ koszty utrzymania
mod cons /'mɒd ˌkɒnz/ wygody
mortgage /'mɔ:gɪdʒ/ kredyt hipoteczny
pay the bills /peɪ ðə 'bɪlz/ płacić rachunki
per month /pə 'mʌnθ/ na miesiąc
per week /pə 'wi:k/ na tydzień
property /'prɒpəti/ nieruchomość
reduction /rɪ'dʌkʃn/ obniżka
rent /rent/ czynsz
savings /'seɪvɪŋz/ oszczędności
self-contained flat /ˌself kənˌteɪnd 'flæt/ niezależne mieszkanie z osobnym wejściem
sign a lease /ˌsaɪn ə 'li:s/ podpisać umowę najmu
student accommodation /ˌstju:dnt əˌkɒmə'deɪʃn/ kwatera studencka
survey /sə'veɪ/ wykonać ekspertyzę, dokonać przeglądu
tenancy agreement /'tenənsi ə'gri:mənt/ umowa najmu
tenant /'tenənt/ lokator/lokatorka, najemca
tight budget /taɪt bʌdʒɪt/ napięty budżet
transport links /'trænspɔ:t ˌlɪŋks/ połączenia komunikacyjne
unfurnished /ʌn'fɜ:nɪʃt/ nieumeblowany
university hall of residence /ˌju:nɪˌvɜ:səti hɔ:l əv 'rezɪdəns/ akademik
vendor /'vendə(r)/ osoba sprzedająca
viewing /'vju:ɪŋ/ oglądanie (np. mieszkania)

13.5 Chores and household jobs

assemble /ə'sembl/ montować, składać
clear /klɪə(r)/ uprzątać
cowboy builder /'kaʊbɔɪ ˌbɪldə(r)/ partacz, naciągacz
decorating /'dekəreɪtɪŋ/ odnawianie
decorator /'dekəreɪtə(r)/ dekorator/ dekoratorka
DIY enthusiast /ˌdi: aɪ waɪ ɪn'θju:ziæst/ majsterkowicz
do-it-yourself enthusiast /ˌdu: ɪt jəˌself ɪn'θju:ziæst/ majsterkowicz
do the housework /du: ðə 'haʊswɜ:k/ wykonywać prace domowe
do the ironing /du: ðə 'aɪənɪŋ/ prasować
do the laundry /du: ðə 'lɔ:ndri/ robić pranie
do the washing /du: ðə 'wɒʃɪŋ/ robić pranie

do the washing up /duː ðə ˌwɒʃɪŋ ˈʌp/ zmywać naczynia
fix /fɪks/ naprawiać
flooring /ˈflɔːrɪŋ/ podłoga
good repair /gʊd rɪˈpeə(r)/ dobry stan
install /ɪnˈstɔːl/ instalować
lay the table /leɪ ðə ˈteɪbl/ nakryć do stołu
leak /liːk/ przeciek
maintenance /ˈmeɪntənəns/ konserwacja
mend /mend/ naprawiać, reperować
painter /ˈpeɪntə(r)/ malarz/malarka
plumbing /ˈplʌmɪŋ/ instalacja wodno-kanalizacyjna
put sth in /pʊt sʌmθɪŋ ˈɪn/ podłączać/montować
refurbish /ˌriːˈfɜːbɪʃ/ odnawiać, remontować
renovation /ˌrenəˈveɪʃn/ remont
repair a roof /rɪˌpeə(r) ə ˈruːf/ naprawiać dach
repairman /rɪˈpeəmæn/ konserwator
sort the rubbish /ˌsɔːt ðə ˈrʌbɪʃ/ segregować śmieci
take out the rubbish /teɪk ˌaʊt ðə ˈrʌbɪʃ/ wynosić śmieci
tiling /ˈtaɪlɪŋ/ układanie glazury
wiring /ˈwaɪərɪŋ/ instalacja elektryczna

13.6 Moving house

bubble wrap /ˈbʌbl ræp/ folia bąbelkowa
change flats /tʃeɪndʒ ˈflæts/ zmienić mieszkanie
move /muːv/ przeprowadzać się
move house /muːv ˈhaʊs/ przeprowadzać się
move in /muːv ˈɪn/ wprowadzać się
move into a new flat /muːv ˌɪntə ə njuː ˈflæt/ wprowadzać się do nowego mieszkania
move out /muːv ˈaʊt/ wyprowadzać się
pack /pæk/ pakować
removal van /rɪˈmuːvl væn/ ciężarówka firmy przeprowadzkowej
tape /teɪp/ taśma pakowa
unpack /ˌʌnˈpæk/ rozpakowywać się

13.7 Architecture

adapt /əˈdæpt/ adaptować
backstreet /ˈbækstriːt/ cicha uliczka
bicycle rack /ˈbaɪsɪkl ræk/ stojak na rowery
business park /ˈbɪznəs pɑːk/ centrum biznesowe
condominium /ˌkɒndəˈmɪniəm/ mieszkanie własnościowe
contemporary /kənˈtemprəri/ współczesny
contrasting /kənˈtrɑːstɪŋ/ kontrastujący
courtyard /ˈkɔːtjɑːd/ dziedziniec
emergency exit /ɪˈmɜːdʒənsi eksɪt/ wyjście ewakuacyjne
expand /ɪkˈspænd/ rozwijać się, powiększać
fire escape /ˈfaɪər ɪskeɪp/ schody pożarowe
functional /ˈfʌŋkʃənl/ funkcjonalny
geometric /ˌdʒiːəˈmetrɪk/ geometryczny
high-rise /ˈhaɪ raɪz/ wysokościowiec
industrial landscape /ɪnˈdʌstriəl ˈlændskeɪp/ krajobraz przemysłowy
mezzanine /ˈmezəniːn/ półpiętro
modernist /ˈmɒdənɪst/ modernistyczny
multi-storey car park /ˌmʌlti stɔːri ˈkɑː pɑːk/ parking wielopoziomowy
patio /ˈpætiəʊ/ patio
rapid development /ˌræpɪd dɪˈveləpmənt/ gwałtowna rozbudowa
rebuild /ˌriːˈbɪld/ odbudować
rural /ˈrʊərəl/ wiejski
skylight /ˈskaɪlaɪt/ świetlik
suburban /səˈbɜːbən/ podmiejski
sustainable /səˈsteɪnəbl/ zrównoważony
symbolic /sɪmˈbɒlɪk/ symboliczny
tear down /teə(r) ˈdaʊn/ zburzyć
urban /ˈɜːbən/ miejski

13.8 Wordpower p. 21

fabulous /ˈfæbjələs/ fantastyczny
keep your temper /ˌkiːp jɔː(r) ˈtempə(r)/ nie tracić panowania nad sobą
mood-enhancing /muːd ɪnˈhɑːnsɪŋ/ poprawiający nastrój
soft glow /ˌsɒft ˈgləʊ/ miękki blask
therapeutic /ˌθerəˈpjuːtɪk/ terapeutyczny
well-being /ˈwel biːɪŋ/ pomyślność

13.9 Accommodation

abode /əˈbəʊd/ miejsce zamieszkania
cabin /ˈkæbɪn/ chata
complex /ˈkɒmpleks/ kompleks
dwelling /ˈdwelɪŋ/ miejsce zamieszkania
housing /ˈhaʊzɪŋ/ mieszkania, zakwaterowanie
premises /ˈpremɪsɪz/ teren, siedziba

13.10 Idioms with *high* and *low*

dizzy heights /ˌdɪzi ˈhaɪts/ zawrotna wysokość
fear of heights /ˌfɪər əv ˈhaɪts/ lęk wysokości
height of luxury /ˌhaɪt əv ˈlʌkʃəri/ szczyt luksusu
lie low /laɪ ˈləʊ/ przeczekiwać w ukryciu, nie wychylać się
stoop low /stuːp ˈləʊ/ zniżyć się

13.11 Wordpower p. 23

reside /rɪˈzaɪd/ mieszkać
residence /ˈrezɪdəns/ rezydencja, siedziba
residency /ˈrezɪdənsi/ pobyt
resident /ˈrezɪdənt/ mieszkaniec
residential /ˌrezɪˈdenʃl/ mieszkalny

Do you remember?

BRAINPOWER

Ucząc się słownictwa, stosuj techniki tzw. tworzenia map myśli. Na środku kartki zapisz główny temat leksykalny (np. DOM) i połącz go strzałkami z nazwami wybranych kategorii (rodzaje budynków, wystrój wnętrz, wynajem nieruchomości itp.). Na bieżąco uzupełniaj swój diagram i dodawaj nowe elementy leksykalne.

Check yourself!

1 Complete the words. The first letter of each word is given.

1 The housing **e**_____ where I live is close to the city centre.
2 There's a huge **b**_____-**i**_____ wardrobe in my room where I keep all my clothes.
3 It was so warm under the **d**_____ that I didn't want to get out of bed.
4 The flat was **f**_____ **f**_____, so I didn't need to buy anything at all.
5 The **l**_____ **a**_____ include a kindergarten and a swimming pool.
6 Jill has a heart-shaped **b**_____ on her arm.
7 He turned out to be a rather **b**_____ person, full of himself and self-important.
8 Don't consider yourself a complete **f**_____ just because you didn't get this job.

Pronunciation

1 014 Listen and compare the pronunciation of the vowel sounds in bold.

/ʌ/	/æ/	/e/	/ɒ/	/ɔː/	/ɑː/
sl**u**m	t**a**p	b**e**d	m**o**p	sh**o**re	b**a**th

2 015 Read the text and complete the table in exercise 1 with the underlined words based on the pronunciation of the sounds in bold. Then listen, check and repeat.

The ceiling in the h**a**ll was so low that I h**a**rdly managed to avoid banging my h**ea**d against the l**a**mp. The room was full of **o**dd pieces of furniture. There was not one single new or pretty item in sight. The s**a**ggy and stained sofa had certainly seen better days. The old parquet fl**oo**r was c**o**vered with a sh**a**bby c**a**rpet which definitely needed a good w**a**sh. The wilted flowers in the p**o**ts on the windowsill and the d**u**st on the sh**e**lves clearly indicated that no one had really cared for the place for a long time. The depressing picture was completed with the view of the g**a**rden with a negl**e**cted l**a**wn and a pair of old rattan chairs with s**u**n-faded cushions.

3 Edukacja






Vocabulary

Places at school

1 Look at the pictures and answer the questions in pairs.

1 What places can you see in the pictures?
2 Do these places look similar in your school?
3 What improvements would you like to make in your school? Why?

2 Look at the words in bold and complete the sentences with your own ideas. Then compare your answers in pairs.

1 At the beginning of the day you go to your **classroom** to _____.
2 The kind of equipment you expect to find in a **computer room** includes _____.
3 A student usually only has to go to the **headteacher's office** when _____.
4 The school **library** is the ideal place to _____.
5 Our school **sports field** is designed for _____.
6 A student might go to the **staff room** if they want to _____.
7 In the **laboratory**, all students should _____.
8 Students go to the **language lab** when _____.

School subjects

3 Find the odd word out in each set. Give reasons for your answer.

1 geography IT maths physics
2 art foreign languages literature syllabus
3 biology chemistry geography maths
4 engineering history religious education social studies
5 art history IT physical education
6 chemistry humanities physics science

4 016 Listen to the students talking about the items in exercise 3. Which words do they choose? Do they give the same reasons as you?

School items

5 Complete the sentences with one word in each gap.

1 I hate having to write on the _____ in front of the whole class, because my handwriting is terrible!
2 Our teacher takes the _____ at the start of every school day, and I always have to wait until the end because my surname is Zawadzki!
3 We have different classrooms for every subject, so I don't have a _____ that I sit at where I can keep my things.
4 I couldn't do PE because I'd forgotten my _____ – and we were playing football, too. So frustrating!
5 Our old _____ was paper, but now all the exercises and lessons are online.
6 I used a _____ pen to mark all the important words in my notes in pink.
7 Every time you learn new vocabulary, write it down in your _____.

Learning

6 017 Complete the conversation with the correct form of the words in the box. Then listen and check.

carry clue concentrate examine hard heart jog revision tip

Ben Hi, Hazel. You've been studying really [1]_____ recently.
Hazel Yeah, I'm doing some [2]_____ for my biology exam. Will you help me?
Ben I'd love to, but I haven't got a(n) [3]_____ about biology, you know.
Hazel I just need to [4]_____ on the experiments we did in class. Read my notes about the ones that we [5]_____ out, and ask me questions.
Ben So you [6]_____ some insects under the microscope: a mosquito, a fruit fly and one other. What was it?
Hazel Wait! It's on the [7]_____ of my tongue.
Ben Maybe this will [8]_____ your memory. We saw one in the garden this morning.
Hazel Oh yeah, it's an ant – a flying ant!
Ben Correct. Do you know its proper name?
Hazel Luckily, we don't have to learn all those names by [9]_____.

7 Choose the correct options to complete the sentences.

1 You need to get vocabulary into your *long-term / short-term* memory so that you remember it after the class.
2 We're *doing / making* a project on the history of Gdańsk.
3 Everyone in our class has to *give / say* a presentation. I'm really worried about it – I hate speaking in public!
4 Watching TV in English with subtitles is a great way to improve your *language skills / vocabulary exercises*.
5 I came last in the maths exam. I have no *brain / head* for figures.
6 The best thing about geography is *learning / studying* about other cultures.
7 Anya *answered / solved* a problem I had with my programming homework.
8 I'm really bad *at / in* physics. It's my worst subject.
9 How many exercises do we have to *do / make* for homework?
10 It's very difficult to *memory / memorize* dates in history.

Grades and requirements

8 Complete the text with the correct form of the words in the box.

A-level assignment examiner mock paper-based retake revise sit

Resit Agony

Any British eighteen-year-olds who failed their [1]_____ exams back in June can now try again. It's great to get another chance, and thousands of students over the years have had to [2]_____ the exam, though it is not always their fault.

Students at IT Carlow once had their final exam stopped suddenly when the external [3]_____ noticed that the answer key had been attached to the last page of the [4]_____ test!

It's standard practice to use an old paper as the [5]_____ exam while preparing for the actual exam. However, things went wrong at Baulkham Hills High School when students were given an identical exam to one from four years ago – the same paper they had been using to [6]_____ during the school year!

Glasgow University medical students were asked to redo a part of their exam after other students had been talking about the [7]_____ on social media. As well as [8]_____ exams, they all had to pass an oral test where they examine patients – and some people had let the cat out of the bag by telling their classmates what illness or condition the patients had.

Lifelong learning

9 Complete the sentences with the words in the box.

develop new skills do a vocational course gain knowledge motivation personal goals self-motivated

1 Sarah never used to have much _____ for schoolwork, but it's recently grown considerably.
2 I would love to _____ in art and design as I want to be a theatre designer.
3 Everyone needs to _____ because they help us grow and can open up new opportunities for us.
4 This course will help you to _____ of recent developments in medical science.
5 I have two _____: to become a journalist and to have a family.
6 Joe works hard because he's _____, not because his teachers tell him to.

School life

10 Complete the text with the words in the box. There is one extra word.

dress code expelled fall behind hand in obligatory personal tutor present principal put up your hand suspended truancy

LINGWORTH SCHOOL
Behaviour Guidelines

- It is extremely important that students obey the school rules and treat everyone with respect. It is [1]_____ to carry your school identity card at all times. Students must also follow the [2]_____, which is clearly shown on the website, and covers uniform, shoes and hair. You must [3]_____ all homework and coursework on the date specified by your teacher.
- If you find that you [4]_____ with your work, inform your teacher immediately. It is also essential that your [5]_____ is aware of any difficulties you are having as soon as possible. They will then do their utmost to help you catch up. In class, you must [6]_____ and wait for the teacher to ask you to speak. This familiar practice is a way of being courteous to others and must be followed at all times.
- You must attend school every day. [7]_____ will be disciplined and parents notified. If, after that, students continue to be absent without good reason, they may be [8]_____ for a period of time. The final punishment is being [9]_____ from the school. Students do have a right of appeal regarding these punishments, but the final decision remains with the [10]_____.

After-school activities

11 Match sentences 1–10 to the extracurricular activities in the box. There is one extra activity.

ballet classes choir do a language course
do a sailing course do voluntary work
drama club learn a craft learn an instrument
organize charity events play in a band
practise a sport

1 I'd love to sing, but I just can't stand up in front of an audience and sing on my own.
2 We need to raise money for my sister's operation. What can we do?
3 I was watching this martial arts film and now I want to take up karate. How do I do that?
4 My dream is to be an actor. Wouldn't that be cool?
5 I go dancing every weekend and it makes me feel so alive, but I want to dance more!
6 My dream is to travel the world and meet lots of different people.
7 My grandma has a piano in her living room, but nobody knows how to use it so it just gathers dust. What a shame!
8 I'm so tired of playing my guitar alone at home. I want to play with other people.
9 I've broken my leg, so I'd like to find something I can do at home with my hands to keep me busy.
10 I love animals, and there's a donkey sanctuary near my home which needs help at the weekends.



The education system

12 Work in pairs. Explain the differences between these expressions.

1 nursery school and elementary school
2 single-sex, mixed and coeducational
3 grammar school and boarding school
4 comprehensive and independent schools
5 vocational school and technical school
6 home schooling and private school
7 primary and upper-primary
8 an optional subject and a compulsory subject
9 the national curriculum and the curriculum
10 university and tertiary education

Higher education

13 Rank these academic titles and professions in order of importance 1–5 (1 = most important).

Diploma MA/MSc, Master of Arts/Science
Professor BA/BSc, Bachelor of Arts/Science
PhD, Doctor of Philosophy

14 Complete the sentences with the correct form of the words in the box.

attend career defend gap hall submit

1 Justina wants to have a(n) _____ year to travel around India.
2 Martina's living in a(n) _____ of residence so she's meeting lots of other university students.
3 After she handed it in, Olga was asked to provide an oral presentation to _____ her thesis and its conclusions.
4 Roger _____ a course of special lectures this week where his professors will explain some very esoteric subjects.
5 I have to _____ my dissertation by next Friday or I won't be able to complete my MA this year.
6 Zack's course doesn't have great _____ prospects, but he does it because he loves the subject.

15 Work in pairs. Student A, describe picture 1. Student B, describe picture 2. Then discuss the questions in pairs.





1 What do the students enjoy about this kind of activity?
2 Is going on school trips a good idea? Why? / Why not?
3 Talk about a school trip that you enjoyed.

Listening

Dobieranie

1 Put the school subjects in order from the most interesting to the least. Compare in pairs. Explain your reasons.

Chemistry Drama French Geography

2 Read the tip. Then work in pairs and find key words in sentences A–E in exercise 4. Can you think of other ways of expressing the ideas in the sentences?

Przed wysłuchaniem tekstu znajdź w podanych zdaniach kluczowe informacje. W nagraniu usłyszysz te same informacje, ale wyrażone za pomocą innych sformułowań. Zastanów się, w jaki inny sposób można je wyrazić, i postaraj się odgadnąć, o czym mogą mówić poszczególne osoby.

3 Work in pairs. Match these predictions to the sentences in exercise 4.

1 The lesson may have been serious at some times but not others.
2 The speaker may have witnessed something dangerous.
3 The students may be asked to do something difficult in class.
4 The students may have received some unpleasant feedback.
5 There will be more than one person involved in preparing an activity for students.

4 018 Usłyszysz dwukrotnie cztery wypowiedzi na temat pamiętnych lekcji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

A teachers working as a team to create a lesson.
B responding in a positive way to criticism by the teacher.
C thinking that one part of the lesson was absolutely hilarious.
D being concerned that he/she might be embarrassed in front of their peers.
E a shocking outcome of a class activity.



WORDPOWER

5 Complete the phrasal verbs with *up* with the correct form of the verbs in the box. Listen again and check your answers.

be blow brush clean come line own read

1 He had used a piece that was too big, and the whole plastic bowl _____ up.
2 It took ages to _____ up all the bits of plastic from the classroom!
3 She was acting suspiciously, so it was clear that she _____ up to something.
4 At the end, our English teacher came into the classroom and _____ up to being the 'thief'.
5 The task was to _____ up on the country online and then give a presentation to the class.
6 Funnily enough, a year after I left school, an opportunity _____ up to do a study month in Finland.
7 She _____ up a mini-show in the school canteen.
8 In fact, when I was _____ up on my Shakespeare again for an exam recently, I could still remember the opening scene.

6 Complete the questions with the phrasal verbs from exercise 5. Then work in pairs to discuss the questions.

1 Is it fair to punish the whole class if nobody _____ to having done something wrong?
2 What is the best way to _____ your English during the holidays?
3 What topics should you _____ on before your next history exam?
4 Have you _____ any parties or big events for the near future?
5 Do you help with the housework? Who _____ most at home?
6 What dangerous substances in the science lab can _____?
7 If an opportunity _____ to go to school in the USA for a year, would you do it?
8 If something _____ with your computer, who do you ask for help?

7 Work in pairs. Talk about a memorable lesson that you have had. Use these questions to help you.

1 Who was the teacher?
2 What was the subject?
3 What happened?
4 How did you feel afterwards?

3 Reading

Zdania z lukami

1 Read the tip. Then work in pairs. Look at sentences 1–4 below. What is the implied meaning in each case (A or B)?

Nie każdy tekst można interpretować dosłownie. Aby poprawnie uzupełnić podane zdania, czasami należy czytać między wierszami i wyciągnąć wnioski na bazie informacji podanych w tekście. W takim przypadku nie będzie można użyć wyrażeń z tekstu, aby uzupełnić luki. Należy je uzupełnić własnymi słowami.

1 The students' answers were too similar for it to be a coincidence.
- **A** The students were accused of cheating.
- **B** It was considered an interesting side effect of the students working together.

2 The design of the new art studio left many people at a loss for words.
- **A** The new art studio was extremely unpopular.
- **B** The reaction to the new art studio was incredibly enthusiastic.

3 Although most people believe teachers work fewer hours than other professionals, they actually spend a lot of time on marking and lesson preparation.
- **A** People are aware of the work that teachers do outside of the classroom.
- **B** People underestimate the length of a teacher's working week.

4 As soon as Latin stopped being compulsory, many schools dropped it from their syllabus.
- **A** Schools were reluctant to abandon Latin.
- **B** Schools had only run Latin classes because they were required to do so.

2 ! Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

1 We can conclude that Escalante was a determined man because he _____ to make his dreams come true.

2 Escalante's theory that anyone could get good grades in maths was expressed on _____.

3 It is suggested that Escalante's students were accused of cheating because of _____.

4 According to the author, the most impressive consequence of Escalante's fame was _____.

THE WORLD'S *Most Inspirational Teacher*

Maths isn't usually thought of as the most exciting subject on the high school syllabus, but the career of maths teacher Jaime Escalante was one that **caught the imagination** of America.

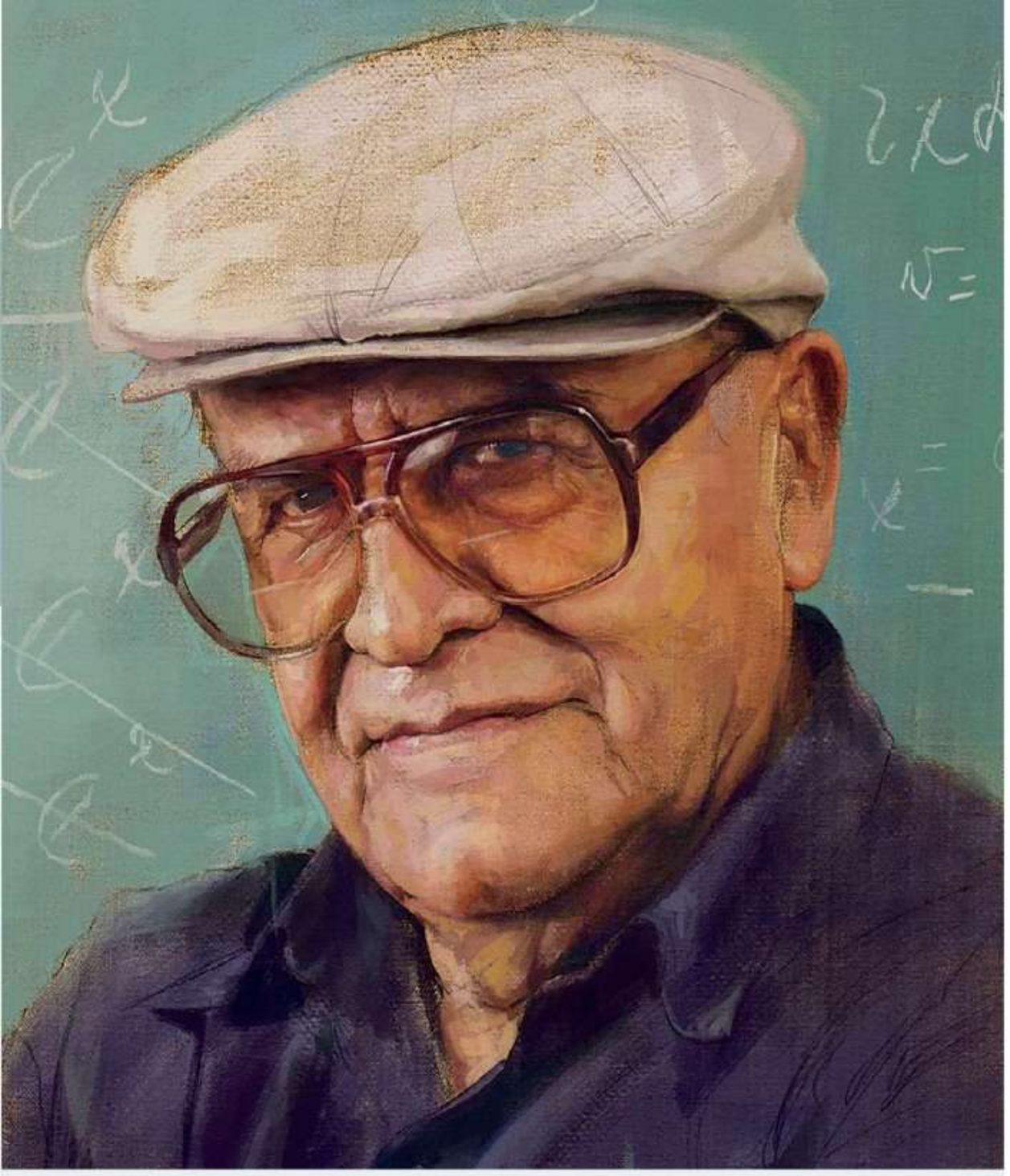
Born in Bolivia in 1930, Escalante arrived as an immigrant to the United States. For years, he did menial jobs such as cooking burgers while he was attending evening classes to pursue his dream of being a teacher. Astonishingly, the man who would become the most famous teacher in America first walked into a classroom at the age of 43.

When Escalante began his career at Garfield High School in one of the tougher neighbourhoods of Los Angeles, he discovered that the textbooks in his class were ridiculously simple. The Bolivian decided to run extra maths lessons with much more demanding work for the brighter students. His aim was for them to take the national Advanced Placement (AP) exams, a formidable challenge but one that helps students go on to study at university. The ambitious teacher had no fear that it was beyond his students' abilities. As a poster in his classroom said, 'Calculus Need Not Be Made Easy – It Is Easy Already.'

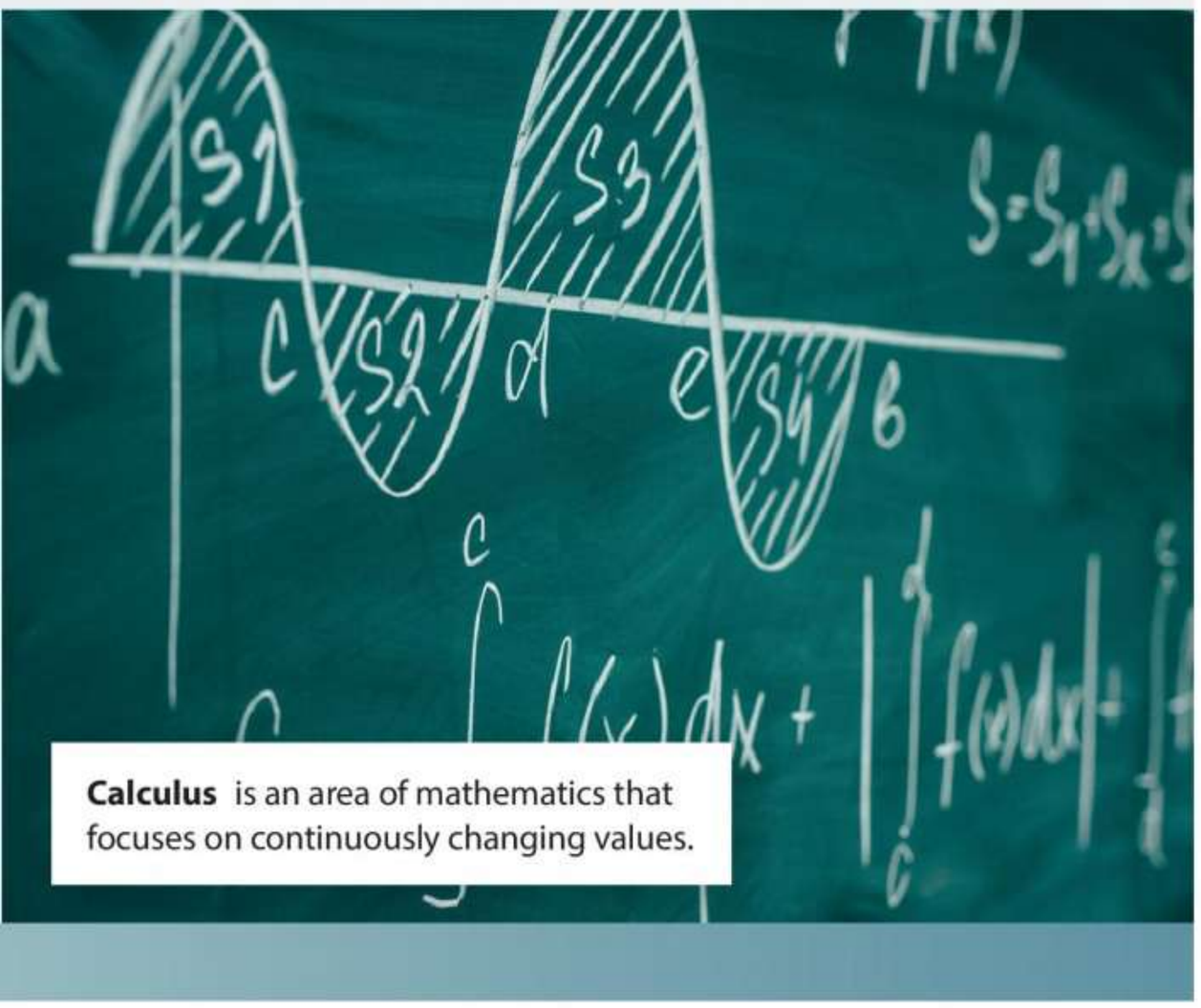
To Escalante's delight, his students triumphed. When the results arrived one year, he found that everyone had passed, with seven getting the highest possible grades.

Then, suddenly, disaster struck. The people marking the exam claimed that some of the students had produced very similar answers. They were accused of cheating and disqualified.

Escalante could not believe it. His students, who were mostly from Latin American backgrounds, suspected racial prejudices at play and protested that non-Latin students would not have received the same treatment. Nevertheless, the only option was to retake the exam. Twelve students took the challenge and proved their teacher right! Thankfully, every one of them passed.



Due to the public outcry, the case **caught the eye** of the national news and Escalante suddenly became famous. Later on, the story was turned into a 1988 film called *Stand and Deliver*. Most importantly, however, the media coverage meant that his courses became incredibly popular and he could reach more students as a result. At one point, more maths students from Garfield High School were attending the University of Southern California than students from all other Los Angeles schools combined. The ambitious immigrant from Bolivia had not just changed the perception of his community, but also the lives of dozens of people who had come through his classroom door.



Calculus is an area of mathematics that focuses on continuously changing values.

WORDPOWER

Collocations with *catch*

3 **Look at the phrases in bold in the text. What do they mean?**

4 **Complete the sentences with the correct forms of the phrases in the box. Explain the meaning of each phrase.**

catch a cold catch a glimpse catch fire
catch sb's eye catch sb's imagination
catch the sun catch your breath

1 They dropped a match in the bin and it _____!
2 A professional football manager was watching our game, and Veronika's skills _____. Now she wants Veronika to join the youth team!
3 *Game of Thrones* _____ of people all over the world.
4 Wow! I can see you've _____! Your skin is all red!
5 I've run all the way back home. Give me a minute to _____ and then I'll tell you my news.
6 I think I've _____. I've been sneezing all morning.
7 I didn't see the man for very long. I only _____ of him for a second.

Sentence adverbs

5 **Find the adverbs *astonishingly*, *suddenly* and *thankfully* in the text. Answer the questions.**

1 Do these adverbs describe just one verb or the whole sentence?
2 What punctuation mark is used with these adverbs in the text?

6 **Change the adjectives in the box into adverbs. Then use them to complete the sentences.**

foolish fortunate hopeful interesting obvious surprising

1 We went to England. _____, we wanted to visit London!
2 Louise started to feel ill on the boat. _____, I had some seasickness pills in my bag.
3 There's a new kid in our class. _____, he has exactly the same birthday as me!
4 The chemist Kazimierz Funk came from Warsaw. _____, he invented the term 'vitamin' in 1912.
5 Jim had known about the exam for weeks but, _____, he only started revising for it the night before.
6 We're going to the beach tomorrow. _____, it won't rain!

7 **Write three sentences that are true for you. Use some of the adverbs from exercises 5 and 6.**

3 Use of English

GRAMMAR IN USE

Would rather, would prefer, prefer, had better; prepositional phrases

1 Decide if sentences a and b have a similar or a different meaning.

1 **a** I'd rather start writing the essay now.
b I'd prefer to write the essay now.
2 **a** I prefer listening to speaking.
b I'd rather listen than speak.
3 **a** I'd rather work on my own.
b I'd rather you worked on your own.
4 **a** We'd better sign up for the course now.
b We should sign up for the course now.

2 Complete the sentences with the correct form of the words in brackets.

1 I'm thinking about stopping my violin lessons but my teacher would rather I _____ (carry) on.
2 Do you prefer _____ (run) or football?
3 We'd better _____ (not/hand) in our projects late. We were in big trouble last time.
4 I'd prefer _____ (stay) in tomorrow night but everyone wants me to go out.
5 I know you want to walk to the beach but I'd rather we _____ (get) the bus.
6 Everyone's asking me why I wasn't at school yesterday but I'd rather _____ (not/say). It's private.
7 You'd better _____ (not/be) late tomorrow. Everyone has to be on time.

3 Complete the sentences with the correct prepositions.

1 When the teacher asked me if I had written the report, I was _____ a loss for words.
2 It's cheaper if you pay for the course _____ advance.
3 The university is _____ the edge of town.
4 I don't cheat _____ fear of being caught.
5 When you are _____ pressure, you can easily make silly mistakes.
6 Our new chemistry teacher is _____ no means inexperienced. She's been a teacher for fifteen years.
7 I'm speaking to you _____ behalf of the principal, who couldn't be present at the ceremony today.
8 The teachers ended the strike _____ the sake of their students.
9 I was very nervous, but the examiner tried to put me _____ ease by being friendly.

More grammar on p. 203

Tłumaczenie (zadanie zamknięte)

4 ! W zadaniach 1–3 spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu.

1 I know you like borrowing my essays to help you revise, but (*wolałabym, żebyś nie przepisywał*) _____ them word for word.
A I'd prefer not to copy
B I'd rather you didn't copy
C you'd better not copy

2 I need some help from my personal tutor because I (*mam zaległości*) _____ with my schoolwork.
A have dropped out
B have broken up
C have fallen behind

3 The dress code in the school (*wymyka się spod kontroli*) _____. People just wear what they like.
A is going back and forth
B is getting out of hand
C is coming under pressure

Set leksykalny

5 ! W zadaniach 1–6 podaj wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 Sam and Richard were told not to _____ truant ever again.
You _____ the violin beautifully. How do you do it?
2 Christian and Emily _____ all night before their exam.
In the beginning, our bags didn't fit but we finally _____ them all into the car.
3 I couldn't answer the final question in the test. I didn't have a _____ .
The detectives solved the crime despite the fact that they only found a single _____ .
4 Lessons only end when they _____ the bell.
I'll _____ you after class to let you know when I'll be in the common room.
5 Boxers _____ ropes to get fit for matches, as do lots of other athletes.
My brother decided to _____ his lecture yesterday, and he missed the most important one of the course!
6 We have similar opinions on a _____ of subjects.
The mountain _____ behind our hotel looked magnificent.

Tłumaczenie (zadanie otwarte)

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

1 You (*lepiej nie składaj*) _____ your thesis before you've checked all the data.
2 My friends want to start university as soon as possible, but _____ (*ja wolałbym zrobić sobie*) a gap year.
3 I knew the answer to the teacher's question but I was (*zbyt nieśmiały, aby podnieść*) _____ my hand.
4 Group work is OK, but I personally (*wolę rozwiązywać problemy*) _____ on my own.
5 Grandad doesn't remember anything about his middle school, but maybe these old photos (*odświeżą mu pamięć*) _____.

Zadanie z lukami i wyrazami w ramce

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

attend compete grade great high satisfy sit study

Think you have a head for figures? You would fit in just fine in a South Korean high school, where high levels of maths skills are the norm. Korean students work in an extremely [1] _____ education system, one that has propelled their students and economy to the top. For example, [2] _____ are not awarded based on your answers – they are relative based on where you come in the class. So, if everyone in your class is really smart, you have to work extra hard to level up with them. School life is thus extraordinarily demanding. Many students study for up to sixteen hours a day, [3] _____ special evening schools called *hagwons* after their main lessons have finished.

However, Korean students don't have to pass any exams to complete high school. The big test comes later, and involves [4] _____ the daunting eight-hour College Scholastic Aptitude Test. Anyone who wishes to go on to tertiary education must get a(n) [5] _____ mark in this exam.

The other side of this intense environment is that teachers are [6] _____ respected. Anyone who successfully obtains a teaching degree will have excellent career prospects!

Transformacje (zadanie otwarte)

8 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 Somebody is marking your examination papers right now. **MARKED**
Your _____ right now.
2 My parents would prefer me to study medicine abroad. **RATHER**
My parents _____ medicine abroad.
3 'Congratulations,' said the teacher to Sheila. 'You received the highest score in the test.' **RECEIVING**
The teacher _____ the highest score in the test.
4 I am sure Martin wasn't cheating in the exam. **BEEN**
Martin _____ in the examination.
5 I advise you to focus on your coursework now. **HAD**
You _____ your coursework now.

Wybór wielokrotny

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

I had an idea of becoming a teacher, so I thought I [1] _____ visit my local primary school to see an actual teacher in action. I thought the lessons would be quite chaotic, as were mine when I was at school. Nothing of the sort. The classes were very well-organized and the classrooms well-equipped. Groups of children [2] _____ different activities and the teacher moved around them, offering help and guidance. Being given a [3] _____ of subjects they were interested in, students seemed to be enjoying themselves. It was worlds apart from what I remember from my primary school! It was that visit [4] _____ helped me decide to become a teacher, a job which I still find greatly rewarding.

1 **A** had better
B preferred
C would prefer
D would rather

2 **A** were doing
B had done
C did
D used to do

3 **A** set
B range
C series
D band

4 **A** which
B what
C whose
D when

3 Writing

Artykuł publicystyczny

1 Work in pairs. Discuss these questions.

1 Have you or any of your friends taken part in an international student exchange?
2 How often do you take exams? How do you cope with stress?

W artykule należy przedstawić swoje stanowisko wobec zjawiska społecznego lub sytuacji wskazanej w temacie. Wstęp do artykułu powinien zachęcać czytelnika do dalszej lektury. Spróbuj wzbudzić ciekawość czytelnika przez opowiedzenie ciekawej anegdoty, przywołanie ciekawego cytatu lub zadanie prowokującego pytania. Artykuł powinien także mieć chwytliwy i przyciągający uwagę tytuł.

2 Read the three introductions to articles about single-sex education. Which one is the most interesting? What don't you like about the other two?

1 The most common form of teaching in schools is co-education. However, there are a lot of advocates of single-sex schools. Single-sex education has many advantages, but it also has many disadvantages.

2 In the latest issue of *Schools*, I read an article that details the pros of single-sex schooling. I would like to express my opinion on this topic and support it with examples.

3 Rita had no intention of attending an all-girls school. She visited one to please her mum. After the visit, she decided to study there after all. What made her change her mind?

3 Read the tasks and write introductions for each of them.

1 W twojej szkole zorganizowano spotkanie z popularnym pisarzem. Napisz artykuł na stronę internetową szkoły, w którym zrelacjonujesz przebieg spotkania oraz wyjaśnisz, w jaki sposób to spotkanie może się stać inspiracją dla osób, które w nim uczestniczyły.
2 Uczestniczyłeś/Uczestniczyłaś w zorganizowanej w twojej szkole debacie na temat tego, czy przedmioty artystyczne, np. muzyka i plastyka, powinny być obowiązkowe. Napisz artykuł, w którym wyjaśnisz, co skłoniło cię do udziału w tej debacie i zrelacjonujesz wydarzenie, które zakłóciło jej przebieg.
3 Bierzesz udział w programie międzynarodowej wymiany uczniowskiej i wróciłeś/wróciłaś z wymiany w szkole partnerskiej. Napisz artykuł do lokalnej gazety, w którym przedstawisz przebieg tej wymiany oraz uzasadnisz, dlaczego warto uczestniczyć w szkolnych wymianach międzynarodowych.

4 In groups, compare your introductions. Decide which are the best and why.

5 Work in pairs. Which of the tasks in exercise 3 does the text match? Which of the introductions you wrote suits the text best? Adapt your introduction as necessary.

This school year we started our collaboration with a school in Belgium. After months of preparation, we organized the first student exchange. In December, thirty students from our school, along with three teachers, participated in classes at a school in Antwerp. During the stay, students and teachers lived with host families. We also had the opportunity to go sightseeing in Antwerp, Ghent, Liège and Brussels. The trip culminated with a concert by a choir from the Antwerp school in which our students also sang.

I think that it is worth organizing and participating in international school exchange programmes. The time spent together is an opportunity to make friends and have fun together. It's also great to challenge our preconceptions of the other country and its culture by seeing and experiencing it first-hand. I must admit that at the beginning of the trip I was a bit nervous, but there was no need to be. Our visit was great fun. The language misunderstandings did not build barriers but instead brought about laughter. Our countries have different histories, but I know one thing – we have one future.

If you are considering taking part in an international exchange, don't hesitate any longer. It is definitely worth it!

6 Why are these titles for the article from exercise 5 inappropriate?

1 Dear Editor,
2 Holidays in Belgium
3 Best Scholarship Programmes
4 How to Organize School Trips
5 Advantages and Disadvantages of Student Exchanges

7 What title would you give the article from exercise 5?

8 ! Write an article of 200–250 words.

Razem z uczniami ze szkoły partnerskiej przygotowujecie projekt na temat systemów oświaty w waszych krajach. Napisz artykuł do gazetki szkolnej, w którym zrelacjonujesz przebieg egzaminu, do którego przystąpiłeś/przystąpiłaś w przeszłości, oraz zaproponujesz skuteczne metody przygotowania się do egzaminów.

Useful phrases on p. 213

Speaking

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Do you like your flat or house? Why? / Why not?
2 What are your neighbours like?
3 What household equipment wouldn't you be able to live without? Why?
4 What extracurricular activities are available for students in your school?
5 What is the best age to start school? Why?
6 What are you going to do when you finish school?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Chcesz zapisać się na kurs językowy w Londynie. Rozmawiasz z sekretarką wybranej przez siebie szkoły. Omów następujące kwestie.

- twoje dotyczasowe doświadczenia związane z nauką angielskiego
- rodzaje kursów
- podręcznik i materiały do nauki
- wyposażenie szkoły

Rozmowę rozpoczynasz ty.

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania na s. 211

5 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Chcesz zmienić wystrój swojego pokoju, tak aby stworzyć estetyczną i funkcjonalną przestrzeń do nauki i wypoczynku. Znalazłeś/Znalazłaś trzy interesujące projekty.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 What are the disadvantages of living on big housing estates?
2 Would you hire an interior designer to decorate your flat/house? Why? / Why not?
3 What do you think houses will be like in the future?
4 Which would you prefer: to share a flat with a friend or live on your own? Why?

3 Wordlist Edukacja

Legenda
Oxford 3000
Oxford 5000

19.1 Places at school

cafeteria/canteen /ˌkæfəˈtɪəriə/ /kænˈtiːn/ bufet, stołówka
classroom /ˈklɑːsruːm/ klasa, sala lekcyjna
common room /ˈkɒmən ruːm/ świetlica
computer lab /kəmˈpjuːtə(r) ˌlæb/ sala komputerowa
gym /dʒɪm/ sala gimnastyczna
head teacher's office /hed ˌtiːtʃə(r)z ˈɒfɪs/ gabinet dyrektora
lab/laboratory /læb/ /ləˈbɒrətri/ laboratorium
locker /ˈlɒkə(r)/ szafka (w szkole, w szatni)
locker room /ˈlɒkə ruːm/ szatnia
playground /ˈpleɪgraʊnd/ boisko, dziedziniec
sports field /ˈspɔːts fiːld/ boisko sportowe
staff room /ˈstɑːf ruːm/ pokój nauczycielski

19.2 School subjects

art /ɑːt/ sztuka
art history /ˌɑːt ˈhɪstri/ historia sztuki
biology /baɪˈɒlədʒi/ biologia
chemistry /ˈkemɪstri/ chemia
engineering /ˌendʒɪˈnɪərɪŋ/ mechanika, inżynieria
foreign languages /ˌfɒrən ˈlæŋgwɪdʒɪz/ języki obce
geography /dʒiˈɒgrəfi/ geografia
history /ˈhɪstri/ historia
humanities /hjuːˈmænətiːz/ przedmioty humanistyczne
IT/information technology /ˌaɪ ˈtiː/ /ˌɪnfəˌmeɪʃn tekˈnɒlədʒi/ informatyka
maths /mæθs/ matematyka
PE/physical education /ˌpiː ˈiː/ /ˌfɪzɪkl edʒuˈkeɪʃn/ wychowanie fizyczne
physics /ˈfɪzɪks/ fizyka
range of subjects /ˌreɪndʒ əv səbˈdʒekts/ zakres przedmiotów
RE/religious education /ˌɑːr ˈiː/ /rɪˌlɪdʒəs edʒuˈkeɪʃn/ religia
social studies /ˌsəʊʃl ˈstʌdiz/ wiedza o społeczeństwie
syllabus /ˈsɪləbəs/ program nauczania przedmiotu

19.3 School items

board /bɔːd/ tablica
board pen /ˈbɔːd pen/ mazak do tablicy
board rubber /ˈbɔːd ˌrʌbə(r)/ gąbka do tablicy
coursebook /ˈkɔːsbʊk/ podręcznik
desk /desk/ ławka
highlighter /ˈhaɪlaɪtə(r)/ zakreślacz
interactive whiteboard /ˌɪntəræktɪv ˈwaɪtbɔːd/ tablica interaktywna
marker /ˈmɑːkə(r)/ marker
notebook /ˈnəʊtbʊk/ zeszyt
PE kit /ˌpiː ˈiː kɪt/ strój na WF
register /ˈredʒɪstə(r)/ dziennik
textbook /ˈtekstbʊk/ podręcznik

19.4 Learning

be bad at sth /bi ˈbæd ət sʌmθɪŋ/ być z czegoś kiepskim
be good at sth /bi ˈgʊd ət sʌmθɪŋ/ być z czegoś dobrym
carry out experiments /ˈkæri aʊt ɪkˈsperɪmənts/ przeprowadzać eksperymenty
concentrate on /ˈkɒnsntreɪt ɒn/ koncentrować się na
do a project /duː ə ˈprɒdʒekt/ przygotowywać projekt
do grammar and vocabulary exercises /duː ˈgræmə(r) ən vəˈkæbjələri ˈeksəsaɪzɪz/ wykonywać ćwiczenia z gramatyki i słownictwa
do project work /duː ˈprɒdʒekt wɜːk/ wykonywać pracę projektową
do revision /duː rɪˈvɪʒn/ powtarzać (materiał)
examine /ɪgˌzæmɪn/ badać
have a good head for figures /hæv ə ˌgʊd hed fə(r) ˈfɪgəz/ mieć głowę do liczb
have no clue /hæv nəʊ ˈkluː/ nie mieć pojęcia
have sth on the tip of one's tongue /hæv sʌmθɪŋ ɒn ðə ˌtɪp əv wʌnz ˈtʌŋ/ mieć coś na końcu języka
improve your language skills /ɪmˌpruːv jɔː ˈlæŋgwɪdʒ skɪlz/ doskonalić umiejętności językowe
jog one's memory /dʒɒg wʌnz ˈmeməri/ odświeżyć czyjąś pamięć
learn by heart /ˌlɜːn baɪ ˈhɑːt/ uczyć się na pamięć
learn by rote /lɜːn baɪ ˈrəʊt/ uczyć się na pamięć
long-term memory /ˌlɒŋ tɜːm ˈmeməri/ pamięć długotrwała
memorize /ˈmeməraɪz/ zapamiętywać
revise /rɪˈvaɪz/ powtarzać (materiał)
short-term memory /ˌʃɔːt tɜːm ˈmeməri/ pamięć krótkotrwała
solve problems /sɒlv ˈprɒbləmz/ rozwiązywać problemy
study hard /stʌdi ˈhɑːd/ dużo się uczyć

19.5 Grades and requirements

A-Levels /ˈeɪ ˌlevlz/ końcowy egzamin przedmiotowy w szkole średniej w Wielkiej Brytanii na poziomie rozszerzonym
assignment /əˈsaɪnmənt/ zadanie
computer-based exam /kəmˌpjuːtə(r) beɪst ɪgˈzæm/ egzamin przez komputer
entrance exam /ˈentrəns ɪgzæm/ egzamin wstępny
external examiner /ɪkˈstɜːnl ɪgˈzæmɪnə(r)/ egzaminator zewnętrzny
GCSE/General Certificate of Secondary Education /ˌdʒiː siː es ˈiː/ /ˌdʒenrəl səˌtɪfɪkət əv ˌsekəndri edʒuˈkeɪʃn/ egzamin na koniec szkoły średniej w Wielkiej Brytanii
mock exam /mɒk ɪgˈzæm/ egzamin próbny
oral exam /ˈɔːrəl ɪgˌzæm/ egzamin ustny
paper-based exam /ˌpeɪpə(r) beɪst ɪgˈzæm/ egzamin pisemny
resit an exam /ˌriːˈsɪt ən ɪgˈzæm/ powtarzać egzamin
retake an exam /ˌriːˈteɪk ən ɪgˈzæm/ powtarzać egzamin
score /skɔː(r)/ wynik
sit an exam /sɪt ən ɪgˈzæm/ podchodzić do egzaminu
spoken exam /ˈspəʊkən ɪgˌzæm/ egzamin ustny
take an exam /ˌteɪk ən ɪgˈzæm/ podchodzić do egzaminu

19.6 Lifelong learning

develop new skills /dɪˌveləp njuː ˈskɪlz/ rozwijać/uczyć się nowych umiejętności
do a vocational course /ˌduː ə vəʊˈkeɪʃənl ˌkɔːs/ zrobić kurs zawodowy
gain knowledge /ˌgeɪn ˈnɒlɪdʒ/ zdobywać wiedzę
learn new skills /ˌlɜːn njuː ˈskɪlz/ rozwijać się/uczyć się nowych umiejętności
motivation /məʊtɪveɪʃən/ motywacja
personal fulfilment /ˌpɜːsənl fʊlˈfɪlmənt/ osobiste spełnienie, samorealizacja
personal goals /ˌpɜːsənl ˈgəʊlz/ osobiste cele
personal interests /ˌpɜːsənl ˈɪntrəsts/ osobiste zainteresowania
personal satisfaction /ˌpɜːsənl ˌsætɪsˈfækʃn/ osobista satysfakcja
self-motivated /ˌself ˈməʊtɪveɪtɪd/ posiadający motywację wewnętrzną
self-taught /ˌself ˈtɔːt/ samouk

19.7 School life

assembly /əˈsembli/ apel, zbiórka
be expelled from school /bi ɪkˈspeld frəm ˌskuːl/ być wydalonym ze szkoły
be suspended /bi səˈspendɪd/ być zawieszonym
bully sb /ˈbʊli sʌmbədi/ znęcać się nad kimś, dokuczać komuś
bullying /ˈbʊliɪŋ/ znęcanie się nad słabszymi
cheat /tʃiːt/ oszukiwać, ściągać
cheating /ˈtʃiːtɪŋ/ oszukiwanie, ściąganie
compulsory /kəmˈpʌlsəri/ obowiązkowy
copy homework /ˌkɒpi ˈhəʊmwɜːk/ spisywać pracę domową
cram /kræm/ wkuwać, zakuwać
cyber bullying /ˈsaɪbə ˌbʊliɪŋ/ cyberprzemoc
dress code /ˈdres kəʊd/ zasady dotyczące ubioru
drop out of a course /drɒp ˌaʊt əv ə ˈkɔːs/ rzucić kurs
drop out of school /drɒp ˌaʊt əv ˈskuːl/ rzucić szkołę
dropout /ˈdrɒpaʊt/ ktoś, kto nie skończył szkoły, studiów itp.
fall behind /fɔːl bɪˈhaɪnd/ zostać w tyle
form teacher /ˈfɔːm ˌtiːtʃə(r)/ wychowawca/wychowawczyni
hand in /hænd ˈɪn/ oddawać
head teacher /ˌhed ˈtiːtʃə(r)/ dyrektor/dyrektorka
obligatory /əˈblɪgətri/ obowiązkowy
optional /ˈɒpʃənl/ nieobowiązkowy
personal tutor /ˌpɜːsənl ˈtjuːtə(r)/ korepetytor
play truant /pleɪ ˈtruːənt/ chodzić na wagary
principal /ˈprɪnsəpl/ dyrektor/dyrektorka
private tutor /ˌpraɪvət ˈtjuːtə(r)/ korepetytor
put up one's hand /ˌpʊt ʌp wʌnz ˈhænd/ podnosić rękę
report /rɪˈpɔːt/ opinia o postępach w nauce
skip /skɪp/ opuszczać, darować sobie
truancy /ˈtruːənsi/ chodzenie na wagary

19.8 After-school activities

ballet classes /ˈbæleɪ ˌklɑːsɪz/ lekcje baletu
choir /ˈkwaɪə(r)/ chór
do a language course /duː ə ˈlæŋgwɪdʒ ˌkɔːs/ chodzić na kurs językowy
do a sailing course /duː ə ˈseɪlɪŋ ˌkɔːs/ robić kurs żeglarski
do voluntary work /duː ˈvɒləntri ˌwɜːk/ pracować społecznie
drama club /ˈdrɑːmə ˌklʌb/ klub teatralny
extracurricular activities /ˌekstrəkəˈrɪkjələ(r) ækˈtɪvətiz/ zajęcia pozalekcyjne
learn a craft /lɜːn ə ˈkrɑːft/ nauczyć się rzemiosła
learn an instrument /lɜːn ən ˈɪnstrəmənt/ uczyć się gry na instrumencie
organize charity events /ˌɔːgənaɪz ˈtʃærəti ɪˌvents/ organizować imprezy charytatywne
play in a band /ˌpleɪ (j)ɪn ə ˈbænd/ grać w zespole muzycznym
practise sport /ˌpræktɪs ˈspɔːt/ uprawiać sport
sign up for courses /saɪn ˌʌp fə(r) ˈkɔːsɪz/ zapisać się na zajęcia
social event /ˈsəʊʃl ɪˌvent/ spotkanie towarzyskie

19.9 The education system

boarding school /ˈbɔːdɪŋ skuːl/ szkoła z internatem
co-educational /ˌkəʊ edʒuˈkeɪʃənl/ koedukacyjny
college /ˈkɒlɪdʒ/ szkoła wyższa, kolegium
comprehensive school /ˌkɒmprɪˈhensɪv skuːl/ brytyjska państwowa szkoła średnia przyjmująca uczniów bez względu na wyniki w nauce
core curriculum /ˌkɔː(r) kəˈrɪkjələm/ podstawa programowa
elementary school /ˌelɪˈmentri skuːl/ szkoła podstawowa
grammar school /ˈgræmə skuːl/ brytyjska państwowa szkoła średnia z egzaminami wstępnymi

homeschooling /ˌhəʊmˈskuːlɪŋ/ edukacja domowa
lower primary /ˌləʊə(r) ˈpraɪmərɪ/ szkoła podstawowa (kl. 1–3)
lower secondary /ˌləʊə(r) ˈsekəndrɪ/ gimnazjum
mixed /mɪkst/ koedukacyjny
nursery school /ˈnɜːsərɪ skuːl/ przedszkole
private school /ˌpraɪvət ˈskuːl/ szkoła prywatna
public school /ˌpʌblɪk ˈskuːl/ brytyjska szkoła prywatna (dla dzieci w wieku od 13 do 18 lat, często z internatem); AmE: szkoła publiczna
single-sex school /ˈsɪŋgl seks ˌskuːl/ szkoła wyłącznie męska lub wyłącznie żeńska
state school /ˈsteɪt skuːl/ szkoła państwowa
technical school /ˈteknɪkl skuːl/ technikum
tertiary education /ˌtɜːʃərɪ edʒuˈkeɪʃn/ edukacja pomaturalna
upper-primary /ˌʌpə(r) ˈpraɪmərɪ/ szkoła podstawowa (kl. 4–6)
upper-secondary /ˌʌpə(r) ˈsekəndrɪ/ szkoła ponadgimnazjalna
vocational school /vəʊˈkeɪʃənl skuːl/ szkoła zawodowa

19.10 Higher education

academic /ˌækəˈdemɪk/ akademicki
attend lectures /əˌtend ˈlektʃəz/ uczęszczać na wykłady
Bachelor of Arts/BA /ˌbætʃələ(r) əv ˈɑːts/ /ˌbiː ˈeɪ/ licencjat w dziedzinie nauk humanistycznych
Bachelor of Science/BSc /ˌbætʃələ(r) əv ˈsaɪəns/ /ˌbiː es ˈsiː/ licencjat w dziedzinie nauk ścisłych
bachelor's degree /ˈbætʃələz dɪgriː/ licencjat
career prospects /kəˈrɪə(r) ˈprɒspekts/ perspektywy zawodowe
defend a thesis /dɪˌfend ə ˈθiːsɪs/ bronić pracę
degree /dɪˈgriː/ stopień naukowy
dissertation /ˌdɪsəˈteɪʃn/ praca (np. magisterska)
Doctor of Philosophy/PhD /ˌdɒktər əv fəˈlɒsəfi/ /ˌpiː eɪtʃ ˈdiː/ (stopień naukowy) doktor
graduate /ˈgrædʒuət/ absolwent studiów wyższych, student/studentka studiów magisterskich
graduate /ˈgrædʒueɪt/ skończyć studia
hall of residence /ˌhɔːl əv ˈrezɪdəns/ akademik
have a gap year /hæv ə ˈgæp ˌjɪə(r)/ zrobić sobie rok przerwy po zakończeniu nauki, np. przed rozpoczęciem studiów
independent learning /ˌɪndɪˈpendənt ˌlɜːnɪŋ/ samodzielna nauka
lecturer /ˈlektʃərə(r)/ wykładowca
Master of Arts/MA /ˌmɑːstə(r) əv ˈɑːts/ /ˌem ˈeɪ/ magister nauk humanistycznych
Master of Science/MSc /ˌmɑːstə(r) əv ˈsaɪəns/ /ˌem es ˈsiː/ magister nauk ścisłych
master's degree /ˈmɑːstəz dɪgriː/ stopień magistra
submit a thesis /səbˌmɪt ə ˈθiːsɪs/ złożyć pracę magisterską/ doktorską
undergraduate /ˌʌndəˈgrædʒuət/ student/studentka studiów licencjackich

19.11 Wordpower p. 33

be up to sth /bi ˈʌp tə sʌmθɪŋ/ kombinować, knuć
blow up /bləʊ ˈʌp/ wybuchnąć
brush up on sth /brʌʃ ˈʌp ɒn sʌmθɪŋ/ podszkolić się z czegoś
clean up /ˌkliːn ˈʌp/ posprzątać
come up /ˌkʌm ˈʌp/ pojawić się
line sth up /laɪn sʌmθɪŋ ˈʌp/ planować coś
own up to sth /əʊn ˈʌp tə sʌmθɪŋ/ przyznać się do czegoś
read up on sth /riːd ˈʌp ɒn sʌmθɪŋ/ doczytać na temat czegoś

19.12 Collocations with *catch*

catch a cold /kætʃ ə ˈkəʊld/ złapać przeziębienie
catch a glimpse /ˌkætʃ ə ˈglɪmps/ ujrzeć przelotnie
catch fire /ˌkætʃ ˈfaɪə(r)/ zapalić się
catch sb's eye /kætʃ sʌmbədiz ˈaɪ/ przyciągnąć czyjąś uwagę
catch sb's imagination /kætʃ sʌmbədiz ɪˌmædʒɪˈneɪʃn/ zawładnąć wyobraźnią
catch the sun /kætʃ ðə ˈsʌn/ złapać trochę słońca, opalić się
catch your breath /kætʃ jɔː ˈbreθ/ złapać oddech

19.13 Sentence adverbs

astonishingly /əˈstɒnɪʃɪŋli/ zadziwiająco
foolishly /ˈfuːlɪʃli/ głupio
fortunately /ˈfɔːtʃənətli/ szczęśliwie
hopefully /ˈhəʊpfəli/ z nadzieją
interestingly /ˈɪntrəstɪŋli/ interesująco
obviously /ˈɒbvɪəsli/ w oczywisty sposób
suddenly /ˈsʌdənli/ nagle
surprisingly /səˈpraɪzɪŋli/ zaskakująco
thankfully /ˈθæŋkfəli/ na szczęście

Do you remember?

BRAINPOWER

Na pewno zdarzyło ci się słuchać wykładu nauczyciela i jednocześnie „bazgrać" coś w zeszycie. Rysowanie stymuluje naszą wyobraźnię i poprawia koncentrację. Zapisując nowe słowa, staraj się świadomie zaangażować obszar myślenia wizualnego poprzez stosowanie różnych czcionek, kolorów oraz prostych obrazków i symboli.

Check yourself!

1 Translate the phrases in brackets into English.

1 I had the answer (*na końcu języka*) _____, but it was too late to answer the question.
2 Mike (*ma głowę do liczb*) _____, so he finds maths assignments very easy.
3 Jenny (*została w tyle z nauką szkolną*) _____ when she was ill for two weeks.
4 We had to (*nauczyć się tego wiersza na pamięć*) _____.
5 We had the plumbing done by professionals, but our father (*ułożył glazurę i naprawił instalację elektryczną*) _____ himself.
6 He (*mieszka w niezależnym mieszkaniu z osobnym wejściem*) _____, so he has a lot of privacy.
7 (*Równość i wolność wypowiedzi*) _____ are values which are very important for us.

Pronunciation

1 020 Complete the sentences choosing the correct word from the pairs given in the box. Listen and check your answers. How does the pronunciation of the words differ?

bit/beat fit/feet live/leave ship/sheep slip/sleep

1 Be careful not to _____ on the wet floor.
Children should _____ at least ten hours a day.
2 Tell me a _____ more about your family, please.
I finally _____ Mary at chess.
3 The students are offered an opportunity to _____ abroad for a year.
Miss, can I _____ early today?
4 Sam is worried that he won't _____ in at his new school.
My _____ were sore after walking around for a couple of hours.
5 The *Titanic* was thought to be the world's fastest _____.
Have you ever tried counting _____ to fall asleep faster?

2 021 Listen to the recording and write down the words you hear. How does the meaning of the words differ depending on the length of the vowel?

4 Praca


1


2

Vocabulary

Jobs

1 Match the advertisements to the jobs in the box. Which of these jobs can you see in the pictures?

employment adviser sales executive
software developer team assistant
special educational needs teacher

A

The candidate we are looking for
- is able to work both independently and as part of a team.
- is able to work calmly under pressure.
- has tremendous drive to reach and exceed targets.
- takes pride in their work.
- is assertive, confident and outgoing.

B

Successful candidates will have the ability to manage challenging behaviour, patience and a passion for child development.

C

Join a small team working on cutting-edge mobile solutions.

- You should be a graduate in computer science, engineering or maths.
- You should have a proven interest in computing and relevant work experience.
- You will need strong self-motivation and the ability to solve tough problems on your own.

D

To join us you will need ...

- experience of being able to integrate disadvantaged people into the labour market.
- experience of working in business/industry.
- excellent communication, advertising, mediation and networking skills.
- good IT, word-processing and admin skills.

E

Responsible for supporting a small, busy team of hard-working software developers, you must have a real passion for providing an exceptional standard of client service coupled with first-class administrative and organizational abilities. Excellent verbal and written communication skills are essential.

2 Work in pairs and answer the questions about the jobs from exercise 1.

1 Which of the positions would be most suitable for you? Why?
2 Which job would you least like to do? Why?

Adjectives to describe work

3 022 Complete the words in the dialogue. Then listen and check.

Amy I'm only working in the warehouse for another month and then I'm going back to university. I can't wait.

Zak You told me the money was great and you were ¹**w**_____-**p**_____ last time we talked.

Amy Well, it is, but it's so monotonous and ²**r**_____. Can you imagine twelve computer-based hours of receiving and processing stock and materials, at night? It's so ³**t**_____. I wish I had a job like yours at the zoo.

Zak No, you don't. It's ⁴**b**_____ **p**_____ and ⁵**p**_____ **d**_____, too, especially all the cleaning.

Amy Yes, but it's ⁶**e**_____, working with animals and talking to people about a subject you're passionate about.

Zak It is ⁷**r**_____, I have to admit, but it's ⁸**s**_____ at times as well, especially working with some of the bigger animals. But – you're going back to uni, aren't you?

Amy Yeah, I hope I made the right decision. It's my final year and the work is going to be ⁹**c**_____. I'm going to have to be ¹⁰**s**_____-**m**_____.

Zak And you'll be a social worker in the end.

Amy I hope so!

4 **Look at the jobs in the box. What adjectives could you use to describe them? Use words from exercise 3 and your own ideas.**

graphic designer office assistant travel agent
primary school teacher sales representative
social worker sound engineer web developer
supermarket cashier theatre nurse

Workplace activities

5 **Read the sentences and correct them.**

1 Nurses are often required to do surgery.
2 Hairdressers check stock and price goods.
3 You would work on an assembly line if you were a travel agent.
4 A software developer is likely to do proofreading.
5 Shop assistants will often work in a lab.
6 Scientists are given training on how to operate a till.
7 Waitresses and waiters will usually perform on stage.
8 Managers routinely help people in need for free.

6 **Complete the words in the sentences.**

1 The area is still basically a **b**_____ **s**_____ – the new offices are being erected as we speak.
2 Many companies outsource their **c**_____ **c**_____ to other countries where telephone operators cost less.
3 He's got an apprenticeship at the **g**_____ on the corner reparing coaches.
4 She's done a degree in financial services and hopes to work on the **s**_____ **e**_____ buying and selling shares.
5 We've turned the spare room into a **h**_____ **o**_____ where I can work without commuting anywhere.
6 A lot of my classmates would like to **r**_____ their own business when they graduate from university.
7 The **f**_____ closed after many years, and all the assembly line workers were let go.
8 My brother is an actor and he told me that he gets a rush of adrenaline whenever he **p**_____ on stage.

Casual jobs

7 **Work in pairs and discuss the situation below.**

You and your friend are looking for a part-time job. Below are four jobs that you need to discuss. Talk about the positive and negative aspects of each, and why you think it might be suitable or unsuitable for you.

- a warehouse worker on the night shift
- a delivery person
- a server in a fast-food restaurant
- a fruit picker or a farm helper

Working and career

8 **Complete the gaps with the words in the box. Then ask and answer the questions in pairs.**

clients commission deadlines home
promotion shifts skilled time tips union

What jobs

1 require working to _____?
2 can you do from _____?
3 allow flexi-_____?
4 have employees working on _____?
5 might allow you to get a _____ quickly?
6 would require workers to be highly _____?
7 may involve receiving _____?
8 entail working _____?
9 involve direct contact with _____?
10 may be part of a trade _____?

9 **Make phrases and expressions using a word from each box and use them to complete the sentences.**

clock co- do in job pay self- sick

charge employed leave out overtime
rise satisfaction worker

1 Your _____ is usually a person at a similar level to you within an organization.
2 Workers in a factory usually have to _____ when they finish their shift.
3 He's _____ so he doesn't work for one specific employer.
4 Many companies offer workers the opportunity to _____, where they work extra hours at a higher rate of pay.
5 Companies look after their employees by offering them _____ when they are ill.
6 It's generally accepted that workers get a(n) _____ every year of a least 3%.
7 After a year of training, the intern was given a job and put _____ of the pension scheme.
8 Salary, holiday allowance, working conditions and _____ are important considerations when choosing a job.



10 **Complete the gaps with the words in the box.**

business discrimination expenses intern perk premises uniform workstation

1 an employment adviser accused of age _____
2 a worker travelling on _____ but posting pictures of himself on holiday on social media
3 a lorry driver claiming extra _____ while at work
4 a waiter taking food for free and claiming that it's a _____ of the job
5 a payroll officer who never cleans his _____
6 a restaurant waiter who uses business _____ to have a private party
7 a theatre nurse who never wears the correct _____
8 a secretary who makes a(n) _____ do work for them

11 **Work in pairs. What would you do in each of the situations in exercise 10 if you were the manager?**

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

1 To make your way up the career *ladder* / *progression* you need hard work and a bit of luck.
2 He's a *freelancer* / *entrepreneur*, he makes a living doing jobs for different companies.
3 Even though they may require a higher salary, employing good staff is *cost-effecive* / *self-employed* in the long run.
4 Many salespeople get *commission* / *payroll* for the items they sell.
5 Working for the council involves so much *stationery* / *paperwork*, you have to fill in a form for everything!
6 Most taxi drivers supplement their income with *wages* / *tips* from their clients.

Job market

13 **023** **Complete the words in the text. Then listen and check your answers.**

I had been working for a few months as an ¹**i**_____ in a big finance company after being ²**u**_____ for a long time. The work was hard and the hours were long. I was late for work one morning and my manager gave me a warning. I realized that the ³**r**_____ of the job were just not worth my time for the amount of pay I was getting, so, before I could be ⁴**f**_____, I offered my ⁵**r**_____.

I saw a job advert for a ⁶**v**_____ in the job centre a few weeks ago. I was confident that I had the relevant work ⁷**e**_____ and qualifications for the job. I applied by filling in an ⁸**a**_____ **f**_____ and included the most up-to-date copy of my CV. A week later, I was offered an ⁹**i**_____. It went well and they liked me, so, after I had provided ¹⁰**r**_____, they gave me the job.

Work-related mobility

14 **Complete the text with the words in the box.**

advance career location productivity upward working

Changing Roles

How regularly does an individual switch jobs, and does changing your position in a company or leaving one company for another have a positive or negative effect on the economy at large? According to recent studies, around nine to ten per cent of workers take their ¹_____ in a new direction every year. There are a range of different reasons why they may want to do so. Workers might want to change their ²_____ so they live closer to loved ones or family. It could be that someone wants to work less or to try their hand at something completely different to what they've been doing so far. Finally, an individual might simply want to ³_____ their career and get a higher salary, which, understandably, is probably the most common reason behind a decision to look for a new position. Furthermore, companies themselves also drive change when they require new roles to improve both teamwork and ⁴_____.

Economists generally think that high ⁵_____ job mobility is positive for an economy because the most capable people get the best positions as well as getting the highest wages. However, job mobility in most of the world's economies is in reality quite low. Bear in mind that those from ⁶_____ class backgrounds often just can't afford to move to a different city to change their job.

15 **Ask and answer the questions in pairs.**

1 Have you ever had a summer job? What was it like? If not, would you like to get one next summer?
2 Would you ever do a volunteer job? Are there any benefits that could be gained from volunteering?
3 Do you think men and women should be paid the same for doing the same job?
4 Is there any job that you would never do, and why?
5 Tell me about a person who is exceptionally good at the job that he/she does.
6 What is the perfect age for retirement? What's the retirement age in Poland at the moment? Do you think it's fair?

Listening











Zdania z lukami

1 **Work in pairs. Look at the pictures and answer the questions.**

1 What jobs are the people doing?
2 What skills do you need for each job?
3 Rate these jobs in terms of how difficult they are to learn. Which of them is the easiest to learn and which is the most difficult?

2 **Read the tip and the sentences. What kind of information is missing from each sentence?**

Zadanie tego typu często wymaga przeformułowania informacji podanych w tekście tak, aby uzupełniały luki w logiczny i poprawny gramatycznie sposób.

1 The speaker says that it could be a _____ to get a full-time job straight after leaving college.
2 The speaker _____ by two companies.
3 The speaker recommends that job-seekers should _____ that they receive.

3 **024** **Listen and complete the sentences in exercise 2.**

4 **025** **Usłyszysz dwukrotnie wypowiedź na temat pewnego podcastu. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 When the speaker made a mistake in one of her first jobs, _____ helped her out.
2 The speaker found _____ particularly satisfying.
3 The speaker explains that she can't try out being a surgeon or a social worker because _____.
4 The speaker says that she is _____ since working in a toy factory.
5 In the future, the speaker wants to work with _____ people as a life coach.

5 **Look at these expressions that the speaker used when talking about her experiences. Can you remember what the experiences were?**

1 I was really grateful for …
2 … made the job feel much more worthwhile.
3 … helped me increase my productivity.
4 I received a lot of support from …

6 **Think of the experiences that you have had and say a sentence to your partner that includes each of the expressions from exercise 5.**

WORDPOWER

7 **Replace the underlined phrases with expressions from the box in their correct form.**

advance your career come to someone's rescue
have a solitary job lack confidence
learn the ropes receive support
take on a new role

1 Ella wants to <u>get a different job</u> in the company.
2 Getting more qualifications will help me to <u>get a promotion</u>.
3 My mother is a novelist so she <u>works on her own</u>.
4 We need someone who can <u>become familiar with all aspects of the job</u> quickly.
5 I <u>got help</u> from the English teacher at my local school.
6 Thank goodness Luke <u>was able to give us a hand</u> last week.
7 I think Eleanor <u>is a bit shy</u>.

8 **Work in pairs and do the project below.**

Imagine that you are going to do a podcast similar to the one you have just listened to. Choose a job and imagine you have done this job for a week.

- What have you learned from the job?
- What were your responsibilities?
- What were the advantages and disadvantages of the experience?

Describe the experience to your classmates without saying the name of the job. Can they guess what it is?

4 Reading

Wybór wielokrotny

1 Work in pairs. Look at the title and the pictures of the text, and answer the questions.

1 Are these people at work or on holiday?
2 What do you think is a *digital nomad*?

2 Read the tip. Each of the sentences below contains three events. What is the order in which they happened?

Jedno z pytań w tym zadaniu może wymagać podania kolejności, w której miały miejsce wydarzenia opisywane w tekście. Ta informacja nie będzie podana w tekście wprost. Aby wybrać poprawną odpowiedź, należy uważnie przeanalizować wyrażenia i konstrukcje gramatyczne użyte w tekście.

1 Events leading up to the interview played on Sam's mind; the black cat that had crossed his path a split second before the bus had pulled away.
2 The applicant had filled in a form prior to doing a short task. Both those stages had to be completed before the interview could take place.
3 She couldn't remember the timings clearly, but she was certain that Joe's performance was amidst the getting-to-know-you activities and the songs around the campfire.

3 W zadaniach 1–4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

1 How does the main character feel in the first paragraph?
A reckless **C** adventurous
B complacent **D** determined

2 Which of the following is <u>not</u> a concern for Ben when he starts working from home?
A It may be a way for his boss to get rid of him.
B He could find it difficult to stay informed of what is happening at work.
C He may miss the support of his colleagues.
D There will be fewer opportunities for career development.

3 For Ben, which of the following happens last every day?
A finishing his coffee
B opening up his computer
C doing fitness on the beach
D making contact with work

4 Ben panics the most at the thought of
A dealing with IT repairs in a foreign country.
B having to use conventional work methods.
C getting his work in by a certain time.
D having to rewrite much of his work.

DIGITAL NOMAD

The smooth white tablecloth in the foreground against the blue and turquoise of the sea made Ben smile. His table was in the restaurant, but on the very edge of the harbour wall, right next to the water. If he stood on his chair, he could dive into the sea. That wasn't in his schedule, though. Instead he was savouring a perfectly made coffee before he started work. Yes, this was his office for the day. He had his laptop, good Wi-Fi and a steady supply of drinks and food brought to him by Stefanos, his favourite waiter. The life of a digital nomad, thought Ben, certainly beats office life in London.

Ben thought back to the daily commute and pitied his colleagues. They'd probably be struggling through the rain to get to work right now. Later they'd be gathered round the coffee machine, damp and miserable, moaning about the weather.

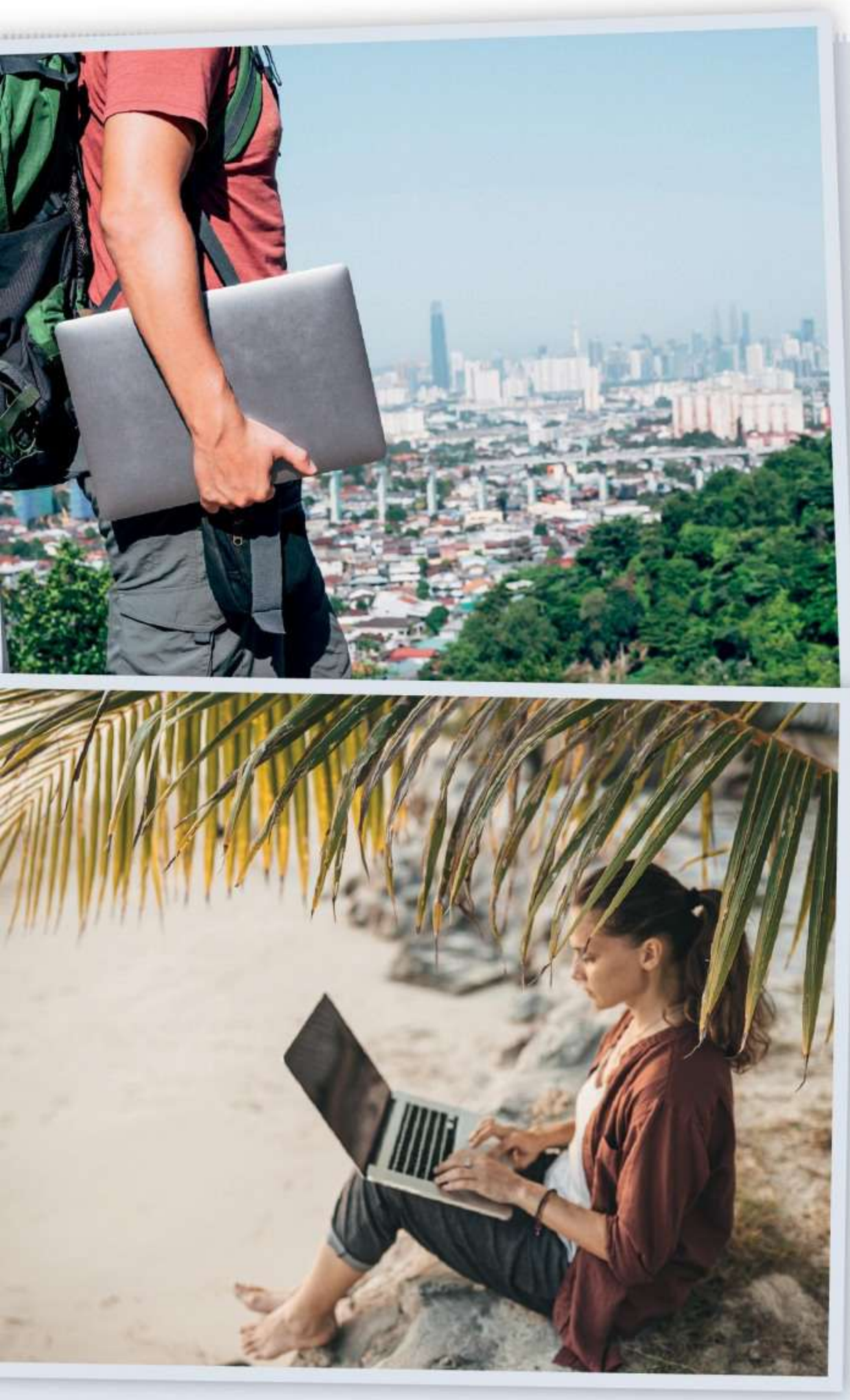
Ben had started to sever his ties with the office when he'd been given the chance to work from home. Ben's boss didn't understand why Bob, as a writer and translator, needed to come into the office at all. At first, Ben had been reluctant. He'd go into work, suspicious of his boss's motives; there'd been rumours the company wanted to lay people off. Maybe he'd be overlooked for promotion?

Ben thought his physical presence at the workplace offered some sort of protection. It also meant he could keep up to date with everything. But these visits dwindled and soon Ben realized that his home office wasn't the only place he could work from. The world was his oyster.

Ben spun the globe a few times before he decided on Greece. He had fond memories of holidays there and predicted it was a place where he'd be guaranteed white sandy beaches and blue skies. He wasn't wrong.

Ben drank the last of his coffee. This was his signal to start work, so he flipped open his laptop. This short routine fitted easily between his early-morning jog along the sand and his catch-up call to the office. It was the same every day; his way of inserting a timetable into paradise.

He lightly pressed the *on* button. The machine was strangely silent. He pushed the button again. Still nothing happened. And again. It didn't take long for his calm to crumble and be replaced by panic. He ran into the restaurant looking



for Stefanos. Together, they tried everything to breathe life into the machine. All Ben's work was on there and now he couldn't get to it. Stefanos had a **trustworthy** friend who was good with computers somewhere in a nearby village, but he was away on holiday at the moment. Ben suddenly felt the heat around him like a heavy coat. He longed for cool English weather, even a bit of rain. He wasn't the best at backing up work, but of course he had a **back-up** plan. He could still be creative. He had paper and he could write on his phone. It was all good, he said, though his expression told a different story. It was the deadlines that really tormented him. In his head, he was having a meeting with his boss and was trying to decide whether he should quit already or hope for a shred of understanding about the trials of being a digital nomad.

WORDPOWER

Compound adjectives (1)

4 **Look at the adjectives in bold in the text. In what ways are they similar and how are they different?**

5 **Make adjectives with the words from boxes A and B and use them to complete the sentences.**

A high long open over short straight up wide

B coming forward minded profile seas standing spread term

1 My English teacher is able to consider all students' points of view – she's very _____.
2 I've been in this office for six years as I have a(n) _____ agreement with the landlord.
3 My brother's fed up with working in this country so he's decided to get a(n) _____ job teaching English.
4 The pollution isn't concentrated in one place; it's actually a(n) _____ problem throughout the city.
5 This is a _____ event because many of the rich and famous will be coming.
6 The cover is only a(n) _____ repair for the leaking roof – you need to get a builder to look at it.
7 Have you got anything to add to the agenda for the _____ meeting?
8 This maths problem isn't complicated – it's actually very _____.

Idioms related to work

6 **Find the idiom *the world was his oyster* in the text. What does it mean?**

7 **Work in pairs. Look at the idioms in the sentences and work out their meaning from the context.**

1 Writing a to-do list **isn't rocket science**.
2 It's important that you follow our safety procedures because **cutting corners** can cost lives.
3 Why don't you send me an email detailing what you need to **get the ball rolling**?
4 The design for the new building doesn't fit the brief. We'll have to **go back to the drawing board**.
5 The trainee needs to **get up to speed** before we send him out to meet customers.
6 The company hasn't explained to me what it wants me to do, so **I'm in the dark** right now.
7 **The bottom line** is that you need to turn up on time if you want to keep your job.
8 My dad had to get a better paid job because he was finding it difficult to **make ends meet** with his last one.

4 Use of English

GRAMMAR IN USE

have something done; negative prefixes

1 Complete the sentences using *have something done* and the words in brackets.

1 We _____ (the CCTV system/install) in the building last week.
2 My boss _____ (his lawnmower/steal) when he was on holiday.
3 When we _____ (our company laptops/check) for viruses I had to use my old desktop computer.
4 The lorry driver _____ (his vehicle/not wash) for months.
5 We _____ (our warehouse premises/burgle) on Sunday. The police haven't found the burglar yet.
6 There was a problem, so management _____ (the staff/evacuate) for security reasons.

2 Complete the sentences with negative adjectives or verbs. Use the words in capitals and the correct prefix.

1 The applicant's behaviour was absolutely _____. **GRACEFUL**
2 Many _____ people are unemployed. **LITERATE**
3 There is nothing _____ about wanting to earn more money. **MORAL**
4 Some application forms can be _____ to ordinary people. **COMPREHENSIBLE**
5 You must _____ the parcel to check that the glasses have not been damaged. **WRAP**

3 Read the text. For gaps 1–8, use the word in brackets to form a word that fits the gap.

Knowing as much as possible about the company's past [1]_____ (**PERFORM**) can help you be more confident when answering the interviewer's questions. If you prepare well, you will make your interview more [2]_____ (**INTERACT**). So, before you go for your job interview, prepare answers to the most [3]_____ (**COMMON**) asked questions. During the interview, emphasize your [4]_____ (**STRONG**). If you are a bundle of nerves, and are [5]_____ (**CAPABLE**) of remaining calm during the interview, take a few deep breaths before entering the room. Never [6]_____ (**ESTIMATE**) the power of dress. Make sure your clothes fit correctly and that you have chosen [7]_____ (**SUIT**) accessories. If you show up wearing a black jacket with a polka dot tie, you will look out of place and feel [8]_____ (**COMFORT**).

More grammar on p. 189

Wybór wielokrotny

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

Jobs replaced by technology

The media routinely reports that workers will lose their jobs to computers or robots, and it's reckoned that many common professions will disappear in the not-so-distant future. However, not everyone can be made [1]_____ by artificial intelligence!

Many positions have become automated, and processes which were previously performed by humans [2]_____ by computers. This is not particularly surprising, as humans have been replaced by machines in various workplaces for the last two hundred years. Indeed, this has resulted in our working lives becoming ever more [3]_____ and stressful.

Some professions are more at risk of disappearing, simply because they lend themselves to being easily replicated in a [4]_____ way and can be done by computers, like cashiers or accountants. Social workers, journalists and graphic designers, [5]_____, represent fields where human interaction or creativity is vital and for this reason they probably won't be replaced.

In 1930, the economist John Maynard Keynes predicted that his grandchildren would work [6]_____ 15 hours a week. He clearly overestimated how much technology would improve our working lives. Perhaps we should expect to work more in the future rather than less?

1 **A** sacked
B laid off
C redundant
D to quit

2 **A** must be done
B were often done
C could be done
D are being done

3 **A** well-paid
B demanding
C rewarding
D exciting

4 **A** cost-effective
B flexi-time
C highly skilled
D self-employed

5 **A** although
B on the other hand
C while
D in addition to

6 **A** as little as
B lower than
C as much as
D just as long

Zadanie z lukami

5 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Interview tips from an expert

Paul Mathews's recruitment agency specializes in finding the most talented candidates for top positions all [1]_____ the world.

'I know it may come off as shallow, but dressing the part will [2]_____ a good impression, if only because it will be acknowledged,' says Paul. 'Knowing you can look the part, the interviewer will be at ease finding out about your relevant work [3]_____ and employment history.'

'I like candidates who make it clear that the reasons they want the job is to [4]_____ their career. I'm tired of hearing people say they're a team player and they'll do anything they have been asked to do – I want candidates with drive and passion, not people who will just [5]_____ orders.'

'My final tip would be to overprepare. Make sure you are ready for any questions the interviewer might ask. Someone who is [6]_____ charge of their own destiny is attractive to potential employers for their drive and enthusiasm.'

Transformacje (zadanie otwarte)

6 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 Bob hopes the courier will deliver the documents before he leaves for the meeting. **HAVE**
Bob hopes _____ before he leaves for the meeting.

2 Because he didn't have enough experience, they didn't offer him the job. **OFFERED**
He _____ the job if he had had enough experience.

3 Despite his best efforts, the bank is making his company bankrupt at the end of the month. **WILL**
Despite his best efforts, his company _____ bankrupt at the end of the month.

4 Underfunding caused large numbers of staff to be laid off. **DOLE**
Underfunding resulted in large numbers of staff _____.

Tłumaczenie (zadanie otwarte)

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

1 One way the factory workers (*mogą podnieść produktywność*) _____ is to take more frequent breaks.

2 For half a year now, we (*mamy cotygodniowe spotkania*) _____ with our supervisor to talk about teamwork within our department.

3 She resigned from her old job in April and then (*objęła nowe stanowisko*) _____ as a social worker in May.

4 Since I went to university (*ciężko pracuję*) _____ to reach my career goal.

5 She (*pracuje z domu*) _____ since the start of the year.

Zadanie z lukami i wyrazami w ramce

8 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

duty give pay promote resign work

The top four reasons why people resign

1 According to recent studies, most people say goodbye to their job because of a lack of career advancement. There's no opportunity for [1]_____ and so employees head for the door.

2 Lots of employees don't have a problem with their wages, hours or their [2]_____, but they do have problems with their superiors. As long as the boss, supervisor or manager is fair and reasonable, there's a fair chance they will stay.

3 Some employees say they [3]_____ because of their workmates. Either they were too competitive, rude or not diligent enough to do the work properly.

4 A lack of flexible working hours was the final argument that people cited for [4]_____ up their jobs. Family life, children and the need to have a life away from work are all factors that cause people to change their position.

4 Writing

List formalny

1 Answer the questions in pairs.

1 Have you ever thought about taking up part-time work? What kind of work would you be interested in? Why?

2 Many students take up a job while studying. What are the advantages and disadvantages of such a solution?

List motywacyjny, podobnie jak rozprawkę, należy pisać językiem oficjalnym. Zwróć uwagę na odpowiednio dobrane słownictwo i struktury gramatyczne oraz unikaj języka metaforycznego, stylu potocznego i skróconych form czasowników.

2 Look at the features below. Which of them are typical of formal style?

1 phrasal verbs and idioms
2 impersonal constructions
3 ending sentences with a preposition
4 using simple sentences
5 use of inversion for emphasis
6 using contractions

3 Rewrite the following sentences so that they are more formal.

1 I am applying for the position of an intern because I would like to learn the ropes before I start to work as a webmaster.
2 People say that your company offers a number of programs to help employees maintain a work–life balance.
3 One of the employees I spoke to suggested that I should contact you.
4 I have worked as an office assistant. I have acquired skills. Those skills are valuable.
5 My name's Jan Mazurek, I'm a student, and I'd like to apply for the internship you posted on your website.
6 I can come for an interview whenever you like – I'm sure we'll get on like a house on fire!

4 Read the task and the sample text. Replace the underlined parts with more appropriate formal expressions. What other problems can you see in the text? What possible improvements can you think of?

W czasie wakacji chciałbyś/chciałabyś podjąć pracę na obozie młodzieżowym w Anglii. Napisz list motywacyjny, w którym przedstawisz swoje kwalifikacje oraz opiszesz predyspozycje do wykonywania tej pracy.

Dear Mr Smith,

I want to have the position of lifeguard at the youth camp which is advertised on your website.

I'll be graduating this spring from the sports high school. I'm an excellent swimmer – I've won the district swimming competition three times in a row. For two years, I've volunteered at our hometown swimming pool. There I have gained experience working with children. Children were between the ages of five and ten. Last year I received the Lifeguard Certificate, so I'm aware of safety procedures and more formal aspects of the job.

I am an extrovert. I have great communication skills.
I'm eager to teach children and young adolescents proper swimming techniques. I'm a responsible lifeguard who takes his job seriously. I'm always watchful and alert during the shifts and I don't take time to relax until I'm off duty. I do my best to keep the pool safe for the public. I'm applying for this position, as I believe my skills and experience would make a great addition to your team. Attached you'll find my CV.
In case of questions, just give me a buzz.

Thank you so much for your time and consideration.

Best,

Jakub Nowak

5 Match the beginnings of the sentences with the endings.

1 I am writing
2 I would like to apply
3 If you would like further details,
4 I would welcome the opportunity
5 I look forward to
6 I enclose my CV

a hearing from you in due course.
b please contact me at the above email address.
c in response to the job advertisement I have seen on your website.
d for the position of junior web developer.
e to discuss my application with you in person.
f and would be glad to attend an interview at any time convenient to you.

6 Which of the sentences in exercise 5 would you find in the introduction and which in the closing paragraph?

7 Write a letter of 200–250 words.

Jesteś na wakacjach w Anglii. W lokalnej gazecie znalazłeś/znalazłaś ogłoszenie o pracy dorywczej, którą chciałbyś/chciałabyś podjąć. Napisz list motywacyjny, w którym poinformujesz o swoim doświadczeniu zawodowym oraz wyjaśnisz, które cechy twojej osobowości sprawiają, że jesteś idealnym kandydatem/idealną kandydatką na to stanowisko.

Useful phrases on p. 213

Cumulative Revision Units 1–4

1 Complete the sentences with one word in each gap.

1 The woman received an _____ in her salary, which meant that she earned two euros more an hour.
2 A roofing specialist can work on a building _____.
3 People who do _____ work don't usually get paid for it.
4 We need experienced waiters to _____ food and drink in our busy restaurant.
5 The farmer needs to employ more fruit _____, or the strawberries will rot in the fields.
6 In interviews, people are often asked about their _____ and weaknesses.
7 Ben takes _____ his mother with his beautiful hazel eyes.
8 My phone contains all my important contact numbers – I couldn't _____ without it.
9 These windows have wooden _____ to keep the house cool in the summer.
10 The family couldn't afford to go out for a meal, as they were on a tight _____.

2 Complete the sentences with words formed from the words in brackets.

Learning new vocabulary

1 Try to _____ (**MEMORY**) a set number of new words every day.
2 Using new words in a _____ (**REPEAT**) activity can help you shift them to your long-term memory.
3 When you write a text using newly learned vocabulary, make sure you _____ (**READ**) your work to check for spelling mistakes.
4 Some people find it helpful to use a _____ (**LIGHT**) or some other way of marking the words they want to learn.
5 Some schools offer language clubs as an _____ (**CURRICULUM**) activity, which means you can join them but it's not obligatory.

3 Match the words in the box to the definitions.

cluttered cramped mod cons networking openness premises remote traditional vicinity witty

1 a building or area of land
2 able to make funny remarks
3 containing too many possessions
4 far away from civilization
5 all the latest gadgets and appliances
6 meeting people to advance your career
7 it has been like this for a long time
8 the ability to share thoughts and feelings with people
9 the immediate area
10 the opposite of spacious

4 Choose the odd one out.

1 boarding grammar secondary tertiary
2 badly paid rewarding stressful tedious
3 dignity equality fairness heritage
4 bedsit bungalow chalet cottage
5 bookcase duvet footstool sideboard
6 age nationality occupation upbringing

5 Rewrite the sentences using the words in capital letters so that they have the same meaning as the original sentences.

1 Fay is really annoyed with her flatmate today. **FED**
Fay _____ her flatmate today.
2 I don't understand how to do the homework. **CLUE**
I don't _____ how to do the homework.
3 Daniel is the boss of the call centre. **CHARGE**
Daniel is _____ the call centre.
4 Bella is off sick at the moment. **LEAVE**
Bella is _____ at the moment.
5 I said I'd go to Sam's party and I don't want to disappoint him. **DOWN**
I don't want to _____ because I said I'd go to his party.

6 Complete all three sentences in each set with the same word.

1 I think you need a _____ of understanding to empathize with that girl.
The thermometer was showing one _____ above zero.
Many undergraduates believe that having a _____ can help with their career prospects.
2 Get down from that window now – that's an _____!
Perhaps you could tell me the names in alphabetical _____.
The waitress asked if she could take our _____.
3 As this is your first job, you're at the bottom of the career _____ right now.
The woman was annoyed because she had a _____ in her new tights.
The roofing specialist needed a very long _____ to reach the top of the building.
4 Her name is on the _____ of my tongue.
I aways leave a _____ for the waiter.
My _____ to make your revision easier is to take more notes during class.

4 Wordlist Praca

Legenda
Oxford 3000
Oxford 5000

26.1 Jobs

employment adviser /ɪm'plɔɪmənt ədˌvaɪzə(r)/ doradca zawodowy
graphic designer /'græfɪk dɪˌzaɪnə(r)/ grafik/graficzka
journalist /'dʒɜ:nəlɪst/ dziennikarz/dziennikarka
lorry driver /'lɒri draɪvə(r)/ kierowca ciężarówki
manager /'mænɪdʒə(r)/ kierownik/kierowniczka
office assistant /'ɒfɪs əˌsɪstənt/ asystent/asystentka biura
primary school teacher /'praɪməri sku:l ˌti:tʃə(r)/ nauczyciel/nauczycielka w szkole podstawowej
roofing specialist /'ru:fɪŋ ˌspeʃəlɪst/ dekarz
sales executive /'seɪlz ɪgˌzekjətɪv/ dyrektor handlowy
sales representative /'seɪlz reprɪˌzentətɪv/ przedstawiciel handlowy
secretary /'sekrətri/ sekretarz/sekretarka
social worker /'səʊʃl wɜ:kə(r)/ pracownik socjalny
software developer /'sɒftweə(r) dɪˌveləpə(r)/ programista/programistka
sound engineer /'saʊnd ˌendʒɪnɪə(r)/ realizator/realizatorka dźwięku
special educational needs teacher /ˌspeʃl ˌedʒu'keɪʃənl ni:dz 'ti:tʃə(r)/ nauczyciel wspomagający
supermarket cashier /'su:pəmɑ:kɪt kæˌʃɪə(r)/ kasjer/kasjerka w supermarkecie
team assistant /'ti:m əˌsɪstənt/ asystent/asystentka zespołu
theatre nurse /'θɪətə nɜ:s/ pielęgniarka operacyjna
travel agent /'trævl eɪdʒənt/ pracownik biura podróży
waiter /'weɪtə(r)/ kelner
waitress /'weɪtrəs/ kelnerka
web developer /'web dɪˌveləpə(r)/ twórca stron internetowych

26.2 Adjectives to describe work

badly paid /'bædli peɪd/ źle płatny
challenging /'tʃælɪndʒɪŋ/ stanowiący wyzwanie, wymagający
demanding /dɪ'mɑ:ndɪŋ/ wymagający
dull /dʌl/ nudny
exciting /ɪk'saɪtɪŋ/ ekscytujący
extensive /ɪk'stensɪv/ rozległy, obszerny
highly skilled /'haɪli skɪld/ wysoko wykwalifikowany
motivating /'məʊtɪveɪtɪŋ/ motywujący
repetitive /rɪ'petətɪv/ monotonny
responsible /rɪ'spɒnsəbl/ odpowiedzialny
rewarding /rɪ'wɔ:dɪŋ/ satysfakcjonujący
tedious /'ti:diəs/ nużący
well-paid /'wel peɪd/ dobrze płatny

26.3 Workplace activities

building site /'bɪldɪŋ saɪt/ plac budowy
call centre /'kɔ:l sentə(r)/ infolinia
check stock /tʃek 'stɒk/ sprawdzać zapasy (w magazynie)
design /dɪ'zaɪn/ projektować
design software /dɪˌzaɪn 'sɒftweə(r)/ oprogramowanie do projektowania
develop computer games /dɪˌveləp kəm'pju:tə(r) ˌgeɪmz/ tworzyć gry komputerowe
develop software /dɪˌveləp 'sɒftweə(r)/ tworzyć oprogramowanie
do surgery /du: 'sɜ:dʒəri/ operować
do volunteer work /du: ˌvɒlən'tɪə(r) ˌwɜ:k/ pracować jako wolontariusz
edit /'edɪt/ redagować
factory /'fæktri/ fabryka
fix electricity /fɪks ɪˌlek'trɪsəti/ naprawiać elektryczność
garage /'gærɑ:ʒ/ warsztat samochodowy
give sb a haircut /gɪv sʌmbədi ə 'heəkʌt/ strzyc kogoś
help people in need /help 'pi:pl ɪn ˌni:d/ pomagać potrzebującym
home office /ˌhəʊm 'ɒfɪs/ domowe biuro
operate a till /ˌɒpəreɪt ə 'tɪl/ obsługiwać kasę fiskalną
perform on stage /pəˌfɔ:m ɒn 'steɪdʒ/ występować na scenie
price goods /praɪs 'gʊdz/ wyceniać towary
proofreading /'pru:fri:dɪŋ/ korekta
run a business /rʌn ə 'bɪznəs/ prowadzić firmę
serve customers /sɜ:v 'kʌstəməz/ obsługiwać klientów
serve food and drinks /sɜ:v ˌfu:d ən 'drɪŋks/ podawać jedzenie i napoje
stock exchange /'stɒk ɪkstʃeɪndʒ/ giełda papierów wartościowych
take orders /teɪk 'ɔ:dəz/ przyjmować zamówienia
warehouse /'weəhaʊs/ magazyn
work in a lab /wɜ:k ɪn ə 'læb/ pracować w laboratorium
work on an assembly line /ˌwɜ:k ɒn ən ə'sembli ˌlaɪn/ pracować przy taśmie montażowej

26.4 Casual jobs

delivery person /dɪ'lɪvəri ˌpɜ:sn/ kurier
fast food restaurant worker /ˌfɑ:st fu:d 'restrɒnt ˌwɜ:kə(r)/ pracownik baru szybkiej obsługi
fruit picker /'fru:t pɪkə(r)/ osoba zatrudniona przy zbiorach (np. owoców)
part-time job /ˌpɑ:t taɪm 'dʒɒb/ praca w niepełnym wymiarze godzin

26.5 Working and career

age discrimination /'eɪdʒ dɪskrɪmɪneɪʃn/ dyskryminacja ze względu na wiek
be in charge of sth /bi ɪn 'tʃɑ:dʒ əv sʌmθɪŋ/ być odpowiedzialnym za coś, kierować czymś
be on sick leave /bi ɒn 'sɪk li:v/ być na zwolnieniu lekarskim
career ladder /kə'rɪə lædə(r)/ szczeble kariery zawodowej
career progression /kə'rɪə(r) prəˌgreʃn/ rozwój kariery
client /'klaɪənt/ klient/klientka
clock out /klɒk 'aʊt/ odbijać kartę rejestrującą czas pracy przy wyjściu z niej
colleague /'kɒli:g/ kolega/koleżanka z pracy
commission /kə'mɪʃn/ prowizja
cost-effective /ˌkɒst ɪ'fektɪv/ opłacalny, wydajny
co-worker /'kəʊ wɜ:kə(r)/ współpracownik
deadline /'dedlaɪn/ ostateczny termin
do overtime /du: 'əʊvətaɪm/ pracować po godzinach/w nadgodzinach
entrepreneur /ˌɒntrəprə'nɜ:(r)/ przedsiębiorca
expenses /ɪk'spensɪz/ wydatki
flexitime /'fleksɪtaɪm/ ruchomy czas pracy
freelancer /'fri:lɑ:nsə(r)/ wolny strzelec, osoba wykonująca zlecenia dla różnych firm
job satisfaction /ˌdʒɒb sætɪs'fækʃn/ satysfakcja z wykonywanej pracy
living expenses /'lɪvɪŋ ɪkˌspensɪz/ koszty utrzymania
management /'mænɪdʒmənt/ zarząd
nine-to-five /ˌnaɪn tə 'faɪv/ stałe godziny pracy
overtime /'əʊvətaɪm/ godziny nadliczbowe
paperwork /'peɪpəwɜ:k/ papierkowa robota
pay and work conditions /ˌpeɪ ən 'wɜ:k kənˌdɪʃnz/ płaca i warunki zatrudnienia
pay rise /'peɪ raɪz/ podwyżka
payment /'peɪmənt/ opłata, zapłata
payroll /'peɪrəʊl/ lista płac
pension /'penʃn/ emerytura, renta
performance /pə'fɔ:məns/ osiągnięcia, wyniki
perks /pɜ:ks/ dodatki do pensji
premises /'premɪsɪz/ budynek z przylegającym terenem
promotion /prə'məʊʃn/ awans
raise /reɪz/ podwyżka
retirement /rɪ'taɪəmənt/ przejście na emeryturę
salary /'sæləri/ pensja
self-employed /ˌself ɪm'plɔɪd/ posiadający własną firmę
sick leave /'sɪk li:v/ zwolnienie lekarskie
solution /sə'lu:ʃn/ rozwiązanie
staff /stɑ:f/ personel
staff canteen /'stɑ:f kænˌti:n/ stołówka pracownicza
take a day off /ˌteɪk ə deɪ 'ɒf/ wziąć dzień wolny od pracy
taxes /'tæksɪz/ podatki
telecommuting /ˌtelikə'mju:tɪŋ/ praca zdalna
teleworking /'teliwɜ:kɪŋ/ praca z domu
tip /tɪp/ napiwek, dawać napiwek
trade union /ˌtreɪd 'ju:niən/ związek zawodowy
travel on business /ˌtrævl ɒn 'bɪznəs/ podróżować służbowo
type /taɪp/ pisać (na komputerze)
virtual working /'vɜ:tʃuəl ˌwɜ:kɪŋ/ praca wirtualna
wages /'weɪdʒɪz/ zapłata/pensja tygodniowa, wypłata
warehouse /'weəhaʊs/ magazyn
wear a uniform /weə(r) ə 'ju:nɪfɔ:m/ nosić uniform/mundur
work from home /wɜ:k frəm ˌhəʊm/ pracować z domu
work in retail /wɜ:k ɪn 'ri:teɪl/ pracować w handlu detalicznym
work on commission /wɜ:k ɒn kə'mɪʃn/ otrzymywać wynagrodzenie w formie prowizji
work remotely /wɜ:k rɪ'məʊtli/ pracować zdalnie
work shifts /'wɜ:k ʃɪfts/ pracować w systemie zmianowym
work to deadlines /wɜ:k tə 'dedlaɪnz/ pracować zgodnie z harmonogramem
workstation /'wɜ:ksteɪʃn/ stanowisko

26.6 Job market

admin skills /'ædmɪn skɪlz/ umiejętności związane z prowadzeniem biura
application form /ˌæplɪ'keɪʃn fɔ:m/ formularz zgłoszeniowy
apply for a job /ə'plaɪ fə(r) ə dʒɒb/ ubiegać się o stanowisko
bankrupt /'bæŋkrʌpt/ zbankrutowany
be fired /bi 'faɪəd/ zostać wyrzuconym z pracy
be laid off /bi leɪd 'ɒf/ zostać zwolnionym z pracy
be made redundant /bi meɪd rɪ'dʌndənt/ zostać zwolnionym z pracy (w wyniku redukcji)
be offered a job /bi ˌɒfəd ə 'dʒɒb/ dostać propozycję zatrudnienia
be offered an interview /bi ˌɒfəd ən 'ɪntəvju:/ być zaproszonym na rozmowę o pracę
be on the dole /bi ɒn ðə 'dəʊl/ być na zasiłku dla bezrobotnych
be out of work /bi aʊt əv 'wɜ:k/ być bez pracy
be sacked /bi 'sækt/ być wyrzuconym z pracy
candidate /'kændɪdət/ kandydat/kandydatka
career /kə'rɪə/ kariera
communication skills /kəˌmju:nɪ'keɪʃn skɪlz/ umiejętności komunikacyjne
company /'kʌmpəni/ firma
CV /ˌsi: 'vi:/ życiorys
curriculum vitae /kəˌrɪkjələm 'vi:taɪ/ życiorys
economy /ɪ'kɒnəmi/ gospodarka
employment /ɪm'plɔɪmənt/ zatrudnienie
get sacked /get 'sækt/ zostać wyrzuconym z pracy
give up a job /gɪv ʌp ə 'dʒɒb/ zrezygnować z pracy, zwolnić się
go on strike /gəʊ ɒn 'straɪk/ strajkować

intern /ˈɪntɜːn/ stażysta
internship /ˈɪntɜːnʃɪp/ staż
interviewer /ˈɪntəvjuːə(r)/ osoba przeprowadzająca/rozmowę kwalifikacyjną
job advert /dʒɒb ˈædvɜːt/ ogłoszenie o pracę
job centre /dʒɒb ˈsentə(r)/ urząd pracy, biuro pośrednictwa pracy
lay sb off /leɪ sʌmbədi ˈɒf/ zwalniać kogoś (z powodu redukcji etatów)
location /ləʊˈkeɪʃn/ lokalizacja, położenie
networking skills /ˈnetwɜːkɪŋ ˌskɪlz/ umiejętność nawiązywania i podtrzymywania kontaktów
position /pəˈzɪʃn/ stanowisko
profession /prəˈfeʃn/ zawód
prospects /ˈprɒspekts/ perspektywy
quit /kwɪt/ rzucać (pracę)
reference /ˈrefrəns/ referencje
relevant experience /ˌreləvənt ɪkˈspɪəriəns/ doświadczenie związane z pracą
requirements /rɪˈkwaɪəmənts/ wymagania
resign /rɪˈzaɪn/ podawać się do dymisji, rezygnować
resignation /ˌrezɪgˈneɪʃn/ dymisja, rezygnacja
scheme /skiːm/ program, projekt
search engine /ˈsɜːtʃ endʒɪn/ wyszukiwarka
skills /skɪlz/ umiejętności
strength /streŋkθ/ mocna strona
targets /ˈtɑːgɪts/ cele
teamwork /ˈtiːmˌwɜːk/ praca w zespole
trainee /ˌtreɪˈniː/ stażysta
unemployed /ˌʌnɪmˈplɔɪd/ bezrobotny
unemployment rate /ˌʌnɪmˈplɔɪmənt reɪt/ stopa bezrobocia
vacancy /ˈveɪkənsi/ wolna posada, wakat
verbal skills /ˈvɜːbl skɪlz/ umiejętność wysławiania się
work experience /ˈwɜːk ɪkspɪəriəns/ doświadczenie zawodowe
written skills /ˈrɪtn skɪlz/ umiejętność pisania, lekkie pióro

26.7 Work-related mobility

advance your career /ədˌvɑːns jɔː kəˈrɪə(r)/ rozwijać karierę
career path /kəˈrɪə pɑːθ/ ścieżka kariery
change career /ˈtʃeɪndʒ kəˌrɪə(r)/ zmienić ścieżkę zawodową
change location /ˌtʃeɪndʒ ləʊˈkeɪʃn/ zmienić miejsce pracy
change your job /tʃeɪndʒ jɔː dʒɒb/ zmienić pracę
downward mobility /ˌdaʊnwəd məʊˈbɪləti/ cofnięcie się do gorzej płatnego zajęcia
improve teamwork /ɪmˌpruːv ˈtiːmwɜːk/ poprawiać pracę zespołową
increase productivity /ɪnˌkriːs ˌprɒdʌkˈtɪvəti/ zwiększać produktywność
middle-class background /ˈmɪdl klɑːs ˌbækgraʊnd/ pochodzić z klasy średniej
take on a new role /teɪk ɒn ə njuː ˈrəʊl/ podjąć się nowej roli
upward mobility /ˌʌpwəd məʊˈbɪləti/ zmiana pracy na lepszą
working class background /ˈwɜːkɪŋ klɑːs ˌbækgraʊnd/ pochodzić z klasy robotniczej

26.8 Wordpower p. 45

come to someone's rescue /kʌm tə sʌmwʌnz ˈreskjuː/ przyjść komuś z pomocą
have a solitary job /hæv ə ˈsɒlətri dʒɒb/ mieć samotną pracę
lack of confidence /ˌlæk əv ˈkɒnfɪdəns/ brak pewności siebie
learn the ropes /lɜːn ðə ˈrəʊps/ uczyć się, jak wykonywać daną pracę
make sth worthwhile /meɪk sʌmθɪŋ ˌwɜːθˈwaɪl/ sprawić, że coś staje się warte włożonego wysiłku
receive support /rɪˌsiːv səˈpɔːt/ otrzymać wsparcie

26.9 Compound adjectives

high-profile /ˌhaɪ ˈprəʊfaɪl/ ważny, eksponowany
long-standing /ˌlɒŋ ˈstændɪŋ/ długotrwały
open-minded /ˌəʊpən ˈmaɪndɪd/ tolerancyjny, otwarty
overseas /ˌəʊvəˈsiːz/ zagraniczny
short-term /ʃɔːt ˈtɜːm/ krótkoterminowy
straightforward /ˌstreɪtˈfɔːwəd/ prosty, łatwy
upcoming /ˈʌpkʌmɪŋ/ nadchodzący, zbliżający się
widespread /ˈwaɪdspred/ rozpowszechniony

26.10 Idioms related to work

be in the dark /bi ɪn ðə ˈdɑːk/ nic nie wiedzieć
cut corners /kʌt ˈkɔːnəz/ iść na łatwiznę, iść na skróty
get the ball rolling /get ðə ˈbɔːl rəʊlɪŋ/ rozpocząć coś
get up to speed /get ʌp tə ˈspiːd/ nadrobić zaległości
go back to the drawing board /gəʊ bæk tə ðə ˈdrɔːɪŋ bɔːd/ zacząć wszystko od początku
It isn't rocket science. /ɪt ɪznt ˈrɒkɪt ˌsaɪəns/ To nic trudnego.
make ends meet /meɪk endz ˈmiːt/ wiązać koniec z końcem
the bottom line /ðə ˌbɒtəm ˈlaɪn/ sedno sprawy

Do you remember?

BRAINPOWER

Spróbuj pogrupować powiązane ze sobą wyrazy metodą akronimów, czyli skrótowców. Wykorzystaj pierwsze litery wyrazów, które masz zapamiętać, do utworzenia nowego słowa. Słowo to może, ale nie musi, kojarzyć się z danym zakresem tematycznym.

Optician **C**arpenter **C**ashier **U**sher **P**lumber **A**ccountant **T**ailor **I**T specialist **O**ffice clerk **N**urse

Check yourself!

1 Choose the odd one out.

1 badly paid cost-effective highly skilled self-motivated
2 fired laid off promoted redundant
3 perk pension salary wages
4 employees freelancers premises staff
5 conceited patronizing unassuming unscrupulous
6 courtyard landscape mezzanine skylight
7 assemble decorate refurbish tear down
8 cheat cram drop out skip
9 dignity empathy motivation sensitivity
10 check stock do revision price goods operate a till

Pronunciation

1 027 Listen to two sentences. What is the difference between them?

2 028 Where is the main stress in the following words? Complete the table and listen to check your answers.

achieve apply colleague decide driver employ engineer enrol knowledge payroll perform politician promote vacancy warehouse writer

The first syllable	The second syllable	The third syllable

3 Choose the correct answers.

1 In English, two-syllable *verbs* / *nouns* are usually stressed on the first syllable.
2 Most two-syllable *verbs* / *nouns* are stressed on the second syllable.

4 Write a logical sentence using as many words or phrases from exercise 2 as possible. Then compare your sentences in groups.

5 Życie prywatne

Vocabulary

Family and friends

1 Match the words to the definitions.

ex-wife foster mother girlfriend stepmother
great-grandmother niece wife-to-be

1 a former wife
2 the woman that a man is engaged to
3 a temporary mum
4 the new wife of your father
5 your brother's daughter
6 your mother's mother's mother
7 a romantic partner

2 Write the male equivalents for the words above.

3 029 Look at the picture. Discuss how the people in the photo might be related to the lady in the middle. Then listen and check your ideas.



4 Rank the following in order of closeness (1 = closest).

acquaintance close friend colleague
fiancé/fiancée mate significant other

Telling the time

5 Complete the questions with one word in each gap. Then ask and answer them in pairs.

1 What do your parents do _____ the day?
2 What do you normally do at a _____ to eight in the morning?
3 What were you doing _____ time yesterday?
4 What will you be doing five years _____ now?
5 How often do you go out _____ night?
6 Do you get up later _____ the weekend or _____ weekdays?

6 Match the clocks with the phrases.



1 around three in the afternoon
2 a quarter to nine in the morning
3 just gone midday
4 half nine in the morning
5 a little after ten in the evening
6 ten to eleven at night

Routines and everyday activities

7 Match words from each box to make phrases.

brush catch do get have leave make
set wake

a coffee with a friend a bus dressed home
one's teeth some breakfast the alarm clock
the ironing up in a warm bed

8 In what order would you normally do the activities in exercise 7?

9 Complete the email with one word in each gap.

Send

Hi Josh!

Thanks for your message. Yeah, we can [1]_____ out on Sunday if you like. I never do much in the morning to be honest. We all like to take things easy on a Sunday. My dad usually [2]_____ the morning paper to catch up on the news, and Mum likes to head out into the countryside to [3]_____ the dog for a walk. I generally stay in and maybe read a book in bed or [4]_____ soap operas on TV, and then instead of having a quick shower I like to [5]_____ a bath. But I'm happy to come and have a coffee with you a bit later. In fact, I'll usually [6]_____ emails and phone messages at around 11 and might chat about stuff with mates online, so it would be nice to chat with a real person instead!

Anna

10 ▶030 **Listen and check your answers. How is Anna's Sunday different from yours?**

Free time activities

11 **What are the people in the photos doing?**













12 **Match the sentences to pictures A–F.**

1 I don't mind heights and love to get out of town away from noisy places.
2 I love spending time outdoors, especially on a slope.
3 I love hanging out with friends in exciting places where I can feel the adrenaline rush.
4 I think family are more important than your mates.
5 I can't stand being unfit but hate team sports.
6 I'm on the lookout for a partner and I quite like eating out, too!

Holidays and celebrations

13 **Put the words in the box in the correct category in the table.**

birthday Christmas Eve Corpus Christi
name day national holiday wedding reception

Religious festivals	
Public secular events	
Private celebrations	

14 **Complete the information about Corpus Christi using the words in the box.**

celebrated churchgoers custom decorated flower procession

Corpus Christi is a religious festival [1]_____ by Christians since the thirteenth century. [2]_____ usually mark the occasion with a [3]_____ behind an object called a monstrance, in which, they believe, Jesus Christ is present.

In some countries it is no longer observed but in others it's a significant event. For example, it's a national holiday in Poland where the [4]_____ is to dress up in national costume. Churches are usually [5]_____ for the event, and in some countries it's not uncommon to see mats on the street made of [6]_____ petals for the procession to pass over.

Social and emotional life

15 **Complete the text with the words in the box.**

birth rate blended family breadwinner
cohabitation divorce rate household chores
nuclear family single-parent families

What is a 'typical family'?

The British find it hard to define. It seems that the conventional [1]_____ is not the only model people choose. More and more people in Britain change partners and so many young people live in a [2]_____ with stepchildren or half-brothers and sisters. Also, the number of [3]_____, usually a mother living with a child, has trebled in the past 30 years. Families are also a little smaller because women are having fewer offspring, which, in turn, has led to a decline in the [4]_____, now averaging at fewer than two children to every woman. Relationships between adults are also changing, with marriage becoming less popular. Those who decide to live with a partner often prefer [5]_____ to a legal marriage contract. On top of that, Britain has a high [6]_____: two in every five marriages don't last. But some things are more resistant to change. [7]_____ are predominantly carried out by the woman, while the man is the [8]_____, earning a higher salary than his female partner. This is changing – but it's a slow process.

Lifestyle

16 **Read the chat thread and complete the gaps with the correct names.**

_____ has a positive outlook on life.
_____ is a real risk-taker.
_____ enjoys a luxurious lifestyle.
_____ has quite traditional values.
_____ gets stressed out easily.
_____ likes to take it easy.

EMILY

Hi, everyone! It's Christmas Eve so does anyone fancy coming to midnight mass?

DYLAN

Midnight mass? I think I'd prefer to stay here and play boardgames or chill out in front of the TV. Anyone up for that?

JACOB

Oh, I love boardgames! Can we play with forfeits, you know, so if you lose you have to do something really embarrassing? What do you think, Olivia?

OLIVIA

No! Your forfeits make me nervous! You had us eating raw chilli peppers last time. Let's just play *Monopoly* and then maybe go outside and see if anyone is celebrating?

KAITLYN

OK, Olivia. But Emily is right, it is a special occasion. We should at least dress up, wear some jewellery, get some fancy food …

MARK

All your ideas are great! Whatever we do, I'm sure we'll have fun!

Conflicts and problems

17 **Work in pairs. Describe the picture on the right and answer the questions.**

1 Who are the people and where are they?
2 What has happened?
3 What do you think will happen next?
4 What do young people usually argue about?
5 Tell me about an argument you had with someone or about a time when you saw other people arguing.

18 **Complete the sentences with the phrases in the box. There is one extra phrase.**

accept the blame for break up drift apart
leave her alone live in fear of make fun of
stand up for take advantage of threaten
ups and downs

1 My older brother used to _____ me by making nasty jokes about my weight.
2 My mum's always telling my sister to work harder at school, but I wish she would _____ because it just makes my sister more stressed.
3 It takes two to have an argument, but my sister never _____ anything.
4 Jo _____ her boyfriend by asking him to drive her everywhere.
5 Once I annoyed my brother so much he _____ to smash my phone!
6 When my brother and sister have an argument, I always _____ my sister, because she's younger than he is. My brother hates the way I always take her side.
7 As children we were inseparable, but as we grew up we just _____.
8 'Even though we have our _____ I love you!'
9 Sue and Tony _____ after a heated argument.

19 **Ask and answer the questions in pairs.**

1 Who in your family do you get on with the best?
2 What do you like and dislike about your daily routine?
3 Should you always try to avoid relationship conflicts?
4 How often do you meet your extended family?
5 What do you and your best friend have in common? How do you differ?
6 How would you describe your outlook on life?



Listening

Odpowiedzi na pytania

1 Work in pairs and answer the questions.

1 On what occasions do you stay up late?
2 What routines or traditions are linked to those occasions?

2 Read the tip. Look at the questions in exercise 3 and match them to the kind of information needed to answer them (a–c).

Przeczytaj uważnie pytania, zanim wysłuchasz nagrania, zwracając szczególną uwagę na użyte w nich wyrażenia pytające – pomoże ci to przewidzieć, jakie informacje należy odnaleźć w nagraniu.

a a number
b a time
c a place

3 031 Listen to a speaker talking about staying up late on New Year's Eve. Answer the questions.

1 Where do people stay up latest?
2 When do Polish people go to bed?
3 How many Americans are asleep before midnight?

4 032 ! Usłyszysz dwukrotnie wywiad na temat najdłuższej nocy w roku. Odpowiedz na pytania (1–4), używając informacji podanych w nagraniu. Na pytania należy odpowiedzieć w języku angielskim.

1 Why was the winter solstice important for ancient societies?
2 Where is the night of Yalda usually spent?
3 What does the colour of the fruit represent?
4 Where did people preserve fruit before Yalda night?



5 Do people celebrate the winter solstice in Poland? Are there any celebrations when you practise the following traditions?

- staying up late
- eating a special kind of food
- lighting fires and candles
- telling children stories
- putting decorations in the house

WORDPOWER

6 Complete the gaps with the correct form of the words in brackets.

FESTIVAL OF LIGHT

Traditionally, the festival of light, Diwali, is [1]_____ (**associate**) with Hindu practice and has deep spiritual [2]_____ (**signify**), but celebrations are now widespread in communities across south Asia and beyond. The five-day autumn festival [3]_____ (**symbol**) the victory of light over darkness, and knowledge over [4]_____ (**ignore**). Several stories are told that feature characters who are the [5]_____ (**embody**) of evil. They are best [6]_____ (**example**) by the demons Narakasura or Ravana with their big black moustaches, and spectacles of noise and light are aimed at keeping such forces far away. Diwali [7]_____ (**celebrate**) also decorate their homes and make *rangoli*. These special patterns created from rice are intended to bring good luck.



7 Work in pairs. Think of three objects or customs associated with seasonal celebrations in Poland and discuss their significance. Use the celebrations below or your own ideas.

All Saints' Day Christmas Easter
Independence Day New Year's Eve
Saint Andrew's Day

5 Reading

Dobieranie zdań do luk w tekście

1 Answer the questions in pairs.

1 How many social media friends do you have?
2 How can you tell a real friend from a fake friend?

2 How much do you know about social media usage in Poland? Complete the fact file with the numbers in the box.

15 39 66 95 400,000

Social media in Poland

1. The number of people who use social media in Poland is _____ per cent and growing.
2. Women use social media more than men in Poland; for example, they form the vast majority – _____ per cent – of TikTok users.
3. The number of monthly downloads of WhatsApp has reached over _____ in Poland.
4. TikTok was popular mostly among survey participants aged between 14 and _____, who made up 37.2 per cent of the app's users in 2020.
5. Only _____ per cent of people aged over 65 were registered on social media.

3 Read the tip, then match sentences 1–5 from exercise 2 to follow-up sentences A–E.

Postaraj się określić związek między podanymi zdaniami i resztą tekstu. Szukaj wyrażeń, które mogą łączyć je z akapitami następującymi przed lukami lub po nich. Podane zdania mogą zawierać dodatkowe przykłady i wyjaśnienia lub opisywać przyczyny oraz skutki wydarzeń podanych w tekście.

A Clearly, the share of social media use decreases with age.
B Apparently, women use social media to access online promotions more often than men.
C This has made it the most popular social media app among Polish users.
D By comparison, only 9.6 per cent of older teens used the platform.
E That represents an increase of over five per cent over a period of five years.

4 Which sentences in exercise 3 are linked with

1 pronouns that refer to previous nouns?
2 linking words that explain the relationship between sentences?
3 synonyms or antonyms to connect ideas?

Przeczytaj dokładnie fragment tekstu przed luką i po niej i poszukaj w nim odniesienia do informacji podanych w zdaniu, którym chcesz uzupełnić lukę. Znajdź wyrazy, które odnoszą się do informacji podanych we wcześniejszych lub następnych partiach tekstu.

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

A Furthermore, only thirteen would express sympathy at all when seeing a social media post revealing personal hardship.
B Regular contact breeds familiarity and helps us learn about each other's similarities, which is a condition for trust to emerge.
C Not until that stage is reached can we start to gain real mental health benefits from social contact.
D Therefore, it takes a long time for trust to develop between two people who have just met.
E What's more, people who have difficulty opening up face to face can often develop closer relationships online than they could in person.



REAL

How many ^ friends have you got?

Thanks to social media, meeting people has never been easier. However, when does one of our online social contacts actually become a meaningful friend?

Firstly, there's a difference between a 'mate', whom we might have a laugh with, and a genuine friend. Communication scientist William Rawlins argues that real **friendship** can only be cultivated once trust begins to appear. [1]_____ Therefore, a real friend doesn't just offer **companionship** – they prevent loneliness, too.

Trust, however, isn't easy to build, and we probably wouldn't claim to have a trusting **relationship** with many of our online friends. A famous study by anthropologist Robin Dunbar found that most people have on average around 150 online 'friends' but that they would only consider four of these dependable. [2]_____ Consequently, the number of friends we can claim is probably far fewer than our social media accounts would suggest.

One of the reasons why online friends rarely go on to become real friends is proximity, or how physically near we are to people. It isn't a coincidence that most of the people we consider friends we met in class, on our street, or in a local sports club. [3]_____ Researchers do stress that people can become close through **membership** of the same online communities. However, many would say that you need to meet face to face to be able to see eye to eye – and build sufficient emotional intensity for trust to emerge. For instance, in 2011 artist Tanja Hollander decided she needed to encounter all 600 of her online friends face to face before she could know if they were real. Only during her travels did many of them emerge as real friends.



However, just because we tend to meet real friends in person doesn't mean that we can't establish or maintain lasting friendships online. According to the Pew Research Center, 57% of teenagers say they've made a friend on the Internet, and some researchers also suggest that the Internet is necessary to provide the frequency of communications necessary to cement relationships. [4]_____ At the end of the day, it's what happens between people that determines whether friendship becomes real.

WORDPOWER

6 **Look at the words in bold in the text. Can you think of any other examples of words formed with the suffix *-ship*?**

7 **Match the verbs in the box to the correct noun to make phrases. Each noun matches more than one verb.**

make cultivate become cement encounter lasting

_____ friends _____ friendship

8 **Complete the gaps with the missing verbs. Check your answers in the text.**

1 _____ a laugh
2 _____ companionship
3 _____ membership
4 _____ a relationship
5 _____ sympathy
6 _____ trust

9 **Complete the questions with the correct forms of words and phrases from exercises 7 and 8.**

Can you think of

1 a person who is good at _____ when you have a problem and need to talk?
2 a time of the week when you like to relax and _____ with your mates?
3 a time when you _____ who you later became very close to?
4 a family member with whom you've _____ that's particularly close?
5 a difficult experience which _____ that has lasted to this day?
6 an activity that might help you _____ with a person you're suspicious of?

10 **Work in pairs. Ask and answer the questions in exercise 9.**

Friendship idioms

11 **Find the phrase *see eye to eye* in the text. What does it mean? Then complete the sentences with the words in the box. Which of the sentences are true for you?**

famously high inside thick thieves

1 I believe that to succeed in life you need to **have friends in** _____ **places**.
2 My bestie and I are **thick as** _____ – he's always got my back.
3 I **get on** _____ with my siblings – we hardly ever quarrel.
4 I totally rely on my mates – we **know each other** _____ **out**.
5 My oldest friend and I go way back – we've been together **through** _____ **and thin**.

5 Use of English

GRAMMAR IN USE

other(s), the other(s) and *another*; infinitive and gerund

1 Complete the sentences with *other*, *others*, *the other*, *the others* or *another*.

1 When my grandmother lost something she used to say that one person's loss is _____ person's gain.
2 I cannot figure out where Mark's house is. You check the odd numbers and I'll try _____.
3 I saw an old friend of mine _____ day. He pretended he didn't recognize me.
4 When summer begins, we go hang-gliding every _____ day.
5 They needed _____ few weeks to finish the project.
6 The survey has shown that some of the youngest viewers like to watch soap operas. _____ prefer horrors and fantasy films.
7 John promised he would tell me all about his blind date _____ time.
8 Sue's coming. I must tell _____.

2 Complete the sentences with the correct form of the verbs in brackets. Use the infinitive or gerund.

1 The guest finished telling the joke and went on _____ (talk) about his latest adventure.
2 If you want to get her attention, try _____ (send) her flowers.
3 My parents have never forgotten _____ (meet) each other for the first time.
4 When I entered his house, I heard someone _____ (play) the guitar.
5 We regret _____ (inform) you that you have not been selected for the show.

3 Translate the parts of the sentences in brackets into English.

1 You must (*przeprosić za spóźnienie*) _____ to the party.
2 Why don't you (*pozwolisz mu zdecydować*) _____ up his own mind?
3 I'm afraid the taxi won't come. I'd hate (*przybyć za późno, aby*) _____ meet her fiancé.
4 When Sam saw (*jak jego siostra trzasnęła*) _____ the door, he knew something bad had happened.
5 The new Tarantino film is going to be a masterpiece. I'm sure it's well (*warto na niego poczekać*) _____.

More grammar on pp. 187 and 194

Minidialogi

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

1 **X:** I'm afraid this is broken.
Y: _____
X: Thanks so much.
A Let me find the others.
B I'll find the other one.
C I'll get you another one.

2 **X:** Do you think I should get Mum a present?
Y: _____
X: Good point. I'll get onto it.
A I think you'll regret not getting one.
B There's no need to bother.
C I've already done it.

3 **X:** _____
Y: Thanks! I'm so glad it's over.
A What an exam that was!
B All the best for your exam!
C Congratulations on passing your exam!

Zadanie z lukami i wyrazami w ramce

5 Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

argue attempt companion equip leave travel

A family holiday with a difference

Many families like the idea of walking holidays but can't stand the thought of carrying heavy rucksacks and having endless [1] _____ with tired offspring. If that sounds familiar, why not try [2] _____ with a donkey? A tour operator in France is giving you the chance to hire a mule for seven days who'll lighten the load. It means adopting a leisurely pace, but that's ideal for families, and the animals offer [3] _____ for younger family members. Walkers make their way through verdant vineyards of the Ardèche region, starting with a simple stroll to get to know their four-legged friend before going on [4] _____ the slightly more demanding routes.

Wybór wielokrotny

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

Music participation

Research by the group Making Music has shown that younger people are participating in music less than other age groups: 14% of 15–35-year-olds are in music groups compared with [1] _____ a quarter of the general population. Anecdotal evidence suggests that the decline in numbers is [2] _____ significant at age 15, and that those who stop making music then don't start playing again until after the age of 35. Consequently, around a fifth of the population consider themselves lapsed musicians, with most [3] _____ playing by around the age of 15. Musicians at large appreciate the way music helps people make connections with [4] _____, especially with different generations. It also offers stability and relaxation, which is particularly important for young people who often have turbulent and stressful lives.

1
- **A** well over
- **B** not as many as
- **C** little more than
- **D** by far

2
- **A** admittedly
- **B** supposedly
- **C** interestingly
- **D** particularly

3
- **A** have to stop
- **B** having stopped
- **C** having been stopped
- **D** have stopped

4
- **A** each other
- **B** the others
- **C** themselves
- **D** another

Gramatykalizacja

7 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 What time _____ (Beth/see/leave) the café with Joshua?
2 My partner often _____ (criticize/me/be) selfish and not doing what she wants to do.
3 We all enjoyed _____ (watch/fireworks/light) up the night sky yesterday.
4 Please remember _____ (do/iron) before you go to bed.
5 We _____ (sincere/regret/inform) passengers that the 10.14 flight to Barcelona has been delayed.

Transformacje (zadanie otwarte)

8 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–6). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 We have planned a big party for my sister's birthday, which is four weeks today. **BE**
In four weeks' time, _____ a big party for my sister's birthday.
2 I'm going on my tenth blind date on Saturday. **WILL**
By Sunday, I _____ ten blind dates.
3 We will wait five more minutes before leaving. **ANOTHER**
We won't _____ minutes.
4 Jack and his girlfriend Emma argued very loudly about their holiday plans last night. **HEATED**
Jack and his girlfriend Emma _____ about their holiday plans last night.
5 My grandmother went to live in a care home on the 1st of May almost two years ago. **BEEN**
On the 1st of May, my grandmother _____ in a care home for two years.
6 Mike didn't want to mow the lawn, but his mother made him do it. **WAS**
Mike didn't want to mow the lawn, but he _____ by his mother.

Set leksykalny

9 **W zadaniach 1–3 podaj wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 If you want to keep your options _____, wait a few days before you make a booking.
My sister isn't very _____ with me so I don't know much about what goes on with her.
Some of his comments are _____ to misinterpretation.
2 Having a good time doesn't always _____ spending money.
Did Henry _____ to break my mug?
When I'm in an argument I find it hard to express what I really _____.
3 Our estimate of the cost of the wedding reception was _____ by about £1,000.
You'll need to rest after your operation, but you'll soon be _____ and about again.
He eventually lost all his cards and was _____ of the game.

5 Writing

Rozprawka

1 Answer the questions in pairs.

1 Where do you prefer to watch films: at the cinema or in the comfort of your own home? Why?

2 Have you or any of your friends played location-based games, for example, *Pokémon Go* or geocaching? Why are such games popular? What are the risks connected with playing them?

Jeden z typów rozprawki wymaga podania argumentów za rozważanym zagadnieniem i przeciw niemu, wad i zalet jakiegoś rozwiązania lub rozważenia problemu z dwóch punktów widzenia. Twoje argumenty muszą być uzasadnione i poparte przykładami, a argumentacja neutralna i zrównoważona. Rozprawka charakteryzuje się stylem formalnym, dlatego unikaj wyrażeń potocznych i stylu języka mówionego.

2 Read the task and the sample text. Answer the questions.

Binge-watching, czyli oglądanie po kilka odcinków serialu z rzędu, staje się coraz bardziej popularnym zjawiskiem. Napisz rozprawkę, w której przedstawisz dobre i złe strony takiej formy spędzania wolnego czasu.

1 Does the essay include arguments both for and against binge-watching?

2 Are the arguments supported with explanations and examples?

3 Are both sides of the issue discussed neutrally, impartially and in equal detail?

Binge-watching, a practice of watching several episodes of a TV series in a row, is becoming increasingly common. Although there are many disadvantages of binge-watching, there are also some advantages of this phenomenon.

The biggest advantage of binge-watching is the possibility to know the whole story at once, without having to wait a week for the next episode of the series. As a result, you can get truly involved in the story and bond strongly with the characters. Furthermore, emotions that arise when watching the story will not subside quickly. It is helpful if you want to relieve stress after school or work and forget about nagging worries. What is more, it is often suggested that binge-watching can make you more socially attractive because the latest episode of a hit series is always a popular conversation topic.

However, there are also many disadvantages, like fatigue, insomnia, putting on weight due to inactivity, or social isolation.

Summing up, there are probably as many drawbacks of binge-watching as benefits. In my opinion, there is nothing wrong with watching several episodes in a row, as long as you do not spend a whole day in front of the TV.

3 Develop the paragraph in the sample text which includes the arguments against binge-watching. Support your arguments with explanations and examples. Use the expressions below or your own ideas.

The greatest drawback of … is …
… is another negative aspect of …
The opponents of … claim that …
A further downside of … is …
…, not to mention the fact that …
Last but not least, …

4 In pairs, compare your paragraphs. Check if they include explanations and examples. Make sure you have used a formal style.

5 Read the task in exercise 6 and complete the sentences in such a way that they can be used as a part of your essay.

1 One convincing argument in favour of geocaching is …
2 Another benefit of location-based games such as geocaching is …
3 Opponents often claim that location-based games like geocaching …
4 An additional drawback of location-based games is …

6 ! Write an essay of 200–250 words.

Geocaching, czyli gra terenowa oparta na technologii GPS, polegająca na poszukiwaniu skarbów wcześniej ukrytych przez innych uczestników gry, jest popularna wśród młodzieży. Napisz rozprawkę, w której przedstawisz dobre i złe strony takiej formy spędzania wolnego czasu.

Useful phrases on p. 213



Speaking

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 What do you think is the best way to look for a job?
2 What is a job you would never want to do? Why?
3 Would you like to be self-employed? Why? / Why not?
4 Which member of your family do you spend most time with? What do you do together?
5 What is your best friend like?
6 Which do you prefer: getting presents or giving them? Why?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Chcesz zachęcić kolegę z Anglii do podjęcia pracy dorywczej. W rozmowie z nim omów poniższe kwestie.

- aktualne oferty pracy
- oferowane warunki pracy
- wymagane umiejętności
- twoje doświadczenia związane z pracą dorywczą

Rozmowę rozpoczynasz ty.

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania na s. 211

5 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Gościsz u siebie swojego przyjaciela z Anglii, który za kilka dni kończy osiemnaście lat. Zastanawiasz się nad sposobem uczczenia tego wyjątkowego wydarzenia.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 What forms of entertainment are popular with young people nowadays? Why?
2 What can you do to keep up friendships?
3 Is it possible to make meaningful friendships on the Internet?
4 Why is maintaining work–life balance important?

Wordlist Życie prywatne

Legenda
Oxford 3000
Oxford 5000

33.1 Family and friends

acquaintance /ə'kweɪntəns/ znajomy/znajoma
bestie /'besti/ najlepszy przyjaciel/najlepsza przyjaciółka
boyfriend /'bɔɪfrend/ chłopak, sympatia
close friend /kləʊs 'frend/ bliski przyjaciel/bliska przyjaciółka
colleague /'kɒli:g/ kolega/koleżanka z pracy
companion /kəm'pænjən/ towarzysz/towarzyszka
couple /'kʌpl/ para
ex-husband /eks 'hʌzbənd/ były mąż
ex-wife /eks 'waɪf/ była żona
fiancé /fi'ɒnseɪ/ narzeczony
fiancée /fi'ɒnseɪ/ narzeczona
former /'fɔ:mə(r)/ były
foster father /'fɒstə(r) ˌfɑ:ðə(r)/ przybrany ojciec
foster mother /'fɒstə(r) ˌmʌðə(r)/ przybrana matka
girlfriend /'gɜ:lfrend/ dziewczyna, sympatia
great-grandfather /ˌgreɪt 'grænfɑ:ðə(r)/ pradziadek
great-grandmother /ˌgreɪt 'grænmʌðə(r)/ prababcia
husband-to-be /ˌhʌzbənd tə 'bi/ przyszły mąż
long-term relationship /ˌlɒŋ tɜ:m rɪ'leɪʃnʃɪp/ długotrwały związek
married /'mærid/ żonaty/zamężna
mate /meɪt/ kumpel
nephew /'nefju:/ siostrzeniec, bratanek
next of kin /ˌnekst əv 'kɪn/ najbliższy krewny
niece /ni:s/ siostrzenica, bratanica
offspring /'ɒfsprɪŋ/ potomek, potomstwo
relative /'relətɪv/ krewny/krewna
sibling /'sɪblɪŋ/ brat, siostra
significant other /sɪgˌnɪfɪkənt 'ʌðə(r)/ druga połówka, partner
spouse /spaʊs/ współmałżonek
stepfather /'stepˌfɑ:ðə(r)/ ojczym
stepmother /'stepˌmʌðə(r)/ macocha
wife-to-be /waɪf tə 'bi/ przyszła żona

33.2 Telling the time

a week from now /ə 'wi:k frəm ˌnaʊ/ za tydzień
at midday /ət ˌmɪd'deɪ/ w południe
at midnight /ət 'mɪdnaɪt/ o północy
at night /ət 'naɪt/ w nocy
at noon /ət 'nu:n/ w południe
at the weekend /ət ðə ˌwi:k'end/ w weekend
during the day /ˌdjʊərɪŋ ðə 'deɪ/ w ciągu dnia
eleven fifteen /ɪˌlevn ˌfɪf'ti:n/ piętnaście po jedenastej
half past ten/ten thirty /hɑ:f pɑ:st 'ten/ /'ten θɜ:ti/ dziesiąta trzydzieści
in a week /ɪn ə 'wi:k/ za tydzień
just gone ten /dʒʌst gɒn 'ten/ właśnie minęła dziesiąta
on weekdays /ɒn 'wi:kdeɪz/ w ciągu tygodnia
quarter past eleven /ˌkwɔ:tə(r) pɑ:st ɪ'levn/ kwadrans po jedenastej
quarter to eleven /ˌkwɔ:tə(r) tə ɪ'levn/ za kwadrans jedenasta
ten forty-five /ten 'fɔ:ti faɪv/ za piętnaście jedenasta
this time last month /ðɪs taɪm lɑ:st 'mʌnθ/ w zeszłym miesiącu o tej porze
this time next week /ðɪs taɪm nekst 'wi:k/ w przyszłym tygodniu o tej porze

33.3 Routines and everyday activities

brush one's hair /brʌʃ wʌnz 'heə(r)/ szczotkować włosy
brush one's teeth /brʌʃ wʌnz 'ti:θ/ myć zęby
catch a bus /kætʃ ə 'bʌs/ łapać autobus
check emails /tʃek 'i:meɪlz/ sprawdzać pocztę
comb one's hair /kəʊm wʌnz 'heə(r)/ czesać włosy
do the ironing /du: ðə 'aɪənɪŋ/ prasować
get dressed /get 'drest/ ubierać się
get home /ˌget 'həʊm/ wracać do domu
hang out with friends /hæŋ aʊt wɪð 'frendz/ spędzać czas ze znajomymi
have a bath /hæv ə 'bɑ:θ/ brać kąpiel
leave for home /li:v fə(r) 'həʊm/ iść do domu
leave home /li:v 'həʊm/ wychodzić z domu
make breakfast /meɪk 'brekfəst/ robić śniadanie
make coffee /meɪk 'kɒfi/ parzyć kawę
make dinner /meɪk 'dɪnə(r)/ robić kolację
meet your mates /mi:t jɔ: 'meɪts/ spotykać się ze znajomymi
morning routine /ˌmɔ:nɪŋ ru:'ti:n/ czynności poranne
put food in the microwave /pʊt fu:d ɪn ðə 'maɪkrəweɪv/ wstawiać jedzenie do kuchenki mikrofalowej
routine /ru:'ti:n/ ustalony porządek, rutyna
search the Internet /sɜ:tʃ ðə 'ɪntənet/ szukać czegoś w internecie
set the alarm clock /set ðə ə'lɑ:m klɒk/ nastawiać budzik
take a shower /teɪk ə 'ʃaʊə(r)/ brać prysznic
take the dog for a walk /ˌteɪk ðə 'dɒg fə(r) ə ˌwɔ:k/ wyprowadzać psa na spacer
talk with your mates /tɔ:k wɪð jɔ: 'meɪts/ rozmawiać ze znajomymi
walk the dog /wɔ:k ðə 'dɒg/ wyprowadzać psa na spacer

33.4 Free time activities

adore /ə'dɔ:(r)/ uwielbiać
amusement park /ə'mju:zmənt pɑ:k/ wesołe miasteczko
be keen on sth /bi 'ki:n ɒn sʌmθɪŋ/ przepadać za czymś
be mad about sth /bi 'mæd əbaʊt sʌmθɪŋ/ szaleć za czymś
can't stand /kɑ:nt 'stænd/ nie znosić czegoś
chat online /tʃæt ˌɒn'laɪn/ rozmawiać przez internet
detest sth /dɪ'test sʌmθɪŋ/ nie cierpieć czegoś
don't mind /dəʊnt 'maɪnd/ nie mieć nic przeciwko
eat out /i:t 'aʊt/ jeść na mieście, poza domem
entertainment /ˌentə'teɪnmənt/ rozrywka
go hang-gliding /gəʊ 'hæŋ ˌglaɪdɪŋ/ latać na lotni
go into town /gəʊ ɪntə 'taʊn/ iść do miasta
go on a blind date /gəʊ ɒn ə blaɪnd 'deɪt/ pójść na randkę w ciemno
go online /gəʊ ˌɒn'laɪn/ korzystać z internetu
go out of town /gəʊ aʊt əv 'taʊn/ wyjeżdżać poza miasto
go skiing /gəʊ 'ski:ɪŋ/ jeździć na nartach
listen to music /'lɪsn tə 'mju:zɪk/ słuchać muzyki
spend time outdoors /spend ˌtaɪm aʊt'dɔ:z/ spędzać czas na świeżym powietrzu
text your friends /tekst jɔ: 'frendz/ wysyłać znajomym SMS-y
visit relatives /vɪzɪt 'relətɪvz/ odwiedzać krewnych
work out in the gym /wɜ:k ˌaʊt ɪn ðə 'dʒɪm/ ćwiczyć na siłowni

33.5 Holidays and celebrations

baby shower /'beɪbi ʃaʊə(r)/ przyjęcie urządzane na cześć kobiety spodziewającej się dziecka
birthday /'bɜ:θdeɪ/ urodziny
celebrate /'selɪbreɪt/ świętować, uroczyście obchodzić
Christmas Eve supper /ˌkrɪsməs i:v 'su:pə(r)/ kolacja wigilijna
church /tʃɜ:tʃ/ kościół
churchgoer /'tʃɜ:tʃgəʊə(r)/ osoba religijna/praktykująca
Corpus Christi /ˌkɔ:pəs 'krɪsti/ Boże Ciało
custom /'kʌstəm/ zwyczaj
decorated /'dekəreɪtɪd/ udekorowany
festive /'festɪv/ świąteczny, wesoły
flower petal /'flaʊə(r) petl/ płatek kwiatu
Maundy Thursday /ˌmɔ:ndi 'θɜ:zdeɪ/ Wielki Czwartek
name day party /'neɪm deɪ ˌpɑ:ti/ przyjęcie imieninowe
national holiday /ˌnæʃnəl 'hɒlədeɪ/ święto narodowe
New Year's Eve /ˌnju: jɪəz 'i:v/ sylwester
occasion /ə'keɪʒn/ okazja, wydarzenie
procession /prə'seʃn/ procesja, pochód
Thanksgiving /ˌθæŋks'gɪvɪŋ/ Święto Dziękczynienia
Valentine's Day /'væləntaɪnz deɪ/ walentynki
wedding /'wedɪŋ/ ślub, wesele
wedding anniversary /'wedɪŋ ˌænɪ'vɜ:səri/ rocznica ślubu
wedding ceremony /'wedɪŋ 'serəməni/ ceremonia ślubna
wedding reception /'wedɪŋ rɪ'sepʃn/ przyjęcie weselne

33.6 Social and emotional life

adoption /ə'dɒpʃn/ adopcja
ask sb out /ɑ:sk sʌmbədi 'aʊt/ zaprosić kogoś na randkę
be open with sb /bi 'əʊpən wɪð sʌmbədi/ być z kimś szczery
birth rate /'bɜ:θ reɪt/ przyrost naturalny
blended family /ˌblendɪd 'fæməli/ rodzina mieszana (z dziećmi partnerów z poprzednich związków)
breadwinner /'bredwɪnə(r)/ żywiciel/żywicielka rodziny
close relationship with sb /kləʊs rɪ'leɪʃnʃɪp wɪð sʌmbədi/ bliskie stosunki z kimś
cohabitation /ˌkəʊˌhæbɪ'teɪʃn/ konkubinat
compatible /kəm'pætəbl/ dopasowany, zgodny
elderly /'eldəli/ w podeszłym wieku, ludzie starsi
enjoy each other's company /ɪnˌdʒɔɪ i:tʃ ʌðəz 'kʌmpəni/ lubić spędzać czas w swoim towarzystwie
fall in love with sb /ˌfɔ:l ɪn 'lʌv wɪð sʌmbədi/ zakochiwać się w kimś
find a balance /ˌfaɪnd ə 'bæləns/ odnaleźć równowagę
get engaged /ˌget ɪn'geɪdʒd/ zaręczać się
get married to sb/marry sb /ˌget 'mærid tə sʌmbədi/ / 'mæri sʌmbədi/ poślubić kogoś
get on with sb /ˌget 'ɒn wɪð sʌmbədi/ mieć z kimś dobre stosunki
grow up /ˌgrəʊ 'ʌp/ dorastać
have a lot in common /ˌhæv ə ˌlɒt ɪn 'kɒmən/ mieć dużo wspólnego
household chores /'haʊshəʊld tʃɔ:(r)z/ zajęcia domowe
household /'haʊshəʊld/ gospodarstwo domowe
inseparable /ɪn'seprəbl/ nierozłączny, nierozdzielny
keep in touch with sb /ˌki:p ɪn 'tʌtʃ wɪð sʌmbədi/ utrzymywać kontakt (z kimś)
legal marriage contract /ˌli:gl 'mærɪdʒ ˌkɒntrækt/ związek małżeński
love at first sight /ˌlʌv ət ˌfɜ:st 'saɪt/ miłość od pierwszego wejrzenia
loving /'lʌvɪŋ/ kochający
mature /mə'tʃʊə(r)/ dojrzały
monogamy /mə'nɒgəmi/ monogamia
nuclear family /ˌnju:kliə 'fæməli/ rodzina dwupokoleniowa
parenting /'peərəntɪŋ/ rodzicielstwo
same-sex couple /seɪm seks 'kʌpl/ para tej samej płci

single-parent family /ˌsɪŋgl ˌpeərənt ˈfæməli/ rodzina z jednym z rodziców
well-matched /wel mˈætʃt/ dobrze dopasowany

33.7 Lifestyle

attitude /ˈætɪtjuːd/ podejście, usposobienie
lead a happy life /liːd ə ˈhæpi laɪf/ prowadzić szczęśliwe życie
luxurious lifestyle /lʌgˌʒʊəriəs ˈlaɪfstaɪl/ luksusowy styl życia
materialistic outlook /məˌtɪəriəˈlɪstɪk ˈaʊtlʊk/ materialistyczne podejście
outlook /ˈaʊtlʊk/ podejście, usposobienie
realistic outlook /ˌriːəˌlɪstɪk ˈaʊtlʊk/ realistyczne podejście
risk-taker /ˈrɪsk teɪkə(r)/ ryzykant
sedentary lifestyle /ˈsedntri ˌlaɪfstaɪl/ siedzący styl życia
stress out /stres ˈaʊt/ stresować się
stressful lifestyle /ˈstresfl ˌlaɪfstaɪl/ stresujący styl życia
take it easy /ˌteɪk ɪt ˈiːzi/ podchodzić do czegoś na luzie
traditional lifestyle /trəˈdɪʃənl ˌlaɪfstaɪl/ tradycyjny styl życia
unusual lifestyle /ʌnˌjuːʒuəl ˈlaɪfstaɪl/ niezwykły styl życia

33.8 Conflicts and problems

accept the blame for sth /əkˌsept ðə ˈbleɪm fə(r) sʌmθɪŋ/ przyjąć winę za coś
argument /ˈɑːgjumənt/ sprzeczka
break a promise /breɪk ə ˈprɒmɪs/ złamać obietnicę
break up /ˌbreɪk ˈʌp/ zerwać (z kimś)
bully /ˈbʊli/ osoba znęcająca się nad słabszymi, znęcać się
cheat /tʃiːt/ zdradzać
childcare /ˈtʃaɪldkeə(r)/ opieka nad dziećmi
divorce rate /dɪˈvɔːs ˌreɪt/ odsetek rozwodów
drift apart /ˌdrɪft əˈpɑːt/ oddalać się od siebie
fault /fɔːlt/ wina
hate /heɪt/ nienawidzić
heated argument /ˌhiːtɪd ˈɑːgjumənt/ zażarta kłótnia
hit /hɪt/ uderzać
immature /ˌɪməˈtjʊə(r)/ niedojrzały
leave sb alone /ˌliːv sʌmbədi əˈləʊn/ zostawić kogoś w spokoju
live in fear /lɪv ɪn fɪə(r)/ żyć w strachu
loner /ˈləʊnə(r)/ samotnik/ samotniczka
make fun of sb /meɪk ˈfʌn əv sʌmbədi/ wyśmiewać się z kogoś
obey /əˈbeɪ/ słuchać, być posłusznym
offend /əˈfend/ obrażać
punish /ˈpʌnɪʃ/ karać
rudeness /ˈruːdnəs/ niegrzeczność, grubiaństwo
stand up for sb /stænd ˈʌp fə(r) sʌmbədi/ stanąć w (czyjejś) obronie
start a fight /stɑːt ə ˈfaɪt/ zacząć kłótnię
take advantage of sb /ˌteɪk ədˈvɑːntɪdʒ əv sʌmbədi/ wykorzystać kogoś
threaten /ˈθretn/ grozić, straszyć
ups and downs /ˈʌps ən ˌdaʊnz/ wzloty i upadki

33.9 Wordpower p. 57

be associated with sth /bi əˈsəʊsieɪtɪd wɪð sʌmθɪŋ/ być kojarzonym z
celebrant /ˈselɪbrənt/ celebrans, uczestnik uroczystości
embodiment /ɪmˈbɒdimənt/ ucieleśnienie
exemplify /ɪgˈzemplɪfaɪ/ być przykładem czegoś
ignorance /ˈɪgnərəns/ ignorancja, niewiedza
significance /sɪgˈnɪfɪkəns/ znaczenie
symbolize /ˈsɪmbəlaɪz/ symbolizować

33.10 Wordpower p. 59

become friends /bɪˌkʌm ˈfrendz/ stać się przyjaciółmi
build trust /bɪld ˈtrʌst/ budować zaufanie
cement friendship /sɪˌment ˈfrendʃɪp/ cementować przyjaźń
cultivate friendship /ˌkʌltɪveɪt ˈfrendʃɪp/ kultywować przyjaźń
encounter friends /ɪnˌkaʊntə(r) ˈfrendz/ napotkać przyjaciół
express sympathy /ɪkˈspres ˈsɪmpəθi/ wyrażać współczucie
form a relationship /fɔːm ə rɪˈleɪʃnʃɪp/ stworzyć związek
gain membership /geɪn ˈmembəʃɪp/ uzyskać członkostwo
have a laugh /hæv ə ˈlɑːf/ pośmiać się
lasting friendship /ˌlɑːstɪŋ ˈfrendʃɪp/ trwała przyjaźń
make friends /ˌmeɪk ˈfrendz/ zaprzyjaźnić się
offer companionship /ˌɒfə(r) kəmˈpænjənʃɪp/ oferować towarzystwo

33.11 Friendship idioms

be as thick as thieves /bi əz ˈθɪk əz ˌθiːvz/ znać się jak łyse konie
get on famously with sb /get ɒn ˈfeɪməsli wɪð sʌmbədi/ znakomicie się z kimś dogadywać
have friends in high places /hæv ˌfrendz ɪn haɪ ˈpleɪsɪz/ mieć wysoko postawionych przyjaciół
know sb inside out /nəʊ sʌmbədi ˌɪnsaɪd ˈaʊt/ znać kogoś na wylot
through thick and thin /θruː ˈθɪk ən ˌθɪn/ na dobre i na złe

Do you remember?

BRAINPOWER

Twórz rymy i szukaj skojarzeń, np. *bride – ride* (wyobraź sobie pannę młodą jadącą do ślubu na rowerze), *groom – broom* (wyobraź sobie pana młodego lecącego na miotle) itp. Im bardziej plastyczne, dziwne czy wręcz absurdalne są twoje skojarzenia, tym dłużej dane słowo pozostanie w twojej pamięci.

Check yourself!

1 Complete the sentences with one word in each gap.

1 I've _____ in touch with my old mates from high school – we still see each other every now and then.
2 It was love at first _____ – they fell in love with each other the moment they met.
3 They've been in a long-term _____, so it was no surprise that he asked her to marry him.
4 He came from a working class _____, so it wasn't easy for him to rise to the top.
5 He takes _____ his mother – they have very similar personalities.
6 I bought them a cute soap _____ and a fancy toothbrush _____ as housewarming gifts.
7 It does ring a _____, but I still can't quite remember what you're talking about.
8 Jim played _____ too many times and was finally expelled from school for absenteeism.

Pronunciation

1 034 Read out the Polish words in the left column. Then listen and repeat the English words on the right. What's the difference in the pronunciation of the sounds in bold?

Polish	English
***t**en, **k**ot, **p**or*	***t**en, **c**ot, **p**our*
*sa**d**, ko**d***	*sa**d**, co**d***

2 035 Listen. Which word can you hear?

1	leaf	leave	5	mat	mad
2	feet	feed	6	sink	sing
3	rice	rise	7	peace	peas
4	race	raise	8	back	bag

3 036 Listen and repeat the sentences.

1 The deli raised the price of rice.
2 Joe will go mad if you leave him.
3 Is Batman a good man or a bad man?
4 Why did Dad feed the pig with peas?
5 The toddler put her feet on the mat.
6 Peter Piper picked a peck of pickled peppers.

6 Żywienie







Vocabulary

Food and drink

1 Look at the pictures and describe the dishes.

Which of them looks

- the easiest to make?
- the most healthy?
- the most delicious?
- the best for vegetarians or vegans?

2 Put the words in the box into the correct row in the table.

apricot aubergine blackcurrant blueberry broccoli celery cherry cod courgette fennel game ginger lamb mackerel pepper poultry thyme trout tuna veal

Fruit	
Vegetables	
Fish	
Meat	
Herbs and spices	

Preparing food

3 Complete the recipe with the words in the box.

burn boil heat peel season simmer stirring taste

Vegetable Soup



Ingredients

- 2 tablespoons olive oil
- 1 medium onion, diced
- 3 medium carrots, diced
- 2 medium garlic cloves, finely chopped
- 3 celery sticks, diced
- 5 mushrooms, diced
- 1 medium fennel, diced
- 1 bay leaf
- 1 pinch of dried thyme
- salt and freshly ground black pepper

Method

First, prepare the vegetables. [1] _____ and dice them into similar-sized chunks so that they will cook at roughly the same time.

[2] _____ the olive oil in a large saucepan until the oil gets hot.

Add the onion, carrots and garlic, and cook for about three minutes, [3] _____ occasionally, until the onions and garlic are translucent. Be careful not to [4] _____ the vegetables.

Add the celery, then the remaining vegetables. [5] _____ with salt and pepper. Cook for another three minutes.

Add two litres of water. Add the bay leaf and thyme. Let the soup come to the [6] _____, then reduce the heat to low and gently [7] _____, uncovered, for about twenty minutes.

[8] _____ and season with additional salt and pepper as needed.

4 Discuss the questions with a partner.

1 Who is the best cook you know and what is their specialty?
2 What is a recipe that you can cook well?
3 What is your favourite type of food?
4 What's your opinion on fast food and ready-made meals?

Food quantities

5 **Complete the sentences with one word in each gap.**

1 Please just put one _____ of sugar in my coffee – I don't like it too sweet.
2 My shopping bag split and a _____ of flour fell on the kitchen floor. The mess was terrible!
3 She brought me a _____ of chocolate as an apology.
4 You only need to add a _____ of salt to the soup, not much!
5 I need to buy a _____ of sardines and a _____ of bread from the shop today.
6 He was so thirsty he drank a whole _____ of juice!
7 I forgot to bring a _____ bag to the supermarket and had to buy one of theirs.
8 I was so hungry that I ate a _____ of biscuits and drank two _____ of fizzy drink.
9 She keeps her own bees and sells _____ of honey from her kitchen.
10 We need two _____ of margarine to make the cake but you only bought one.

Describing food and drink

6 **Complete the text with the words in the box.**

fatty frozen seasoning sweet takeaway wholegrain



Food Blog It's all about food!

Raul: I would use fresh bluefin tuna for this. It is packed full of protein, much healthier and less [1]_____ than other fish. Homemade sushi is tastier than [2]_____ dishes, especially if you use good soy sauce.

Jess: This is great! I've been trying to have a sushi night for weeks. I don't like soy sauce that's too salty, I prefer it [3]_____. You should keep the portion sizes small, and don't forget to add some salt and pepper – the [4]_____ is important. I'm going to serve it with something fizzy to drink.

Kai: What kind of rice do you use for this, is it [5]_____ or long-grain? I know that there's a special type of rice you should use for making sushi.

Tina: Reading all this is making my mouth water! Can you use [6]_____ fish to make this or does it have to be fresh?

7 **Choose the correct options to complete the sentences.**

1 Fish, meat and beans are full of *protein / carbohydrates,* which helps build your muscles.
2 The flowers from this plant are *edible / oily* – go ahead and try one!
3 Green apples are usually fairly *starchy / sour*, and they make you wince!
4 It's okay to eat unhealthy snacks as long as you do it *in moderation / on a diet*.
5 *Still / Carbonated* drinks usually make me burp.
6 I prefer *homemade / takeaway* food because I like the way my dad cooks.
7 Cook the onions until they are *translucent / raw* and then add the sauce.
8 Ready-made meals often carry more *vitamins / calories* than food you prepare yourself.

Restaurants

8 **037** **Complete the conversation with the words in the box. There is one extra word. Then listen and check.**

bill book cuisine dessert eat out fast food overdone service takeaway

Paulina Let's [1]_____ tonight, to celebrate your new job! Let's go somewhere with a really good atmosphere, where the cooking is awesome.

Adrian Sounds good, as long as we don't go to that French restaurant on the high street. The main course was [2]_____. The [3]_____ was also shockingly inadequate – it took ages for us to get the bill.

Paulina Right, we shouldn't go there. How about the new Japanese place? I've heard it does great Asian [4]_____.

Adrian That could be good.

Paulina Shall I go online and [5]_____ us a table?

Adrian Actually, I've heard a new Jamaican [6]_____ opened recently. How about we try that?

Paulina I'd rather go out. Besides, from what I've read, it seems it could just be another [7]_____ restaurant.

Adrian OK, let's try and get a table at the Japanese place. Should we share a starter?

Paulina The starter, yes! But I won't share my [8]_____. You know I have a soft spot for sweets!

Diets

9 Work in pairs. Decide if these sentences are true or false.

1 A **pescetarian** is someone who eats fish, but not other types of meat.
2 A **balanced diet** will contain a wide range of different food and ingredients.
3 Someone with a **sweet tooth** often consumes food products that contain sugar.
4 Food that is **low in calories** would be suitable for an athlete who regularly does strenuous activity.
5 You'll be told to **cut down on** fatty foods if you are considered overweight.
6 **Vegans** only consume some products that come from animals.
7 Vegetarians may eat **dairy products** such as yogurt.
8 Many **processed foods** contain additives and preservatives to help them taste good and stay fresh for longer.
9 Cooking vegetables actually increases their **nutritional value**.
10 Skipping meals, especially breakfast, is likely to make you reach for **high-fat**, **high-calorie snacks**.

10 Work in pairs. Look at the pictures and answer the questions.

1 Which of the pictures reminds you most of your own diet?
2 Which of the products seem the most healthy?
3 Which of the diets would be best for the following people?
   a Maria is allergic to dairy.
   b Mark wants to lose weight to look good.
   c Anne believes meat is murder.
   d Jack wants to be in great physical condition.









Eating disorders

11 Complete the text with the words in the box. There is one extra word.

anorexia binge compulsively depression hunger malnourished sufferers



Eating Disorders Helpline

Call us to speak to trained support workers experienced in listening to people in a similar situation to you.

We are aware of how difficult it can be to share your feelings. Our service is aimed at [1]_____ as well as their family and friends. Support workers are trained to

- offer a supportive space for you to explore your feelings around eating disorders. You may have low self-esteem and/or suffer from [2]_____ – we're here to help.
- provide information about eating disorders such as [3]_____ and bulimia.
- talk about issues caused by overeating or eating [4]_____.
- explore options to help you make decisions about what might be best for you.

'Over a number of years, I developed a habit of [5]_____ eating, which made me feel miserable as well as physically [6]_____. When I rang the helpline, I got a chance to talk to someone who did not judge me and helped me access the services I desperately needed.' – *Judy*

12 Ask and answer the questions in pairs.

1 What new foods or dishes have you tried recently?
2 Do you know anyone who follows a special diet?
3 Would you consider becoming a vegan? Why? / Why not?
4 Is your diet healthy and balanced?
5 What have you eaten so far today? Was it all delicious? Was it healthy?
6 How can we encourage children to follow a healthy and balanced diet?
7 Tell me about the last restaurant that you visited. Did you like it? Why? / Why not?
8 Do you think governments have a responsibility to stop people eating unhealthy food?

Listening

Dobieranie

1 Work in groups. Look at the quotes below. Who is most like you? Do you think teenagers should learn how to cook at school?

I learned how to cook by watching my parents. They never used a recipe book!

I haven't got a clue about cooking. I don't even know how to boil an egg.

I'm great in the kitchen. I could cook a meal for the whole family.

I know how to make one dish and I can do it well, but don't ask me to cook anything else!

2 038 Read the tip. Then listen to a speaker talking about cooking a dish. Choose the correct answer. Why is the other answer incorrect?

Jeśli usłyszysz w jednej z wypowiedzi dokładnie te same wyrażenia, co w podanym zdaniu, nie oznacza to, że jest ono poprawną odpowiedzią. Wyrażenia te mogły zostać użyte w innym kontekście lub odnosić się do innej osoby lub rzeczy. Twoim zadaniem jest wyciągnięcie poprawnych wniosków na podstawie informacji podanych w nagraniu.

This speaker mentions

A mispronouncing the name of one of the ingredients.

B finding it difficult to obtain a rare ingredient.

3 039 ! Usłyszysz dwukrotnie cztery wypowiedzi na temat gotowania. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

A being overambitious in choosing the dish.

B underestimating their cooking skills.

C overlooking an important detail in the preparation phase.

D a particularly delicious way of serving the dish.

E personalizing the dish by using a unique ingredient.



WORDPOWER

4 The phrases in bold below are all ways to exaggerate the language to make the story more interesting. In pairs, paraphrase the phrases in simpler English.

1 We had some kitchen **disasters** but, generally speaking, it was a fun way of passing the time.

2 The shopkeeper didn't get what he wanted at all, even though there was **a mountain** of mangetout right in front of them!

3 The next day, we were in the kitchen all morning working **like mad** to get everything ready.

4 You have to defrost it beforehand, and ours was **frozen solid**!

5 It's kind of a **legendary** spot to go wild-mushroom picking.

6 The woods here are **overflowing with** them and people just leave them there to rot.

7 We really thought we were going to **burn everything to a crisp** and have forty angry kids on our hands.

8 We dug out my grandma's **ancient** cookbook and chose this dish that looked absolutely **mouth-watering**.

5 Work in pairs. How could you make this description of a dish more interesting and lively? Use exaggerated language where possible.

My parents were both ill last weekend so I had to cook. There was some mackerel in the freezer so I found a recipe online from a chef who cooks using only six ingredients. That's my kind of thing. The problem was that the fish had been in the freezer so I had to defrost it in the microwave. I put the setting on much too high and cooked them so much that they were impossible to eat! Thankfully, we had lots of rice so I cooked some Chinese-style egg-fried rice using a recipe that I found in an old newspaper. I was cooking very quickly under a lot of pressure, but I did finally manage to put something on the table!

6 Work in pairs. Imagine an English friend wants to prepare a typical Polish dish and has asked you for advice. Think about a possible dish and prepare a recipe. Use the questions below to help you.

1 What is the name of the dish?

2 When and why do people usually make this dish?

3 What are the ingredients? Would they be difficult to find in other countries?

4 How do you cook it? Do you have any special advice?

5 Can you use the language of exaggeration to make your dish sound more interesting?

6 Reading

Tekst z lukami

1 Work in pairs. Answer the questions.

1 What is your favourite dessert? Why do you like it?
2 Can you make it at home? If so, do you prefer a homemade version or one you can buy?
3 Have you always liked this dessert or is it an acquired taste (something you only like as you get older)?

2 Read the tip. Then complete sentences 1–6 with information from the text.

Aby uzupełnić streszczenie, należy przeformułować informacje podane w tekście tak, aby stanowiły one logiczne i gramatycznie poprawne uzupełnienie luk. Konieczne może być wykorzystanie innej części mowy, niż podana w tekście, strony biernej – zamiast strony czynnej lub użycie wyrażenia synonimicznego.

Pączki Day … in the USA!



Some aspects of Polish cuisine are becoming popular around the world. Cooking *à la polonaise* – the common label for Polish-style cuisine – usually involves garnishing with buttered breadcrumbs and parsley. However, one popular recent export has been *pączki*, Polish jellied donuts with a rich dough and decadent filling. They have recently become part of popular culture in the USA's Midwestern cities of Chicago and Detroit, where citizens have started using the name *Pączki Day* to refer to the traditional feast day of Mardi Gras (the Tuesday before the Christian fasting for Lent). That's despite the fact that locals sometimes struggle with the pronunciation, which approximates to 'ponch-key' in English. Bakeries start baking *pączki* on the last Thursday before Lent, when the Polish diaspora traditionally eat them, though in the USA they are mostly consumed on the Tuesday the following week. Among the twenty or so flavours you can try during this period, the most popular are custard, raspberry, plum and rose – an unusual flavour in American cuisine.

1 Polish cooking is often associated with breadcrumbs and parsley _____.
2 Recently, the tradition of eating pączki _____ some parts of the USA.
3 The celebration of Mardi Gras is often referred to as _____ now.
4 It's a bit of a struggle for English speakers _____ pączki.
5 Most Americans eat pączki on _____ before Lent.
6 It isn't very _____ to eat foods with a rose flavour in the USA.



It was so dark that I couldn't see my hand in front of my face. I was hyper-aware of the sounds around me: the tinkling cutlery, the fizzing pans, but most of all, nervous laughter. I was eating in the dark, in a new restaurant experience.

On arrival, there is a little anteroom where your host explains how it all works. That made us a bit calmer until we were told to hand over our smartphones, which would be kept in lockers throughout the meal. Otherwise, as we were told, sooner or later someone would use the light or start taking food selfies, which would inevitably spoil the whole experience for others.

Then the waiters took us to our tables, with our hand on their shoulder to show the way. I had expected to be given a blindfold so we would have to focus solely on the taste, instead of relying on our sight. I reckoned they must need some light inside, otherwise the restaurant staff wouldn't know how to bring you your food. However, the waiters are all blind so even that wasn't necessary – they were used to relying on other senses to know their way around. Inside, it was pitch black.

Once we were escorted to our table, we found that each dish had been specially designed to maximize the experience. The chefs were clearly interested in experimenting with different textures. Although they told us that we were eating snails, for instance, they came as a smooth mousse that melted in your mouth rather than chewy lumps that you had to dig out of a shell.

In fact, we had very little control over what we ate. The restaurant had a set menu and unless you instructed them about an allergy, you were completely in the chef's hands.

In some ways, it made me more adventurous than usual. For example, it was the first time I had tried oysters. For me their appearance is utterly disgusting but in the dark, it didn't feel so hard to pop one in my mouth. They were still slimy, though, so an ice-cold glass of sparkling water was very welcome after that.

The definite highlight was the dessert: a yummy rhubarb-and-apple crumble. Perhaps because our sense of taste was heightened with no sight to aid us, it seemed in no way similar to the classic version that my grandma used to make. This one beautifully combined the sour rhubarb with sweet apple, and had a crispy crumble that was to die for. Afterwards I had to ask the chefs to show us the real thing because I couldn't go home without having set eyes on that masterpiece for myself.

3 **Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–5 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

On arrival, the guests were welcomed. Then their phones [1] _____ before the waiters escorted them to their tables.

The author expected to wear a blindfold to prevent seeing the dishes, but it wasn't necessary because it was completely dark. The staff had no problems moving around despite [2] _____.

In terms of the food, the chefs had been experimenting with different tastes and textures.

The guests couldn't [3] _____ – everything was decided by the chefs. The only exception would be made for guests with allergies or other special needs.

The writer's senses [4] _____ because of the darkness and he felt more adventurous, trying snails and oysters for the first time. However, what he liked best was the rhubarb-and-apple crumble, which was [5] _____ the one he was used to eating.

WORDPOWER

Onomatopoeia

4 **Look at the definition of *onomatopoeia*. Find two examples of onomatopoeia in paragraph 1 of the text. What do they mean?**

Onomatopoeia (noun) the use of words containing sounds similar to the noises they describe (e.g. *hiss*).

5 **Match the verbs in the box with the sounds they describe. There are two extra verbs.**

clap crack drip groan gulp jingle mumble splash stamp tap

1 the sound of someone lightly hitting a surface
2 the sound made when you eat something quickly
3 the sound made by people when they are unhappy or uncomfortable
4 speaking too quietly so nobody can hear clearly
5 the sound of something breaking
6 the musical sound made by small bells
7 the sound made by water falling a tiny bit at a time
8 the sound of something falling into water

6 **Work in pairs and write definitions for the two extra words from exercise 5.**

Metaphors (1)

7 **Find the words *black* and *cold* in the text (paragraphs 3 and 6). What words combine with them to make metaphors?**

8 **Complete the metaphors with the words in the box.**

cheap clear dry fast hot quiet

1 My new laptop is **lightning** _____. It boots up in five seconds.
2 It hasn't rained for months. The ground is **bone** _____.
3 Don't touch that saucepan! It's **red** _____!
4 At the end of the game, the home team had lost 6–0 and the stadium was **dead** _____.
5 This dress was **dirt** _____. I bought it for just €5!
6 Thankfully, Ms Stowe explained osmosis to us – her explanation was **crystal** _____.

9 **Work in pairs. Think of a menu that would be fun to eat in a restaurant in the dark. Choose a starter, main course, drink and dessert. Try to use as many tastes and textures as possible.**

6 Use of English

GRAMMAR IN USE

Reporting verbs; noun suffixes

1 Complete the sentences with the correct form of the verbs in the box. There is one extra verb.

advise apologize deny insist promise remind suggest

1 'The food delivery will be there on time. You have my word.'
The chef _____ to deliver the food on time.
2 'You shouldn't eat so many sweets.'
Tom _____ me not to eat so many sweets.
3 'No. It's not true. I didn't burn the omelette.'
The cook _____ that she had burned the omelette.
4 'I've eaten your sandwiches. I'm terribly sorry.'
Alex _____ for eating my sandwiches.
5 'Leslie, can you remember to get some milk?'
Mary _____ Leslie to get some milk.
6 'Shall we eat out tonight?'
Larry _____ eating out that evening.

2 Complete the sentences.

1 'I'm sorry I didn't remember to get the tomatoes, Vanessa.'
Chris apologized _____.
2 'You added salt to my coffee, didn't you, Peter?'
Sam accused _____.
3 'Don't forget to turn down the heat, Jack.'
Danny reminded _____.
4 'Mum, please, please don't make me eat it!'
The boy begged _____.
5 'I can cook better than anyone on this TV show.'
Andrew boasted _____.

3 Complete the sentences using the correct form of the words in brackets.

1 Who is the _____ (address) of this letter?
2 Fiona's _____ (promote) to senior chef took everyone by surprise.
3 The seating _____ (arrange) for the conference on slimming hasn't been decided yet.
4 Food exports are necessary for the country's economic _____ (survive).
5 When we were children, we led a poor but happy _____ (exist).
6 The latest campaign on buses is aimed at season ticket _____ (hold) and _____ (commute).
7 The local health centre faces closure unless it gets an immediate cash _____ (inject).

More grammar on p. 199

Słowotwórstwo

4 Uzupełnij luki w zdaniach 1–10, przekształcając wyrazy podane w nawiasach, tak aby otrzymać logiczne i poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 _____ (**CONSISTENT**) is important if you want to lose weight.
2 You can eat when you want, but you have to maintain the recommended daily calorie _____ (**TAKE**).
3 There is a lot of _____ (**RESIST**) when it comes to diets relying on carbohydrates.
4 The number of meals you can prepare with tomatoes is almost _____ (**END**).
5 Our team lost _____ (**HEAVY**) to three young chefs, so there is still a lot of work to do.
6 The cooking equipment we have is _____ (**SUFFICIENT**) for our fast-growing catering business.
7 The local bookshop stocks a _____ (**VARY**) of manuals on how to eat healthily.
8 Perhaps the most _____ (**NOTE**) thing about the celebrity's recipe is that she uses only home-grown produce.
9 There are a lot of _____ (**SIMILAR**) between Polish and German cuisine.
10 Hiring more waiters turned out to be a _____ (**COST**) mistake for the management.

Gramatykalizacja

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

1 The cake he made was delicious and I _____ (not/ever/try) anything so good.
2 If you had invited Jane to the party _____ (she/cook) her famous spaghetti dish for us.
3 Last week she _____ (ask/arrive) on time for our meetings, but she's still not here.
4 I asked the waiter _____ (toilet/be) and he pointed me in the right direction.
5 She wanted to know _____ (we/book) enough tables in her favourite café for her birthday party.
6 He was an international chef _____ (books/sold) all over the world.

Zadanie z lukami

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Does eating less meat help the planet?

According to the United Nations Climate Change report, eating meat, especially pork and beef, has been shown to have a negative impact on the environment.

Farm animals, livestock and humans account [1]_____ 96% of all mammals. However, meat and dairy make up less than a fifth of the total calories in our diets, and only around a third of our protein. This affects our environment, especially in terms of climate change.

It's thought that global consumers will have to reduce the amount of meat, milk and eggs that they eat to help [2]_____ climate change. It's not all bad news, though, as there is a huge variety of pescatarian, vegetarian and vegan recipes and dishes that are super healthy in [3]_____ to being delicious.

A number of thinkers advocate taking things a step further by encouraging consumers to eat insects, which can be a good [4]_____ of protein. Other scientists believe meat that has been made in a scientific laboratory will become more and more available [5]_____ scientific methods develop. It seems that action is needed to prevent our meat-eating habits from destroying our environment.

Transformacje (zadanie otwarte)

7 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 'We've been waiting for over an hour,' explained the couple to the waitress. **WAITING**
The couple explained to the waitress that _____ for over an hour.

2 We didn't reduce his calorie intake because we didn't know how unhealthy it was. **REDUCED**
His calorie intake _____ if we had known how unheathy it was for him.

3 'Are you ready to order yet?' asked the waiter. **WERE**
The waiter wanted to know _____ to order.

4 'I'll do your hair next Saturday,' Tracy said. **DONE**
Tracy said that I _____ the next Saturday.

5 'You have to stop eating fatty food,' the doctor told me. **INSISTED**
The doctor _____ fatty food.

Zadanie z lukami i wyrazami w ramce

8 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

compel compulsive eat emotion hunger hydrate nourish

Eating disorders

Eating disorders are mental disorders that manifest as modified eating habits. They are sometimes a result of [1]_____ problems and can often impact negatively on a person's physical as well as mental health.

Anorexia is when someone desperately tries to lose weight by refusing to eat enough food. Over a long period of time, this can have catastrophic effects on a person's health in terms of both [2]_____ and malnutrition.

Bulimia is a condition whereby someone [3]_____ eats too much. Those who suffer from it feel [4]_____ to get rid of the food they have consumed. Like anorexia, this can lead to malnutrition and other physical problems.

People with binge eating disorder tend to [5]_____ on a regular basis – they keep eating even though they are full. They often feel shame or guilt about their actions, which leads to feelings of low self-esteem.

Should you suffer from any of these disorders, do not hesitate to contact a doctor.

Tłumaczenie (zadanie otwarte)

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

1 People with eating disorders may (*cierpieć z powodu niskiej samooceny*) _____ which makes their condition worse.

2 You will most likely need to (*ograniczyć liczbę tuczących produktów*) _____ if you would like to get fit.

3 We (*zatrzymaliśmy się, aby zjeść drugie śniadanie*) _____ halfway through the journey.

4 I (*przestałem jeść mięso*) _____ about a year ago, and I'm thinking about going vegan.

5 Since it was (*taki pyszny posiłek*) _____ my father left a very generous tip.

6 Writing

Rozprawka

1 Answer the questions in pairs.

1 How often do you buy convenience food? What convenience food would you recommend?
2 What are the advantages and disadvantages of home-made meals?

Niezwykle ważnym elementem rozprawki jest wstęp, który musi zawierać zgodną z tematem, jasno sformułowaną tezę, zapowiadającą strukturę rozprawki. W przypadku rozprawki „za i przeciw" w tezie musisz zaznaczyć, że omówisz wady i zalety rozważanego zagadnienia. Jeśli wskażesz na rozpatrywanie tylko wad albo tylko zalet lub sformujesz tezę w formie pytania, z którego nie wynika jednoznacznie, że omówisz zarówno wady, jak i zalety, wówczas taka teza nie będzie zapowiadać oczekiwanej struktury rozprawki typu „za i przeciw".

2 Read the task and the four possible introductions to the essay. Which introduction includes an appropriate thesis statement? Why are the other introductions inappropriate?

Właściciele niektórych restauracji zezwalają swoim gościom na wprowadzenie psów na teren lokalu. Napisz rozprawkę przedstawiającą dobre i złe strony takiego pomysłu.

1 More and more restaurants are meeting the needs of customers who own dogs by allowing them to dine in the restaurant in the company of their pets. Therefore, a question arises: is it a good idea?

2 Dogs are one of the most popular pets and many owners cannot imagine parting with them even for a moment. It is for such people that more and more restaurants allow four-legged pets to accompany their owners during a meal.

3 The owners of some restaurants allow their guests to bring dogs onto their premises. This idea has stirred up considerable controversy as there are as many supporters as opponents to this dog-friendly approach.

4 It is said that a dog is a man's best friend, but for years people had to leave their pets at home when they went out to eat. Nowadays many restaurants allow dogs inside. Such a solution seems to be a fantastic idea.

3 Read the task and write an introduction. Include a thesis statement that will imply that both sides of the problem will be discussed in the essay.

Asortyment dostępnych w sprzedaży gotowych dań obiadowych jest coraz szerszy. Napisz rozprawkę, w której przedstawisz dobre i złe strony takich dań.

4 Read the sample answer to the task from exercise 3. Make all necessary changes to your introduction so it can be used to complete the essay.

The advantages of convenience foods are numerous. They save time and are easy to prepare. They are cheaper than eating in restaurants. There is a variety of convenience foods from different exotic cuisines.

However, these quick and practical dishes also have disadvantages. First and foremost, the ingredients used leave a lot to be desired. They may contain preservatives, colourings, enhancers and 'nature-identical' flavourings which may cause ailments, such as headaches, or other problems, mainly related to the digestive system. What's more, convenience foods are not very filling and nutritious. They are typically high in calories, saturated fats, sugar and salt, but usually have low nutritional value. As a result, shortly after eating them, you feel hungry again, don't you? Therefore, there is a tendency to eat more which may lead to weight gain and obesity. Finally, demanding cuisine connoisseurs are not in favour of convenience foods as the taste doesn't satisfy them.

Summing up, convenience foods come in handy in everyday life, but they should be used in moderation. In my opinion, they should not be the basis of a daily diet; however, reaching for them occasionally should not be too harmful to health.

5 Read the sample essay again. Answer the questions.

1 Are both sides of the issue well-developed and discussed in a balanced way?
2 Is the text written in a suitably formal style?

6 There are four stylistic flaws in the sample essay. Find them and replace them with more appropriate expressions.

7 Read the paragraph that talks about the advantages of convenience food again and develop it using the expressions below or your own ideas.

The main benefit of … is …
An additional advantage of … is …
The supporters of … claim (that) …
In addition to this, …
Consequently, …

8 ! Write an essay of 200–250 words.

Coraz więcej osób rezygnuje z kupowania gotowych posiłków i jedzenia w restauracjach na rzecz gotowania w domu. Napisz rozprawkę, w której przedstawisz dobre i złe strony przygotowywania posiłków w domu.

Useful phrases on p. 214

Cumulative Revision Units 1–6

1 Match the beginnings of the sentences to the endings.

1 You need to relax more and take
2 Nick always has sugary snacks in his bag. He really has
3 I've been drinking too many energy drinks and need to cut
4 It's OK to eat crisps and snacks as long as you do it
5 Annabel would have scored if she had taken
6 My uncle hasn't had a job for months so he's
7 Gabby usually comes first in maths as she has a good head
8 I'm not sure what to order. I think I'll just have the dish

a in moderation.
b of the day.
c for figures.
d a shot.
e it easy.
f down on them.
g on the dole.
h a sweet tooth.

2 Choose the correct phrase in each sentence.

1 There's an interesting herb in this soup. Is it *aubergine / thyme / turnip*?
2 I'm a pescetarian, so I won't have the *herring / mackerel / veal*.
3 This salad is delicious! The crunchy *asparagus / leek / radish* really helps to give it a great texture.
4 I go to a *boarding / comprehensive / grammar* school so I only see my parents once every couple of weeks in term time.
5 All the chefs have been temporarily *fired / laid off / sacked* but they should return again in time for summer.
6 Can you *beat / grate / peel* these eggs so that we can make an omelette?
7 Chicken is a healthy meat because it's usually quite *lean / starchy / translucent*.
8 Because we live in a *bungalow / thatched cottage / tree house*, we have to replace the straw roof every few years or it leaks.
9 They have so many things that they need to rent a *maintenance / removal / moving* van when they move house.
10 They awarded him the main prize in *recognition / inspiration / fulfilment* of his contribution to the company.

3 Translate the parts of the sentences in brackets into English.

1 My grandmother (*zawsze gotowała rosół*) _____ whenever we came round.
2 Madison (*chwaliła się*) _____ her cooking skills all week.
3 Don't worry if you haven't made any friends at your new school yet – (*poczekaj jeszcze kilka dni*) _____.
4 Our home economics teacher (*wątpił, że uda nam się*) _____ to cook such a complex recipe.
5 I think I (*wolałbym zgnieść czosnek*) _____ than chop it.
6 Mum (*przypomniała nam, abyśmy zmniejszyli*) _____ the heat after half an hour in the oven.

4 Complete the sentences using the words in bold to keep the meaning of the original sentence. Do <u>not</u> change the form of the words in bold.

1 The teacher said I had lied to her. **ACCUSED**
The teacher _____ to her.
2 We mustn't put too much salt in the food because mum has high blood pressure. **HAD**
We _____ too much salt in the food because mum has high blood pressure.
3 Raheem says he won't start a special diet. **REFUSES**
Raheem _____ on a special diet.
4 My parents wouldn't let us eat cookies when we were younger. **USE**
My parents _____ eat cookies when we were younger.
5 Aunt Sheila said she would pay for the meal. **INSISTED**
Aunt Sheila _____ for the meal.
6 I'll always remember the first time I tasted poppy-seed cake. **FORGET**
I'll _____ poppy-seed cake for the first time.

5 Find and correct one mistake in each sentence.

1 The boys threatened breaking my smartphone.
2 We regret to inform all employs that the company will be closing on June 8th.
3 I had my handbag steal on the underground. It all happened so fast!
4 The waiter suggested us trying the salmon.
5 Fran has such an invention mind. Where does she get all her ideas from?
6 I didn't remember to bring my pencil sharp. Can I borrow yours?
7 The teacher advised to read more to improve my English.

Legenda
Oxford 3000
Oxford 5000

40.1 Food and drink

apricot /'eɪprɪkɒt/ morela
asparagus /ə'spærəgəs/ szparag
aubergine /'əʊbəʒi:n/ bakłażan
bacon /'beɪkən/ bekon, boczek
baked beans /ˌbeɪkt 'bi:nz/ fasolka w sosie pomidorowym
bay leaf /'beɪ li:f/ liść laurowy
beans /bi:nz/ fasolka
beef /bi:f/ wołowina
black pepper /ˌblæk 'pepə(r)/ czarny pieprz
blackcurrant /'blækkʌrənt/ czarna porzeczka
blueberry /'blu:bəri/ borówka amerykańska
bread roll /ˌbred 'rəʊl/ bułka
broad beans /brɔ:d bi:nz/ bób
broccoli /'brɒkəli/ brokuły
brown bread /'braʊn bred/ chleb ciemny
celeriac /sə'leriæk/ seler korzeniowy
celery stick /'seləri stɪk/ seler naciowy
cereal products /'sɪəriəl 'prɒdʌkts/ produkty zbożowe
cheesecake /'tʃi:zkeɪk/ sernik
cherry /'tʃeri/ wiśnia, czereśnia
chicken stew /'tʃɪkɪn stju:/ duszone kawałki kurczaka
cinnamon /'sɪnəmən/ cynamon
coconut /'kəʊkənʌt/ kokos
cod /kɒd/ dorsz
cottage cheese /ˌkɒtɪdʒ 'tʃi:z/ serek wiejski
courgette /kʊə'ʒet/ cukinia
croissant /'kwæsɒ̃/ rogalik
cucumber /'kju:kʌmbə(r)/ ogórek
dried thyme /draɪd 'taɪm/ suszony tymianek
eel /i:l/ węgorz
fennel /'fenl/ koper włoski
fizzy drink /ˌfɪzi 'drɪŋk/ napój gazowany
flour /'flaʊə(r)/ mąka
game /geɪm/ dziczyzna
garlic clove /'gɑ:lɪk kləʊv/ ząbek czosnku
ginger /'dʒɪndʒə(r)/ imbir
herring /'herɪŋ/ śledź
jelly /'dʒeli/ galaretka
lamb /læm/ jagnięcina
leek /li:k/ por
mackerel /'mækrəl/ makrela
margarine /ˌmɑ:dʒə'ri:n/ margaryna
minced meat /'mɪnst mi:t/ mielone mięso
mushroom /'mʌʃrʊm/ grzyb
oil /ɔɪl/ olej
olive oil /ˌɒlɪv 'ɔɪl/ oliwa z oliwek
omelette /'ɒmlət/ omlet
pancake /'pænkeɪk/ naleśnik
pear /peə(r)/ gruszka
peas /pi:z/ groszek
pepper /'pepə(r)/ papryka, pieprz
poppy-seed cake /'pɒpi si:d ˌkeɪk/ makowiec
pork /pɔ:k/ wieprzowina
poultry /'pəʊltri/ drób
prawn /prɔ:n/ krewetka
radish /'rædɪʃ/ rzodkiewka
raspberry /'rɑ:zbəri/ malina
red meat /ˌred 'mi:t/ czerwone mięso
runner beans /'rʌnə(r) bi:nz/ fasola szparagowa
rye bread /'raɪ bred/ chleb żytni
salmon /'sæmən/ łosoś
sandwich /'sænwɪtʃ/ kanapka
sardines /ˌsɑ:'di:nz/ sardynki
seafood /'si:fu:d/ owoce morza
seeds /si:dz/ ziarna
semi-skimmed milk /ˌsemi ˌskɪmd 'mɪlk/ mleko półtłuste
side dish /'saɪd dɪʃ/ przystawka
skimmed milk /ˌskɪmd 'mɪlk/ mleko odtłuszczone
soda /'səʊdə/ napój gazowany
soft drink /ˌsɒft 'drɪŋk/ napój bezalkoholowy
sparkling water /ˌspɑ:klɪŋ 'wɔ:tə(r)/ woda gazowana
spices /'spaɪsɪz/ przyprawy
spinach /'spɪnɪtʃ/ szpinak
still water /stɪl 'wɔ:tə(r)/ woda niegazowana
sweetcorn /'swi:tkɔ:n/ kukurydza
tomato puree /tə'mɑ:təʊ 'pjʊəreɪ/ koncentrat pomidorowy
trout /traʊt/ pstrąg
tuna /'tju:nə/ tuńczyk
turnip /'tɜ:nɪp/ rzepa
veal /vi:l/ cielęcina
vegetable oil /'vedʒtəbl ɔɪl/ olej roślinny
vinegar /'vɪnɪgə(r)/ ocet
white bread /'waɪt bred/ chleb pszenny
white meat /ˌwaɪt 'mi:t/ białe mięso
whole milk /'həʊl mɪlk/ mleko pełnotłuste
wholemeal bread /ˌhəʊlmi:l 'bred/ chleb razowy

40.2 Preparing food

add /æd/ dodać
beat /bi:t/ ubijać
boil /bɔɪl/ gotować, wrzeć; punkt wrzenia
burn /bɜ:n/ przypalić
chop /tʃɒp/ kroić, siekać
cook /kʊk/ gotować
cover /'kʌvə(r)/ przykrywać
crush /krʌʃ/ rozgniatać
diced /daɪst/ pokrojony w kostkę
finely /'faɪnli/ drobno
freshly ground /'freʃli ˌgraʊnd/ świeżo zmielony
gently /'dʒentli/ delikatnie
grate /greɪt/ trzeć, ucierać
ground /graʊnd/ zmielony
ingredients /ɪn'gri:diənts/ składniki
instructions /ɪn'strʌkʃnz/ wskazówki
low heat /ləʊ hi:t/ mały ogień
medium heat /'mi:diəm hi:t/ średni ogień
peel /pi:l/ obierać ze skórki
prepare /prɪ'peə(r)/ przygotowywać
recipe /'resəpi/ przepis
reduce /rɪ'dju:s/ zmniejszyć
sample /'sɑ:mpl/ próbować, kosztować
saucepan /'sɔ:spən/ rondel
season /'si:zn/ doprawić do smaku
simmer /'sɪmə(r)/ gotować (się) na wolnym ogniu
stir /stɜ:(r)/ mieszać
taste /teɪst/ smakować, próbować
turn the heat up /tɜ:n ðə hi:t 'ʌp/ zwiększać ogień
turn the heat down /tɜ:n ðə hi:t 'daʊn/ zmniejszać ogień
uncover /ʌn'kʌvə(r)/ odkrywać
whisk /wɪsk/ ubijać

40.3 Food quantities

bag /bæg/ torba
bag of flour /ˌbæg əv 'flaʊə(r)/ opakowanie mąki
bar /bɑ:(r)/ tabliczka, baton
bar of chocolate /ˌbɑ:r əv 'tʃɒklət/ tabliczka czekolady
bottle /'bɒtl/ butelka
bottle of wine /ˌbɒtl əv 'waɪn/ butelka (wina)
carrier bag /'kæriə bæg/ reklamówka
carton /'kɑ:tn/ karton, pudełko
carton of juice /ˌkɑ:tn əv 'dʒu:s/ karton soku
cup /kʌp/ filiżanka
jar /dʒɑ:(r)/ słoik
jar of jam/honey /dʒɑ:(r) əv dʒæm/ /dʒɑ:(r) əv 'hʌni/ słoik dżemu/ miodu
litre /'li:tə(r)/ litr
loaf of bread /ˌləʊf əv 'bred/ bochenek chleba
packet /'pækɪt/ pudełko/ opakowanie
packet of biscuits /ˌpækɪt əv 'bɪskɪts/ paczka ciastek
packet of cereal /ˌpækɪt əv 'sɪəriəl/ opakowanie płatków zbożowych
pinch /pɪntʃ/ szczypta
pint /paɪnt/ pół kwarty (ok. pół litra)
quarter /'kwɔ:tə(r)/ ćwiartka
spoonful /'spu:nfʊl/ pełna łyżka/ łyżeczka (czegoś)
tablespoon /'teɪblspu:n/ łyżka stołowa
teaspoon /'ti:spu:n/ łyżeczka do herbaty
tin /tɪn/ puszka
tin of sardines /ˌtɪn əv ˌsɑ:'di:nz/ puszka sardynek
tub /tʌb/ pudełko z przykrywką
tub of margarine /tʌb əv ˌmɑ:dʒə'ri:n/ pudełko margaryny

40.4 Describing food and drink

calorie /'kæləri/ kaloria
carbohydrates /ˌkɑ:bəʊ'haɪdreɪtz/ węglowodany
carbonated /'kɑ:bəneɪtɪd/ gazowany
dried /draɪd/ suszony
edible /'edəbl/ jadalny
energy /'enədʒi/ energia, siła
fat /fæt/ tłuszcz
fatty /'fæti/ tłusty
fibre /'faɪbə(r)/ błonnik
flavour /'fleɪvə(r)/ smak
fresh /freʃ/ świeży
frozen /'frəʊzn/ mrożony
healthy /'helθi/ zdrowy
home-grown /ˌhəʊm 'grəʊn/ własnej hodowli
homemade /ˌhəʊm'meɪd/ domowego/własnego wyrobu
in moderation /ɪn ˌmɒdə'reɪʃn/ z umiarem
lean /li:n/ chudy, bez tłuszczu
minerals /'mɪnərəlz/ minerały
oily fish /'ɔɪli fɪʃ/ ryba oleista
oily /'ɔɪli/ natłuszczony, oleisty
portion /'pɔ:ʃn/ porcja
processed /'prəʊsest/ przetworzony
protein /'prəʊti:n/ białko
protein-rich /'prəʊti:n rɪtʃ/ bogaty w białko
ready-made meal /ˌredi 'meɪd mi:l/ gotowy posiłek
saturated fats /ˌsætʃəreɪtɪd 'fæts/ tłuszcze nasycone
seasoning /'si:zənɪŋ/ przyprawa
set /set/ ścinać się (o galaretce)
smell /smel/ pachnieć
sodium /'səʊdiəm/ sód
sour /'saʊə(r)/ kwaśny
starchy /'stɑ:tʃi/ z dużą zawartością skrobi
still /stɪl/ niegazowany
sugary /'ʃʊgəri/ (obficie) posłodzony
takeaway /'teɪkəweɪ/ potrawy na wynos
tasty /'teɪsti/ smaczny, smakowity
translucent /trænz'lu:snt/ półprzezroczysty
unhealthy /ʌn'helθi/ niezdrowy
unsaturated fats /ʌn'sætʃəreɪtɪd fæts/ tłuszcze nienasycone
vitamins /'vɪtəmɪnz/ witaminy
wholegrain /'həʊlgreɪn/ pełnoziarnisty

40.5 Restaurants

atmosphere /'ætməsfɪə(r)/ atmosfera
book a table /ˌbʊk ə 'teɪbl/ zarezerwować stolik
catering /'keɪtərɪŋ/ katering
chef /ʃef/ szef kuchni
coffee shop /'kɒfi ʃɒp/ bar kawowy
cook /kʊk/ kucharz/kucharka
cuisine /kwɪ'zi:n/ kuchnia (np. włoska)
dessert /dɪ'zɜ:t/ deser
dish of the day /dɪʃ əv ðə 'deɪ/ danie dnia
eat out /i:t 'aʊt/ jeść na mieście
fast-food restaurant /fɑ:st fu:d 'restrɒnt/ bar szybkiej obsługi
kitchen /'kɪtʃɪn/ kuchnia
main course /ˌmeɪn 'kɔ:s/ danie główne
order your meal /ˌɔ:də(r) jɔ: 'mi:l/ zamawiać posiłek
pay the bill /peɪ ðə 'bɪl/ płacić rachunek
service /'sɜ:vɪs/ obsługa
snack bar /'snæk bɑ:(r)/ bar z przekąskami
starter /'stɑ:tə(r)/ przystawka
waiter /'weɪtə(r)/ kelner
waitress /'weɪtrəs/ kelnerka

40.6 Diets

additives and preservatives /ˌædətɪvz ən prɪ'zɜ:vətɪvz/ dodatki i środki konserwujące
balanced diet /ˌbælənst 'daɪət/ zrównoważona dieta
be on a diet /bi ɒn ə 'daɪət/ być na diecie
consume /kən'sju:m/ spożywać
cut down on sth /kʌt 'daʊn ɒn sʌmθɪŋ/ zmniejszyć spożycie (czegoś)
dietician /ˌdaɪə'tɪʃn/ dietetyk/ dietetyczka

eating habits /ˈiːtɪŋ ˌhæbɪts/ nawyki żywieniowe, sposób odżywiania się
go on a diet /gəʊ ɒn ə ˈdaɪət/ przejść na dietę
have a sweet tooth /ˌhæv ə ˈswiːt tuːθ/ mieć słabość do słodyczy
high in calories /ˌhaɪ ɪn ˈkælərɪz/ bogaty w kalorie
high in fat /ˌhaɪ ɪn ˈfæt/ bogaty w tłuszcze
lose a kilo /ˌluːz ə ˈkiːləʊ/ zrzucić kilogram
lose weight /ˌluːz ˈweɪt/ tracić na wadze
nutritional content /njuˈtrɪʃənl ˈkɒntent/ zawartość składników odżywczych
pescatarian /ˌpeskɪˈteərɪən/ osoba uzupełniająca dietę wegetariańską rybami
slimming /ˈslɪmɪŋ/ odchudzanie
vegan /ˈviːgən/ weganin/weganka, wegański
vegetarian /ˌvedʒəˈteərɪən/ wegetarianin/wegetarianka, wegetariański

40.7 Eating disorders

anorexia /ˌænəˈreksɪə/ anoreksja
binge eating /ˈbɪndʒ ˌiːtɪŋ/ objadanie się
bulimia /buˈlɪmɪə/ bulimia
dehydration /ˌdiːhaɪˈdreɪʃn/ odwodnienie
depression /dɪˈpreʃn/ depresja
disorder /dɪsˈɔːdə(r)/ schorzenie
eat compulsively /ˌiːt kəmˈpʌlsɪvli/ jeść nałogowo
feel sick /fiːl ˈsɪk/ mieć nudności
hunger /ˈhʌŋgə(r)/ głód
low self-esteem /ˌləʊ ˌself ɪˈstiːm/ niska samoocena
malnourished /ˌmælˈnʌrɪʃt/ niedożywiony
malnutrition /ˌmælnjuˈtrɪʃn/ niedożywienie
overeat /ˌəʊvərˈiːt/ przejadać się
sickness /ˈsɪknəs/ choroba
sufferer /ˈsʌfərə(r)/ cierpiący/cierpiąca, chora osoba

40.8 Wordpower p. 69

a mountain of sth /ə ˈmaʊntən əv sʌmθɪŋ/ góra czegoś (duża ilość)
ancient /ˈeɪnʃənt/ wiekowy
burn sth to a crisp /ˌbɜːn sʌmθɪŋ tu ə ˈkrɪsp/ spiec coś na wiór
disaster /dɪˈzɑːstə(r)/ katastrofa
do sth like mad /duː sʌmθɪŋ laɪk ˈmæd/ robić coś jak szalony
frozen solid /ˈfrəʊzn ˈsɒlɪd/ zmarznięte na kość
legendary /ˈledʒəndri/ sławny
mouth-watering /ˈmaʊθ wɔːtərɪŋ/ sprawiający, że ślinka cieknie na usta
overflow with sth /ˌəʊvəˈfləʊ wɪð sʌmθɪŋ/ być czegoś pełnym, mieć nadmiar

40.9 Onomatopoeia

clap /klæp/ klaskać
crack /kræk/ trzeszczeć
drip /drɪp/ kapać
groan /grəʊn/ jęczeć
gulp /gʌlp/ połykać
jingle /ˈdʒɪŋgl/ brzęczeć
mumble /ˈmʌmbl/ mamrotać
splash /splæʃ/ chlapać, pluskać
stamp /stæmp/ tupać
tap /tæp/ stukać

40.10 Metaphors

bone dry /ˌbəʊn ˈdraɪ/ suchy jak pieprz
crystal clear /ˌkrɪstl ˈklɪə(r)/ krystalicznie czysty, przejrzysty
dead quiet /ˌded ˈkwaɪət/ grobowa cisza
dirt cheap /ˌdɜːt ˈtʃiːp/ tani jak barszcz
ice cold /ˌaɪs ˈkəʊld/ lodowaty
lightning fast /ˌlaɪtnɪŋ ˈfɑːst/ szybki jak błyskawica
pitch-black /ˌpɪtʃ ˈblæk/ czarny jak smoła
red hot /ˌred ˈhɒt/ rozgrzany do czerwoności

Do you remember?

BRAINPOWER

Jednym ze skutecznych sposobów nauki z wykorzystaniem skojarzeń jest metoda zastępowania słów. Aby zapamiętać nowe angielskie słowo, znajdź polski odpowiednik brzmiący podobnie do niego, np. wyobraź sobie odgłos towarzyszący wpadającej do wody śliwce (*plum*).

Check yourself!

1 Choose the correct words.

1 I love fresh veggies, so I've prepared baked *courgettes / herrings* for dinner.
2 You need to *crush / season* a few cloves of garlic to make this dish.
3 Just add a *pint / pinch* of salt at the end to make it more savoury.
4 She's fond of all kinds of ice cream and cakes – she does have a sweet *tooth / diet*, doesn't she?
5 He always *stands up for / makes fun of* his younger sister and she hates him for it.
6 My favourite *leisure / spare* activity is reading graphic novels.
7 This neighbourhood is really *impressive / pricey* – I can't afford to live here.
8 He had to work eight-hour *deadlines / shifts* at the factory.

Pronunciation

1 041 Find four pairs of words that are pronounced in the same way. Listen to check your answers.

1	f**oo**l	f**u**ll	5	gr**ea**t	gr**a**te
2	sp**i**ce	sp**a**ce	6	p**ea**r	p**air**
3	th**y**me	t**i**me	7	wh**o**le	h**o**le
4	p**i**nt	p**ai**nt	8	s**ou**p	s**oa**p

2 042 Add the words from exercise 1 to the correct category based on the pronunciation of the sounds in bold. Listen to check your answers.

/uː/	/ʊ/	/aɪ/
bl**ue**	b**oo**k	t**i**le
f**oo**d	c**oo**k	dr**y**
/eɪ/	/eə/	/əʊ/
t**a**le	sh**a**re	l**oa**n
t**a**ste	ch**air**	l**ow**

3 043 Listen and repeat the sentences.

1 I will pare this pair of pears.
2 Cucumbers are low in fat and high in fibre.
3 Clean the tomato soup stain with some soap.
4 I still feel full after eating the whole loaf of bread.
5 The spice containers don't take up a lot of space.

7 Zakupy i usługi









Vocabulary

Types of shops

1 Look at the pictures and answer the questions.

1 What types of shops can you see?
2 What products do they sell?
3 What are the people doing?

2 Match the types of shops in the box to the descriptions. There is one extra shop.

chain store charity shop corner shop department store DIY store flea market shopping centre

1 It sells products like paint and wood so that you can do home improvements yourself.
2 A large shop split into areas that specialize in certain things.
3 It sells second-hand items, the profits from which go to a good cause.
4 It's usually held outside. You can buy second-hand goods and low-cost items there.
5 It is one of a number of similar shops run by the same company in different cities.
6 It's a small shop in a convenient location that sells a variety of necessities.

Products

3 Complete the gaps with words that collocate with the words in bold. There may be more than one correct answer.

1 If you want to emphasize that something is new, you say that it is _____ **new**.
2 I followed the care instructions when I washed this dress, but it's falling apart because it's such _____ **quality**.
3 Bella cares about the environment, which is why she buys _____ **clothes** from charity shops rather than new ones.
4 There's no need to splash out on _____ **items** by famous designers when regular products are just as good.
5 I still wear my mum's old jacket and it's such _____ **quality** that it looks like new.

4 Match the words in the box with the descriptions.

cardigan dishwasher gadget groceries jeans medicine perfume stationery toothpaste wallpaper

1 Something that you can buy from a DIY shop to cover the walls – it usually has attractive patterns on it.
2 Most people use this twice a day to clean their teeth.
3 Hard-wearing trousers made from strong cotton fabric.
4 Something that women often wear to make them smell nice.
5 A knitted top, usually made of wool, with buttons down the front – you can wear it open or done up.
6 An appliance that makes things easier in the kitchen for you, as it does the washing up.
7 An electronic item, such as a mobile phone or a food processer, that is supposed to make life easier for you.
8 Food and other household items that you regularly buy, often from a supermarket.
9 Something that people buy when they are unwell that is usually sold in a bottle or as tablets.
10 This is the collective name for items such as paper, envelopes, pens and pencils.

Selling and buying

5 Complete the missing words.

1 You can use this **c**_____ only if you have ten items or fewer in your shopping basket.
2 Many people use credit cards to buy things that they can't **a**_____ to pay for with cash.
3 I'm afraid that all of the T-shirts are out of **s**_____ at the moment, but we're expecting a delivery tomorrow.
4 When you shop online, you often need to complete your **p**_____ within a certain time.
5 Let's go to the supermarket, because the **q**_____ for the greengrocer's is too long – it'll take us ages to get in.

Special offers

6 Complete the text with the words in the box.

2 for 1 40 per cent off bargains good deal good value for money half price outlets reduced price sale

I like nice things, but I don't want to waste my money by paying more than I need to for them. I'm always looking for ways to get stuff at a [1]_____. I often go to [2]_____ where I can get designer clothes or shoes much more cheaply, and I wait for a shop to have a [3]_____ before I buy anything, if I possibly can. You can get some good [4]_____ if you're prepared to wait. This year, for example, I've bought a coat that was [5]_____ – £70 instead of £140 – and some boots that were [6]_____ – £60 down from £100. They still weren't exactly cheap, but they are very good quality so they were [7]_____. I got a [8]_____ on my laptop, too – £200 off the full price. I also save money on essentials like shampoo and stationery by buying [9]_____ offers at the chemist's or supermarket. Every little saving helps!

Complaints

7 Complete the gaps with the words in the box. There is one extra word.

exchange faulty helpline receipt refund repair return

Send

To whom it may concern,

ORDER NO: PL457964

I have tried to get through to your [1]_____, but it is constantly busy, which is why I am writing to you now to complain about a games console that I recently bought from your online shop (see copy of the [2]_____ attached).

I ordered this console three weeks ago, but it was not delivered until last week. Then, when I opened the package, I was shocked to discover that the console was [3]_____. There was a big scratch across the screen, and nothing happened when I switched it on. This was very disappointing after having waited for such a long time.

I know I am entitled to a(n) [4]_____, but I would prefer it if you could [5]_____ this console for a new one. I will of course [6]_____ this console to you before you send me the new one.

I look forward to hearing from you.

Yours faithfully,

Joe Munroe

Advertising

8 Choose the correct word for each gap.

1 publicity / promotion

a The store is currently running a _____, so if you buy two of these hats you get a free gift.

b They've started the _____ campaign for this new electric car – it's on every billboard in town!

2 fair-trade / handmade

a _____ groceries are more expensive, but at least you know the producers will earn a living wage.

b Most of my cardigans are _____ – it's a skill that runs in the family.

3 label / leaflet

a Someone put a _____ through my door about a new music shop – we should check it out.

b You should check the _____ before you buy that jumper because it might be difficult to wash.

4 campaign / commercial

a The company will launch its new advertising _____ for an energy drink this summer.

b It will include a TV _____ that shows the supposed health benefits of the product.

Services

9 Match the professions in the box to the services they provide. Then label the pictures with the words in the box.

carpenter estate agent financial adviser hairdresser manufacturer plumber tailor travel agent

1 recommends and books holidays
2 cuts people's hair
3 fixes broken water pipes
4 recommends things like pensions and mortgages
5 makes things out of wood
6 advertises and sells properties
7 makes goods in large quantities
8 measures a person and makes clothes to fit them









Paying

10 **Match phrases 1–10 to definitions a–j.**

1 pay the balance
2 deposit
3 pay in instalments
4 take out a loan
5 pay by bank transfer
6 be strapped for cash
7 cash on delivery
8 cost an arm and a leg
9 pay in advance
10 pay through the nose

a get a large sum of money from a bank and pay it back over time, with interest
b have no or very little money
c make regular payments over a fairly long period of time
d the first part of a payment that shows that the rest of the payment will be made
e pay by moving money from one bank account to another
f pay the money that is still owed after some money has already been paid
g pay too much – more than the product or service is actually worth
h pay all the price upfront before you get the product or the service
i a method of payment where the customer pays for the product when they receive it
j be extremely expensive

Finance, banks and insurance

11 **Choose the correct options to complete the sentences.**

1 I prefer to pay for my shopping with the money in my current account, so I use a *credit* / *debit* card.
2 When you use an ATM, make sure that no-one can see you entering your *account* / *PIN* number.
3 I'll only buy the currency when the *annual* / *exchange* rate is more favourable – at the moment, I can only get one US dollar for every euro.
4 This payment won't go through because you've exceeded your *credit limit* / *expiry date*.
5 My parents lent me some money last week, but I'm going to *pay them back* / *pay them off* today.
6 I've decided to *invest* / *save* some of my money in stocks and shares.
7 The *amount* / *balance* we had to give back to the bank was twice as much as we originally borrowed.
8 We've just paid the last monthly installment for our car, and we're now officially *loan-* / *debt-* free!
9 The *regulations* / *terms and conditions* of our car insurance policy stipulated that we couldn't go abroad in our car.
10 The bank manager called me yesterday because they detected an *unauthorized* / *insured* transaction connected to my credit card.

Consumer rights

12 **Complete the gaps with the words in the box.**

consumer protection dispute durable goods guarantee liable mediation retailer statutory rights



The law protects consumers by giving them certain [1]_____. For example, if you buy goods that turn out to be faulty, you have the right to return them within a certain time period and receive a refund, a replacement or have them repaired at no cost to you.

With [2]_____, such as furniture, computers and household appliances, manufacturers usually offer a [3]_____ for a limited time, typically between one and three years. This is in addition to the [4]_____ provided by the law; it does not replace it, so consumers can take advantage of both.

If something you have purchased is faulty, you should go first to the [5]_____ who sold it to you. If you don't get anywhere with them, then you can take your complaint to a [6]_____ service that will help you resolve the [7]_____.

If a faulty product causes death, damage or injury, the manufacturer, not the retailer, is [8]_____ for this and they can be sued for compensation.

13 **Ask and answer the questions in pairs.**

1 What do you enjoy shopping for? Where do you usually do most of your shopping?
2 Do you believe that the customer is always right? Why? / Why not?
3 How do you feel about buying second-hand clothes? How about other products?
4 What sort of services do you and your family use? Are you happy with them?
5 Describe a time when you had to take something back to a shop or return something you'd bought online.
6 What do you think about advertising directed at children? How is it different from ads targeting adults?

Listening

Wybór wielokrotny

1 **Work in pairs. What types of shopping experiences do the pictures show? What are the similarities and differences between them?**

2 **044** **Read the tip. Then listen and choose the correct answer. What phrases in the recording suggest that the correct option is an opinion?**

Jedno z pytań w tym zadaniu może wymagać odróżnienia informacji o faktach od opinii. Jeśli coś jest faktem, często bywa wyrażone w bezpośredni sposób i poparte odniesieniami do badań lub statystyk. Wyrażając swoją opinię lub przekazując czyjąś, rozmówcy często używają wyrażeń, które pozwalają im zachować dystans do podawanych informacji.

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

a The appliance is good value for money.
b The promotion is going to end soon.
c The brand name is one you can trust.

3 **044** **Listen again. What phrases suggest that the incorrect options are facts?**

4 **045** **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.**

Tekst 1

1 The store where the man works
A has regular promotions for loyal customers.
B operates a system that avoids food waste.
C donates food to people in need.

Tekst 2

2 Which of the following is stated in the dialogue as a fact, not an opinion?
A The same amount of in-game currency usually costs more.
B The starter pack will increase in price in the next 24 hours.
C Without the pack, the other players won't treat the boy as a serious player.

Tekst 3

3 What do the speakers not say about buying goods online?
A You need to return them within fourteen days to get a refund.
B The products must look like they do in the pictures online.
C The information about the products must be sufficient.
D The online descriptions must be accurate.





4 The expert suggests considering an existing appliance in order to
A decide whether buying a new one is necessary.
B see whether you can claim for it on insurance.
C compare its functions with a newer one.
D predict the reliability of a new product.

5 If you buy an item on a credit card and the retailer goes out of business, the credit card company will
A always refund you in full.
B offer you additional insurance.
C protect purchases over a certain value.
D help you return an item free of charge.

6 The purpose of this podcast is to
A ensure customers understand how insurance works.
B make consumers more aware of their rights.
C advise customers to watch out for misleading advertising.
D reassure people about the advantages of shopping online.

WORDPOWER

5 **Complete the sentences with the words in the box.**

assess cautious dispute entitled guarantee liable misleading

1 When shops price items without the tax and then add it on at the checkout, I find it _____. I prefer to see the total price before I buy something.
2 It's a good idea that the insurance company send employees to _____ the damage before they pay out the insurance.
3 If you don't have much money, you should be _____ about buying new things and stop making impulse purchases.
4 If you're not happy with something you've bought online and the retailer refuses to refund you, you can start a _____ with them.
5 The person who is expected to pay a bill is _____ for the outstanding balance.
6 If you keep your receipt then you're _____ to your money back.
7 Most electric items have a twelve-month _____ so you're protected if anything goes wrong.

7

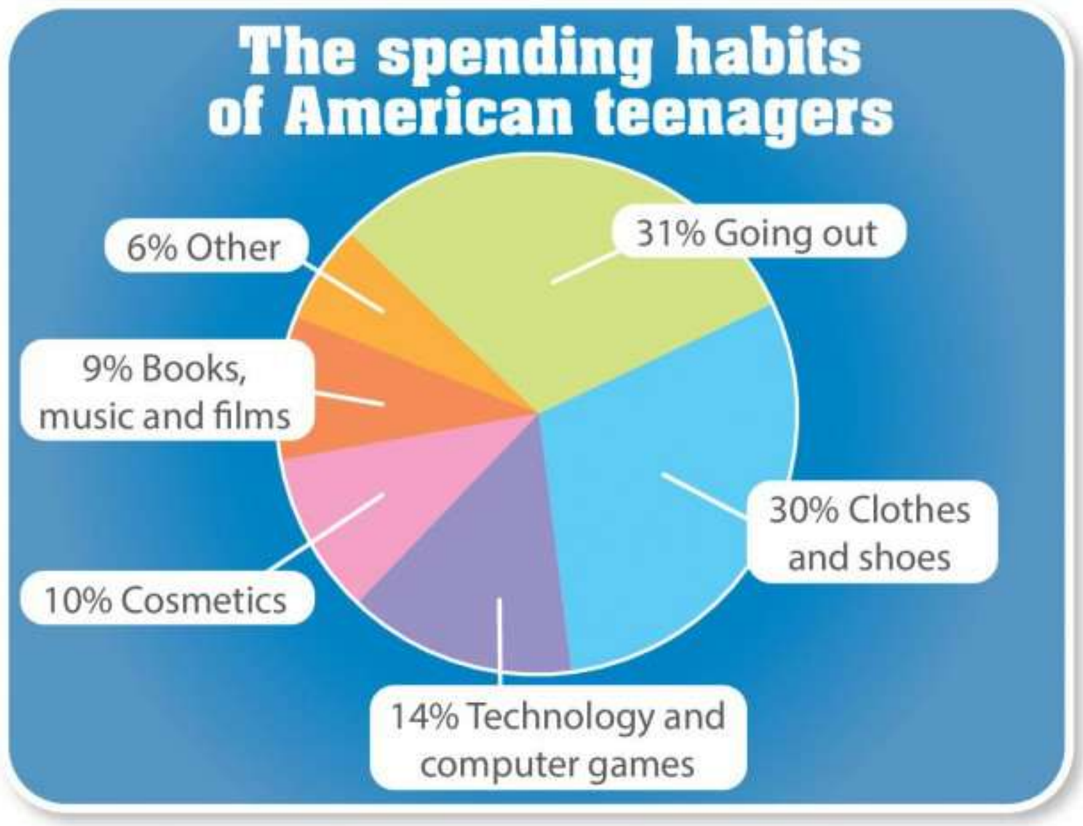
Reading

Dobieranie zdań do luk w tekście

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

1 Do you think this would be true for teens in Poland, too?

2 What would a pie chart of your spending habits look like?



2 Read the tip and the two texts below. Choose the correct sentence to complete each gap (A–B). Why are the other options incorrect?

Aby dopasować zdania do luk w tekście, należy poprawnie rozpoznać związki, jakie łączą podane zdania z resztą tekstu. Przeanalizuj fragmenty tekstu przed lukami i po nich – poprawne zrozumienie zastosowanych w nich wyrażeń idiomatycznych i parafraz pomoże ci wybrać poprawne odpowiedzi.

1

I spent hours looking for that book in town, but I finally realized it was a wild-goose chase. _____ You can never find anything you need in the shops around here.

A I decided I would have to buy it online in the end.

B I knew it would be there, so it just meant I had to be determined.

2

When I was younger, the only thing I could afford to do was go window shopping. _____ I never imagined that one day it'd be my job to tempt customers into a shop by creating clever shop window displays.

A I dreamt of creating similar scenes, which inspired me to look for a career in retail.

B I was the ultimate bargain hunter, who saved literally every penny by simply admiring the designer clothing on display instead of buying it.



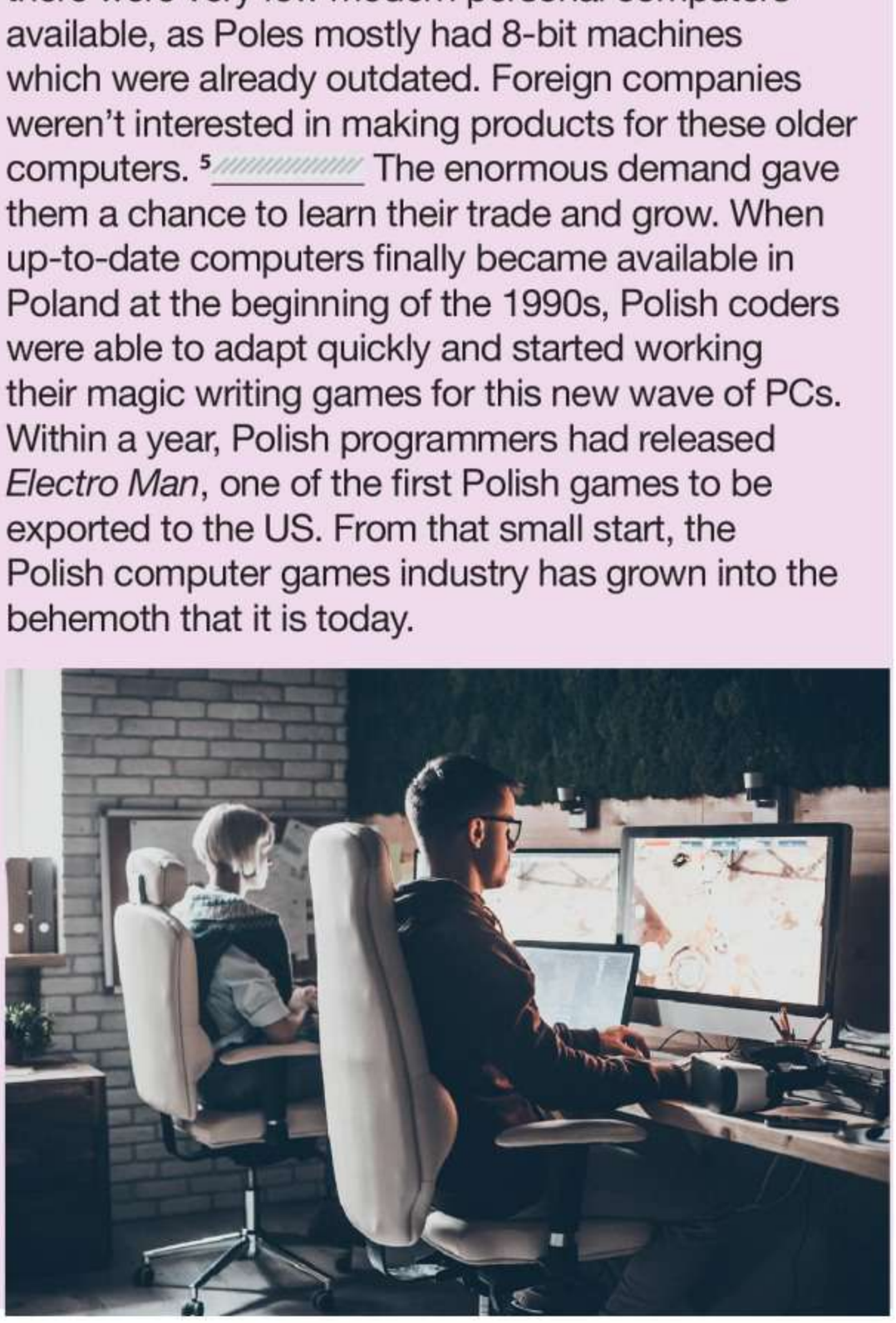
Goodbye Silicon Valley, Hello … Poland!

Music sales are plummeting due to the popularity of free streaming services. Similarly, film studios are also suffering, because old forms of distribution, such as DVDs, no longer appeal to the younger generation. [1] _____ The computer games industry is going from strength to strength. Indeed, computer games sales in 2020 grew to $56.9 billion in the US alone, which is more than films and music *combined*. It seems that the possibilities are endless for those who are in touch with the needs and desires of the new generation of gamers, which is very promising news for one of the current centres of game design worldwide. We're not talking about the legendary software hub of California's Silicon Valley, though. In fact, a huge number of top coders and game designers today are based in Poland.

While being fairly new, the Polish video games industry has long reached the level where it has become a serious business. However, there's still room for fresh ideas, and budding developers have plenty of opportunity to find a producer if they have a brainwave and want to develop their idea into a marketable video game. [2] _____ Furthermore, there are programmes which can provide support to coders trying to kick off their careers. Some universities work with established studios to seek out new talent. High school graduates can submit their ideas, and the best ones are given places at the university, as well as technical support to help them put the finishing touches to their work.

Anyone analysing Poland's success will be struck by the fact that the developers haven't tried to copy American or Japanese ideas when seeking engaging subject matter. [3] _____ One of the hottest games in recent history has turned out to be *The Witcher*. It is based on novels by Polish author Andrzej Sapkowski, which were given a new lease of life as a computer game series. In the same way, the game *Warsaw* takes place during the events of the 1944 Warsaw Uprising during the Second World War. [4] _____ The game's designers have touched on something important here: the universal need of gamers worldwide to learn about the real events of the past through their favourite entertainment medium.

The past is also where we need to look to understand how the Polish games industry got the Midas touch. After the fall of communism, there were very few modern personal computers available, as Poles mostly had 8-bit machines which were already outdated. Foreign companies weren't interested in making products for these older computers. [5] _____ The enormous demand gave them a chance to learn their trade and grow. When up-to-date computers finally became available in Poland at the beginning of the 1990s, Polish coders were able to adapt quickly and started working their magic writing games for this new wave of PCs. Within a year, Polish programmers had released *Electro Man*, one of the first Polish games to be exported to the US. From that small start, the Polish computer games industry has grown into the behemoth that it is today.



3 **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–5) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A Offering more than pure escapism, it has also been praised for its educational value.

B The impetus for this change came from the players, who demanded a new type of game.

C It created a rather unique situation – Polish developers had a market ready for their games and no competitors.

D However, in the midst of all this fallout caused by market readjustment, one form of entertainment media is booming.

E With around 440 studios developing some 500 games a year, there is great scope for innovation.

F Instead, they often look much closer to home for inspiration.

WORDPOWER

Imagination and creativity idioms

4 **Rewrite the sentences using the words in capital letters. Check your answers in the text.**

1 Harry repaired that old motorbike and it works like new. **LEASE**
That old motorbike _____ of life by Harry.

2 Could you do something to make our shop look special? **MAGIC**
Are you able to _____ our shop?

3 I couldn't believe how beautiful the garden looked. **STRUCK**
I _____ how beautiful the garden looked.

4 I thought of this great idea while I was on the bus to school. **BRAINWAVE**
I _____ while I was on the bus to school.

Phrases with *touch*

5 **Match the definitions to the phrases with *touch* highlighted in the text.**

1 make the last changes to something
2 to be successful at everything
3 mention something in passing when dealing with another subject
4 connected with

6 **Work in pairs. Read the sentences and explain the meaning of the phrases in bold.**

1 After I left primary school I **lost touch** with almost all of my friends. It's a bit sad.
2 If my friends want to **get in touch** with me, they don't call me – they message me on social media.
3 At the start of a school project, I always get the members of my group together **to touch base** before we start work.
4 It's **touch and go** whether I pass all of my exams. I'm a bit worried.
5 I have no idea about what's happening in the news right now. I'm completely **out of touch**.

7 **Work in pairs. Which of the sentences in exercise 6 are true for you? Explain why.**

8 **Work in groups and do the project below.**

- Think of a product of Polish culture that, in your opinion, should be showcased to people all over the world.
- Think of the target audience and make a presentation of your product, focusing on its unique qualities.
- Vote for the most interesting presentation.

7

Use of English

GRAMMAR IN USE

Inversion; expressing purpose and contrast

1 Complete the sentences with the words in the box.

had hardly little no sooner
under no circumstances

1 _____ did I know what I was going to discover when I opened the parcel.
2 _____ had Jean left the shop, when she realized that her credit card was missing.
3 _____ will I wear the necklace I got from my boyfriend. It looks so kitsch!
4 _____ had the shop gone bankrupt, than another one opened nearby.
5 _____ he bought a bigger size, he wouldn't have had to return it.

2 Complete the sentences with the correct form of the words in brackets.

1 Scarcely _____ (Pete/enter) the bank, when the alarm went off.
2 _____ (I/know) you were coming, I would have ordered pizza.
3 I can't believe my eyes! Not only _____ (you/take) my new shirt, but you also said I gave it to you!
4 _____ (you/have) any problems with the device, call our free helpline for immediate assistance.
5 At no time _____ (the shop assistant/promise) you would get your money back.
6 Rarely _____ (I/serve) by more incompetent staff.

3 Rewrite the sentences so that the second sentence has the same meaning.

1 I saved some money to get a new tablet.
I saved some money so that _____.
2 Although I had a receipt, I didn't get a refund.
Despite _____.
3 The nanny came by taxi so as not to be late.
The nanny came by taxi in order to _____.
4 In spite of the rain, the carpenter finished the fence.
Although _____.
5 The insurance company sent a letter informing us about the changes in the regulations.
The insurance company sent a letter so as to _____.

More grammar on pp. 188 and 206

Transformacje (zadanie otwarte)

4 ! Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.

1 I took out a loan so that I could get a new dishwasher. **ORDER**
I took out a loan _____ a new dishwasher.
2 The plumber was ill but he came to finish the job. **BEING**
The plumber came to finish the job _____ ill.
3 Customers couldn't get into the shop because of a fire alarm. **PREVENTED**
The fire alarm _____ into the shop.
4 It was careless of you to leave your wallet on the counter. **OUGHT**
You _____ your wallet on the counter.
5 The deposit will be returned immediately upon your signing of the contract. **SOON**
The deposit will be returned _____ the contract.

Słowotwórstwo

5 ! Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

BEWARE THE COOKIE MONSTER!

In the past, advertisers had to rely on leaflets and [1] _____ (**FLY**) to attract people's attention and sell their products. Nowadays, as people are online all the time, cookies are tracking their every move in order to bring things to their attention.

You may not even realize that those trainers you looked at earlier today are the same ones that have just popped up while you're reading a news article, but this technique is actually very [2] _____ (**PERSUADE**) because the more often we see a product, the more likely we are to buy it. It's more effective than traditional advertising and that's not only due to the [3] _____ (**REPEAT**). Cookies have the added advantage of being aware of who's interested in a product in the first place, so the consumers that are being [4] _____ (**TARGET**) are more likely to make a purchase.

So, it pays to be careful when you shop online. Before you know it, you'll be absent-mindedly buying the [5] _____ (**LATE**) products. All because you innocently clicked on an advert to find out a bit more about them and activated the cookie monster!

Set leksykalny

6 **W zadaniach 1–4 podaj wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 I always leave my desk in _____ when I go home.
The commander gave the _____ and the soldiers had to obey.
I received an email saying that my _____ has been shipped.

2 The car engine is making a weird noise so I think you should change _____.
Take your sports _____ to the park in case we play football.
We've made very little progress, so we need to get in _____ if we want to finish on time.

3 I don't think I'm the _____ market for this product because it seems to be designed for older people.
Why don't you take your basketball outside and do some _____ practice?
The _____ date for the shop to open is 23 July.

4 I'm not sure about the leather _____ of the car, although I do like the colour.
Ben is going to train to be an _____ designer when he leaves school.
Once we've travelled along the coast, we'll explore the _____.

Gramatykalizacja

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

1 No sooner _____ (she/advertise) the dress online than it sold for higher than the asking price.

2 It's ages _____ (Jack/be) shopping, so why don't you take him this weekend?

3 You haven't got much money left, so under no circumstances _____ (should/buy) this watch.

4 The shop _____ (have to/close) by the management because it wasn't turning profit.

5 Never _____ (I/serve) by such an impolite shop assistant until that terrible day.

6 I _____ (must/leave) my keys at home because they're not in my bag.

Wybór wielokrotny

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



Covent Garden in London is a vibrant neighbourhood that [1]_____ a large piazza and nine streets. Shoppers and tourists flock there, attracted by the [2]_____ shops and free entertainment. There are always plenty of people walking around, eating in the open-air cafés and watching whoever [3]_____ in the piazza. It's a really fun place to be.

Its history as a commercial hub began in the 17th century, when the piazza was created and wealthy families moved in. Markets began gathering there and two theatres were built and, [4]_____, it soon became too busy and noisy for the upper classes. They started to move out, and by the end of the 18th century, most of their houses had been [5]_____ into shops and coffee houses. In 1830, the piazza became a huge fruit and vegetable market, which remained until 1974. Then it, too, moved out and a battle over Covent Garden's future began. Under no circumstances [6]_____ any changes to be made to their community and the historical buildings. They campaigned to have them preserved and fortunately they were successful. Thanks to them, visitors can still admire the buildings and enjoy the buzz of the piazza.

1 **A** is encompassed
B encompasses
C is being encompassed
D is encompassing

2 **A** high-volume
B high-visibility
C high-end
D high-income

3 **A** is being performed
B has been performing
C is performing
D has performed

4 **A** in the meantime
B as a result
C for this purpose
D at the start

5 **A** exchanged
B rented
C converted
D insured

6 **A** did local residents want
B wanted local residents
C local residents did want
D local residents wanted

7

Writing

Rozprawka

1 Work in pairs. Discuss these questions.

1 How often do you shop online? What kinds of items do you buy online?
2 Would you like to have a new shopping centre built close to where you live? Why? / Why not?

Kolejną formą rozprawki jest rozprawka opiniująca, w której musisz przedstawić swoją opinię na temat rozważanego zagadnienia i uzasadnić ją. Podobnie jak w rozprawce typu „za i przeciw", twoja argumentacja powinna być pogłębiona, wieloaspektowa i poparta przykładami. Ponieważ argumenty powinny być konkretne, jasne i łatwe do wskazania, używaj wyrażeń i zwrotów porządkujących tok wypowiedzi. Pamiętaj o zachowaniu oficjalnego stylu.

2 Read the task and the sample text. Answer the questions.

Robienie zakupów przez Internet stało się popularne, szczególnie wśród młodych ludzi. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty odnoszące się do kwestii różnic między zakupami przez Internet a tradycyjnymi oraz kwestii bezpieczeństwa tej formy zakupów.

1 Does the essay include arguments supporting the author's opinion?
2 Are the arguments in-depth and multifaceted, supported by explanations and examples?

Internet shopping is becoming increasingly popular, especially among younger generations. I believe that this is a positive trend, provided that safety is taken into account when making purchases.

When comparing traditional shopping with online shopping, one can see that the latter has many significant advantages. First of all, there is a wider range of goods, because on the Internet you have access to products from all over the world. Buying online, you are not limited to the assortment offered by local shops, and [1] _____, you can choose the best, most interesting or cheapest offer, depending on your preferences. [2] _____, you can easily compare not only products and their prices but also their quality, as online shops often offer customer reviews. I am certain that would not be possible in a bricks and mortar shop, where you are not able to find out about the opinions of other customers.

On the other hand, online shopping is connected with possible risks. In my opinion, one may have concerns about the security of your purchase, [3] _____ payment, concerns about the unreliability of the seller, or uncertainty related to the delivery of the product.

[4] _____, e-commerce offers more opportunities than traditional in-store shopping. Therefore, I believe that online shopping is convenient and beneficial, but it should be done carefully and sensibly.

3 Read the sample text again and find linking words.

4 Complete the text in exercise 2 with the linkers in the box. There is one extra phrase.

as a result for example owing to secondly taking everything into consideration

5 Match the linkers (1–5) to the correct categories in the box below.

1 all things considered, all in all
2 as a consequence, consequently
3 first and foremost, finally
4 due to (the fact that), on account of
5 this is best illustrated by the fact that, a striking/typical example of it is

concluding expressing cause expressing effect introducing examples listing arguments

6 Match the linkers from exercise 4 to the categories in exercise 5.

7 Complete the sentences with the linkers from exercise 5.

1 I returned the dress to the online shop _____ it was the wrong size.
2 _____, although it has been a difficult year for traditional commerce, e-commerce seems to be flourishing.
3 It is _____ how one can get scammed when shopping on the Internet.
4 Whenever you want to buy something on the Internet, _____ look for customer reviews of the shop and confirmation that the seller is reliable.
5 She searched for this model in all the shops in the city but it was nowhere to be found. _____, she decided to buy it on the Internet.

8 Rewrite paragraph 3 in the sample text so it includes all the necessary information. Remember to support your argument with explanations and examples. Use the linkers from exercise 5 or your own ideas.

9 Write an essay of 200–250 words.

W twojej okolicy planowana jest budowa centrum handlowego. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty odnoszące się do wpływu tej inwestycji na jakość życia lokalnej społeczności i jej sytuację ekonomiczną.

Useful phrases on p. 214

Speaking

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Do you eat fast food? How often? / Why not?
2 What type of cuisine do you like the most?
3 What would you like to change about your diet?
4 Do you like shopping in big supermarkets?
5 Have you ever bought something you didn't really need? What was it?
6 Do you ever use online banking? Why? / Why not?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Wynajmujesz mieszkanie w Londynie. Zepsuł ci się niedawno zakupiony czajnik bezprzewodowy. W rozmowie z serwisantem omów następujące kwestie.

- przyczyny reklamacji
- warunki naprawy gwarancyjnej
- przewidywany termin naprawy
- ewentualna wymiana sprzętu na nowy

Rozmowę rozpoczynasz ty.

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania na s. 211

5 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Planujesz weekendową imprezę pod hasłem „wege". Masz do wyboru trzy źródła warzyw i owoców.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 What are the advantages of genetically modified food?
2 Will online supermarkets replace traditional food shops? Why? / Why not?
3 Should shopping centres be closed on Sundays? Why do you think so?
4 Are traditional services, such as shoemaking and tailoring, going to disappear in the future? Why? / Why not?

Wordlist Zakupy i usługi

Legenda
Oxford 3000
Oxford 5000

46.1 Types of shops

baker's /'beɪkə(r)z/ piekarnia
bookshop /'bʊkʃɒp/ księgarnia
butcher's /'bʊtʃə(r)z/ sklep mięsny
chain store /'tʃeɪn stɔ:(r)/ sklep należący do sieci handlowej
chemist's /'kemɪsts/ apteka
clothes shop /kləʊðz ʃɒp/ sklep odzieżowy
corner shop /'kɔ:nə ʃɒp/ lokalny sklepik
deli /'deli/ delikatesy
delicatessen /ˌdelɪkə'tesn/ delikatesy
department store /dɪ'pɑ:tmənt ˌstɔ:(r)/ dom towarowy
DIY store /ˌdi: aɪ 'waɪ stɔ:(r)/ sklep dla majsterkowiczów
electrical shop /ɪ'lektrɪkl ʃɒp/ sklep z artykułami elektrycznymi
fishmonger's /'fɪʃmʌŋgə(r)z/ sklep rybny
florist's /'flɒrɪsts/ kwiaciarnia
furniture shop /'fɜ:nɪtʃə(r) ʃɒp/ sklep meblowy
greengrocer's /'gri:ngrəʊsə(r)z/ warzywniak
grocer's /'grəʊsəz/ sklep spożywczy
high street /'haɪ stri:t/ główna ulica
independent shop /ˌɪndɪ'pendənt ʃɒp/ sklep nienależący do sieci handlowej
jeweller's /'dʒu:ələ(r)z/ jubiler
market /'mɑ:kɪt/ rynek, targ
market stall /'mɑ:kɪt stɔ:l/ stragan, stoisko
music shop /'mju:zɪk ʃɒp/ sklep muzyczny
newsagent's /'nju:zeɪdʒənts/ kiosk
off-licence /'ɒf laɪsns/ sklep z alkoholem
online shop /ˌɒn'laɪn ʃɒp/ sklep internetowy
outlet /'aʊtlet/ punkt sprzedaży detalicznej
pharmacy /'fɑ:məsi/ apteka
shoe shop /'ʃu: ʃɒp/ sklep obuwniczy
shopping centre /'ʃɒpɪŋ ˌsentə(r)/ centrum handlowe
shopping mall /'ʃɒpɪŋ ˌmɔ:l/ zadaszone centrum handlowe
sports shop /ˌspɔ:ts ʃɒp/ sklep sportowy
stationer's /'steɪʃənəz/ sklep papierniczy
supermarket /'su:pəmɑ:kɪt/ supermarket

46.2 Products

brand new /ˌbrænd 'nju:/ zupełnie nowy
cardigan /'kɑ:dɪgən/ sweter rozpinany
dishwasher /'dɪʃwɒʃə(r)/ zmywarka do naczyń
good quality /gʊd 'kwɒləti/ dobrej jakości
goods /gʊdz/ towary (na sprzedaż)
groceries /'grəʊsəriz/ artykuły spożywcze
jeans /dʒi:nz/ dżinsy
jumper /'dʒʌmpə(r)/ sweter (wkładany przez głowę)
luxury items /'lʌkʃəri ˌaɪtəmz/ towary luksusowe
medicine /'medsn/ lekarstwo
perfume /'pɜ:fju:m/ perfumy
pets /pets/ zwierzęta
poor quality /ˌpɔ:(r) 'kwɒləti/ kiepskiej jakości
second-hand /ˌsekənd 'hænd/ z drugiej ręki
stationery /'steɪʃənri/ artykuły papiernicze
toothpaste /'tu:θpeɪst/ pasta do zębów
used /ju:zd/ używane
wallpaper /'wɔ:lpeɪpə(r)/ tapeta

46.3 Selling and buying

afford /ə'fɔ:d/ móc sobie na coś pozwolić
bankrupt /'bæŋkrʌpt/ zbankrutowany
bargain /'bɑ:gən/ okazja
budget /'bʌdʒɪt/ planować wydatki, budżet
changing room /'tʃeɪndʒɪŋ ˌru:m/ przymierzalnia
checkout /'tʃekaʊt/ kasa
choice /tʃɔɪs/ wybór
close down /ˌkləʊz 'daʊn/ zamykać
compare /kəm'peə(r)/ porównywać
convenience /kən'vi:niəns/ wygoda, udogodnienie
customer/client /'kʌstəmə(r)/ /'klaɪənt/ klient/klientka
fitting room /'fɪtɪŋ ru:m/ przymierzalnia
have sth in stock /hæv sʌmθɪŋ ɪn 'stɒk/ mieć coś na stanie
opening hours /'əʊpənɪŋ aʊəz/ godziny otwarcia
out of stock /aʊt əv 'stɒk/ wyprzedany
profit /'prɒfɪt/ zysk
purchase /'pɜ:tʃəs/ kupować, zakupy
quality /'kwɒləti/ jakość
queue /kju:/ kolejka
reduced /rɪ'dju:st/ obniżony
shopping list /'ʃɒpɪŋ lɪst/ lista zakupów
shopping trolley /'ʃɒpɪŋ trɒli/ wózek na zakupy
special offer /ˌspeʃl 'ɒfə(r)/ oferta specjalna
staff /stɑ:f/ personel
stall holder /'stɔ:l ˌhəʊldə(r)/ straganiarz
try sth on /traɪ sʌmθɪŋ 'ɒn/ przymierzać coś
value /'vælju:/ wartość

46.4 Special offers

20% off /ˌtwenti pə sent 'ɒf/ dwadzieścia procent taniej
bargain /'bɑ:gən/ okazja
closing down sale /ˌkləʊzɪŋ daʊn 'seɪl/ wyprzedaż związana z likwidacją sklepu
discount /'dɪskaʊnt/ rabat, zniżka
good deal /ˌgʊd 'di:l/ dobra oferta
good value for money /gʊd ˌvælju: fə 'mʌni/ dobry stosunek wartości do ceny
half price /ˌhɑ:f 'praɪs/ za pół ceny
in the sale /ɪn ðə 'seɪl/ na wyprzedaży
look for a bargain /ˌlʊk fə(r) ə 'bɑ:gən/ szukać okazji
outlet /'aʊtlet/ rodzaj sklepu z artykułami w obniżonej cenie
reduced price /rɪ'dju:st ˌpraɪs/ obniżona cena
sale /seɪl/ wyprzedaż
two for one /tu: fə(r) 'wʌn/ dwa w cenie jednego

46.5 Complaints

consumer awareness /kənˌsju:mər ə'weənəs/ świadomość konsumentów
customer care /ˌkʌstəmə 'keə(r)/ obsługa klienta
exchange /ɪks'tʃeɪndʒ/ wymienić
fail to work /'feɪl tə ˌwɜ:k/ przestać działać
faulty /'fɔ:lti/ wadliwy
get your money back /ˌget jɔ: 'mʌni ˌbæk/ odzyskać pieniądze
helpline /'helplaɪn/ linia telefoniczna zapewniająca pomoc
incompetent /ɪn'kɒmpɪtənt/ niekompetentny
receipt /rɪ'si:t/ rachunek, paragon
refund /rɪ'fʌnd/ zwrócić pieniądze
refund /'ri:fʌnd/ zwrot pieniędzy
return sth /rɪ'tɜ:n sʌmθɪŋ/ oddawać coś
service /'sɜ:vɪs/ obsługa

46.6 Advertising

advertisement /əd'vɜ:tɪsmənt/ reklama
advertising campaign /'ædvətaɪzɪŋ kæmpeɪn/ kampania reklamowa
billboard /'bɪlbɔ:d/ billboard
brand name /'brænd neɪm/ nazwa marki
customer-friendly /'kʌstəmə(r) ˌfrendli/ przyjazny dla klienta
fair-trade /ˌfeə 'treɪd/ sprawiedliwy handel
flyer /'flaɪə(r)/ ulotka
handmade /ˌhænd'meɪd/ ręcznej roboty
hoarding /'hɔ:dɪŋ/ duża tablica reklamowa
label /'leɪbl/ etykieta, określenie
leaflet /'li:flət/ ulotka
market research /ˌmɑ:kɪt rɪ'sɜ:tʃ/ badanie rynku
organic /ɔ:'gænɪk/ naturalny, ekologiczny
promotion /prə'məʊʃn/ promocja, reklama
publicity /pʌb'lɪsəti/ rozgłos, reklama
range /reɪndʒ/ zakres
TV commercial /ˌti: ˌvi: kə'mɜ:ʃl/ reklama telewizyjna

46.7 Services

bank /bæŋk/ bank
business /'bɪznəs/ działalność gospodarcza, interes
car wash /'kɑ: wɒʃ/ myjnia samochodowa
carpenter /'kɑ:pəntə(r)/ stolarz, cieśla
contract /kən'trækt/ wynająć (kogoś do zrobienia czegoś)
contract /'kɒntrækt/ umowa
delivery /dɪ'lɪvəri/ dostawa
dry cleaner's /draɪ 'kli:nə(r)z/ pralnia chemiczna
estate agent's /ɪ'steɪt 'eɪdʒənts/ agencja nieruchomości
financial adviser /faɪ'nænʃl ədˌvaɪzə(r)/ doradca finansowy
hairdresser's /'heədresəz/ salon/ zakład fryzjerski
hire /'haɪə(r)/ najmować (do pracy)
manufacturer /ˌmænju'fæktʃərə(r)/ producent, wytwórca
order /'ɔ:də(r)/ zamawiać
petrol station /'petrəl steɪʃn/ stacja benzynowa
plumber /'plʌmə(r)/ hydraulik
retailer /'ri:teɪlə(r)/ sprzedawca (detaliczny)
specialist /'speʃəlɪst/ specjalista/ specjalistka
tailor /'teɪlə(r)/ krawiec
travel agent's /'trævl eɪdʒənts/ biuro podróży

46.8 Paying

borrow money from sb /ˌbɒrəʊ 'mʌni frəm sʌmbədi/ pożyczać od kogoś pieniądze
cash /kæʃ/ gotówka, pieniądze
cash on delivery /ˌkæʃ ɒn dɪ'lɪvəri/ płatność przy odbiorze
be strapped for cash /bi 'stræpt fə(r) ˌkæʃ/ odczuwać brak gotówki
charge /tʃɑ:dʒ/ opłata, należność
cost a fortune /kɒst ə 'fɔ:tʃu:n/ kosztować majątek
cost/pay an arm and a leg /ˌkɒst ən 'ɑ:m ən ə ˌleg/ /ˌpeɪ ən 'ɑ:m ən ə ˌleg/ słono kosztować/zapłacić
deposit /dɪ'pɒzɪt/ zaliczka, zadatek
lend /lend/ pożyczać (komuś)
money /'mʌni/ pieniądze
owe /əʊ/ być winnym/dłużnym
pay by bank transfer /ˌpeɪ baɪ 'bæŋk ˌtrænsfɜ:(r)/ płacić przelewem
pay by credit/debit card /peɪ baɪ 'kredɪt kɑ:d/ /peɪ baɪ 'debɪt kɑ:d/ płacić kartą kredytową/ debetową
pay in advance /peɪ ɪn əd'vɑ:ns/ płacić z góry
pay in cash /peɪ ɪn 'kæʃ/ płacić gotówką
pay in instalments /peɪ ɪn ɪn'stɔ:lmənts/ płacić w ratach
pay the balance /peɪ ðə 'bæləns/ spłacić resztę należności
pay through the nose /peɪ θru: ðə nəʊz/ przepłacać
rip-off /'rɪp ɒf/ złodziejstwo, oszustwo
take out a loan /teɪk aʊt ə ləʊn/ wziąć pożyczkę

46.9 Finance, banks and insurance

amount /ə'maʊnt/ kwota, suma
annual rate /'ænjuəl reɪt/ roczna stopa procentowa
ATM /ˌeɪ ti: 'em/ bankomat
balance /'bæləns/ saldo
bank account /'bæŋk əˌkaʊnt/ konto bankowe
billing cycle /'bɪlɪŋ saɪkl/ cykl rozliczeniowy
card number /'kɑ:d ˌnʌmbə(r)/ numer karty

card type /ˈkɑːd ˌtaɪp/ typ karty
card verification number /kɑːd ˌverɪfɪˈkeɪʃn ˈnʌmbə(r)/ numer weryfikacyjny karty
cardholder /ˈkɑːdhəʊldə(r)/ właściciel/ka karty
cash machine /ˈkæʃ məʃiːn/ bankomat
cheque /tʃek/ czek
credit card cloning /ˈkredɪt kɑːd ˌkləʊnɪŋ/ kopiowanie karty kredytowej
credit limit /ˈkredɪt ˌlɪmɪt/ limit kredytowy
debit card /ˈdebɪt ˌkɑːd/ karta debetowa
debt-free /ˌdet friː/ wolny od zadłużenia
exceed /ɪkˈsiːd/ przekraczać
exchange rate /ɪksˈtʃeɪndʒ reɪt/ kurs wymiany (walut)
expiry date /ɪkˈspaɪəri deɪt/ termin ważności
fees /fiːz/ opłaty
foreign currency /ˌfɒrən ˈkʌrənsi/ obca waluta
income /ˈɪnkʌm/ dochód
insured /ɪnˈʃʊəd/ ubezpieczony
interest /ˈɪntrest/ oprocentowanie
interest rate /ˈɪntrest reɪt/ stopa procentowa
invest in shares/stocks /ɪnˌvest ɪn ˈʃeəz/ /ɪnˌvest ɪn ˈstɒks/ inwestować w akcje
investor /ɪnˈvestə(r)/ inwestor
pay back /peɪ ˈbæk/ zwrócić
pay off /peɪ ˈɒf/ spłacić
PIN number /ˈpɪn nʌmbə(r)/ numer PIN
stock exchange /ˈstɒk ɪksˈtʃeɪndʒ/ giełda papierów wartościowych
stock market /ˈstɒk mɑːkɪt/ giełda
terms and conditions /ˈtɜːmz ən kənˌdɪʃnz/ zasady i warunki
unauthorized /ʌnˈɔːθəraɪzd/ nieautoryzowany

46.10 Consumer rights

consumer /kənˈsjuːmə(r)/ konsument
consumer protection /kənˌsjuːmə prəˈtekʃn/ ochrona konsumenta
durable goods /ˌdjʊərəbl ˈgʊdz/ dobra trwałe
full warranty /ˈfʊl ˌwɒrənti/ pełna gwarancja
limited warranty /ˈlɪmɪtɪd ˌwɒrənti/ ograniczona gwarancja
liability /ˌlaɪəˈbɪləti/ odpowiedzialność
liable /ˈlaɪəbl/ odpowiedzialny
marketplace /ˈmɑːkɪtpleɪs/ rynek
mediation /ˌmiːdiˈeɪʃn/ mediacja
merchandise /ˈmɜːtʃəndaɪz/ towar
monopoly /məˈnɒpəli/ monopol
protection /prəˈtekʃn/ ochrona
regulations /ˌregjuˈleɪʃnz/ przepisy, regulacje
resolve a dispute /rɪˌzɒlv ə dɪˈspjuːt/ rozwiązać spór
retailer /ˈriːteɪlə(r)/ sprzedawca detaliczny
statutory rights /ˈstætʃətri ˌraɪts/ prawa ustawowe
unfair practices /ˌʌnˈfeə(r) ˈpræktɪsɪz/ nieuczciwe praktyki

46.11 Wordpower p. 81

assess /əˈses/ ocenić
cautious /ˈkɔːʃəs/ ostrożny, przezorny
entitled to sth /ɪnˈtaɪtld tə sʌmθɪŋ/ być uprawnionym do czegoś
expire /ɪkˈspaɪə(r)/ wygasać, tracić ważność
guarantee /ˌgærənˈtiː/ gwarancja
misleading /ˌmɪsˈliːdɪŋ/ wprowadzający w błąd
resemble /rɪˈzembl/ przypominać

46.12 Imagination and creativity idioms

be struck by sth /bi ˈstrʌk baɪ sʌmθɪŋ/ być pod wrażeniem czegoś
give sth a new lease of life /ˌgɪv sʌmθɪŋ ə ˌnjuː liːs əv ˈlaɪf/ tchnąć w coś nowe życie
have a brainwave /hæv ə ˈbreɪnweɪv/ doznać olśnienia
work your magic /wɜːk jɔː ˈmædʒɪk/ wyczarować coś

46.13 Phrases with *touch*

be in touch with /bi ɪn ˈtʌtʃ wɪð/ orientować się w sytuacji, być z kimś w kontakcie
be out of touch /bi aʊt əv ˈtʌtʃ/ nie orientować się
get in touch /ˌget ɪn ˈtʌtʃ/ skontaktować się
have the Midas touch /hæv ðə ˈmaɪdəs ˌtʌtʃ/ mieć dotyk Midasa, mieć do czegoś dobrą rękę
lose touch /luːz ˈtʌtʃ/ tracić kontakt
put the finishing touches /pʊt ðə ˌfɪnɪʃɪŋ ˈtʌtʃɪz/ dodać ostatnie poprawki
touch and go /ˌtʌtʃ ən ˈgəʊ/ niepewny
touch base /tʌtʃ ˈbeɪs/ skontaktować się, krótko z kimś porozmawiać
touch on sth /ˈtʌtʃ ɒn sʌmθɪŋ/ dotknąć istotnej kwestii

Do you remember?

BRAINPOWER

Ułóż zdanie lub wyrażenie składające się z wyrazów zaczynających się od poszczególnych liter nowego słowa. Przykładowo zdanie *Ted opened our locker* może pomóc w zapamiętaniu słowa *tool*, szczególnie jeżeli wyobrazimy sobie Teda otwierającego szafkę przy pomocy jakiegoś narzędzia.

Check yourself!

1 Choose the correct phrases.

1 You're not very likely to find this type of flour at our local *chain store / corner shop*.
2 The *stuff / staff* at my favourite pizzeria is helpful and friendly.
3 They based their campaign on the data they got from extensive market *strategy / research*.
4 The watch was really good *deal / value* for money – it was 50% off.
5 There is no way to *increase / advance* your career at this company – you'd better look for another job.
6 I've no idea why they are together – they seem to *have nothing in common / be in a close relationship*.
7 I wanted to buy a *tin / tub* of margarine, but they were out of them at the store.
8 The developer offered me a good *discount / budget* when I was buying my flat.

Pronunciation

1 047 Listen and repeat the words you hear. How are the plural endings pronounced?

books boxes choices clothes conditions deposits discounts items labels matches places prices profits receipts retailers rings

2 048 Put the words from exercise 1 into the table based on the pronunciation of the plural ending. Then listen and check your answers.

/s/	/z/	/ɪz/

3 Complete the rules below.

- The *-s* plural ending is pronounced as _____ after voiceless sounds.
- The *-s* plural ending is pronounced as _____ after voiced sounds.
- The *-(e)s* plural ending is pronounced as _____ after *-s*, *-ss*, *-sh*, *-ch*, *-x*, or *–z*.

4 049 Listen and write down all the plural nouns you can hear. In pairs, read out your lists and compare your answers.

8 Podróżowanie i turystyka









Vocabulary

Travel and transport

1 Work in pairs. Look at the pictures and discuss the questions.

1 What advantages and disadvantages do you associate with each of these types of transport?
2 How do you usually travel to school?
3 Is traffic an important issue where you live? What could be done to improve it?

2 Complete the sentences with the correct form of the words in the box.

destination duty-free passport queue seatbelt service station

1 There's often a _____ zone at the airport if you're travelling between separate economic areas.
2 On most motorways you find _____ where you can stop to fill up with petrol.
3 You use them to travel over land, and their _____ are usually big cities.
4 It's the law to fasten your _____ in these, even if you're stuck in a traffic jam.
5 They can be used to travel between countries by sea. Make sure you carry your _____ to show to the customs officers at both sides.
6 These vehicles are used for short city journeys and during the rush hour there might be a _____ to get on.

3 Work in pairs. What forms of transport do the sentences in exercise 2 refer to?

4 Choose the correct options to complete the sentences.

1 Book a low-cost airline ticket but, if necessary, pay extra for a(n) *window* / *aisle* seat if you like to enjoy the views.
2 Set off a couple of hours early to avoid getting *stuck* / *stopped* in traffic. Use the *priority* / *special* check-in service once you reach the airport to collect your boarding card.
3 Go through security and *customs* / *immigration* and then browse the *duty-free* / *tax-free* zone before you have a coffee in the departure lounge.
4 *Board* / *Visit* the plane after waiting in a queue. Put your *suitcase* / *hand luggage* in the overhead locker.
5 Sit down and *fasten* / *fix* your seatbelt. Say hello to the *passenger* / *flyer* in the seat next to you if you feel like having someone to chat to.
6 Jet *off* / *lag* into the sky. Wait for the *on-board* / *outbound* food service to begin.
7 Arrive at your *destination* / *location* a few hours later. *Return* / *Disembark* from the plane and go to the baggage collection area.

Accommodation

5 Complete the missing words in the sentences. The first letter of each word is given.

Holidays at home

Recently, a lot of people have opted to spend their holiday in their own country. They want the chance to get away from it all without the ¹a_____ cost of arranging a trip abroad.

The most popular holiday accommodation is the old favourite, camping. ²C_____ and caravan parks are booming at the moment, full of tents and ³m_____ h_____. Resort-style aquaparks offering entertainment that is ⁴c_____ (included in the price) seem to be doing very well, too.

⁵G_____, being significantly cheaper than hotels, are also enjoying a comeback in the current economic climate. Guests more often than not travel in pairs and rent out ⁶d_____ r_____, often also opting for ⁷h_____ b_____, so they don't need to worry about breakfast and dinner.

Least popular with holiday makers seem to be ⁸f_____-s_____ hotels, which are experiencing a slump in popularity.

Holidays and trips

6 **050** **Choose the correct options to complete the conversation. Then listen and check your answers.**

Anna I've booked our parents a [1]*holiday / destination* for their wedding anniversary!

Monika What did you go for?

Anna Dad loves [2]*expeditions / cruises* so I got them an eco-holiday in the forest. They get to stay in a camp in the woods, and they go [3]*hiking / yachting* in the mountains and even on a mini safari at the national park. Do you think they'll like it?

Monika Dad will, but Mum is likely to hate it. She's into city breaks and [4]*foreign / abroad* food. Don't you remember that time when Dad took her on that active holiday in the tropics? She refused to do any of the [5]*activities / adventures* except paragliding, and that was only because she was bored out of her mind and didn't have anything else to do.

Anna Oh no, you're right … . What should I do?

Monika Let's book them a [6]*day off / day out* somewhere, maybe a trip to a nice restaurant?

Anna And maybe you could help me out with the cost so we could send them somewhere fancy by plane?

Monika Well, Dad hates flying – he's terrified of the [7]*inter-railing / turbulence*. They'll have to travel overland. Let me get my laptop and let's see what we can do.

Giving directions

7 **Complete the directions with one word in each gap.**

The last time I tried to come to your office I [1]_____ lost. After I [2]_____ the bridge, I took the second [3]_____ on the right. Should I have taken the left?

Could you [4]_____ me the way to the Grand Hotel? I've just walked [5]_____ the street and I'm not certain which way to go. Should I go straight [6]_____ the bank or [7]_____ right before the museum?

I've just walked east [8]_____ the river and there's a farmhouse [9]_____ the corner. My Internet connection is bad, so I'm not sure if I should turn [10]_____ or carry on going.

Traffic

8 **Match the phrases in the box to the descriptions. There is one extra phrase.**

brake one-way street parking space
pedestrians pedestrian zone rush hour
speed limit traffic lights traffic congestion
zebra crossing

1 You can only drive in one direction on this street.
2 People who walk on the pavements.
3 The time of day when everyone is travelling.
4 In big cities you usually have to pay to use this.
5 A place where vehicles aren't permitted to go and only people are allowed to walk.
6 You do this to slow down your vehicle.
7 You can use it to walk safely across the road.
8 It tells motorists how fast they can drive.
9 These control the flow of traffic in cities.

Tourism

9 **Complete the missing words in the texts. The first letter of each word is given.**

Travellers' favourite destinations

I like [1]**p**_____ **h**_____ in high season where I just lie on the beach all day and [2]**s**_____ while sipping an ice cold drink. I work hard all year and I just want to pack my suitcase, get on a plane and [3]**l**_____ around somewhere hot with a luxurious hotel. I don't go on any [4]**s**_____ **t**_____, because I don't want to see any old ruins!

My partner and I prefer to get off the [5]**b**_____ **t**_____ and go somewhere nobody else has gone before us. We're eco-tourists and have already been to some of the most remote regions of the world. I enjoy kayaking and hiking, and learning about the local [6]**c**_____. We hate [7]**m**_____ **t**_____, which destroys everything in its path. We want to reduce our negative [8]**i**_____ on the environment but we still want to go on holiday.

My wife is an artist so we go anywhere where there are old buildings, monuments, beautiful views and [9]**l**_____. She likes quirky places with a lot of [10]**p**_____ **o**_____ – she always has her camera with her. We often go camping or stay in self-catering apartments to make it more [11]**a**_____. I'm a bit of a culinary tourist and enjoy sampling local delicacies. We always buy way too many [12]**s**_____ from our trips, which then gets us into trouble at airports where we need to pay excess luggage fees.

Accidents and problems

10 Choose the correct options to complete the collocations.

1 When there is bad weather, trains often *go* / *do* / *run* late.
2 The roads were extremely dangerous due to the *uncomfortable* / *freezing* / *fatal* weather conditions.
3 The late passenger was willing to pay £100 to *miss* / *overtake* / *jump* the queue at the check-in desk.
4 The aircraft had engine trouble, and it caused an unexpected *delay* / *twist* / *rescue* in getting to our destination.
5 I was so embarrassed when we *came* / *ran* / *made* out of petrol in the middle of the motorway – the traffic jam was horrendous.
6 A violent storm over Warsaw caused a delay in our departure and we *cancelled* / *caught* / *missed* the connecting flight at Frankfurt.
7 On our way to the seaside there was an accident which *held back* / *held up* / *held out* the traffic. We got to Dębki too late to go to the beach that day.
8 My sister got *broken* / *injured* / *strained* on her climbing holiday. She couldn't walk and was taken down the mountain by a rescue team.
9 The journey was so long that everyone had been *afraid* / *bored* / *starved* to death by the time we reached our destination.
10 My cousin was *involved* / *injured* / *ruined* in a car crash a couple of years ago, but luckily, no one was hurt.

11 Work in pairs. Look at the picture and do the tasks.

1 Describe the picture. What do you think has happened and what will happen next? Have you ever been in a situation like this?
2 Use the questions to talk about an unfortunate event that happened on your holiday.
- When did it happen?
- How old were you?
- Who were you with?
- Describe the event. What were you doing when it happened?
- What were the consequences?
- What could have been done to avoid it?



Travel safety

12 Complete the text with the words in the box.

belongings cash documents information repellent scams sunstroke vaccinations

Top tips

to keep you safe in a foreign country

First of all, travel insurance should not be considered optional when you travel abroad. The possible dangers are plenty: you might lose your travel [1]_____ or even get a tropical disease!

- Look up medical advice on any [2]_____ you may need to have before leaving. If you're going somewhere hot then take insect [3]_____ for the mosquitos. They transmit malaria and other diseases.
- Take some emergency [4]_____ and hide it well. Also make sure you have your emergency [5]_____ written down on a piece of paper as well as saved on your phone.
- Allow yourself some time to acclimatize to the weather. Stay out of the sun to prevent yourself getting [6]_____.
- If you can't blend in with the locals, be wary. Criminals like to prey on unsuspecting tourists, so keep an eye on your [7]_____. Also look out for [8]_____ where people try to trick you out of your money.



13 Ask and answer the questions in pairs.

1 What's the quirkiest place you've ever visited?
2 How can we prevent tourism from having a negative impact on the environment?
3 What kind of holidays do you enjoy the most?
4 Tell me about a kind of holiday that you don't like. Why do you dislike it?
5 How can we travel in the future without having a negative effect on the environment?
6 What would be your perfect holiday destination?

Listening

Tekst z lukami

1 Which of these quotes do you agree with?

Carefulness costs you nothing.

Too much safety takes the fun out of the game.

Safety isn't expensive, it's priceless.

Too much safety is abhorrent to human nature.

2 051 Read the tip. Then listen to a news report and complete the summary with up to three words in each gap.

W tym zadaniu nie wszystkie luki można uzupełnić słowami, które zostały podane w nagraniu. Należy wtedy sformułować informacje podane w nagraniu w taki sposób, aby stanowiły one logiczne i gramatycznie poprawne uzupełnienie luk.

People who wear protective clothing are more likely to [1]_____ with others or have accidents due to a lower perception of risk. For example, they may [2]_____ or try to do things that they aren't able to do. You may also be seen by others as less vulnerable. That said, safety equipment may prevent you from [3]_____ so it's important to wear potentially life-saving protective gear.

3 052 ! Usłyszysz dwukrotnie wypowiedź na temat bezpiecznej jazdy skuterem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

MOPED SAFETY

ROAD USE

- Don't position yourself in a driver's [1]_____.
- Check over your shoulder before making maneouvres.
- Be especially careful at junctions and roundabouts.

EQUIPMENT

- Get a brand new helmet with [2]_____.
- Wear leather clothing to [3]_____.
- Get good motorcycle gloves.

LEGALITIES

- Ensure you don't ride in places where [4]_____.
- Make sure your tyres are at the correct pressure and check them for damage.



4 Using the information from the recording, what safety advice would you give to the rider in the photo above?

WORDPOWER

5 Complete the gaps with the words in the box.

curb clothing full limited inflating
shoulder tailgating wear

On the road – dos and don'ts

Better safe than sorry!

1 driving with a(n) _____ driving licence
2 _____ the vehicle in front
3 riding very close to the _____
4 checking over your _____
5 travelling in _____ visibility
6 investing in protective _____
7 _____ tyres to the correct pressure
8 checking the vehicle for _____ and damage



6 Work in pairs. Which of the phrases in exercise 5 are *dos*, and which are *don'ts*? Make your own list of the three most important dos and don'ts.

8 Reading

Wybór wielokrotny

1 Work in pairs and answer the questions.

1 What's the most unusual holiday you've had?
2 What is your idea of a perfect holiday? Why?

W zadaniu tego typu wszystkie z podanych opcji mogą zawierać informacje wspomniane w tekście, ale tylko jedna z nich będzie poprawną odpowiedzią. Niepoprawne opcje mogą odnosić się do innej osoby lub rzeczy, być tylko częściowo prawdziwe lub występować w innym kontekście. Przeanalizuj podobieństwa i różnice między opcjami i wybierz tę, która ma dokładnie takie samo znaczenie, jak informacje podane w tekście.

2 Przeczytaj tekst. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.

1 What do we learn about the region which the writer is visiting?
- **A** It is currently very busy.
- **B** Accommodation is very scarce.
- **C** Transport from the airport isn't always comfortable.
- **D** It attracts a million visitors each year.

2 How does the author characterize the relationship of dive tourism to nature?
- **A** strained
- **B** dependent
- **C** complex
- **D** changing

3 What opinion does the writer express about his diving experience?
- **A** The training he received wasn't very good.
- **B** The environment underwater is more colourful than the landscape above.
- **C** It's difficult to stop talking about it.
- **D** The sea life has not been well-protected.

4 What is true about illegal fishing?
- **A** It has now completely ended.
- **B** The local people benefit from it.
- **C** Other countries are responsible for it.
- **D** It's still continuing on a small scale.

5 What does the writer think about his holiday overall?
- **A** It is not as good as he expected.
- **B** He wishes he'd made different choices.
- **C** He feels glad to have come.
- **D** He worries about its impact on the local area.



Dive trip: day 1

I was worried that the waters between these densely forested conical islands would be packed with dive tourists. I'd read that each year a million people qualify to join a formal diving expedition and many head straight here, to the 'coral triangle' of the Philippines, Malaysia and Indonesia. And once I'd made my way from the airport on a tortuous tuk-tuk ride to the coast, I could see why **tourists flock** here. The sea is blue, the waters are warm, and the conditions are perfect for diving. However, I needn't have worried about crowds – since setting sail we've barely seen another tour group.

That's partly because I decided to stay on a 'liveaboard' boat with four others so we could really get off the beaten track. But, as the tour leader was telling us, there are simple reasons why tourism isn't particularly developed here. Sprawling waterfront resorts would only destroy the **ribbons of corals** and mangrove trees that **hug the coastlines**, and the propellers of cruise ships would destroy or scare off marine life. So, to maintain the healthy marine ecosystem that diving so clearly relies on, the nature-based tourism that dominates here takes place from various eco-lodges and small sailing vessels, like ours. Apparently there are plenty of small resorts dotted around, but they're spread out amongst Indonesia's 17,000 islands and are well-hidden.

Anyway, I had my first dive this morning and, I can tell you, four weeks' scuba training in swimming pools does nothing to prepare you for the magic of underwater diving here. It completely overwhelms the senses. An array of brightly coloured fish dart in and out of the pristine corals while sharks, turtles and manta rays **survey the reef** from overhead. After the dive, once you regain the power of speech, you'll be chatting about little else.

It wasn't all great, though. Near the beach I saw some shark carcasses that had been de-finned, which was a bit of a shock. The marine life here is officially protected, and protected in practice, too, as far as possible. In fact, some of the money from our dives goes towards paying locals to



patrol the beaches and bringing poachers to justice. Lots of volunteers come from abroad, too – especially from Australia – to help out. These efforts have managed to stop a lot of the destructive fishing practices, which have even involved dropping dynamite into water, but there is still a bit of poaching going on.

Anyway, as I sit in this beachfront café enjoying my hot and sour Indonesian prawns, it's kind of good to know that my holiday fee is helping to protect this place, and there's plenty still to look forward to. Tonight, once the prawns have gone down, I'm going to do a night dive, during which **a night-shift of sea creatures**, like starry octopuses and Spanish dancers (colourful sea slugs), can be seen. I'm beyond excited. Expect lots of photos!



3 Work in pairs and discuss the questions.

1 Do you think you would have enjoyed the holiday described in the text? Why? / Why not?
2 Is there anything you would have changed about it so you could enjoy it more?

WORDPOWER

4 Complete the questions with the words in the box. Then discuss the questions in pairs.

cruise overwhelmed poachers pristine sprawled tortuous

1 When were you last _____ by an amazing view?
2 Do you have any _____ beaches in your country?
3 Can you think of any species that are victims of _____ in your area?
4 If you saw litter _____ across a beach, would you pick it up?
5 Would you like to travel on a(n) _____ ship? Why? / Why not?
6 What's the most _____ journey you've had?

Adverbial phrases

5 Work in pairs. Look at these phrases from the text and discuss their meaning.

brightly coloured densely forested officially protected

6 Match the words in box A to words in box B to make phrases. There may be more than one answer.

A carefully completely densely frequently highly lavishly sparsely

B decorated packed populated recommended restored unspoiled visited

Metaphors (2)

7 Work in pairs. Look at the metaphors in bold in the text and explain their meaning.

8 Complete the metaphors in the sentences with the words in the box.

bathed blanket danced descended fireflies jewels mirrored paraded

1 The islands were _____ on a silky ocean.
2 A _____ of snow covered the fields.
3 Butterflies _____ over the heather.
4 The water _____ the autumn foliage.
5 A line of ducks _____ across the road.
6 The lanterns were _____ on the hillside.
7 Crowds _____ on the town square.
8 The beach was _____ in sunlight.

9 Write a short description of your favourite holiday spot using words and phrases from exercises 4–8.

8 Use of English

GRAMMAR IN USE

Parts of speech; collocations

1 **Work in pairs. What part of speech is each word of the proverb?**

'Only he that has travelled the road knows where the holes are deep.'

2 **Complete the text with one word in each gap. Use the parts of speech in brackets.**

Knowing [1]_____ (question word) to pack a suitcase is essential to being a good traveller. You might already have a favourite packing system, [2]_____ (conjunction) here are a few more tips.

- Always place heavy items, such as trousers and jackets, [3]_____ (preposition) the bottom of your suitcase.
- Underwear and socks should be rolled and placed inside shoes, [4]_____ (relative pronoun) can go either at the sides or bottom of your suitcase.
- [5]_____ (verb) room in the centre of the suitcase for your toiletries bag. Place each [6]_____ (noun) of shoes in a plastic bag.
- Avoid placing your shirts and dresses at the top, or they [7]_____ (auxiliary verb) get wrinkled.
- Remember that [8]_____ (article) most valuable items should not go inside the suitcase.
- There is one more thing you must [9]_____ (adverb) forget – travel light to avoid excess luggage and fatigue.

3 **Choose one verb to complete each collocation.**

1 Can you *keep* / *put* / *throw* an eye on my car while I go to the bank?
2 Mark *said* / *told* / *spoke* a lie when his friends asked him about his holidays, and now he has to keep pretending he was in Italy.
3 My cousin *gets* / *obtains* / *earns* a living in the tourist industry.
4 The writer *puts* / *lays* / *sets* the scene and describes the hardships people in the village have to face.
5 He was determined to *make* / *do* / *keep* a success of the business.
6 Our travel agent *did* / *made* / *gave* a suggestion that we visit the Roman ruins.
7 A travel website has *shown* / *conducted* / *made* a survey of 2,000 holidaymakers.

Minidialogi

4 **Uzupełnij poniższe minidialogi (1–4). Wybierz spośród podanych opcji brakującą wypowiedź: A, B albo C.**

1 **X:** Do you like this hotel?
Y: _____
A Sure, I'm travelling light.
B Yes, I feel at home here.
C No, I still need to check in.

2 **X:** Can you put some music on the radio?
Y: _____
A I will, just keep your eyes on the road.
B Sorry, we're about to go off the beaten track.
C Well, I'm not really into jazz.

3 **X:** Did you stay in a self-catering apartment?
Y: _____
A No, we got food poisoning.
B No, it was complimentary.
C No, we chose half-board.

4 **X:** The holiday was just amazing!
Y: _____
A Glad to hear you've recharged your batteries!
B That's the most affordable travel insurance I've found!
C We're still planning on going there!

Gramatykalizacja

5 **Uzupełnij zdania 1–8. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

1 I wonder _____ (you/can) me a favour and lend me your phone.
2 He _____ (his car/steal) while he was paying for his petrol at the garage.
3 We _____ (like/travel) more then, but we were a bit too young.
4 As a young cyclist, I _____ (use/behave/careless) on the road.
5 If I _____ (wear/helmet), I would not have been seriously injured in the accident.
6 _____ (you/vaccinate) for your trip to the jungle yet?
7 I hate _____ (have/go) customs, even though I've got nothing to hide.
8 So, you went backpacking in the jungle without a guide? You _____ (can/lose)!

Zadanie z lukami

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

CYCLING TO BEAT THE TRAFFIC

Cities around the world are turning to cycling to make their streets less polluted, less congested and to reduce the number of accidents.

In a city [1] _____ London, where over a million people commute into the centre every day, queues and the sheer number of people can hold up the traffic. In a(n) [2] _____ to stop this, new cycle lanes have been introduced to encourage people to cycle to work or for leisure.

However, many motorists feel that the cycle lanes create more traffic problems than they solve, because they reduce the amount of space that can be [3] _____ up by motorized vehicles. While this may be true, you are more likely to arrive on time if you cycle, so it saves you both time and money.

One example of a success story is the southern Spanish city of Seville. Before 2010 it was a motorized Mediterranean city. Then, with the introduction of 120 kilometres of cycle lanes, it was transformed into a bike-friendly metropolis where 67,000 bike trips are [4] _____ per day. A third of the population are regular cyclists and almost every household has at [5] _____ one bike in the garage.

Tłumaczenie (zadanie otwarte)

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

1 The holiday resort (*nie zmienił się znacząco*) _____ since we first came here twenty years ago.
2 He hasn't come through to arrivals, so he (*na pewno nie zszedł z pokładu*) _____ from the plane yet.
3 During high season, tour guides (*znani są z tego, że liczą*) _____ as much as triple for their services.
4 I think you would have saved quite a bit of money (*jeśli zarezerwowałbyś*) _____ a self-catering apartment.
5 We can't check in to the hotel room yet, it (*właśnie jest sprzątany*) _____.
6 I didn't realize you (*tkwiłaś w korku*) _____ – I thought you'd arrive before me.

Set leksykalny

8 **W zadaniach 1–4 podaj wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 There's no _____ to get to the airport, we have plenty of time.
I'm leaving, I want to avoid the _____ hour.
There was a sudden _____ of air when I opened the door.
2 What time do we need to _____ out tomorrow?
_____ the brakes on your bike before you go.
Don't forget to _____ in with us when you get back.
3 I'm sorry, but there's no _____ I can help you.
Would you mind telling me the _____ to the train station?
Could you please direct me to the _____ out?
4 Air passenger _____ decreased sharply during the pandemic.
This simple tool will help you check the _____ on your website.
Did you get stuck in the _____ jam this morning?

Zadanie z lukami i wyrazami w ramce

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

belong cancel compliment give poison treat

Travel insurance claims

According to a recent survey, 4.5% of travellers make a claim on their travel insurance. By far the largest share of claims (40%) are for trip [1] _____, meaning that travellers are unable to embark on their holiday. 36% of claims are for medical expenses. Most countries are not able to provide free healthcare, so if you needed [2] _____ during a holiday you could face an extremely expensive bill. Travellers suffer from a wide range of ailments, from tropical diseases to food [3] _____, with the average claim being over £200 and the maximum as much as £150,000! Travel companies pay out on 90% of claims, and travel insurance is fairly inexpensive – in some cases it's offered as a [4] _____ add-on to bank accounts or credit cards. So, how do travel companies make their money? The answer again is in the numbers – the worldwide value of travel insurance is reckoned to be over £13 billion!

8 Writing

Rozprawka

1 Have you ever considered swapping homes for holidays? What are the possible benefits and downsides?

We wstępie do rozprawki opiniującej należy zawrzeć zgodną z tematem, jasno sformułowaną tezę, która zapowiada strukturę rozprawki. W przypadku rozprawki opiniującej w tezie musisz jednoznacznie sprecyzować swoje stanowisko wobec rozważanego zagadnienia, a w dalszej części wypowiedzi musisz podać argumenty konsekwentnie wspierające twoją opinię. Możesz podać argument sprzeczny z twoją opinią pod warunkiem, że wyjaśnisz, dlaczego się z nim nie zgadzasz.

2 Read the task and three introductions. Which one includes the author's opinion?

Od lat 50. XX wieku zamiana domów na wakacje staje się coraz bardziej popularnym trendem. Napisz rozprawkę, w której przedstawisz swoją opinię na temat tego zjawiska, odnosząc się do wygody i bezpieczeństwa takiej formy wakacji.

1 Swapping homes for holidays is becoming more and more popular. However, this is nothing new. As early as the 1950s, Swiss teachers founded an organization called Intervac, a service which has been facilitating exchanging homes for holidays.

2 Home swapping means trading homes with someone else for the short term. You will stay in their home, and they will stay in yours. More and more people are deciding to make their property available for this kind of holiday accommodation, but is it a positive trend?

3 With so many travel options, it is not surprising to find new ways to have an unforgettable holiday experience. One of these is the increasingly popular 'home swapping' – a trend which I consider to be a fantastic idea.

3 Read the task and the sample text. Answer the questions.

Wiele osób decyduje się spędzić wakacje, podróżując kamperem. Czy to dobry pomysł? Napisz rozprawkę, w której przedstawisz swoją opinię, odnosząc się do komfortu i kosztów podróży.

1 Does the introduction include a thesis statement which presents the author's opinion?
2 Is the thesis from the introduction appropriate for the topic and the content of the essay?
3 Are both elements of the task discussed in-depth, balanced and well-developed?

The number of people spending their holidays in a camper van instead of a traditional hotel has been growing for some time now. A huge increase in sales of new camper vans, as well as difficulties with renting one during the high season, is the most convincing proof of this.

This increase in popularity is understandable, because camper vans give you boundless freedom and independence. You are not limited by the walls of your hotel room, and you do not have to worry about reservations or deposits. Most importantly, spontaneity on trips also means convenience. If the weather turns bad, you can simply drive away. Moreover, camper vans come equipped with modern amenities, such as a fridge, a cooker, air conditioning and heating, solar panels for additional electricity generation, and a bike rack. Therefore, a trip in a camper van is not only comfortable, but it is also fairly luxurious.

Last year I went with my parents on a camper van holiday. It was a fantastic adventure. We spent two months travelling along the coast, stopping for a few days wherever we liked. We were together all the time, not hurrying anywhere, cooking, laughing and exploring the countryside on the bikes we took with us. It was an extremely relaxing time. I will never forget that holiday and I hope we will spend future holidays in a camper van, too.

Summing up, despite the high cost of renting a camper van or paying for fuel, camper van holidays offer many advantages; for example, the freedom to plan your route or the possibility of changing your plans at any time. As far as I am concerned, it is one of the best ways of spending a holiday.

4 Rewrite the introduction in the sample text. Make sure it includes a thesis statement that clearly presents the author's opinion.

5 Write a paragraph about the financial aspect of camper van holidays. Use some of the expressions below or your own ideas.

Many critics of camper van holidays claim that …
The price of camper van travel …
The cost of renting a camper van, especially during peak season, …
The key point to note is that …
In addition, you should remember that …

6 In pairs, compare the paragraphs you wrote. Check if they are balanced and well-developed.

7 ! Write an essay of 200–250 words.

„Tailor-made holidays," czyli „wakacje szyte na miarę" to forma organizowanych przez biura podróży wyjazdów, których każdy aspekt (np. przeloty, zakwaterowanie, wycieczki, wynajem samochodu) jest dopasowany do indywidualnych upodobań klienta. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do korzyści dla klienta oraz popularności takiej formy wyjazdu.

Useful phrases on p. 214

Cumulative Revision Units 1–8

1 Read the text. Choose the correct answers.

Laura Dekker

At the age of 14, Holland's Laura Dekker announced she [1]_____ to sail alone around the world. Her father was sceptical, but decided he'd let her sail to England, a notoriously rough crossing, to discourage her [2]_____ a longer voyage. Little did he know that within a year she would be sailing around the world! However, after the crossing to the UK, she first had to face a legal storm. Courts held the view that, as a minor, Laura was too vulnerable for the trip and that her education [3]_____ compromised. But on her fifteenth birthday they decided that her parents could make the final decision. No sooner [4]_____ so, she set off, travelling westwards from Gibraltar towards Cape Verde, then the Caribbean and beyond. On only two occasions did she see family members, one of those being on her sixteenth birthday in Australia. There she admitted to the media that she [5]_____ much school work. She [6]_____ while she waited for the piracy situation in the Indian Ocean to improve and then set off on the return leg. She made it back 518 days after she'd set off.

1 **A** had planned **C** has planned
B was planning **D** has plans

2 **A** from attempting **C** attempt
B to attempt **D** for attempting

3 **A** will be **C** would be
B to be **D** had been

4 **A** they'd done **C** did they
B they did **D** had they done

5 **A** hadn't been doing **C** had to do
B didn't do **D** wouldn't do

6 **A** had the boat fixed **C** was fixing the boat
B had fixed the boat **D** would fix the boat

2 Complete the sentences using the words in bold so that the meaning is the same as in the original sentence. Use up to four words in each gap.

1 To get a refund call our helpline. **ORDER**
You must call our helpline _____ a refund.

2 The money Grandma gets from her pension is insufficient. **DESPITE**
Grandma's income _____ her pension.

3 I fell asleep the moment the engine started. **HAD**
Scarcely _____ when I fell asleep.

4 We didn't let the rain stop us walking. **ALTHOUGH**
We _____ raining.

5 I'd prefer you not to lean out of the car window. **RATHER**
I'd _____ lean out of the car window.

3 Complete all three sentences in each set with the same word.

1 Oh dear! This train looks rather _____.
My accommodation is _____ board so I needn't buy food.
A _____ warranty allows you to buy with confidence.

2 We _____ stuck in a twelve mile tailback on the way to the airport.
The travel iron we bought didn't work so we _____ our money back.
My uncle advised me to travel with someone I _____ on with.

3 I left my _____ luggage on board the plane.
I found this wallet. Where can I _____ it in to the police?
I bought a lovely souvenir vase which had been painted by _____.

4 Please _____ in touch while you're away.
I like to _____ good luck charms with me while flying.
Would you _____ an eye on my bag while I go to the loo?

5 Our connecting train is _____ late.
Is there a drinking fountain near here? I'm _____ out of water.
Sarah can't travel with us because she's _____ holiday camps over the summer.

4 Read the text. For gaps 1–9, use the word in brackets to form a word that fits the gap.

Backdoor advertising

South Korea's Fair Trade Commission has become the latest national [1]_____ (**consume**) affairs department to clamp down on backdoor advertising. This practice occurs when influencers promote [2]_____ (**merchant**), such as food – usually without any [3]_____ (**nutrition**) content – as if they'd purchased it, when, in reality, they'd received the products for free or were paid to advertise them. Influencers enjoy a great deal of [4]_____ (**loyal**) from followers, and retailers benefit greatly from such endorsements. Regulators have long deemed such deceptive marketing strategies as [5]_____ (**fair**) practice. Thus, consumers enjoy [6]_____ (**statute**) protection against companies who deceive buyers. But secret deals with sponsors put some influencers beyond the reach of the law, while others [7]_____ (**lead**) their followers by only revealing their [8]_____ (**relation**) with retailers in the *more information* tabs. Yet with threats from regulators, many influencers have had to apologize for their [9]_____ (**response**) behaviour.

Wordlist Podróżowanie i turystyka

Legenda
Oxford 3000
Oxford 5000

53.1 Travel and transport

aisle seat /'aɪl ˌsiːt/ miejsce przy przejściu
arrivals /ə'raɪvlz/ przyloty
baggage reclaim /'bægɪdʒ rɪkleɪm/ odbiór bagażu
board a plane /bɔːd ə 'pleɪn/ wsiadać na pokład samolotu
boarding pass /'bɔːdɪŋ pɑːs/ karta pokładowa
booking /'bʊkɪŋ/ rezerwacja
bus /bʌs/ autobus
business class /'bɪznəs klɑːs/ klasa biznesowa
cabin crew /'kæbɪn kruː/ załoga samolotu
carriage /'kærɪdʒ/ wagon
check-in /'tʃek ɪn/ odprawa
coach /kəʊtʃ/ autokar
connecting flight /kəˌnektɪŋ 'flaɪt/ lot z przesiadką
customs /'kʌstəmz/ odprawa celna
departure /dɪ'pɑːtʃə(r)/ odlot
destination /ˌdestɪ'neɪʃn/ cel podróży
disembark /ˌdɪsɪm'bɑːk/ schodzić, wysiadać
duty-free zone /'djuːti friː zəʊn/ strefa bezcłowa
excess luggage /ˌekses 'lʌgɪdʒ/ nadbagaż
fasten one's seat belt /ˌfɑːsn wʌnz 'siːt ˌbelt/ zapiąć pasy
ferry /'feri/ prom
get stuck in traffic /get ˌstʌk ɪn 'træfɪk/ utknąć w korku ulicznym
go through customs /ˌgəʊ θruː 'kʌstəmz/ przechodzić odprawę celną
go through security /ˌgəʊ θruː sɪ'kjʊərəti/ przechodzić kontrolę bezpieczeństwa
hand luggage /'hænd lʌgɪdʒ/ bagaż podręczny
immigration /ˌɪmɪ'greɪʃn/ urząd imigracyjny
itinerary /aɪ'tɪnərəri plæn/ plan podróży
jet lag /'dʒet læg/ zmęczenie po długiej podróży samolotem wynikające z różnic czasowych
jet off /dʒet 'ɒf/ odlecieć, polecieć
journey /'dʒɜːni/ podróż
low-cost airline /ləʊ kɒst 'eəlaɪn/ tania linia lotnicza
on-board /ˌɒn 'bɔːd/ na pokładzie (samolotu, statku)
passenger /'pæsɪndʒə(r)/ pasażer/ pasażerka
passport /'pɑːspɔːt/ paszport
priority check-in /praɪˌɒrəti 'tʃek ɪn/ odprawa z pierwszeństwem wejścia na pokład
queue /kjuː/ kolejka
service station /'sɜːvɪs steɪʃn/ stacja obsługi/benzynowa
tourist industry /'tʊərɪst ˌɪndəstri/ przemysł turystyczny
window seat /'wɪndəʊ siːt/ miejsce przy oknie

53.2 Accommodation

additional cost /ə'dɪʃənl kɒst/ dodatkowe koszty
campsite /'kæmpsaɪt/ pole kempingowe
caravan /'kærəvæn/ przyczepa kempingowa
chalet /'ʃæleɪ/ domek letniskowy
complimentary /ˌkɒmplɪ'mentri/ bezpłatny, gratisowy
double room /ˌdʌbl 'ruːm/ pokój z łóżkiem dwuosobowym
five-star hotel /ˌfaɪv stɑː(r) həʊ'tel/ hotel pięciogwiazdkowy
full board /ˌfʊl 'bɔːd/ z pełnym wyżywieniem
guest house /'gest haʊs/ pensjonat
half board /ˌhɑːf 'bɔːd/ z częściowym wyżywieniem
health resort /'helθ rɪzɔːt/ uzdrowisko
mobile home /ˌməʊbaɪl 'həʊm/ przyczepa mieszkalna
resort /rɪ'zɔːt/ miejscowość wypoczynkowa
suite /swiːt/ apartament
twin room /ˌtwɪn 'ruːm/ pokój z dwoma łóżkami pojedynczymi
vacancy /'veɪkənsi/ wolny pokój (np. w hotelu)
youth hostel /'juːθ hɒstl/ schronisko młodzieżowe

53.3 Holidays and trips

activity holiday /æk'tɪvəti hɒlədeɪ/ wypoczynek czynny
adventure holiday /əd'ventʃə hɒlədeɪ/ wczasy dla aktywnych
city break /'sɪti breɪk/ weekendowy wyjazd do dużego miasta
countryside /'kʌntrisaɪd/ krajobraz wiejski, wiejska okolica
cruise /kruːz/ rejs, wycieczka morska
day out /ˌdeɪ 'aʊt/ jednodniowa wycieczka
eco-holiday /'iː.kəʊ ˌhɒlədeɪ/ ekowakacje
expedition /ˌekspə'dɪʃn/ wyprawa, ekspedycja
go backpacking /gəʊ 'bækpækɪŋ/ uprawiać wędrówkę z plecakiem
go hiking /gəʊ 'haɪkɪŋ/ iść na wycieczkę
holiday /'hɒlədeɪ/ wakacje, urlop
travel light /ˌtrævl 'laɪt/ podróżować z niewielkim bagażem
travel over land /ˌtrævl əʊvə(r) 'lænd/ podróżować drogą lądową
turbulence /'tɜːbjələns/ turbulencja (podczas lotu samolotem)
well-travelled /ˌwel 'trævld/ uczęszczany (droga)

53.4 Giving directions

across the street /əˌkrɒs ðə 'striːt/ przez ulicę
along the river /əˌlɒŋ ðə 'rɪvə(r)/ wzdłuż rzeki
ask the way /ɑːsk ðə 'weɪ/ zapytać o drogę
cross the bridge /krɒs ðə 'brɪdʒ/ przejść przez most
get lost /ˌget 'lɒst/ zgubić się
go past the bank /gəʊ pɑːst ðə 'bæŋk/ przejść obok banku
in the east /ɪn ðə 'iːst/ na wschodzie
in the north /ˌɪn ðə 'nɔːθ/ na północy
in the south /ɪn ðə 'saʊθ/ na południu
in the west /ɪn ðə 'west/ na zachodzie
on the corner /ɒn ðə 'kɔːnə(r)/ na rogu
on your left /ɒn jɔː 'left/ po lewej
on your right /ɒn jɔː 'raɪt/ po prawej
show the way /ʃəʊ ðə 'weɪ/ pokazać drogę
take the second turning on the left /teɪk ðə 'sekənd ˌtɜːnɪŋ ɒn ðə 'left/ skręcić w drugą ulicę w lewo
towards /tə'wɔːdz/ w kierunku
turn right /tɜːn 'raɪt/ skręcić w prawo
turn round /tɜːn 'raʊnd/ zawrócić

53.5 Traffic

brake /breɪk/ hamować
lane /leɪn/ pas jezdni
one-way street /'wʌn weɪ striːt/ ulica jednokierunkowa
parking space /'pɑːkɪŋ speɪs/ miejsce parkingowe
pavement /'peɪvmənt/ chodnik
pedestrian /pə'destriən/ pieszy
pedestrian zone /pə'destriən ˌzəʊn/ strefa ruchu pieszego
road signs /'rəʊd saɪnz/ znaki drogowe
rush/peak hour /'rʌʃ aʊə(r)/ /'piːk aʊə(r)/ godziny szczytu
speed limit /'spiːd lɪmɪt/ ograniczenie prędkości
stop light /'stɒp laɪt/ czerwone światło
traffic congestion /'træfɪk kənˌdʒestʃən/ natężenie ruchu
traffic jam /'træfɪk dʒæm/ korek uliczny
traffic lights /'træfɪk laɪts/ sygnalizacja świetlna
zebra crossing /ˌzebrə 'krɒsɪŋ/ przejście dla pieszych

53.6 Tourism

affordable /ə'fɔːdəbl/ niewygórowany (o cenie)
buy souvenirs /baɪ ˌsuːvə'nɪə(r)z/ kupować pamiątki
coach tour /kəʊtʃ tʊə(r)/ wycieczka autokarowa
culinary tourism /ˌkʌlɪnəri 'tʊərɪzəm/ podróż kulinarna
domestic /də'mestɪk/ krajowy
ecotourism /'iːkəʊtʊərɪzəm/ ekoturystyka
excursion /ɪk'skɜːʃn/ wycieczka
explore /ɪk'splɔː(r)/ badać, podróżować w celach badawczych
feel at home /ˌfiːl ət 'həʊm/ czuć się jak w domu
high season /ˌhaɪ 'siːzn/ szczyt sezonu
impact on the environment /ˌɪmpækt ɒn ðə ɪn'vaɪrənmənt/ wpływ na środowisko
in-depth knowledge /ɪn depθ 'nɒlɪdʒ/ dogłębna wiedza
landscape /'lændskeɪp/ krajobraz
laze /leɪz/ leniuchować
lie on the beach /laɪ ɒn ðə 'biːtʃ/ leżeć na plaży
lively /'laɪvli/ pełen życia
local character /ˌləʊkl 'kærəktə(r)/ lokalny koloryt
local community /ˌləʊkl kə'mjuːnəti/ lokalna społeczność
low season /'ləʊ siːzn/ poza sezonem
luxurious /lʌg'ʒʊəriəs/ luksusowy
mass tourism /ˌmæs 'tɔːrɪzəm/ turystyka masowa
mid season /'mɪd siːzn/ środek sezonu
off the beaten track /ɒf ðə ˌbiːtn 'træk/ na odludziu, na uboczu
outing /'aʊtɪŋ/ wycieczka, wypad
package holiday /'pækɪdʒ hɒlədeɪ/ wczasy zorganizowane
photo opportunity /'fəʊtəʊ ɒpətjuːnəti/ sesja zdjęciowa, okazja do zrobienia zdjęć
quirky /'kwɜːki/ dziwaczny, cudaczny
recharge your batteries /ˌriː'tʃɑːdʒ jɔː 'bætriz/ naładować akumulatory
seaside /'siːsaɪd/ wybrzeże
self-catering /ˌself 'keɪtərɪŋ/ apartment pokój bez wyżywienia
sightseeing holiday /'saɪtsiːɪŋ 'hɒlədeɪ/ wakacje polegające na zwiedzaniu
speciality /ˌspeʃi'æləti/ specjalność
sunbathe /'sʌnbeɪð/ opalać się
tour /tʊə(r)/ wycieczka objazdowa
tour guide /'tʊə gaɪd/ przewodnik/ pilot wycieczek
voyage /'vɔɪɪdʒ/ rejs

53.7 Accidents and problems

be afraid of flying /bi əˌfreɪd əv 'flaɪɪŋ/ bać się latania
be involved in a crash /bi ɪnˌvɒlvd ɪn ə 'kræʃ/ brać udział w wypadku
be seasick /bi 'siːsɪk/ mieć chorobę morską
bore to death /bɔː(r) tə 'deθ/ zanudzić na śmierć
cancel /'kænsl/ odwoływać
crash landing /ˌkræʃ 'lændɪŋ/ lądowanie awaryjne
delay /dɪ'leɪ/ opóźnienie
double-booked /ˌdʌbl 'bʊkt/ podwójnie zarezerwowany
fall off one's bike /fɔːl ɒf wʌnz 'baɪk/ spaść z roweru
fatal injury /ˌfeɪtl 'ɪndʒəri/ śmiertelny uraz
food poisoning /'fuːd pɔɪzənɪŋ/ zatrucie pokarmowe
freezing /'friːzɪŋ/ mroźny, lodowaty
hold up traffic /həʊld ʌp 'træfɪk/ wstrzymać ruch uliczny
injure /'ɪndʒə(r)/ ranić, kaleczyć
injury /'ɪndʒəri/ rana, uraz
lose control of a vehicle /ˌluːz kənˌtrəʊl əv ə 'viːəkl/ stracić kontrolę nad pojazdem
miss a connecting flight /ˌmɪs ə kə'nektɪŋ ˌflaɪt/ spóźnić się na lot z przesiadką
rescue team /'reskjuː tiːm/ ekipa ratunkowa
road accident /'rəʊd ˌæksɪdənt/ wypadek drogowy
ruined /'ruːɪnd/ zrujnowany, zniszczony
run late /rʌn 'leɪt/ spóźniać się
run out of money /ˌrʌn aʊt əv 'mʌni/ wydać wszystkie pieniądze

run out of petrol /ˌrʌn aʊt əv ˈpetrəl/ zużyć benzynę
serious injury /ˌsɪəriəs ˈɪndʒəri/ poważna rana
sink /sɪŋk/ zatonąć
swerve across the road /swɜːv əˌkrɒs ðə ˈrəʊd/ gwałtownie zjechać z drogi
uncomfortable /ʌnˈkʌmftəbl/ niewygodny

53.8 Travel safety

blend in with /blend ɪn wɪð/ wtopić się w
emergency cash /ɪˈmɜːdʒənsi kæʃ/ pieniądze na wypadek sytuacji awaryjnej
emergency information /ɪˌmɜːdʒənsi ˌɪnfəˈmeɪʃn/ dane kontaktowe w razie sytuacji awaryjnej
first-aid kit /ˌfɜːst ˈeɪd kɪt/ apteczka pierwszej pomocy
get insured /get ɪnˈʃʊəd/ ubezpieczyć się
get vaccinated /get ˈvæksɪneɪtɪd/ zaszczepić się
insect repellent /ˈɪnsekt rɪˌpelənt/ środek na owady
keep an eye on your belongings /ˌkiːp ən ˌaɪ ɒn jɔː bɪˈlɒŋɪŋz/ pilnować bagażu
lose travel documents /luːz ˈtrævl ˌdɒkjumənts/ zgubić dokumenty podróżne
protective clothing /prəˌtektɪv ˈkləʊðɪŋ/ ubranie ochronne
scam /skæm/ przekręt
sunstroke /ˈsʌnstrəʊk/ udar słoneczny
travel insurance /ˈtrævl ɪnˌʃʊərəns/ ubezpieczenie podróżne
tropical disease /ˌtrɒpɪkl dɪˈziːz/ choroba tropikalna
valuables /ˈvæljuəblz/ przedmioty wartościowe

53.9 Wordpower p. 93

check over your shoulder /tʃek ˌəʊvə(r) jɔː ˈʃəʊldə(r)/ oglądać się przez ramię
driving licence /ˈdraɪvɪŋ ˌlaɪsns/ prawo jazdy
inflate the tyres /ɪnˈfleɪt ðə ˈtaɪə(r)z/ napompować opony
limited visibility /ˌlɪmɪtɪd ˌvɪzəˈbɪləti/ ograniczona widoczność
protective clothing /prəˌtektɪv ˈkləʊðɪŋ/ ubranie ochronne
ride close to the curb /raɪd ˌkləʊs tə ðə ˈkɜːb/ jechać blisko krawężnika
tailgate /ˈteɪlgeɪt/ nieutrzymywać bezpiecznego odstępu
wear /weə(r)/ zużycie

53.10 Wordpower p. 95

cruise ship /ˈkruːz ʃɪp/ statek wycieczkowy
overwhelmed by sth /ˌəʊvəˈwelmd baɪ sʌmθɪŋ/ przytłoczony czymś
poachers /ˈpəʊtʃə(r)z/ kłusownicy
pristine /ˈprɪstiːn/ nieskazitelny
sprawl /sprɔːl/ rozciągać się
tortuous /ˈtɔːtʃuəs/ kręty

53.11 Adverbial phrases

brightly coloured /ˌbraɪtli ˈkʌləd/ w jasnych kolorach
carefully restored /ˌkeəfəli rɪˈstɔːd/ drobiazgowo odrestaurowany
completely unspoiled /kəmˌpliːtli ˌʌnˈspɔɪld/ zupełnie dziewiczy
densely forested /ˌdensli ˈfɒrɪstɪd/ porośnięty gęstym lasem
densely packed /ˌdensli pækt/ zatłoczony
frequently visited /ˌfriːkwəntli ˈvɪzɪtɪd/ często odwiedzany
highly recommended /ˌhaɪli ˌrekəˈmendɪd/ szczególnie polecany
lavishly decorated /ˌlævɪʃli ˈdekəreɪtɪd/ bogato udekorowany
officially protected /əˌfɪʃəli prəˈtektɪd/ oficjalnie chroniony
sparsely populated /ˌspɑːsli ˈpɒpjuleɪtɪd/ słabo zaludniony

53.12 Metaphors

bathed in sunlight /ˌbeɪðd ɪn ˈsʌnlaɪt/ skąpany w świetle słońca
blanket of snow /ˌblæŋkɪt əv ˈsnəʊ/ pierzynka ze śniegu
crowds descended on the square /ˌkraʊdz dɪˌsendɪd ɒn ðə ˈskweə(r)/ tłumy ludzi zaludniły plac
dance over the heather /ˌdɑːns ˌəʊvə(r) ðə ˈheðə(r)/ tańczyć nad wrzosami
fireflies on the hillside /ˈfaɪəflaɪz ɒn ðə ˌhɪlsaɪd/ świetliki na tle zbocza
jewels on a silky ocean /ˈdʒuːəlz ɒn ə ˌsɪlki ˌəʊʃn/ klejnoty na tle jedwabistego oceanu
mirror the autumn foliage /ˌmɪrə(r) ðə ˌɔːtəm ˈfəʊlɪɪdʒ/ odbijać jesienne listowie
parade across the road /pəˌreɪd əˌkrɒs ðə ˈrəʊd/ paradować w poprzek drogi

Do you remember?

BRAINPOWER

Nasze mózgi lepiej zapamiętują słowa w połączeniu z obrazem i ruchem. Wykorzystaj swoją wyobraźnię przestrzenną i zastosuj metodę *memory palace*. Spróbuj zwizualizować sobie nowe pojęcia w znanej ci przestrzeni, np. swoim mieszkaniu lub domu. Dopasuj słowa do miejsc (np. kuchni, sypialni, łazienki, mebli). W trakcie swojej mentalnej przechadzki po pałacu pamięci możesz zaprojektować przejścia i korytarze, co ułatwi ci zapamiętanie informacji w konkretnej kolejności.

Check yourself!

1 Complete the missing word in each sentence. The first letter of each word is given.

1 The traffic **c**_____ during the rush hour is unbearable – I'd rather cycle than drive.
2 I missed my **c**_____ flight and had to wait six hours for the next one.
3 Local **c**_____ in many places are adversely affected by mass tourism.
4 I need a long holiday to **r**_____ my batteries.
5 Jack agreed to take on a new **r**_____ at the company and became the CEO.
6 My mum is the **b**_____ in our family – my dad stays at home and takes care of me and my sister.
7 Sweets don't need to have a negative effect on your health if eaten in **m**_____.
8 I'm sure you'll get all these ingredients at Mike's market **s**_____.

Pronunciation

1 054 Listen to the story. How is the *–ed* ending pronounced in the words in bold?

1 I **selected** the outfits for each day of my trip.
2 I meticulously **arranged** all the items in my suitcase.
3 I **picked** a safe spot for my documents.
4 I triple-**checked** the airline's safety policy.
5 I **weighed** my luggage a few times.
6 I **downloaded** the boarding pass to my smartphone.

2 054 Complete the rules below. Listen again and find more verbs matching these pronunciation patterns. Compare your answers in pairs.

If the regular verb ends in

1 a voiceless sound, the past simple ending is pronounced as _____.
2 a voiced sound, the past simple ending is pronounced as _____.
3 /t/ or /d/, the past simple ending is pronounced as _____.

3 Use some of the verbs from exercises 1 and 2 to write a short story. Read out your story to the class.

9 Kultura


1


2


3

Vocabulary

1 Describe the pictures and label them with the words in the box. Then work in pairs and discuss the questions.

mural open-air cinema street performer

1 What artforms do you like the best?
2 Which form of art doesn't speak to you at all?
3 Do you think it's better to see art in the street or in a more formal setting, like a theatre or an art gallery?

Film

2 055 Listen to four people discussing films that they have seen at the open-air cinema.

Which speaker saw

a a disaster movie?
b a flop?
c a rom-com?
d a sequel?

3 055 Complete the sentences with the words in the box. Then listen again to check.

based cameo cast performance rating setting subtitles suspense

1 It's _____ on a book, of course, which means that it's very long and complicated.
2 Interestingly, it has an 18 _____ but, although it has some violence, it's actually quite tame by modern standards.
3 It was a lot of fun, especially an old actor called Dennis Hopper who gives a completely over-the-top _____ as the villain.
4 The _____ was also very prescient – a world where the polar ice caps have melted and most of the world is underwater.
5 It kept me in _____ right to the end because you have no idea if they will survive or not.
6 Best of all, I watched it in English and I hardly needed the _____ at all.
7 First of all, the _____ is amazing, with some legendary actors like Hugh Grant alongside then up-and-coming stars like Keira Knightley.
8 There's even a short _____ appearance by Rowan Atkinson, who is famous for playing Mr Bean.

Literature

4 Complete the sentences with the correct form of the words in capital letters.

1 The famous detective Sherlock Holmes lives at the _____ address of 221B Baker Street. **FICTION**
2 I love _____ fiction, especially Italian authors like Elena Ferrante. I wish I could read them in the original language! **TRANSLATE**
3 I enjoy books whose plot is character- _____ – things happen because of how people are. **DRIVE**
4 *The Picture of Dorian Grey* by Oscar Wilde is so _____! Nobody is really good in it. **CYNIC**
5 Samuel Beckett, the Irish author of *Waiting for Godot*, was one of the most _____ dramatists of the twentieth century. **INNOVATE**
6 Although *The Handmaid's Tale* by Margaret Atwood is a wonderful book, it is also extremely _____ at times. **DEPRESS**
7 Russia is famous for its tradition of _____ fiction, with authors such as Tolstoy, Dostoevsky and Turgenev. **LITERATURE**

5 Work in pairs. Explain the words in bold and then answer the questions.

1 Why are books sometimes published in several **volumes**?
2 Where would you find the **blurb** of a book?
3 What is a **masterpiece** of fiction?
4 What is a **sonnet**?
5 If someone says that they read a book '**from cover to cover**', what is likely to be their opinion of the book?
6 What kind of people read **set books**? Why?
7 Who might depend on **audiobooks** for their reading?
8 If the critics **hail** the work of a new author, how do they feel about it?
9 Why would an author choose not to publish a **diary**?
10 When you buy books, do you choose **paperbacks** or **hardbacks**?

Visual arts

6 Match 1–7 with a–g to make sentences.

1 I used charcoal in the sketch,
2 He made an installation
3 I painted a still-life today –
4 We saw these beautiful frescos on holiday,
5 I made a statue out of bronze,
6 I discovered that the picture was a fake –
7 I painted the landscape on cardboard

a painted directly on the city wall.
b which is an extremely heavy metal.
c which involved unloading rubbish on the gallery floor.
d it wasn't valuable at all.
e and that's why my fingers were black.
f because I had no canvas.
g it was a watercolour of peaches in a bowl.

7 Complete the text with the correct form of the words in the box.

commercial depict design exhibition fade material oil painter painting popular collection sculpture

The art of Tamara de Lempicka

The [1] _____ of Tamara de Lempicka perfectly encapsulate the movement known as Art Deco. Constructing geometric lines and metallic finishes, its followers used Art Deco for fine art as well as the [2] _____ of everyday objects.

Born Tamara Gurwik-Górska in Warsaw in 1898, de Lempicka became enormously [3] _____ in the 1920s for her portraits of women in highly stylized clothing. She would style the [4] _____ in angles and sharp lines, giving her paintings a solid, three-dimensional quality so they looked almost like [5] _____. She particularly excelled at [6] _____ women flaunting their independence. Indeed, her most famous work, a(n) [7] _____ painting of a cool, dispassionate young woman behind the wheel of a sports car, is actually a self-portrait. It was a piece of [8] _____ art at the same time, being commissioned for a fashion magazine. Despite its fame, the picture remains to this day in a private [9] _____ and not in a gallery.

De Lempicka was exceptional because pictures of liberated women by a female [10] _____ were few and far between at that time. Alas, her fame began to [11] _____ as tastes changed following the Second World War. That was until a retrospective [12] _____ was held in Paris in 1972, after which interest in her work grew again.

Music and performing arts

8 Find the odd word out in each group. Give reasons for your answer.

1	composer	musician	songwriter
2	audition	concert	gig
3	harmony	lyrics	rhythm
4	opera	scenery	stage
5	album	concert	record
6	choreography	melody	pitch
7	audience	band	conductor

Participation in culture

9 056 Listen to three people talking about participating in cultural events.

1 What was the cultural event for each person?
2 Was the experience positive or negative?

	Cultural event	+/-?
Speaker 1		
Speaker 2		
Speaker 3		



10 056 Complete the phrases with one word in each gap. Then listen again to check your answers.

1 I'd always dreamed of going to France to _____ their world-renowned galleries.
2 Why would you take a photo of the most famous _____ of art in the world?
3 Anyway, it's _____ seeing once in your life but don't build your expectations up too much!
4 So, my sister was in this experimental play and she begged me to _____ to see it.
5 However, role-playing the lives of these people did trigger a powerful emotional _____ in me.
6 At the end there was a _____ ovation, but I wasn't sure if we were cheering the performers or each other!
7 I don't listen to _____ music much because I live in a small town with no major venues.
8 Everyone stays on site in tents and there's a really friendly, open-minded _____.
9 But we also had the classic Glastonbury _____. It rained so much that the site turned to mud!

Mass media

11 Which of the sentences are true? Correct the false ones.

1 A **glossy magazine** is usually in black and white.
2 An **editorial** is an article that reflects the general stance or position of a newspaper.
3 A **press agency** prints its own newspapers and news websites.
4 A **soap opera** is a popular type of musical.
5 **An exclusive** is a story that appears on the front pages of all the news websites.
6 **An obituary** is a celebration of the career of a living person.
7 **A caption** explains what is happening in a picture or a photograph.
8 **The box** is an informal term for the TV.
9 **Broadsheets** are small newspapers that have lots of celebrity stories.
10 **The circulation** is the number of copies a magazine or newspaper produces.
11 **A sitcom** is a comedy with lots of short scenes featuring different characters.
12 A **column** is a regular article on a similar theme written by the same journalist or writer.

Customs

12 Complete the text with the words in the box.

ancestors celebrations folk globalization outfits parade stereotype symbolize

Thanks to [1]_____ the Chinese dragon dance can be seen across the world's cities, from London to San Francisco to São Paulo. As you watch the huge [2]_____ of people move down the street, just think that this dance is over 2,000 years old! Originally the dance came from a ceremony to honour [3]_____, as family is very important in China. Today it's mainly a fun way of enjoying major [4]_____ like New Year. Carried by several performers wearing brightly coloured traditional [5]_____, the dragon is always made in an odd number of parts as odd numbers like 3 or 7 are considered lucky. Dragons [6]_____ wealth and power in Chinese culture, and so everyone welcomes the performers to get a piece of luck for the future. They can expect invitations to exuberant feasts and parties, which completely contradict the mistaken Western [7]_____ of Chinese people being quiet and reserved. At the end, despite being a spectacular example of [8]_____ art, the body of the dragon is usually burned, but the head is kept, ready to rise again the following year.

Copyright

13 Match sentences 1–8 with follow-up sentences a–h.

1 The recipe of Coca-Cola is known to very few people.
2 I know a great computer game that you can download without paying.
3 We have the legal right to control the use of this work of art.
4 You can't just download this series from the Internet without paying.
5 Diana stole a story I wrote and entered it in a competition in her name.
6 The government have approved my mum's new invention and she'll be the only person who can legally make it.
7 Anyone can play the music of Mozart without needing permission.
8 It's OK to use one panel from a comic book on your blog, because you're only using a very small part of the work.

a It's piracy.
b It's in the public domain.
c It's a trade secret.
d It's fair use.
e It's a patent.
f It's freeware.
g It's plagiarism.
h It means copyright.

14 Work in pairs. Your drama group is preparing a show about detective fiction. You need a poster that will encourage people to watch the performance.

- Choose one of the posters and justify your choice.
- Explain why you are rejecting the rest of the suggestions.







15 Ask and answer the questions in pairs.

1 What is a TV series that was popular in the past but has become so dated that you can't watch it any more?
2 Who is a band or singer that you'd love to see live?
3 What film is your guilty pleasure – you know it's not cool but you still like it?
4 What is a book that you found impossible to finish?

Listening



Dobieranie

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

1 What kind of film do you think is being made?
2 How is making a film different from directing a theatre play?

2 Work in pairs. Can you think of a film that has particulary good examples of these?

cinematography costumes lead actors
plot soundtrack special effects

3 057 Read the tip. Listen to the first part of the recording and choose the correct answer.

W pierwszej części nagrania możesz usłyszeć informacje, które będą wydawać się poprawną odpowiedzią. Unikaj jednak wyciągania pochopnych wniosków i wysłuchaj uważnie całości wypowiedzi – w drugiej części mogą znaleźć się informacje, które zmienią jej wymowę. Wybierając odpowiedź, pamiętaj, aby wziąć pod uwagę całość wypowiedzi, a nie tylko jej fragmenty.

The speaker's favourite thing about the film *Bohemian Rhapsody* was

A the lead actor's performance as Freddie Mercury.
B the soundtrack that is full of Queen songs.
C the director's use of special effects.
D the storyline about Freddie Mercury's life.

4 058 Now listen to the whole recording. Which answer is correct now?

5 059 ! Usłyszysz dwukrotnie cztery wypowiedzi na temat ulubionych filmów. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

A enjoying the film's complex storyline.
B the expertise of the technical team on the film.
C frequently listening to the soundtrack for the film.
D the film being an unusual example of the genre.
E a film that had different levels of success.

WORDPOWER

6 060 Complete the sentences with the words in the box. Then listen and check.

edge of my seat feel-good movie great chemistry
mash-up stirring whodunit word of mouth
wrong foot

1 It's the ultimate _____ right from the opening moments. It's so much fun!
2 It had me on the _____ as it was all done like it was a single shot.
3 There's a kind of magic there because the stars have such _____ together.
4 It's one of those movies that spreads by _____ because people tell you that they loved it so much.
5 I'm a fan of the whole _____ genre in general, and this one is a modern classic.
6 Like the very finest detective novels, there are clues dotted around the film, some hidden and others put there just to _____ you.
7 The script is great and the whole mood of the film is _____.
8 It's because it's a(n) _____ of lots of different types of films. It's a science fiction adventure which, at times, moves into comedy.

7 Work in pairs. Describe films, series or books that you know using the words from exercise 6.

8 Work in pairs. Explain the meaning of the words in bold.

1 I feel a bit **self-conscious** about modern dance.
2 My partner is really **gifted**, though, and she picked it up just like that.
3 Ana de Armas is the star with her **magnetic** personality.
4 Basically, you never know if someone is **trustworthy** or not.
5 It's a very **thoughtful** study of a couple's life from the 1940s to the 1960s.
6 All in all, I guess it is a superhero film, albeit a very **unconventional** one.
7 It shows that it's not just the special effects that are important and that it pays to be **open-minded** about films.

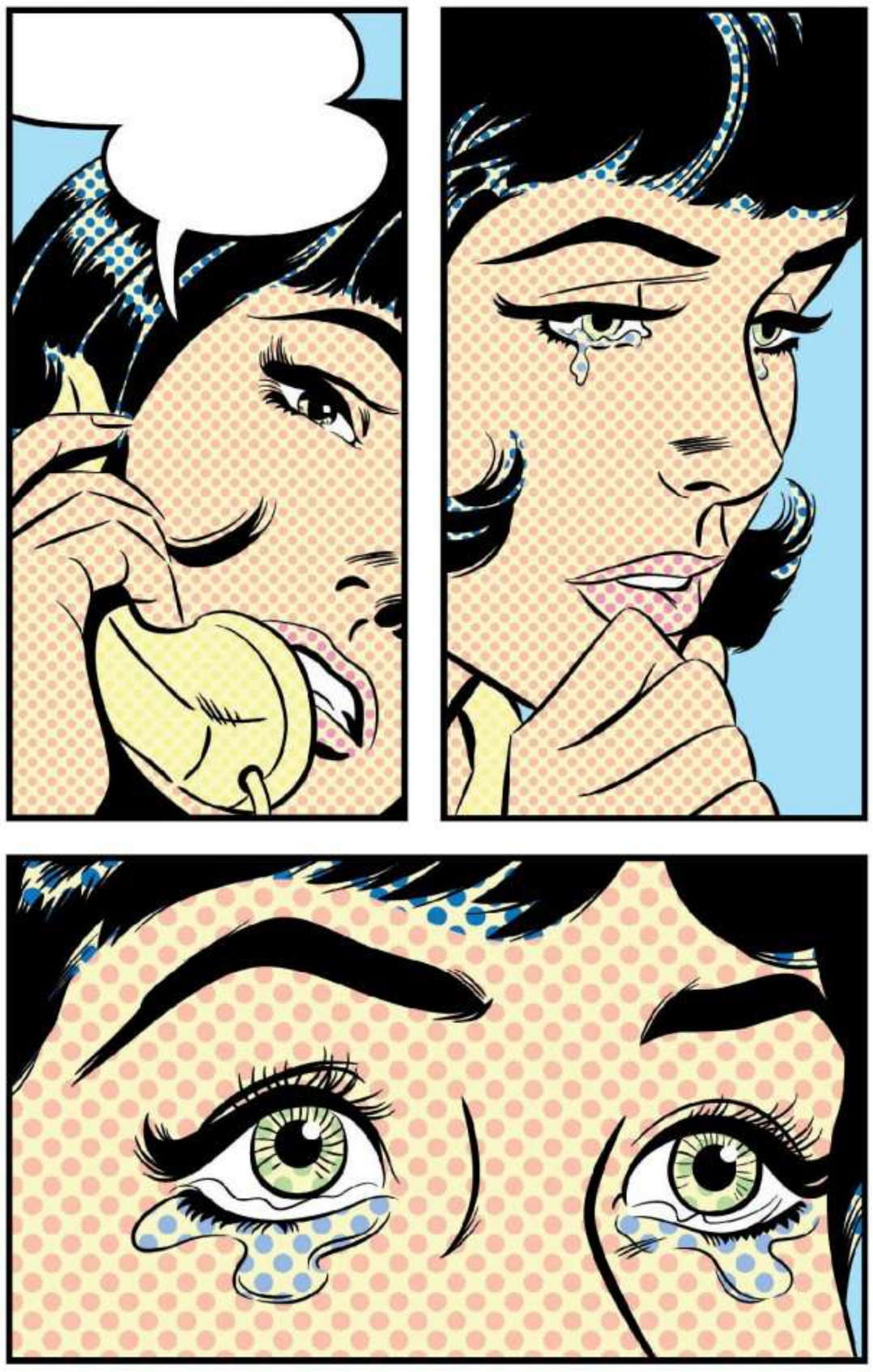
9 Work in pairs. Talk about people you know who

1 have a magnetic personality.
2 are naturally gifted.
3 can be self-conscious at times.
4 think in an unconventional way.
5 are very open-minded.

10 Work in pairs. Choose a film that you like. Then play twenty questions. Your partner has twenty questions to guess the film and you can only answer *yes* or *no*.

Dobieranie pytań do części tekstu

1 **Work in pairs. Look at the panels from a graphic novel. What is happening? Imagine the situation and complete the speech bubble in the picture with your ideas. Then compare your ideas with another pair.**



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

In which paragraph does the author

1 suggest a reason why graphic novels are innovative?
2 mention a graphic novel that triumphed over traditional writing?
3 refer to a graphic novel whose content is both traditional and original?
4 state that a certain term cannot be used literally anymore?
5 describe an early attempt to raise the artistic profile of comics?



A SHORT HISTORY OF GRAPHIC NOVELS

A No bookshop today would be complete without a section dedicated to graphic novels, yet the history of this art form is surprisingly short. Most experts agree that comics for adults first appeared in the United States in the 1970s. Of course, comics as an art form had been recognized beforehand. Pop artists like Roy Lichtenstein had hung huge comic-book style images in galleries back in the 1960s. Yet despite that early interest in the visual element, it was only the emergence of graphic novels that put the focus on the ideas behind the images.

B What exactly is a graphic novel? One rule of thumb is that it is a story with adult-orientated content, a sophisticated narrative and some kind of meaning beyond simple entertainment. It does not have to be published in a single volume. Perhaps the greatest graphic novel, *Watchmen*, originally came out in twelve monthly comic books. It centred around the adventures of superheroes, which doesn't sound very groundbreaking. Nevertheless, it had a smart plot that jumped around in time, coupled with an attempt to question what would happen if these characters existed in real life. The audacity of it all made the critics' collective jaws drop.



C Graphic novels were revolutionary in countries like the US, where critics would once have turned their nose up at the idea of reviewing such childish material. Comics had traditionally been seen there as reading material for kids. The very term 'comics' refers to the fact that the early ones had predominantly funny stories for young readers, and the name stuck regardless of whether the content was humorous or not. Elsewhere, comics for a mature audience had been available for a long time. In France, highbrow writers had long heralded artists such as Moebius as masters of 'the ninth art': graphic novels are placed there, while the other 'arts' include painting, literature, and so on. Likewise, adults had been reading comics in Japan for decades. Stories such as the samurai adventures of *Lone Wolf and Cub* contained adult levels of violence that made them utterly inappropriate for the traditional pre-teen readership that existed in the US.

D Today, the graphic novel has become a diverse and vibrant art form, possibly because its relatively short existence gives a lot of freedom to its creators. They have used the medium to explore social change, such as in *Persepolis*, Marjane Satrapi's 2000 account of growing up during the Iranian revolution. Others concentrate on illness, both physical and mental, like *Dotter of her Father's Eyes* by Mary and Bryan Talbot. The story made a breakthrough for all comics when it won the Costa Biography Award, a prize usually given to traditional textual accounts. Bit by bit, graphic novel pioneers like these are demanding that their medium be noticed and get the recognition it deserves.



WORDPOWER

Body idioms

3 Complete the idioms in bold with the body parts in the box. Check your answers in the text.

brow jaw nose thumb

1 What is your favourite **high_____** film?
2 What kind of books or music do you **turn your _____ up at**?
3 Can you think of **a rule of _____** for choosing a new film or TV series to watch?
4 When was the last time you saw a photo or video that **made your _____ drop**?

4 Work in pairs. Explain the meaning of the body idioms in bold.

1 When you go on holiday, does your family plan everything or just **play it by ear**?
2 Can you think of a book you heard about through **word of mouth**?
3 Is there anywhere you'd like to visit but which **costs an arm and a leg**?
4 When was the last time you **got cold feet** before doing something?
5 Can you think of any other body idioms **off the top of your head**?

5 Work in pairs. Ask and answer the questions in exercises 3 and 4.

Words with *break*

6 Complete the sentences with the words in the box.

backbreaking break even breakneck
breakthrough groundbreaking heartbreak
lawbreaking outbreak

1 There's not a lot of _____ in my hometown except for pickpocketing!
2 We knew the disease was bad, but when the first _____ happened here, it was terrible.
3 Harriet's boyfriend split up with her. It was the first real _____ she'd had.
4 We were cycling down the hill at _____ speed!
5 The police couldn't find any information, but then they made a(n) _____: they found a telephone number.
6 The climb up the mountain was _____ – we were carrying 12-kilo rucksacks!
7 We started our own app and it was a disaster. We didn't even _____ – we lost tons of money!
8 The scientist did _____ research that changed our knowledge of alien life.

9 Use of English

GRAMMAR IN USE

Future continuous, future perfect and future perfect continuous; adverbial phrases

1 Read the dialogue and answer the questions.

Jim This time next week I'll be having a good time in Miami. And you?

Rashid Well, I'll be writing another article. By next Saturday, I'll have published ten articles.

Jim That's amazing! You'll be famous in no time!

Which verb form means

a something will be finished by a certain time in the future?

b something will probably happen in the future?

c an action will be in progress at a certain time in the future?

2 Complete the sentences with the correct form of the verbs in brackets. Use the future simple, future perfect or future perfect continuous tense.

1 I've already arranged that we _____ (wait) for the guest speaker outside the café at 10 a.m.

2 Do you think the band _____ (make) another album by the end of this year?

3 I'm sure that in fifty years' time, books _____ (replace) by computers.

4 Sara, _____ (you/use) your dictionary today? I've lost mine and I have to write an article for tomorrow.

5 I hope the musicians _____ (give) us an interview after the concert.

6 When you come to visit me next month, I _____ (work) for this press agency for two years.

3 Choose the correct words to complete the sentences.

desperately openly perfectly virtually widely

1 Doing artwork on a computer with such old software is _____ impossible.

2 Books for children have to be _____ available in each local library.

3 I _____ need money to pay for the acting course. Unless I pay this week, I won't be admitted.

4 The teacher made her views on the subject of postmodern literature _____ clear.

5 *Life, Above All* is a film which has helped people to talk _____ about AIDS in Africa.

More grammar on pp. 184 and 185

Gramatykalizacja

4 Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

1 They told me _____ (stop/be/cynic) about fantasy fiction.

2 The cast _____ (receive/stand/ovation) at the end of the show last night.

3 By the end of next year, the newspaper's _____ (circulate/drop) considerably.

4 This time tomorrow, they _____ (interview/I) on the local news.

5 The town's art gallery is quite famous. Do you fancy _____ (give/it/visit) while we're here?

Słowotwórstwo

5 Przeczytaj tekst. Uzupełnij każdą lukę (1–10), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Understanding is the most common problem people have with classical music. For people with no professional musical [1] _____ (**GROUND**), making sense of pitch, melody and harmony can be extremely difficult. But don't be [2] _____ (**COURAGE**) by the fancy language people use to describe music. There are many common [3] _____ (**CONCEPTION**) about listening to classical music. One of them is that the listener must [4] _____ (**GO**) complex intellectual training to truly enjoy and understand it. In reality, classical music is just another genre of music, and the audience is [5] _____ (**ENTIRE**) free to interpret it in any way they like. Knowing technical aspects of music is not at all necessary to enjoy it. However, it's true that for some listeners it can [6] _____ (**INTENSE**) the enjoyment they get from listening. [7] _____ (**LOUD**) is not everything. Other things that can help make sense of what you hear are changes in rhythm and pace. You should always try to find the elements that trigger different [8] _____ (**EMOTION**) responses or feelings in you. It could be [9] _____ (**REPEAT**) of a melody, for example. That said, if you've tried listening to a few pieces from several [10] _____ (**COMPOSE**) and still don't enjoy them, then maybe classical music just isn't your favourite genre.

Tłumaczenie (zadanie otwarte)

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

1 This story (*na pewno została oparta na*) _____ an old Galician legend.
2 (*Weźmiemy udział w przesłuchaniu do*) _____ the school play tomorrow?
3 Is the film good? We were wondering (*czy jest warty zobaczenia*) _____.
4 The community (*nie byłaby w stanie*) _____ to preserve their traditional customs if we hadn't helped them.
5 As an actor, you ought to get used to (*bycia w centrum uwagi*) _____.
6 Do you think you (*mógłbyś włączyć napisy*) _____? I can't understand what the actors are saying.
7 It will be clear by the end of the month if his new film (*będzie zupełnym niewypałem*) _____ or a blockbuster.
8 While you're revising for the text tomorrow, I (*będę słuchał*) _____ music at an outdoor festival.

Zadanie z lukami

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

A CAT'S CHANCE

Today, the stage musical *Cats* is a phenomenon, but the show had a complicated genesis. It was adapted from a book of poems by T. S. Eliot, none of [1] _____ composed a coherent storyline. Furthermore, songwriter Andrew Lloyd Webber was [2] _____ from using words that T. S. Eliot had not himself penned. Even while rehearsals were ongoing, the original cast weren't sure what they [3] _____ to have been doing because the plot had not been finalized. Things then went from bad to worse, when actress Judi Dench, who was [4] _____ to play the main role of Grizabella, broke her ankle. As a result she [5] _____ to be replaced at the last minute. Luckily, another legendary stage performer, Elaine Paige, was available to step into the role. With an emphasis [6] _____ dance and almost no spoken dialogue, nerves were taut on opening night. Fortunately, they needn't have worried. The moving songs and dynamic choreography wowed those first viewers, and they continue to do so to this day.

Wybór wielokrotny

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

What do you do if, after training as a ballet dancer, you can't find work because you're the wrong height or have the wrong body shape? You [1] _____ feel devastated. Martha describes what she did: 'I did a lot of ballet classes as a child and I [2] _____ measure myself regularly. Eventually, my worst fears were realized and I grew too tall! I was heartbroken but my teacher suggested switching to contemporary dance. I was worried about making the transition, but I [3] _____ have been. It's been exciting to learn new techniques, and to respond to the [4] _____ of the music differently.' I ask Martha [5] _____ being too tall for classical ballet. 'A little,' she replies, 'but not much. I feel contemporary dance is right for me.'

1	**A** are able to	**B** should	**C** must	**D** need to
2	**A** could	**B** ought to	**C** need to	**D** would
3	**A** can't	**B** needn't	**C** couldn't	**D** wouldn't
4	**A** rhythm	**B** notes	**C** pitch	**D** harmony
5	**A** does she regret	**B** if she regrets	**C** why she regrets	**D** if she doesn't regret

Transformacje (zadanie otwarte)

9 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 I'm sure the culture shock was huge when you moved to Thailand. **MUST**
The culture shock _____ when you moved to Thailand.
2 What this picture is illustrating isn't clear to me. **WHAT**
I'm not sure _____ in this picture.
3 Do you know the date of the concert Lily's performing in? **WHEN**
Can you tell me _____ that Lily's performing in?
4 I'm certain it wasn't Tom who was dancing the lead role. **CAN'T**
Tom _____ the lead role.
5 I had the opportunity to go to the theatre but I chose to go to the cinema. **COULD**
I _____ to the theatre but I went to the cinema instead.

9 Writing

Artykuł publicystyczny

1 Work in pairs. Discuss these questions.

1 Are folk festivals popular with you and your friends? Should they be organized at all? Why? / Why not?

2 What is the difference between a traditional museum and a living history museum?

Po napisaniu zachęcającego do dalszej lektury wstępu przejdź do omówienia wskazanych w temacie zagadnień. Pamiętaj, że ich analiza powinna być pogłębiona, uzasadniona i wsparta przykładami. Nie wystarczy jedynie podać listę argumentów, żadnego z nich nie uzasadniając. Rozpatruj zagadnienia wskazane w temacie z różnych punktów widzenia (np. kulturowego i ekonomicznego), tak aby twoja argumentacja stała się wieloaspektowa.

2 Work in pairs and discuss the questions. Present three arguments for and three arguments against each idea. Make sure you look at the ideas from different points of view, giving explanations and examples. Use the expressions below or your own ideas.

1 Is maintaining cultural identity important or should we become one global village?

2 Do you think schools should teach about local culture or is it the responsibility of the family?

The most serious drawback of …
While it is true to say that …, in fact …
It could be argued that …
To illustrate this point, I'd like to …
This is clearly shown by the fact that …
The reason for this is …
However, it must be said that …
All things considered, …
To sum up, …
I am inclined to believe that …

3 Read the task and the sample text. Answer the questions.

Wziąłeś/Wzięłaś udział w festiwalu folklorystycznym, którego tematem przewodnim był jeden z regionów Polski. Napisz artykuł do czasopisma młodzieżowego, w którym opiszesz najciekawszą część tego festiwalu oraz przedstawisz swoją opinię na temat potrzeby organizowania tego typu festiwali.

1 Does the title of the article grab your attention?

2 Does the introduction encourage the reader to continue reading? Are there any statistics, interesting facts, personal anecdotes, rhetoric questions or quotes included?

3 Are both topics from the task well-developed and discussed in depth?

What is your happiest childhood memory? I spent my happiest moments sitting in my grandmother's kitchen, waiting for her pancakes to be cooked and listening to my grandfather telling stories. He could tell stories for hours – highlanders' legends mixed with historical facts and his imagination. He was such a good storyteller that he won a storytelling competition at the Polish folklore festival *Sabałowe Bajania* twice!

The festival *Sabałowe Bajania* has been organized in Bukowina Tatrzańska for more than 50 years. There are many attractions: a 'regional bands' parade, theatre performances, folk concerts, tasting of regional dishes, photo exhibitions, and even a mountain trip and a shooting competition. But the main event is the storytelling competition. The competitors come not only from the Podhale region but also from other parts of Poland. They are judged by a jury who pay attention to every detail – from the costume and the purity of the dialect to the interpretation. Participants and spectators are attracted by the magical stories and by the timeless folk culture.

If you are around Bukowina Tatrzańska at the beginning of August, be sure to drop by to take part in the festival. You certainly won't regret it!

4 What title would you give the article in exercise 3? It should be catchy and have reference to the content of the article.

5 Write a paragraph giving your opinion about organizing folk festivals to complete the article in exercise 3. Consider the following aspects.

- building a sense of community
- celebrating local identity
- learning about roots and traditions
- promoting cultural diversity
- promoting the region
- protecting cultural heritage

6 In pairs, compare the paragraphs you wrote. Check if your arguments are supported with explanations and examples.

7 Write an article of 200–250 words.

Podczas wakacji zwiedziłeś/zwiedziłaś żywy skansen. Napisz artykuł, w którym opiszesz swój pobyt w tym miejscu oraz wyjaśnisz, dlaczego muzea w takiej formie są atrakcją turystyczną.

Useful phrases on p. 214

Speaking

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Do you plan your holidays in advance? Why? / Why not?
2 What is your dream travel destination? Why?
3 Do you like going on package holidays? Why? / Why not?
4 Do you like listening to Polish bands and musicians? Why? / Why not?
5 What is your favourite set book? What do you like about it?
6 Do you like watching TV series? Why? / Why not?

4 minuty — Zadanie 1

Rozmowa z odgrywaniem roli

Kolega/Koleżanka z Danii planuje spędzić część wakacji w Polsce. Chcesz namówić go/ją do odwiedzenia regionu, w którym mieszkasz. W rozmowie z nim/nią omów następujące kwestie.

klimat | atrakcje turystyczne | baza noclegowa | koszty pobytu

Rozmowę rozpoczynasz ty.

3 minuty — Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania na s. 211

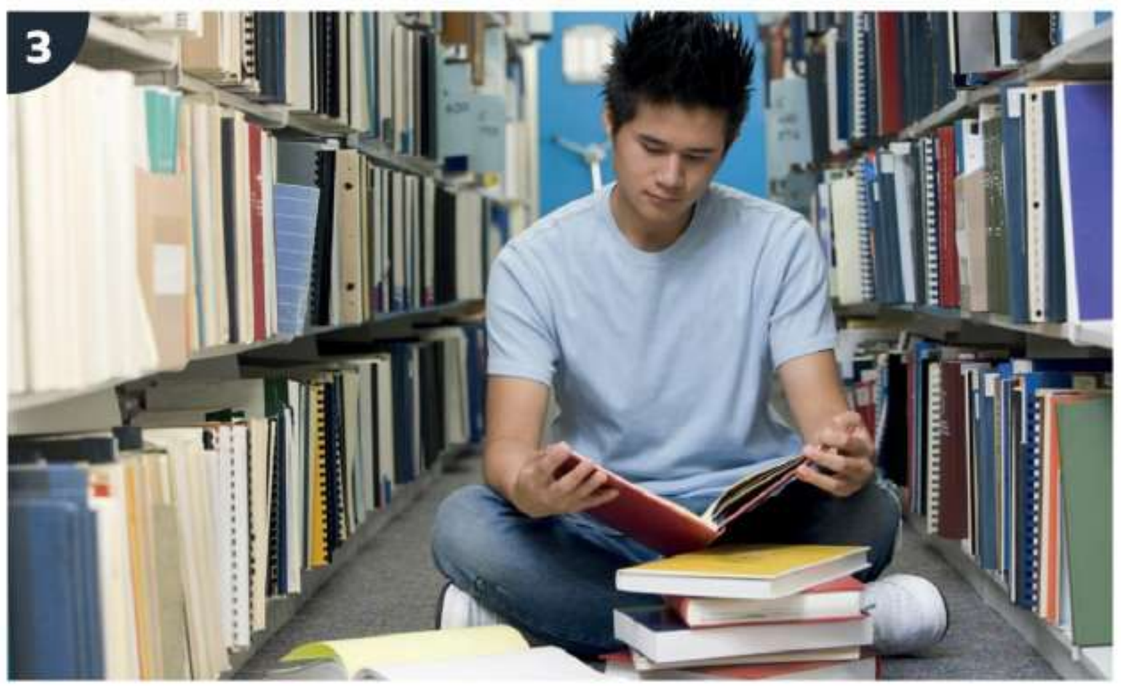
5 minuty — Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. W ramach akcji promowania czytelnictwa przygotowujesz grafikę na stronę internetową szkolnej biblioteki. Masz do wyboru trzy propozycje.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.





Odpowiedz na pytania.

1 How can we encourage young people to read more?
2 Will paper books be replaced by ebooks? Why? / Why not?
3 How important is art and culture in our lives?
4 In what way does reading broaden our horizons?

Legenda
Oxford 3000
Oxford 5000

61.1 Film

acting /'æktɪŋ/ sztuka aktorska
based on /'beɪst ɒn/ na podstawie
blockbuster /'blɒkbʌstə(r)/ przebój
box office /bɒks 'ɒfɪs/ kasa biletowa
cameo appearance /'kæmiəʊ əˌpɪərəns/ mała rola grana przez słynnego aktora
cast /kɑ:st/ obsada
chick flick /'tʃɪk flɪk/ kino kobiece
crew /kru:/ ekipa, zespół
disaster film /dɪ'zɑ:stə(r) fɪlm/ film katastroficzny
dubbing /'dʌbɪŋ/ dubbing
flop /flɒp/ niewypał, klapa
keep in suspense /ˌki:p ɪn sə'spens/ trzymać w napięciu
performance /pə'fɔ:məns/ występ, gra
psychological film /ˌsaɪkə'lɒdʒɪkl fɪlm/ film psychologiczny
rating /'reɪtɪŋ/ ocena wartości filmu
romcom /'rɒmkɒm/ komedia romantyczna
screenplay /'skri:npleɪ/ scenariusz
screenwriter /'skri:nraɪtə(r)/ scenarzysta/scenarzystka
script /skrɪpt/ scenariusz
sequel /'si:kwəl/ kolejna część
set /set/ umieszczać, sytuować
setting /'setɪŋ/ sceneria
show business /'ʃəʊ bɪznəs/ przemysł rozrywkowy
stuntman/stuntwoman /'stʌntmæn/ /'stʌntwʊmən/ kaskader/kaskaderka
subtitles /'sʌbtaɪtlz/ napisy
suspense /sə'spens/ napięcie
The show must go on. /ðə ʃəʊ məst gəʊ 'ɒn/ Przedstawienie musi trwać.
trailer /'treɪlə(r)/ zwiastun
voice-over /'vɔɪs əʊvə(r)/ dialog czytany przez lektora

61.2 Literature

atmosphere /'ætməsfɪə(r)/ atmosfera, nastrój
audiobook /'ɔ:diəʊbʊk/ audiobook
author /'ɔ:θə(r)/ autor/autorka
autobiography /ˌɔ:təbaɪ'ɒgrəfi/ autobiografia
bestseller /ˌbest'selə(r)/ bestseller
blurb /blɜ:b/ notka reklamowa na tylnej okładce książki
book /bʊk/ książka
character-driven /'kærəktə(r) ˌdrɪvn/ (fabuła) prowadzona przez bohatera
classic /'klæsɪk/ klasyczny
comedy /'kɒmədi/ komedia
crime writer /'kraɪm ˌraɪtə(r)/ autor powieści kryminalnych
critic /'krɪtɪk/ krytyk
cynical /'sɪnɪkl/ cyniczny
depressing /dɪ'presɪŋ/ przygnębiający
detective story /dɪ'tektɪv ˌstɔ:ri/ opowieść kryminalna
diary /'daɪəri/ dziennik, pamiętnik
dictionary /'dɪkʃənri/ słownik
fantasy /'fæntəsi/ literatura fantasy
fictional /'fɪkʃənl/ powieściowy, fikcyjny
hail /heɪl/ przyjmować z entuzjazmem
innovative /'ɪnəvətɪv/ nowatorski
library /'laɪbrəri/ biblioteka
literary /'lɪtərəri/ literacki
literature /'lɪtrətʃə(r)/ literatura
masterpiece /'mɑ:stəpi:s/ arcydzieło
novel /'nɒvl/ powieść
paperback /'peɪpəbæk/ książka w miękkiej okładce
plot-driven /'plɒt drɪvn/ (fabuła) prowadzona przez rozwój wątku
poem /'pəʊɪm/ wiersz
postmodern literature /pəʊstˌmɒdn 'lɪtrətʃə(r)/ literatura postmodernistyczna
read from cover to cover /ˌri:d frəm 'kʌvə(r) tə ˌkʌvə(r)/ przeczytać od deski do deski
romance /rəʊ'mæns/ romans (gatunek literacki)
set book /ˌset 'bʊk/ lektura szkolna
short story /ˌʃɔ:t 'stɔ:ri/ nowela, opowiadanie
sonnet /'sɒnɪt/ sonet
story /'stɔ:ri/ opowiadanie, opowieść
style /staɪl/ styl
theme /θi:m/ motyw
translated /træns'leɪtɪd/ przetłumaczony
volume /'vɒlju:m/ tom, książka

61.3 Visual arts

art festival /'ɑ:t ˌfestɪvl/ festiwal sztuki
art gallery /'ɑ:t ˌgæləri/ galeria sztuki
artist /'ɑ:tɪst/ artysta/artystka
artwork /'ɑ:twɜ:k/ oprawa plastyczna
behind the scenes /bɪ'haɪnd ðə si:nz/ za kulisami
bronze /brɒnz/ brąz
canvas /'kænvəs/ płótno
charcoal /'tʃɑ:kəʊl/ węgiel drzewny
commercial art /kəˌmɜ:ʃl 'ɑ:t/ sztuka użytkowa
contemporary art /kənˌtemprəri 'ɑ:t/ sztuka współczesna
create /kri'eɪt/ tworzyć
curator /kjʊə'reɪtə(r)/ kustosz
depict /dɪ'pɪkt/ przedstawiać
design /dɪ'zaɪn/ projektować
exhibit /ɪg'zɪbɪt/ wystawiać (na pokaz)
exhibition /ˌeksɪ'bɪʃn/ wystawa, pokaz
fade /feɪd/ blaknąć
fake /feɪk/ fałszywy
fireworks display /'faɪəwɜ:ks dɪˌspleɪ/ pokaz sztucznych ogni
frame /freɪm/ rama
fresco /'freskəʊ/ fresk
installation /ˌɪnstə'leɪʃn/ instalacja
landscape /'lændskeɪp/ krajobraz
material /mə'tɪəriəl/ surowiec
monument /'mɒnjumənt/ pomnik, monument
national treasure /ˌnæʃnəl 'treʒə(r)/ skarb narodowy
oil painting /'ɔɪl peɪntɪŋ/ obraz olejny
on view /ɒn 'vju:/ eksponowane, udostępnione
outline /'aʊtlaɪn/ zarys
painter /'peɪntə(r)/ malarz/malarka
painting /'peɪntɪŋ/ obraz, dzieło malarskie
pastoral /'pɑ:stərəl/ sielski, wiejski
popular /'pɒpjələ(r)/ popularny
portrait /'pɔ:treɪt/ portret
private collection /ˌpraɪvət kə'lekʃn/ prywatna kolekcja
public collection /ˌpʌblɪk kə'lekʃn/ zbiory państwowe
sculpt /skʌlpt/ rzeźbić
sculptor /'skʌlptə(r)/ rzeźbiarz/rzeźbiarka
sculpture /'skʌlptʃə(r)/ rzeźba
self-portrait /ˌself 'pɔ:treɪt/ autoportret
sketch /sketʃ/ szkic
spectacle /'spektəkl/ widowisko
still life /ˌstɪl 'laɪf/ martwa natura
stolen /'stəʊlən/ skradziony
stone /stəʊn/ kamień
street art /stri:t 'ɑ:t/ sztuka uliczna
structure /'strʌktʃə(r)/ budowla, struktura
talent /'tælənt/ talent, zdolność
temporary /'temprəri/ tymczasowy, prowizoryczny
watercolour /'wɔ:təkʌlə(r)/ akwarela
well known /wel 'nəʊn/ powszechnie znany

61.4 Music and performing arts

academy of music /əˌkædəmi əv 'mju:zɪk/ akademia muzyczna
album /'ælbəm/ płyta
audience /'ɔ:diəns/ widownia, publiczność
audition /ɔ:'dɪʃn/ przesłuchanie
band /bænd/ zespół
be in the limelight /bi ɪn ðə 'laɪmlaɪt/ być w centrum uwagi
box /bɒks/ loża
choreography /ˌkɒri'ɒgrəfi/ choreografia
classical music /ˌklæsɪkl 'mju:zɪk/ muzyka klasyczna
composer /kəm'pəʊzə(r)/ kompozytor/ka
concert /'kɒnsət/ koncert
conductor /kən'dʌktə(r)/ dyrygent/dyrygentka
costumes /'kɒstju:mz/ kostium, strój
genre /'ʒɒnrə/ gatunek (np. filmu, muzyki)
gig /gɪg/ koncert
harmony /'hɑ:məni/ harmonia
interpret /ɪn'tɜ:prət/ rozumieć, interpretować
live /laɪv/ na żywo
lyrics /'lɪrɪks/ tekst piosenki
melody /'melədi/ melodia
musician /mju'zɪʃn/ muzyk
opera /'ɒprə/ opera
perform /pə'fɔ:m/ przedstawiać, wykonywać (np. piosenkę)
pitch /pɪtʃ/ wysokość tonu
professional /prə'feʃənl/ zawodowy, fachowy
record /'rekɔ:d/ płyta, album
rhythm /'rɪðəm/ rytm
rock singer /'rɒk ˌsɪŋə(r)/ piosenkarz rockowy/piosenkarka rockowa
scenery /'si:nəri/ dekoracje
singer /'sɪŋə(r)/ piosenkarz/piosenkarka
songwriter /'sɒŋraɪtə(r)/ autor/autorka piosenek
stage /steɪdʒ/ scena
theatre /'θɪətə(r)/ teatr

61.5 Participation in culture

cultural event /'kʌltʃərəl ɪ'vent/ wydarzenie kulturalne
emotional response /ɪˌməʊʃənl rɪ'spɒns/ emocjonalna reakcja
experience /ɪk'spɪəriəns/ doświadczenie, przeżycie
give sb a standing ovation /gɪv sʌmbədi ə ˌstændɪŋ əʊ'veɪʃn/ nagrodzić kogoś owacjami na stojąco
go to a concert /gəʊ tu ə 'kɒnsət/ iść na koncert
go to the cinema /gəʊ tə ðə 'sɪnəmə/ iść do kina
guest speaker /ˌgest 'spi:kə(r)/ zaproszony wykładowca
listen to live music /lɪsn tə laɪv 'mju:zɪk/ słuchać muzyki na żywo
take part in a festival /teɪk ˌpɑ:t ɪn ə 'festɪvl/ uczestniczyć w festiwalu
visit art galleries /ˌvɪzɪt ˌɑ:t gæləriz/ odwiedzać galerie sztuki
watch documentaries /wɒtʃ ˌdɒkju'mentriz/ oglądać filmy dokumentalne
watch films /wɒtʃ 'fɪlmz/ oglądać filmy
watch the news /wɒtʃ ðə 'nju:z/ oglądać wiadomości
work of art /ˌwɜ:k əv 'ɑ:t/ dzieło sztuki
worth reading /ˌwɜ:θ 'ri:dɪŋ/ warte przeczytania
worth seeing /ˌwɜ:θ 'si:ɪŋ/ warte obejrzenia

61.6 Mass media

article /'ɑ:tɪkl/ artykuł
broadsheet /'brɔ:dʃi:t/ gazeta wielkoformatowa
caption /'kæpʃn/ podpis pod rysunkiem lub fotografią
circulation /ˌsɜ:kjə'leɪʃn/ nakład
column /'kɒləm/ felieton
comic strip /'kɒmɪk strɪp/ historyjka obrazkowa
edition /ɪ'dɪʃn/ edycja, wydanie
editor /'edɪtə(r)/ redaktor/redaktorka
editorial /ˌedɪ'tɔ:riəl/ artykuł wstępny
exclusive /ɪk'sklu:sɪv/ wydarzenie opisane wyłącznie w jednej gazecie
front page /ˌfrʌnt 'peɪdʒ/ z pierwszej strony (gazety)
glossy /'glɒsi/ na błyszczącym papierze
headline /'hedlaɪn/ nagłówek
interview /'ɪntəvju:/ wywiad
magazine /ˌmægə'zi:n/ magazyn
obituary /ə'bɪtʃuəri/ nekrolog
online /ˌɒn'laɪn/ internetowy
periodical /ˌpɪəri'ɒdɪkl/ czasopismo, periodyk
press agency /'pres eɪdʒənsi/ agencja prasowa

press /pres/ prasa
print /prɪnt/ druk, drukować
publish /'pʌblɪʃ/ publikować, wydawać
report /rɪ'pɔ:t/ relacja, sprawozdanie
sitcom /'sɪtkɒm/ serial komediowy, w którym dominuje humor sytuacyjny
soap opera /'səʊp ɒprə/ telenowela
tabloid /'tæblɔɪd/ brukowiec
talk show /'tɔ:k ʃəʊ/ talk show
talk-show host /'tɔ:k ʃəʊ həʊst/ prowadzący program typu talk show
viewer /'vju:ə(r)/ telewidz

61.7 Customs

ancestor /'ænsestə(r)/ przodek
celebration /ˌselɪ'breɪʃn/ świętowanie
culture shock /'kʌltʃə ʃɒk/ szok kulturowy
local culture /ˌləʊkl 'kʌltʃə(r)/ lokalna kultura/zwyczaje
global culture /ˌgləʊbl 'kʌltʃə(r)/ kultura globalna
customs /'kʌstəmz/ zwyczaje
folk art /fəʊk 'ɑ:t/ sztuka ludowa
globalization /ˌgləʊbəlaɪ'zeɪʃn/ globalizacja
parade /pə'reɪd/ parada
stereotype /'steriətaɪp/ stereotyp
symbolize /'sɪmbəlaɪz/ symbolizować
traditional beliefs /trəˌdɪʃənl bɪ'li:fs/ tradycyjne wierzenia
traditional outfits /trəˌdɪʃənl 'aʊtfɪts/ tradycyjne stroje
traditional values /trəˌdɪʃənl 'vælju:z/ tradycyjne wartości

61.8 Copyright

copyright owner /ˌkɒpiraɪt 'əʊnə(r)/ właściciel praw autorskich
copyright /'kɒpiraɪt/ prawo autorskie
fair use /ˌfeə 'ju:s/ dozwolny użytek
freeware /'fri:weə(r)/ darmowe oprogramowanie
intellectual property /ˌɪntəˌlektʃuəl 'prɒpəti/ własność intelektualna
licence /'laɪsns/ licencja
license /'laɪsns/ udzielać licencji
original work /əˌrɪdʒənl 'wɜ:k/ oryginalny utwór
patent /'pætnt/ patent
permit /'pɜ:mɪt/ pozwolenie
piracy /'paɪrəsi/ piractwo
plagiarism /'pleɪdʒərɪzəm/ plagiat
public domain /ˌpʌblɪk də'meɪn/ domena publiczna
trade secret /ˌtreɪd 'si:krət/ tajemnica handlowa
trademark /'treɪdmɑ:k/ znak firmowy

61.9 Wordpower p. 105

feel-good movie /ˌfi:l gʊd 'mu:vi/ film poprawiający humor
gifted /'gɪftɪd/ utalentowany
great chemistry /greɪt 'kemɪstri/ świetna chemia (między aktorami)
magnetic personality /mægˌnetɪk ˌpɜ:sə'næləti/ magnetyczna osobowość
mash-up /'mæʃ ʌp/ dzieło będące kompilacją innych utworów
open-minded about sth /ˌəʊpən 'maɪndɪd əbaʊt sʌmθɪŋ/ być otwartym na
sit on the edge of my seat /ˌsɪt ɒn ðə ˌedʒ əv maɪ 'si:t/ siedzieć jak na szpilkach
self-conscious /ˌself 'kɒnʃəs/ skrępowany
stirring /'stɜ:rɪŋ/ poruszający
thoughtful /'θɔ:tfl/ wnikliwy, refleksyjny
trustworthy /'trʌstwɜ:ði/ godny zaufania
unconventional /ˌʌnkən'venʃənl/ niekonwencjonalny
whodunit /ˌhu:'dʌnɪt/ kryminał
wrong foot /rɒŋ 'fʊt/ zbić z tropu

61.10 Body idioms

a rule of thumb /ə ru:l əv 'θʌm/ praktyczna zasada
cost an arm and a leg /ˌkɒst ən ˌɑ:m ən ə 'leg/ kosztować fortunę
get cold feet /get kəʊld 'fi:t/ stchórzyć
highbrow /'haɪ braʊ/ intelektualny
make sb's jaw drop /ˌmeɪk sʌmbədiz 'dʒɔ: drɒp/ sprawić, że komuś opadnie szczęka
off the top of my head /ɒf ðə ˌtɒp əv maɪ 'hed/ bez dłuższego zastanawiania
play it by ear /ˌpleɪ ɪt baɪ 'ɪə(r)/ improwizować
turn your nose up at sth /ˌtɜ:n jɔ: 'nəʊz ʌp ət sʌmθɪŋ/ kręcić nosem na coś
word of mouth /ˌwɜ:d əv 'maʊθ/ poczta pantoflowa

61.11 Words with *break*

back-breaking /'bæk breɪkɪŋ/ wyczerpujący
break even /breɪk 'i:vn/ wyjść na czysto, nie stracić pieniędzy
breakneck /'breɪknek/ karkołomna (np. prędkość)
breakthrough /'breɪkθru:/ przełom
groundbreaking /'graʊndbreɪkɪŋ/ przełomowy
heartbreak /'hɑ:tbreɪk/ zawód miłosny
lawbreaking /'lɔ:breɪkɪŋ/ łamanie prawa
outbreak /'aʊtbreɪk/ wybuch epidemii

Do you remember?

BRAINPOWER

Gdy oglądasz swój ulubiony serial w oryginalnej wersji językowej, możesz wykorzystać elementy techniki zwanej *shadowing*. Najpierw obejrzyj cały odcinek, a następnie skoncentruj się na jego wybranych fragmentach. Powtarzaj na głos wypowiedzi bohaterów i postaraj się wiernie odtworzyć wymowę, tempo mówienia oraz intonację.

Check yourself!

1 Translate the phrases in brackets into English.

1 The famous director's latest film (*okazał się być niewypałem*) _____.
2 I enjoy watching films (*które trzymają mnie w napięciu*) _____.
3 She read the book (*od deski do deski*) _____ in one sitting and now she's watching the film adaptation.
4 He's a famous actor and he loves (*być w centrum uwagi*) _____.
5 I love (*spędzać czas z przyjaciółmi*) _____ at our local skate park.
6 I'm not sure (*co zamówić na danie główne*) _____ – could you recommend something?
7 Their (*artykuły spożywcze są kiepskiej jakości*) _____ – I usually avoid buying them.
8 We had to (*zaszczepić się*) _____ before we could travel abroad.

Pronunciation

1 062 Listen and fill in the missing letters in the words in bold. What do the words have in common?

1 William Shakespeare is one of the most famous **play___rights** in history.
2 Hold the **___nife** in your right hand and the fork in your left hand.
3 What is your favourite film **s___ene**?
4 My friend can speak five **forei___n** languages.
5 **Wou___d** you like to go to the concert with me?

2 063 Listen and write down twelve words which include the silent letters in the box.

b	gh	h	l	t	w

3 Think of five more examples of words with silent letters. Compare your ideas in pairs.

10 Sport

1



Vocabulary

Sports and sport equipment

1 Work in pairs. What sports and equipment can you see in the pictures?

2 Work in pairs. Think of three sports for each of the categories. Some sports can go into more than one category.

Requires expensive equipment	
Possibly dangerous	
Played as a team	
Individual sports	
Water sports	
Contact sports	

3 Discuss the questions in pairs.

1 What sports do you enjoy watching or doing?
2 What sports are the most popular in your country?
3 Which sports are the most beneficial for teenagers to do? Why?

4 Read the descriptions and name the sports.

1 You use a very long stick to jump as high as you can. It's really hard to do.
2 You use a shuttlecock to play it, and it's a very fast game. Not a great game to play if it's windy.
3 You throw a big metal plate as far as you can!
4 Two people fight with their hands and bodies – they must hit each other to win.
5 It's a popular game in India, Australia and the UK. It uses a bat and ball, and the players all wear white.
6 It's a very fast racket game. Two players compete on a court, hitting a small ball against the wall.
7 The competitors throw a heavy metal ball from the shoulder as far as possible.

2



5 Choose the correct answers to complete the text.

KEEPING FIT
while you work or study from home!



Try some of our simple and effective exercises that you can do between online lessons or meetings. Circuit [1]*training / exercising* is primarily a resistance-training workout where you lift weights or use your muscles. In contrast, interval training is a cardio [2]*training / workout* where you try to get your heart beating really fast.

Get your heart pumping. Intensive exercise doesn't mean you have to go on a five-kilometre run. You can jog on the spot, do star jumps or [3]*burpees / stretches*.

Work on your core strength. Home training with several different exercises can be extremely effective to tone your body and keep fit. For your legs, try [4]*lunges / crunches* and squats. For your stomach, lie down flat and do [5]*sit-ups / push-ups* but don't forget to bend your knees. Also work on doing a plank – get yourself into the [6]*stand up / push up* position but with your elbows on the floor and hold it for thirty seconds to a minute.

Sports venues

6 **Complete the text with the words in the box. One of the words is used more than once.**

course court pitch pool rink slope track velodrome

Did you know?

1 The Hungaroring is a motor-racing _____ near Budapest where the Formula 1 Hungarian Grand Prix is held.

2 The Pine Valley Golf _____ in the USA is quite mysterious as it is hard to find and extremely private, yet it is considered one of the world's finest.

3 Wimbledon in England has over thirty tennis _____s.

4 It is said the first heated swimming _____ was built in the 1st century BC by the Roman Gaius Maecenas.

5 Besides recreational ice skating, some of an ice _____'s uses include ice hockey, speed skating and figure skating.

6 The Black Hole in Vermont is considered one of the world's scariest ski _____s – only for seasoned skiers and genuine fans of slalom.

7 The dimensions, markings and colour of the football _____ are defined by Law 2 of the Laws of the Game issued by FIFA.

8 Bicycles ridden in _____s have no brakes. They have a single fixed gear which helps maximize speed, reduces weight and avoids sudden braking.

9 In handball, each team consists of seven players on a _____ and seven substitute players on the bench.

Sporting events

7 **064** **Choose the correct answers to complete the text. Listen and check.**

Sports News

The European Football [1]*Championships / Competitions* continued to take place this weekend with a number of [2]*events / matches* played today and yesterday. Denmark and Hungary finished in a goalless [3]*draw / win*, while England and the [4]*host / tournament* country, Poland, both won their games and will play each other in the [5]*extra time / semi-final*. Whoever wins will face France in the [6]*final / medals*.

Back from Olympic victory, the Polish runner Maria Nowacka has signed up for the Warsaw [7]*tournament / marathon* this year. Along with other athletes she'll run just over 26 miles around the city. Always a crowd pleaser, the [8]*spectators / referees* expect Maria to easily win the prize in this [9]*outdoor / indoor* race which will take place in early October. Maria [10]*beat / won* the Australian Jane Jones to win an Olympic [11]*bronze / gold* medal for coming third in the 10,000 metres at the Olympic [12]*Games / Championship* earlier this year.

Athletes and athletics

8 **Match the descriptions with the words in the box.**

archer champion coach competitor cyclist goalkeeper jockey runner-up sparring partner spectators striker umpire

1 The player who stops the ball hitting the back of the net in football.
2 The person who motivates and trains players.
3 A team or individual who has beaten all their rivals in a competition.
4 The person who shoots arrows from a bow.
5 A person you practise boxing with.
6 People who watch a sport event live at a stadium.
7 The footballer whose aim is to score goals rather than defend their own goal.
8 The referee at a tennis match.
9 Every sportsperson who takes part in a sporting event.
10 The person who races a bike.
11 A sports person who takes part in horse races.
12 The person who comes second in a competition.

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

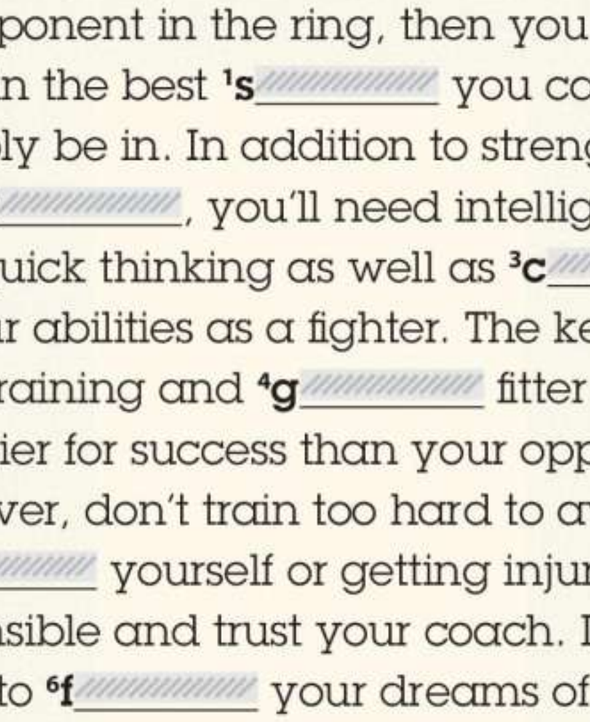
1 He *had* / *took* / *bounced* the ball twice before he shot for the hoop.
2 During training she *knocked* / *hit* / *turned* her coach out with one punch to the chin.
3 Finding himself in the right position, the midfielder *took* / *made* / *gave* a shot on goal.
4 Before the final, the runners *heated* / *warmed* / *started* up by the side of the track.
5 She struggled for many years as an amateur boxer before *starting* / *finding* / *turning* professional.
6 I went for a swim in the pool while my friend *knocked* / *worked* / *trained* out in the gym.
7 Five minutes before the end of the match, the manager *added* / *substituted* / *followed* a defender for a striker with a fresh pair of legs.
8 We didn't score at all because the players never *passed* / *gave* / *shared* the ball to each other.

Positive and negative aspects of sport

10 **Complete the text with one word in each gap. The first letter of each word is given.**

A boxer's advice

If you're going to stand a chance against an opponent in the ring, then you have to be in the best [1]s_____ you can possibly be in. In addition to strength and [2]f_____, you'll need intelligence and quick thinking as well as [3]c_____ in your abilities as a fighter. The key to it all is training and [4]g_____ fitter and hungrier for success than your opponent. However, don't train too hard to avoid [5]h_____ yourself or getting injured. Be sensible and trust your coach. If you want to [6]f_____ your dreams of being a winner, it will take a level head and a lot of work. Nothing comes easy in boxing.



Problems of modern sport

11 **Complete the text with the words in the box. There is one extra word.**

commercialization corruption discrimination doping politics pressing scandals unite

Major problems in the modern sporting world

We asked young people around the world what they thought were the most [1]_____ issues facing the global business of sport.

'Sport has the power to [2]_____ people, even when supporters are opponents. Companies forget about the good that sport can do and just use it to sell their products. Such kind of [3]_____ takes all the fun out of it.' *Jo, UK*

'I wish we could keep [4]_____ out of sports. I hate seeing ministers using sports teams to promote their own interests and careers. Sport should be about the game and nothing else!' *Olga, Poland*

'You hear about all sorts of [5]_____ on the news, like footballers involved in match-fixing or referees taking money to favour one team over the other. I just wish that something could be done about the [6]_____ in the world of sport.' *Michael, Germany*

'Even though we're more aware of it these days, racism and [7]_____ are still prevalent in sport, especially among supporters. We need education and legislation to stamp it out forever.' *Jonny, Ireland*

12 **Ask and answer the questions in pairs.**

1 What was the most memorable sporting event that you have seen? How did it make you feel?
2 Do you think that male and female teams should be able to play against each other? Why? / Why not?
3 What sport would you do if you could be a professional sportsperson?
4 Do you consider any sports too dangerous to be played? Why?
5 What do you think about people betting on sporting events? Should this be allowed?
6 Which athlete, either living or dead, do you most admire, and why?
7 Do you think sport and exercise should be compulsory at all educational levels?
8 Which sports involve the biggest level of corruption? Is there anything that can be done to change this?

Listening

Zdania z lukami

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

1 How does it feel to be first/second/third across the finish line?

2 How would running in a race feel if there were no finish line?

2 065 Read the tip. Then listen to a speaker talking about running a marathon and correct the mistakes in the underlined parts.

Podane zdania należy uzupełnić w taki sposób, aby ich treść była zgodna z przekazem nagrania. Twoje odpowiedzi muszą być gramatycznie poprawne oraz nie mogą zawierać błędów ortograficznych.

1 Take a trip to the course so you can <u>familiarize with it</u> on the day of the run.

2 Don't underestimate how important it is to <u>believe yourself</u>.

3 Invite some good friends to <u>chear you on</u> after the half-way point.

4 Don't <u>focus much</u> on your finish time.

3 066 ! Usłyszysz dwukrotnie wywiad na temat ciekawego wydarzenia sportowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–5, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

1 Each runner who is still in the race has to run for _____ every hour.

2 Harper says the fastest runners are even able to _____ between laps.

3 The jeerleaders had the opposite effect on the speaker's _____.

4 Harper says that your stamina is more important than how _____.

5 Harper's story shows that the race is so exhausting that even _____ while running may be too hard to do.

4 Work in pairs and discuss the questions.

1 Would you enjoy this kind of race?

2 How would you prepare for a race like this?

3 Why do you think some people enjoy pushing themselves by doing these kinds of activities?



WORDPOWER

5 Work in pairs. Look at the sentences from the recording and explain the meaning of the phrases in bold.

1 It's like your body gets a feel for resting and **can't face** the next lap.

2 The race has also been described as **a level playing field**, meaning that men and women can easily compete side by side.

3 The way the race is set up it kind of **takes speed out of the equation**.

4 There's more of a focus on endurance and whether you have the mental stamina **to stay the course**.

5 In the end, I just **made something up** about the reception not being very good.

6 It was **nowhere near** the leader, but still I'm really proud.

6 Complete the sentences using the phrases from exercise 5.

1 Sam _____ about missing his bus to avoid getting into trouble with his teacher.

2 Could you tell Daniela that her birthday party's cancelled? I _____ telling her.

3 The rules state there's no deadline for reaching the finish line, so it _____.

4 If everyone has to do this project without using their notes, I think it makes it more of _____.

5 I know you're finding this training programme difficult at the moment, but you just need _____ and I promise you that you'll qualify.

6 You need to run forty miles a week, so fifteen this week is _____ enough.

7 Complete the sentences using the words in capital letters so the meaning is the same as in the original sentences.

1 Dominic felt reassured by the advice his sister gave him. **MIND**
Dominic's sister was able to _____ with her advice.

2 I hadn't seen Dan for ages, so it was great to find out what he'd been doing yesterday. **CATCH**
I hadn't seen Dan for ages, so it was great _____ yesterday.

3 The sum of these three figures is forty-five. **WORKS**
Adding these three figures together _____ forty-five.

4 Learning the names of capital cities will make your geography exam easier. **ADVANTAGE**
Learning the names of capital cities will _____ in your geography exam.

10 Reading

Zdania z lukami

1 Read the tip. Then read the text about Natalia Partyka and choose the correct answers in items 1–3.

Aby poprawnie uzupełnić zdania, należy wyciągnąć wnioski na podstawie informacji podanych w tekście i sformułować je tak, aby poprawnie uzupełniły luki. Unikaj często popełnianych błędów, np.: użycia niepoprawnej w danym kontekście formy gramatycznej, zmieniającej znaczenie zdania, użycia sformułowania, które ma inne znaczenie niż informacje podane w tekście, lub niepoprawnej interpretacji informacji podanych w tekście.

1 Natalia is unique for _____
- **A** being the youngest Paralympian.
- **B** competing in both the Olympics and the Paralympics.

2 Natalia has overcome many _____ to compete at the Olympics.
- **A** obstacles **B** opponents

3 The Paralympics are more stressful for Natalia because _____
- **A** she is expected to win.
- **B** she expects to win.



Going for GOLD

Natalia Partyka, along with partner Karolina Pęk, won gold for Poland in the table tennis doubles at the Tokyo Olympics in 2021. However, that's just one of her many achievements. Having been born without a right hand and forearm, Natalia is one of the few people in the world to have competed in both the Paralympics and the Olympics. She also made history when she appeared at the Sydney Paralympics in 2000 aged just eleven, becoming the youngest Paralympian ever.

By competing successfully with the top able-bodied players in the Olympics, Natalia may have beaten all the odds and awed the spectators with her skills and determination. However, it's the Paralympics which Natalia finds more pressurized due to the fact that she's one of the top players in the field, so there's more of an expectation that she's going to win. Despite this, she enjoys both competitions, particularly when she wins gold!

2 Read the text and the sentences in exercise 1 again. Match the incorrect answers to the types of mistakes listed in the tip.



HALF-TIME

'It's a game of two halves,' said Ella, slipping her favourite football quote in at the start of her half-time talk, thinking that she couldn't go wrong with humour. The team stared back at her in stony silence. They were right to be crestfallen. Although they'd put up a good fight, the opposition were on fire today and the half-time score was three nil. Ella needed more than a few jokes to turn things around.

She looked down at her notebook nervously. While training to be a coach, she'd sat in on talks during the 2005 FA Cup Final. Back then, she thought that wise words would inspire the players and motivate them to reach new heights. She took copious notes. The pinnacle of her career had been her rousing speech just before the semi-final of the European Cup. But things had gone downhill since then and Ella's notes had got fewer and fewer as she'd run out of original ideas. Today all she had written down were the words SCORE GOALS in capital letters. It wouldn't take a genius to work that one out!



Some football managers got overdramatic at times like these. They'd slam doors and break cups. They'd shout and scream at players. Ella was more in favour of a well-chosen metaphor. It was just that she'd already used just about every metaphor she could think of and she was afraid to speak in case she repeated herself. Difficult to inspire confidence in others when it was lacking in yourself.

Still, forty-six eyes were looking at her. She knew she'd have to say something, and soon. 'Your skill and your confidence are your armour,' she began, hesitantly, looking for signs of recognition in their faces, certain that the battle metaphor was an old friend. 'I know your armour might be a little dented right now, but you're brave and you're strong. You can win this one!' She paused, waiting for the first signs of a reaction. A twinkle in the eyes. 'Put the first half behind you. You can't change that. Don't worry about the end result. The only thing you can control is the present, so get back out there and live in the moment. Put all those skills you have to good use. I know you can do it.'

There were no cries and no cheers, but Ella sensed that the players' mood had lifted a little. 'Can you do that, Danni?' she asked the goalie, attempting a bit of audience participation. As she heard the words, 'Yes, boss,' she thought that maybe all was not lost.



3 **Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.**

1 The reason Ella starts her speech with a quote is to make _____.
2 Ella isn't satisfied with what she wrote in her notebook because _____.
3 Ella is slow to start speaking because she _____.
4 Using the words *old friend* to refer to a metaphor, Ella implies that she _____.

WORDPOWER

Success and failure

4 **Work in pairs. Find these words and phrases in the text and explain their meaning.**

crestfallen gone downhill mood had lifted
reach new heights the pinnacle
turn things around

5 **Complete the sentences with the correct forms of three of the words and phrases from exercise 4.**

1 I would be completely _____ if the football team I support lost another game.
2 I didn't feel too confident when I started the game, but my _____ when I won three points in a row.
3 I thought my English couldn't get any better, but I _____ when I had to use it to communicate with some foreigners I met while I was on holiday abroad.

6 **Work in pairs and discuss the statements from exercise 5. Which of them are true for you?**

7 **Complete the sentences using the correct form of the other three phrases from exercise 4 so the meaning is the same as in the original sentences.**

1 Dan had lost his job, but he was determined to get another one.
Dan was determined _____ after having lost his job.
2 You were doing all your homework, but you've hardly done any since you got your new phone.
Since you got your new phone, _____ with your homework.
3 Damian's peak performance was when he scored the winning goal for Manchester United.
Scoring the winning goal for Manchester United was _____ Damian's career.

10

Use of English

GRAMMAR IN USE

Mixed conditionals; phrasal verbs (1)

1 Complete the sentences with the correct form of the verbs in brackets.

1 If I _____ (be) a bad player, they _____ (not shortlist) me for the Championships last weekend.
2 Dan _____ (take part) in the race tomorrow if he _____ (not twist) his ankle on Saturday.
3 More people _____ (come) to watch the last football match if the stadium _____ (be) heated.
4 If I _____ (be) you, I _____ (not buy) these trainers. They don't look comfortable.
5 If Jack _____ (break) the rules, he _____ (stay) on the team for the upcoming summer games.

2 Rewrite the sentences using mixed conditionals.

1 My mother didn't wake me up. Now I'm late for the PE lesson.
_____
2 Sonia can't ski, so she didn't go skiing with her friends.
_____
3 My brother is afraid of water, so he has never learned to swim.
_____
4 You didn't book the tickets, so we won't be able to see the race.
_____
5 Clare doesn't like jogging, so she refused to take part in the marathon.
_____

3 Work in pairs. Complete the sentences with a preposition. Then decide which sentences are facts and which are myths.

Fact *or* myth?

1 Always warm _____ to reduce the risk of injury and pains that come with exercise.
2 If you work _____ longer and at lower intensity, you will burn more calories.
3 Strength training and weight lifting will make you bulk _____.
4 The best way to strip _____ fat around the stomach is through a combination of cardio (to burn calories) and strength training (to increase metabolism).
5 People who exercise a lot don't put _____ weight, even if they eat junk food.

More grammar on p. 191

Tłumaczenie (zadanie zamknięte)

4 W zadaniach 1–4 spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu.

1 You'd be in a better shape (*gdybyś zaczął ćwiczyć*) _____ earlier last year.
A if you would work out
B if you started working out
C if you had started working out

2 (*Gdybym był*) _____ the manager, I'd soon sort this team out.
A If I were **B** If I am **C** If I had been

3 She'll win the gold medal (*chyba że*) _____ something unexpected happens.
A if **B** unless **C** provided

4 (*Wygrałaby*) _____ the fight if she'd just kept her defence up a bit more.
A She would win
B She would be winning
C She would have won

Set leksykalny

5 W zadaniach 1–6 podaj wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 Sport can help unite people by giving them a shared _____.
Jim Smithson scored a terrific _____ in the second part of the game.
2 There's a popular golf _____ close to where I live.
He cheated and broke the rules three times in the _____ of one game!
3 It took the player just a few seconds to _____ after the injury.
After the financial ruin brought about by the chairman, I don't think the club will _____.
4 Manchester managed to _____ Liverpool out of the League Cup this afternoon with a huge victory.
He tried to _____ his opponent out in the third round with an uppercut to the jaw.
5 This year, Poland will _____ the European football championship.
His parents both _____ popular radio talk shows.
6 Jake is supposed to appear in _____ again next week.
Our team was accused of cheating because we had too many players on the _____.

Zadanie z lukami i wyrazami w ramce

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

advertise become stay essence politics put view

If you could have any job in the world, would [1]_____ a sports presenter be your first choice? It might appear to be the perfect job, but long hours and difficult conditions make it far from easy.

As a commentator you will be under pressure to have an in-depth knowledge of your sport, as well as the players and any [2]_____ dimensions the sport may have. You need to have the ability to retain large amounts of information and convey it to your [3]_____ in a way that can be easily understood. Passion and emotion are also [4]_____ – commentators have to reflect the thrill of victory or the horror of defeat with their voices. Commentators must also be able to deal with difficult situations without annoyed fans or grumpy athletes [5]_____ them off. There's also potential to slip up and be ridiculed for it for months to come, like the football commentator who famously said: 'If that had gone in, it would have been a goal.'

Transformacje (zadanie otwarte)

7 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 You ran slowly, and because of this we missed the bus. **RUN**
If you _____ slowly, we would have caught the bus.

2 It's unlikely you'll win this match, so getting a draw is a good idea I think. **WERE**
_____, I'd try to get a draw in this match.

3 What sport did you think about doing before you started to play tennis? **TAKEN**
What sport would you be doing if _____ tennis?

4 The referee was corrupt and didn't give our team a penalty. **GIVEN**
If the referee hadn't been corrupt, our team _____ a penalty.

Tłumaczenie (zadanie otwarte)

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

1 Despite obvious rivalries, one of the great positives of sport is that (*potrafi jednoczyć ludzi*) _____.

2 I don't believe football can (*jeszcze bardziej się skomercjalizować*) _____ – it's already too much about money.

3 They recently (*ujawnili skandal dopingowy*) _____ in cycling, and hopefully the guilty will be disqualified.

4 Almost forty per cent of women in the sports industry (*doświadczyło dyskryminacji*) _____ based on their gender.

5 Some sports, like football, seem to suffer from (*większej liczby zarzutów korupcyjnych niż*) _____ others.

Słowotwórstwo

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Doping is usually defined as the use of banned drugs in professional sport. Using drugs to [1]_____ (**MAXIMUM**) performance is seen as unfair towards the other competitors. That's why it has been made [2]_____ (**LEGAL**) in the majority of sports.

Many sports have suffered damaging scandals linked to doping, offering the audiences many examples of bad [3]_____ (**SPORTSMAN**). The drugs are banned not just because they give some athletes an unfair advantage, but they also pose a major health risk to those who take them. With the increased [4]_____ (**PROFESSION**) prevalent in sport, companies manufacturing sports equipment don't want to be linked to illegal activities either. As a result, the athletes who are caught red-handed lose lucrative advertising contracts and [5]_____ (**SPONSOR**) deals. All these factors combined may mean the end of their career for many sportsmen and sportswomen.

10 Writing

Rozprawka

1 Work in pairs. Discuss these questions.

1 Would you like Poland to host the Olympic Games in the future? What are the benefits and drawbacks of hosting the Olympic Games?
2 Which professional athlete do you admire? Why?

Dobrze napisana rozprawka ma zakończenie, podsumowujące jej treść i będące streszczeniem głównych wątków w niej zawartych. Podsumowanie powinno być zgodne zarówno z podaną w rozwinięciu argumentacją, jak również z tezą wyrażoną we wstępie. Pamiętaj o przedstawieniu własnej opinii, która w przypadku rozprawki typu „za i przeciw" powinna być wyważona - weź pod uwagę zarówno wady, jak i zalety zagadnienia wskazanego w temacie.

2 Read the task and the sample text. Answer the questions.

Wiele krajów ubiega się o możliwość organizowania olimpiady sportowej na swoim terenie. Napisz rozprawkę, w której przedstawisz pozytywne i negatywne skutki organizacji tego typu wydarzeń.

1 Is there an appropriate thesis statement that indicates the essay structure?
2 Does the essay include arguments both for and against hosting the Olympic Games?
3 Are the arguments supported with explanations and examples?
4 Are both sides of the issue discussed impartially and in equal detail?

The reasons why countries decide to compete for the right to host the Olympic Games may vary. But whatever the motivation, any country that decides to host a huge international event such as the Olympics will undoubtedly make record profits and earn international recognition.

The major long-term benefits of hosting the Olympics are connected with the preparation for this event. Firstly, facilities for tourists will be built which, after the Games, may be turned into new housing estates. Secondly, organizing the Olympics means making improvements to the current transportation system. Its efficiency must be increased to deal with a large influx of people who will come for the Games. That is why new airports, highways, roads and rail lines are built, which will then be used by the residents once the Games have finished.

On the other hand, hosting the Olympics can generate significant costs which will have to be paid for with public money. A recent study has found that every Olympics since 1960 has run over budget because the income from the Games often covers only a portion of the expenses. The venues constructed for the Olympics incur substantial maintenance costs. Moreover, some of them are never used to their full capacity; for example, an athletic stadium built for 100,000 people will rarely be full with spectators.

3 Rewrite the introduction to the text so that it includes a correct thesis statement.

4 Read the concluding paragraphs below. Can any of them be used to complete the sample text?

1 There are reports of human rights violations while preparing the host city for the event, such as during the Rio 2016 Summer Olympics, when entire families were evicted from their homes. Therefore, I think that the drawbacks of hosting the Olympics outweigh the possible benefits.

2 The conclusion is that hosting the Olympics can provide many economic, social and cultural benefits to the host city. I believe that the city will develop and the changes will have a positive impact long after the Games have finished.

3 It seems to me that radical changes may be needed. The Olympics could be hosted by a region rather than by a city, or alternatively a permanent site for the Olympics should be established. In this way, the long-term benefits would be guaranteed without incurring massive costs for host cities.

5 Write a concluding paragraph for the sample text. Use the expressions below or your own ideas.

Summing up, it is clear that there are both advantages and disadvantages of …
To sum up, there are many arguments for and against …
However, I feel that …
On balance, I believe that …
Nevertheless, …
Taking everything into account, I think that …

6 In pairs, compare the paragraphs you wrote. Check if they include a reference to the advantages and disadvantages and a balanced opinion.

7 Write an essay of 200–250 words.

Wiele osób podziwia zawodowych sportowców i marzy o karierze w sporcie zawodowym. Napisz rozprawkę, w której przedstawisz dobre i złe strony zawodowego uprawiania sportu.

Useful phrases on p. 214

Cumulative Revision Units 1–10

1 Complete sentences 1–10 with compound nouns made from the words in boxes A and B.

A best goal head master paper stereo stunt track water work

B back colour keeper lines man out piece seller suit type

1 I prefer to wait until new novels come out in _____ rather than buying the hardback edition.
2 Turner was an artist who painted in _____ rather than using oil paints.
3 The _____ made some fantastic saves during the match, but unfortunately the team lost.
4 This room contains a painting by Van Gogh which is considered to be a _____.
5 Most film stars who appear in action films use a _____ to do dangerous feats for them.
6 Why don't you put on your _____ and we can go for a run?
7 If you don't want to know the result of the tennis match, don't look at the newspaper _____.
8 Many people say that bankers are sensible people, but Gina doesn't fit this _____.
9 I can't believe that the novel my cousin wrote has become a _____ – it's sold three million copies.
10 I don't have much time for exercise, but I make sure that I do a _____ three times a week.

2 Complete all three sentences in each set with one word.

1 You need to _____ the egg before you put it into the mixture.
I don't think you can _____ having an ice cream at the seaside.
The crowd didn't expect the amateur cyclist to _____ the professional.
2 Don't _____ karaoke until you've tried it – it's really good fun!
Salazar didn't mean to _____ his opponent out during his first boxing match.
Davina won't answer the door unless you _____ twice.
3 Ella's argument with her mum _____ her to tears.
I _____ the sauce by simmering it for an hour.
The price was _____ by fifty euros so I bought it.
4 I didn't want to _____ up trouble so I left the room.
The recipe says to _____ in the cream then turn off the heat.
My favourite books are the ones that _____ me emotionally.

3 Complete the sentences with the words formed from the words in brackets.

1 Some people prefer to watch _____ (**TITLE**) foreign films rather than dubbed films.
2 _____ (**COMMENT**) for live sporting events such as the Olympics are often ex-athletes.
3 The director was given a _____ (**STAND**) ovation at the premiere of her new play.
4 At *The Taste of The Sea* restaurant, fish is the _____ (**SPECIAL**).
5 Dom and Emma are _____ (**SEPERATE**), because they do absolutely everything together.
6 Have you checked the _____ (**REQUIRE**) for the university application?

4 Choose the odd word out.

1 ballet javelin marathon relay
2 autobiography comedy fantasy sonnet
3 baggage reclaim duty free immigration service station
4 fresh home grown processed tasty
5 apricot asparagus courgette fennel
6 crush grate peel sample

5 Complete the sentences using the words in capital letters so the meaning is the same as in the original sentences.

1 We'd prefer to stay somewhere remote and peaceful in Greece. **BEATEN**
We'd prefer to stay somewhere _____ in Greece.
2 I prefer not to stand out from the crowd. **BLEND**
I prefer to _____ the crowd.
3 We don't have any toothpaste at the moment. **STOCK**
Toothpaste _____ at the moment.
4 Don't bother Ben, because he's studying. **ALONE**
Please _____, because he's studying.

6 Complete the gaps with the correct verbs.

1 Why don't you _____ Judith a hand?
2 I _____ *Americanah* from cover to cover.
3 I don't _____ pop music on the piano anymore.
4 That new psychological thriller on TV _____ me in suspense from start to finish.
5 Well done on _____ a gold medal in the weightlifting!
6 I think you _____ in better shape than you were last year.
7 I've _____ a lot of knowledge from doing an evening course.
8 You should _____ some voluntary work.
9 You've been working really hard, so why don't you _____ a day off?
10 Daniela says that her ex-boyfriend's _____ in love with her again.

Legenda
Oxford 3000
Oxford 5000

67.1 Sports

aerobic exercise /eəˌrəʊbɪk ˈeksəsaɪz/ ćwiczenia aerobowe
aerobics /eəˈrəʊbɪks/ aerobik
American football /əˌmerɪkən ˈfʊtbɔːl/ futbol amerykański
archery /ˈɑːtʃəri/ łucznictwo
athletics /æθˈletɪks/ lekkoatletyka
badminton /ˈbædmɪntən/ badminton, kometka
ballet /ˈbæleɪ/ balet
baseball /ˈbeɪsbɔːl/ baseball
basketball /ˈbɑːskɪtbɔːl/ koszykówka
boxing /ˈbɒksɪŋ/ boks
bungee jumping /ˈbʌndʒi dʒʌmpɪŋ/ skoki na bungee
burpee /ˈbɜːpi/ rodzaj ćwiczenia, połączenie wyskoku z pompką i wyrzutem nóg do tyłu
cardio training /ˈkɑːdiəʊ ˌtreɪnɪŋ/ trening cardio
caving /ˈkeɪvɪŋ/ grotołaztwo
circuit training /ˈsɜːkɪt treɪnɪŋ/ trening obwodowy
contemporary dance /kənˌtemprəri ˈdɑːns/ taniec współczesny
cricket /ˈkrɪkɪt/ krykiet
crunches /ˈkrʌntʃɪz/ brzuszki
cycling /ˈsaɪklɪŋ/ jazda na rowerze
dance /dɑːns/ taniec
discus /ˈdɪskəs/ rzut dyskiem
diving /ˈdaɪvɪŋ/ nurkowanie
extreme sports /ɪkˌstriːm ˈspɔːts/ sporty ekstremalne
fencing /ˈfensɪŋ/ szermierka
figure skating /ˈfɪgə skeɪtɪŋ/ łyżwiarstwo figurowe
football /ˈfʊtbɔːl/ piłka nożna
free running /ˌfriːˈrʌnɪŋ/ bieg z elementami akrobatyki
golf /gɒlf/ golf
gymnastics /dʒɪmˈnæstɪks/ gimnastyka
hammer throwing /ˈhæmə(r) ˌθrəʊɪŋ/ rzut młotem
high jump /ˈhaɪ dʒʌmp/ skok wzwyż
hockey /ˈhɒki/ hokej
horse racing /ˈhɔːs reɪsɪŋ/ wyścigi konne
hurdle /ˈhɜːdl/ bieg przez płotki
individual sports /ˌɪndɪˈvɪdʒuəl ˌspɔːts/ sporty indywidualne
indoor sports /ˈɪndɔː(r) ˌspɔːts/ sporty halowe
interval training /ˈɪntəvl treɪnɪŋ/ trening interwałowy
javelin /ˈdʒævlɪn/ rzut oszczepem
jogging /ˈdʒɒgɪŋ/ jogging
judo /ˈdʒuːdəʊ/ dżudo
karate /kəˈrɑːti/ karate
kayaking /ˈkaɪækɪŋ/ kajakarstwo
long jump /ˈlɒŋ dʒʌmp/ skok w dal
lunges /ˈlʌndʒɪz/ wykroki
marathon /ˈmærəθən/ maraton
modern pentathlon /ˌmɒdn penˈtæθlən/ pięciobój nowoczesny
motor-racing /ˈməʊtə(r) ˌreɪsɪŋ/ wyścigi motocyklowe
outdoor sports /ˈaʊtdɔː(r) ˌspɔːts/ sporty uprawiane na powietrzu
paragliding /ˈpærəglaɪdɪŋ/ paralotniarstwo
plank /plæŋk/ deska (rodzaj ćwiczenia)
pole vault /ˈpəʊl vɔːlt/ skok o tyczce
push-ups /ˈpʊʃ ʌps/ pompki
relay /ˈriːleɪ/ bieg sztafetowy
rock climbing /ˈrɒk klaɪmɪŋ/ wspinaczka
roller skating /ˈrəʊlə skeɪtɪŋ/ jazda na wrotkach
rowing /ˈrəʊɪŋ/ wioślarstwo
sailing /ˈseɪlɪŋ/ żeglarstwo
sit-ups /sɪt ʌps/ przysiady
skateboarding /ˈskeɪtbɔːdɪŋ/ jazda na deskorolce
skating /ˈskeɪtɪŋ/ łyżwiarstwo
ski jumping /ˈskiː dʒʌmpɪŋ/ skoki narciarskie
skiing /ˈskiːɪŋ/ jazda na nartach
skydiving /ˈskaɪdaɪvɪŋ/ akrobatyczne skoki spadochronowe
snowboarding /ˈsnəʊbɔːdɪŋ/ jazda na snowboardzie
speed skating /ˈspiːd skeɪtɪŋ/ łyżwiarstwo szybkie
sprint /sprɪnt/ sprint
squats /skwɒts/ przysiady
strength training /ˈstreŋkθ ˌtreɪnɪŋ/ trening siłowy
stroke /strəʊk/ styl pływania
sumo wrestling /ˈsuːməʊ reslɪŋ/ zapasy sumo
swimming /ˈswɪmɪŋ/ pływanie
table tennis /ˈteɪbl tenɪs/ tenis stołowy
team sports /ˈtiːm spɔːts/ sporty zespołowe
training /ˈtreɪnɪŋ/ trening
volleyball /ˈvɒlibɔːl/ siatkówka
weightlifting /ˈweɪtlɪftɪŋ/ podnoszenie ciężarów
whitewater rafting /ˌwaɪtwɔːtə(r) ˈrɑːftɪŋ/ spływ górski
windsurfing /ˈwɪndsɜːfɪŋ/ windsurfing
workout /ˈwɜːkaʊt/ trening
wrestling /ˈreslɪŋ/ zapasy

67.2 Sports equipment

bat /bæt/ rakietka (do tenisa stołowego); kij (do baseballa)
boxing gloves /ˈbɒksɪŋ glʌvz/ rękawice bokserskie
costume /ˈkɒstjuːm/ strój
equipment /ɪˈkwɪpmənt/ sprzęt
football boots /ˈfʊtbɔːl buːts/ buty piłkarskie
gear /gɪə(r)/ sprzęt i strój
goalposts /ˈgəʊlpəʊsts/ słupki bramki
goggles /ˈgɒglz/ gogle narciarskie; okulary pływackie
golf clubs /ˈgɒlf klʌbz/ kije do gry w golfa
helmet /ˈhelmɪt/ kask
hockey stick /ˈhɒki stɪk/ kij hokejowy
ice skates /ˈaɪs skeɪts/ łyżwy
mask /mɑːsk/ maska
net /net/ siatka
parachute /ˈpærəʃuːt/ spadochron
punch bag /ˈpʌntʃ bæg/ worek treningowy (w boksie)
punch ball /ˈpʌntʃ bɔːl/ piłka treningowa (w boksie)
racket /ˈrækɪt/ rakieta
rollerblades /ˈrəʊləbleɪdz/ łyżworolki
shuttlecock /ˈʃʌtlkɒk/ lotka
sports kit /ˈspɔːts kɪt/ zestaw do uprawiania sportu
swimming costume /ˈswɪmɪŋ kɒstjuːm/ kostium kąpielowy
swimming trunks /ˈswɪmɪŋ trʌŋks/ kąpielówki
tracksuit /ˈtræksuːt/ dres
trainers /ˈtreɪnəz/ buty sportowe

67.3 Sports venues

circuit /ˈsɜːkɪt/ tor, bieżnia
clay court /ˈkleɪ kɔːt/ kort ceglany
course /kɔːs/ tor wyścigowy (w wyścigach samochodowych, pływackich, konnych), boisko do golfa
court /kɔːt/ kort, boisko
gym /dʒɪm/ sala gimnastyczna, siłownia
gymnasium /dʒɪmˈneɪziəm/ sala gimnastyczna, siłownia
hill /hɪl/ wzgórze
ice rink /ˈaɪs rɪŋk/ lodowisko
indoor court /ˌɪndɔː(r) ˈkɔːt/ kort kryty
pitch /pɪtʃ/ boisko (np. do piłki nożnej)
pool /puːl/ basen
ring /rɪŋ/ ring
sideline /ˈsaɪdlaɪn/ linia autowa/ boczna
skating rink /ˈskeɪtɪŋ rɪŋk/ lodowisko
slope /sləʊp/ stok
stadium /ˈsteɪdiəm/ stadion
track /træk/ bieżnia, tor wyścigowy (w wyścigach samochodowych, biegach)

67.4 Sporting events

beat /biːt/ pokonać
bronze medal /ˌbrɒnz ˈmedl/ brązowy medal
championship /ˈtʃæmpiənʃɪp/ mistrzostwa
commentator /ˈkɒmənteɪtə(r)/ komentator
competition /ˌkɒmpəˈtɪʃn/ konkurencja
crowd /kraʊd/ tłum
draw /drɔː/ remis, remisować
event /ɪˈvent/ wydarzenie, impreza
extra time /ˌekstrə ˈtaɪm/ dogrywka
final /ˈfaɪnl/ finał
finals /ˈfaɪnlz/ finały
football practice /ˈfʊtbɔːl ˌpræktɪs/ trening piłkarski
game /geɪm/ gra, mecz, gem
games /geɪmz/ rozgrywki
gold medal /ˌgəʊld ˈmedl/ złoty medal
host country /ˈhəʊst kʌntri/ państwo będące gospodarzem
marathon /ˈmærəθən/ maraton
match /mætʃ/ mecz
Olympic Games /əˌlɪmpɪk ˈgeɪmz/ olimpiada, igrzyska olimpijskie
opening ceremony /ˌəʊpənɪŋ ˈserəməni/ ceremonia otwarcia
outdoor race /ˈaʊtdɔː(r) reɪs/ wyścig na świeżym powietrzu
prize /praɪz/ nagroda
referee /ˌrefəˈriː/ sędzia, arbiter (sportowy)
round /raʊnd/ runda
semi-final /ˌsemi ˈfaɪnl/ półfinał
silver medal /ˌsɪlvə ˈmedl/ srebrny medal
spectators /spekˈteɪtə(r)z/ widownia
Super Bowl /ðə ˈsuːpə bəʊl/ finał mistrzostw w futbolu amerykańskim
tournament /ˈtʊənəmənt/ zawody sportowe
trophy /ˈtrəʊfi/ trofeum
Wimbledon /ˈwɪmbldən/ Wimbledon (turniej tenisowy)
World Cup /ˌwɜːld ˈkʌp/ mistrzostwa świata

67.5 Athletes and athletics

amateur /ˈæmətə(r)/ amator/ amatorka
archer /ˈɑːtʃə(r)/ łucznik/łuczniczka
athlete /ˈæθliːt/ lekkoatleta/ lekkoatletka, sportowiec
bounce the ball /baʊns ðə ˈbɔːl/ kozłować piłkę
boxer /ˈbɒksə(r)/ bokser
champion /ˈtʃæmpiən/ mistrz/ mistrzyni
coach /kəʊtʃ/ trener/trenerka
competitor /kəmˈpetɪtə(r)/ przeciwnik, rywal
contestant /kənˈtestənt/ zawodnik/zawodniczka
cyclist /ˈsaɪklɪst/ rowerzysta/ rowerzystka
defence /dɪˈfens/ obrona
discipline /ˈdɪsəplɪn/ dyscyplina
driver /ˈdraɪvə(r)/ kierowca
fair play /ˌfeə ˈpleɪ/ uczciwa gra
finalist /ˈfaɪnəlɪst/ finalista/ finalistka
goalkeeper /ˈgəʊlkiːpə(r)/ bramkarz
group /gruːp/ grupa
gymnast /ˈdʒɪmnæst/ gimnastyk/ gimnastyczka
injury /ˈɪndʒəri/ uraz
jockey /ˈdʒɒki/ dżokej/dżokejka
knock sb out /ˌnɒk sʌmbədi ˈaʊt/ znokautować kogoś
manager /ˈmænɪdʒə(r)/ menedżer
national team /ˌnæʃnəl ˈtiːm/ reprezentacja narodowa
opponent /əˈpəʊnənt/ przeciwnik/ przeciwniczka
participant /pɑːˈtɪsɪpənt/ uczestnik/uczestniczka
pass the ball /ˌpɑːs ðə ˈbɔːl/ podać piłkę
personal best /ˌpɜːsənl ˈbest/ własny rekord
player /ˈpleɪə(r)/ zawodnik/ zawodniczka, gracz
racing driver /ˈreɪsɪŋ draɪvə(r)/ kierowca wyścigowy
runner /ˈrʌnə(r)/ biegacz/biegaczka
runner-up /ˌrʌnər ˈʌp/ zdobywca/ zdobywczyni drugiego miejsca
skater /ˈskeɪtə(r)/ łyżwiarz/łyżwiarka
ski jumper /ˈskiː dʒʌmpə(r)/ skoczek narciarski
skier /ˈskiːə(r)/ narciarz/narciarka
sparring partner /ˈspɑːrɪŋ pɑːtnə(r)/ przeciwnik w walce treningowej

spectator /spek'teɪtə(r)/ widz
striker /'straɪkə(r)/ napastnik/napastniczka
substitute /'sʌbstɪtju:t/ zawodnik rezerwowy
supporter /sə'pɔ:tə(r)/ kibic, fan
swimmer /'swɪmə(r)/ pływak/pływaczka
take a shot at the goal /teɪk ə ʃɒt ət ðə 'gəʊl/ oddać strzał na bramkę
tennis player /'tenɪs pleɪə(r)/ tenisista/tenisistka
training programme /'treɪnɪŋ ˌprəʊgræm/ program treningowy
turn professional /ˌtɜ:n prə'feʃənl/ przejść na zawodowstwo
umpire /'ʌmpaɪə(r)/ sędzia sportowy (głównie w baseballu, koszykówce i tenisie)
warm up /ˌwɔ:m 'ʌp/ rozgrzewać się
weightlifter /'weɪtlɪftə(r)/ sztangista
work out /ˌwɜ:k 'aʊt/ gimnastykować się, robić ćwiczenia gimnastyczne

67.6 Positive and negative aspects of sport

be in good shape /bi ɪn gʊd 'ʃeɪp/ być w dobrej formie
confidence /'kɒnfɪdəns/ pewność siebie
flexibility /ˌfleksə'bɪlətɪ/ zręczność, elastyczność
fulfil one's dreams /fʊlˌfɪl wʌnz 'dri:mz/ spełniać czyjeś marzenia
get fit /get 'fɪt/ nabrać formy
get injured /get 'ɪndʒəd/ doznawać kontuzji
hurt yourself /'hɜ:t jɔ:'self/ zranić się
keep fit /ki:p 'fɪt/ utrzymywać formę

67.7 Problems of modern sport

advertising contract /'ædvətaɪzɪŋ ˌkɒntrækt/ kontrakt reklamowy
bend rules /bend 'ru:lz/ naginać zasady
break the rules /ˌbreɪk ðə 'ru:lz/ łamać zasady
commercialization /kəˌmɜ:ʃəlaɪ'zeɪʃn/ komercjalizacja
corruption /kə'rʌpʃn/ korupcja
discrimination /dɪˌskrɪmɪ'neɪʃn/ dyskryminacja
divide /dɪ'vaɪd/ dzielić
doping /'dəʊpɪŋ/ doping
enhance performance /ɪnˌhɑ:ns pə'fɔ:məns/ poprawiać wyniki
illegal substances /ɪˌli:gl 'sʌbstənsɪz/ niedozwolone substancje
inequality /ˌɪnɪ'kwɒlətɪ/ nierówność
match-fixing /'mætʃ fɪksɪŋ/ ustawianie meczów
maximize performance /ˌmæksɪmaɪz pə'fɔ:məns/ maksymalizować wyniki
politics /'pɒlətɪks/ polityka
pressing issue /ˌpresɪŋ 'ɪʃu:/ pilna kwestia
professionalization /prəˌfeʃənəlaɪ'zeɪʃn/ profesjonalizacja
scandal /'skændl/ skandal
sponsor /'spɒnsə(r)/ sponsorować
sponsorship /'spɒnsəʃɪp/ sponsorowanie
sporting ethos /'spɔ:tɪŋ ˌi:θɒs/ etos sportowy
sportsmanship /'spɔ:tsmənʃɪp/ sportowe zachowanie
team spirit /ˌti:m 'spɪrɪt/ duch zespołowy
thrill of victory /ˌθrɪl əv 'vɪktəri/ dreszcz zwycięstwa
unite /ju'naɪt/ jednoczyć

67.8 Wordpower p. 117

be nowhere near the leader /bi ˌnəʊweə(r) nɪə(r) ðə 'li:də(r)/ nawet nie zbliżyć się do lidera
catch up with sb /kætʃ 'ʌp wɪð sʌmbədi/ odświeżyć znajomość z kimś, nadrobić zaległości
face sth /'feɪs sʌmθɪŋ/ stawić czemuś czoła
give sb an advantage /ˌgɪv sʌmbədi ən əd'vɑ:ntɪdʒ/ dać przewagę
level playing field /ˌlevl 'pleɪɪŋ fi:ld/ sytuacja, w której uczestnicy mają równe szanse
make something up /ˌmeɪk sʌmθɪŋ 'ʌp/ zmyślić coś
put sb's mind at rest /ˌpʊt sʌmbədiz 'maɪnd ət ˌrest/ uspokoić kogoś
stay the course /ˌsteɪ ðə 'kɔ:s/ kontynuować, utrzymać wyznaczony kurs
take speed out of the equation /teɪk 'spi:d aʊt əv ðə ɪˌkweɪʒn/ prędkość przestaje mieć znaczenie
work out as /wɜ:k 'aʊt æz/ być wynikiem (działania matematycznego)

67.9 Success and failure

crestfallen /'krestfɔ:lən/ przybity
go downhill /ˌgəʊ daʊn'hɪl/ podupadać
lift the mood /ˌlɪft ðə 'mu:d/ poprawić nastrój
pinnacle /'pɪnəkl/ szczyt
reach new heights /ˌri:tʃ nju: 'haɪts/ osiągnąć niespotykany dotychczas poziom
turn things around /ˌtɜ:n θɪŋz ə'raʊnd/ odwrócić bieg rzeczy

Do you remember?

BRAINPOWER

Od kilkugodzinnych maratonów powtórkowych przed testem z angielskiego znaczenie skuteczniejsza jest nauka w krótkich, ale za to regularnych i intensywnych sesjach. Pomyśl nad formą uczenia się języka, którą mógłbyś/mogłabyś stosować codziennie. Wyznacz sobie konkretny i realny cel: wysłuchanie krótkiego podcastu, napisanie fragmentu bloga lub dziennika w języku angielskim albo nauka i powtórka konkretnej liczby słówek.

Check yourself!

1 Complete the sentences with one word in each gap.

1 I wonder who is the pole-_____ world champion?
2 Markson scored the winning goal in _____ time.
3 You need to be in really good _____ to play squash.
4 Some sportspeople break the rules and use illegal drugs to _____ their performance.
5 It's important to have a _____ diet and eat the right amount of all types of food groups.
6 My bike was _____ new when I got it – straight from the store.
7 I've never been on a package holiday – I love travelling off the _____ track.
8 This documentary offers a glimpse into what happens behind the _____ of a theatre performance.

Pronunciation

1 Look at the two incomplete sentences. Which of them is easier to understand? Why?

1 Although the … is … in …, she's … in a …
2 … student … really talented … judo, … not interested … sports career.

2 068 Find the key words which should be stressed in the following sentences. Listen, check and repeat.

1 Do you mind if I use your tennis racket for a moment?
2 She has been training in long-distance running for a year.
3 The runner tripped over and broke his leg.
4 Unfortunately, the player was asked to leave the field.
5 What are you going to do after the training?

3 069 The stress in a sentence can change depending on the meaning the speaker wants to communicate. Listen and match the sentences to explanations a–d.

a He just wanted to borrow the bike.
b Someone else might, but not Mike.
c He wanted to damage something else.
d He really didn't mean to damage it.

11 Zdrowie









Vocabulary

Diseases and symptoms

1 Describe the pictures and discuss the questions in pairs.

1 What do you do when you have a common cold?
2 Do you ever have trouble sleeping? If so, what do you do?
3 Have you ever injured yourself? What happened?
4 Have you ever been to hospital? How did you feel?

2 Read the definitions and match them to the words in the box.

allergy bug concussion flu obesity scratch sprain sting

1 a cut to the skin, made by something sharp
2 a disease in which you get a high temperature and you ache everywhere
3 a condition that makes you react badly when you come into contact with a particular substance
4 a mild injury to the brain, caused by a blow to the head
5 the state of being overweight
6 a painful wound made by an insect
7 an injury to a joint, made when you twist it
8 a mild illness that spreads easily among people

3 070 Listen and match the situations in exercise 2 to the speakers.

1 Leah _____
2 George _____
3 Isabel _____
4 David _____
5 Stacey _____

4 Choose the correct options to complete the sentences.

1 I think it was the shellfish I ate that made me *pick up* / *throw up* so many times.
2 If you ever feel *suicidal* / *swollen*, please call me or someone else. It's very important you're not alone when you have problems.
3 She's had *harmful* / *chronic* pain in her shoulder since her accident, which makes every day very difficult for her.
4 He is suffering from *damage* / *malnutrition* because he has not had enough food for months.
5 People who are *terminally ill* / *overweight* often resolve to live their life to the fullest in the time they have left.
6 She has a *lung* / *chest* disease that affects her breathing quite badly.
7 He has severe asthma, which is *a life-threatening* / *an excessive* condition, so he follows his treatment plan very carefully.
8 I experienced a *cramp* / *loss of consciousness* – everything went black and I remember nothing.

Disability

5 Complete the text with the words in the box.

blind deaf disability disabled guide dog wheelchair

Student *support centre*

If you are a student with a [1] _____ we are here to support you. One of our advisers will discuss with you what you need and then arrange it. For example, if you are [2] _____ or partially sighted, we will provide materials in braille or large print, and sighted support workers will help you with note-taking. Of course, if you have a [3] _____, you can bring him or her.

If you are [4] _____, then texts of lectures will be provided in advance, and all feedback will be written rather than spoken. A sign language interpreter will support you in lectures and group work.

If you have a physical disability and use a [5] _____, then we will make sure you can access the places you need to visit and that your timetable gives you enough time to reach them. If you need a car, you can use any of our [6] _____ parking spaces.

We look forward to meeting you and welcoming you to our university!

Addictions

6 Complete the sentences with one word in each gap. The first letter of each word is given.

DRUGS: A FACT FILE

1. If you are **a**_____ to a substance you can't just easily stop using it.
2. A **s**_____ is a drug that increases brain activity.
3. Once the effects of a drug have **w**_____ **o**_____ the person may feel depressed.
4. Sedatives, such as **s**_____ **p**_____, make you relaxed and sleepy.
5. An **o**_____ of sedatives can be fatal.
6. A person's response to a drug can vary according to their physical and **m**_____ health.
7. **I**_____ a drug is extremely risky, partly because the needle may be dirty.
8. When someone stops taking a drug they have got used to, they are likely to experience unpleasant **w**_____ **s**_____.

Treatment

7 Match the beginnings with the endings to make phrases. When might you do these things?

1 take	**a** the chemist's
2 go and	**b** to see a doctor
3 lie in bed	**c** of water
4 make an appointment	**d** for a few days
5 go to	**e** a painkiller
6 drink plenty	**f** see a doctor

8 071 Complete the phone conversation with the words in the box. Listen and check.

course diagnosed examined GP medication prescription rest temperature

Sam Hi, Beth! How are you?

Beth Well, not great really. I was [1]_____ with a chest infection a couple of weeks ago.

Sam Oh, I'm sorry to hear that. What happened?

Beth Well, I had a cough and chest pains so I went to see my [2]_____. She [3]_____ me and took my [4]_____ and told me that I needed a(n) [5]_____ of antibiotics. She gave me a(n) [6]_____ for some penicillin and after a few days of [7]_____ at home and taking the [8]_____, I felt a lot better. I now feel back to normal.

Sam I'm very glad to hear that.

At hospital

9 Decide if the sentences are true or false.

1. An outpatient is a patient who does not require an overnight stay in hospital.
2. An ambulance is a small vehicle used to transport people around a hospital.
3. The staff at a hospital are the people who work there.
4. During a check-up, a doctor will examine you to see if you are healthy or have recovered well.
5. Patients can see a play in the operating theatre.

10 Complete the sentences with the words in the box.

insurance negligence records second visiting waiting

1. _____ times in a hospital should be restricted to two hours a day.
2. Health _____ should cover the cost of cosmetic surgeries.
3. It is not usually worth getting a(n) _____ opinion from a different doctor.
4. A patient's medical _____ must always be kept secret, even from their immediate family.
5. Hospitals should be made to schedule more operations in order to reduce their _____ lists.
6. Doctors guilty of medical _____ shouldn't be allowed to continue working in the medical profession.

11 Work in pairs. Do you agree with the statements in exercise 10?

Injuries and emergencies

12 Choose the correct options to complete the text. Which picture on page 126 shows Ed?

First aid

People can become physically ill or [1]*twisted / injured* at any time, and [2]*taking / giving* somebody the correct first aid can save their life. Knowing what to do when somebody has a heart attack, for example, is vital for their survival. Even acting appropriately when someone has a minor injury, like a [3]*bruise / cut*, a [4]*burn / scratch* caused by a chemical, or a [5]*broken / wounded* bone, can limit the physical damage and relieve the person's pain.

For example, Tom realized that his friend Ed had broken his leg. He told Ed not to move his leg, and phoned for an ambulance immediately. At the hospital, Ed had an [6]*injury / X-ray* to assess the state of his leg and he was given [7]*a cast / an operation* that protected and supported his leg. The leg healed well, thanks in part to Tom's prompt action.

Healthy lifestyle

13 **Complete the text with the phrases in the box. There is one extra phrase.**

cut out energy fitness fanatic inactive
junk food out of shape pile on the pounds
sedentary take care of



In recent years, the dangers of sitting down all day have become more widely recognized. A [1]_____ lifestyle can be harmful to our health as the human body is designed to stand upright and to move. Physical activity increases the body's ability to function properly and our levels of [2]_____, making us feel able to do more. If, however, we are generally [3]_____, we risk developing illnesses such as diabetes, as well as gaining weight and getting [4]_____.

If you sit down too much and want to [5]_____ yourself better, try to incorporate more activity into your daily routine. You don't need to become a(n) [6]_____ or to [7]_____ sitting entirely. You can simply walk or cycle more often and stand up instead of sitting whenever possible. These small adjustments to your habits will help your body work more efficiently and help you maintain a healthy weight. There's no need to [8]_____ and risk illness!

14 **Work in pairs and do the task.**

You would like to make your lifestyle healthier. Discuss these points with your partner.

- the reason why you want to change your lifestyle
- the type of exercise you could do
- the difficulties you might have changing your diet
- making sure you get enough vitamins

Diseases of civilization

15 **Complete the text with the words in the box.**

disease high blood pressure immune system
infectious lack life expectancy poor stroke

There is a lot of scientific evidence that links the Western diet to obesity, diabetes and heart [1]_____.

Many in the West have a(n) [2]_____ diet which is high in fats, salt and sugar and low in protein, vegetables and fruit. This type of diet, combined with other factors such as a(n) [3]_____ of physical activity, increases your risk of [4]_____, which in turn increases your risk of having a(n) [5]_____. This is a very serious condition that can be fatal or leave the person with long-term problems.

A diet that is low in essential nutrients is also harmful for the [6]_____, which means that you can't fight off colds, flu and other [7]_____ diseases very well.

So, a balanced, healthy diet is crucial to stay well and to increase your [8]_____.



16 **Ask and answer the questions in pairs.**

1 What was the last illness you had? Did you go to your GP?
2 Do you ever use alternative therapies such as homeopathy or acupuncture? Why? / Why not?
3 What improvements could be made to public buildings and transport to make them more accessible for people with physical disabilities?
4 How healthy is your diet on a scale of *0* to *10*, with *10* being the healthiest?
5 How does the amount of physical activity you do affect you?
6 When was the last time you had a bug? What symptoms did you experience?

Listening



Odpowiedzi na pytania

1 Work in pairs and answer the questions.

1 Do you know anyone with a disability?
2 In your opinion, do disabled people face any sort of discrimination in our society?

2 Read the tip. Then read the task in exercise 3 and match questions 1–4 to the type of information in the box.

Zwróć uwagę na słowa pytające użyte w zadaniu – pomogą ci one ustalić, jakiego rodzaju informacje należy znaleźć w nagraniu. Swoich odpowiedzi nie musisz podawać za pomocą zdań złożonych, ale muszą one być logiczne i gramatycznie poprawne.

name object place reason

3 072 Usłyszysz dwukrotnie wywiad z modelką. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

1 Where did Kylie first see disabled models?
2 What item of clothing did people want to buy after Alexander McQueen's fashion show?
3 What title did Jack Eyres win?
4 Why does Kylie think that companies might want to hire a disabled model?

WORDPOWER

4 Match the words in the box to definitions 1–7.

amputee bound diverse inaccessible mainstream prosthetic sensation

1 a person without a limb
2 related to an artificial body part
3 with great variety
4 limited or tied to something
5 something very exciting
6 unable to be reached
7 shared by most people

5 Complete the descriptions with the words from exercise 4.

1 a reason for being _____ to a wheelchair
2 a person with a _____ range of interests
3 a _____ TV series
4 an athlete who has caused a media _____ recently
5 a place that is _____ on foot
6 a(n) _____ who plays sport with a _____ limb

6 Work in pairs. Discuss examples for each of the descriptions in exercise 5.

7 Put the nouns in the box in the correct columns to create compounds. Some nouns can go in more than one column.

bed eco family house Internet road user wheelchair

+ -friendly	+ user	+ (-)bound
_____	_____	_____

8 Complete the sentences with the compound words from exercise 7.

1 I was _____ during the pandemic; I couldn't go out.
2 I once couldn't get up all day because of the flu. I was _____.
3 I have a simple sports watch. It's very _____.
4 I recently started to drive. I'm a(n) _____ now.
5 My local stadium is _____ and children are allowed to come to watch games.
6 The area where I live is totally _____. All the places are easily accessible for everyone.
7 I go online every day. I'm a(n) _____.
8 I think it's important to buy organic food. It's _____.

9 Work in pairs. Which sentences from exercise 8 are true for you? Give details to your partner.

11 Reading

Wybór wielokrotny

1 Work in pairs and answer the questions.

1 Do you agree with the saying that *a healthy mind breeds a healthy body?* Or is it the other way around?

2 What does it mean to be *healthy*?

2 Read the tip. Then read the text below and decide if sentences 1–5 are true or false. Pay attention to the words in bold.

Zdania, które na pierwszy rzut oka wydają się podobne do treści zawartych w tekście, często posiadają wyrażenia, które zmieniają znaczenie tych zdań, dlatego należy je uznać za fałszywe.

1 People who can't swim may **never** use the swimming pool.
2 Only **a few** visitors are eligible for half-day access.
3 The spa is **sometimes** closed to non-members.
4 **Only** guests with pre-booked treatments can use the spa.
5 The 12-week membership is open to **all** visitors.

Visiting Castleford Health Spa

We're delighted to welcome visitors again after our recent refurbishment.

Our spa suite now includes a deep plunge pool in addition to our ever popular fitness studio and the 16-metre swimming pool (which is occasionally available for beginner lessons). There is a range of packages for every taste including new half-day sessions for all, with refreshments, and 12-week programmes for those with health conditions. Annual membership offers excellent value and includes exclusive use of the spa on Sundays.

Please note, hotel guests are free to use the spa at any time from 7 a.m. to 9 p.m.; otherwise, it's reserved for those with pre-booked treatments.



A Mystery in Miami Beach

It was 9.30 in the morning at a school in Miami Beach on a warm summer's day. A group of students were standing in the cafeteria rehearsing for a school show. Everything seemed pretty normal that morning, except perhaps for a strange smell that seemed to linger in the corridors around the canteen.

Suddenly, one student in the music group, a girl called Sandy, began feeling ill. She was taken to the sick room where she promptly fainted on the couch. Unable to revive her with smelling salts, the school nurse called the emergency services. They rushed in and carried Sandy out of the building on a stretcher to receive medical attention at the local hospital.

It was then that a second child started to feel ill, and then another, each reporting a range of symptoms: nausea, headaches, aches, chills. Talk started spreading of something in the air: poison perhaps, or maybe a gas leak. The numbers feeling ill continued to grow. Before long, students – mostly female – had been rushed to hospital; a further 25 were sent home to their worried parents. The remaining students in the school were evacuated to the safety of the playground. Within minutes, the media, who always monitored the radio traffic on emergency frequencies, arrived in the school grounds, and before long the place was crawling with doctors and firefighters. Soon desperate parents joined them, and even local dignitaries, all wanting to know one thing: what on earth was causing the ailments?

Only one person didn't seem concerned – a member of the canteen staff who'd witnessed the events and now just wanted the place cleared of doctors and inspectors so that she could finally set out the tables for lunch. Her lack of concern at first seemed reckless. But then reports came from the hospital that all the children there were physically fine, and other staff members began to doubt whether anything was seriously wrong.

In the following hours a picture of what had really happened started to emerge. The girl, Sandy, was a popular student whom many of the students looked up to. The rehearsal had ended at 10.30, and the children had poured out of the cafeteria into the corridor, just in time to witness their friend being taken away unconscious. Someone had then started a rumour that the unusual smell that pervaded the corridor that day was in fact a deadly toxin. Panic had gripped the group, and some had started experiencing real physical distress.

Later, it emerged that it was only the excitable individuals who had experienced symptoms, and that each had felt ill only after seeing a fellow student experiencing symptoms, causing a kind of chain reaction. The smell, it turned out, was nothing more than a type of adhesive used to lay a new carpet. Despite the many wild theories to explain what happened, the one that was eventually widely accepted was that it was a case

of mass psychogenic illness, or 'mass hysteria'. The case would in fact become one of the most famous examples of the phenomenon in recent history.

But if the students were unconsciously copying each other, how had Sandy become ill in the first place? Well, she actually was feeling a little unwell that day: she'd picked up a virus.



3 **Przeczytaj tekst. W zadaniach 1–5 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu: A, B, C albo D.**

1 Where did Sandy become unconscious?
- **A** The room for sick students.
- **B** The school cafeteria.
- **C** The local hospital.
- **D** The school corridor.

2 What do we learn about the symptoms?
- **A** No male students had them.
- **B** The students developed them after the illness was spread by air particles.
- **C** Students were generally affected one by one.
- **D** They only concerned students who talked to each other.

3 Who arrived at the school first?
- **A** emergency services
- **B** parents
- **C** reporters
- **D** local politicians

4 Which event certainly occurred that day?
- **A** A gas pipe leaked.
- **B** A new carpet was laid.
- **C** False information was spread.
- **D** Students pretended to be ill.

5 According to the text, what can we conclude about mass hysteria?
- **A** The symptoms can be quite dangerous.
- **B** It is often caused by smell.
- **C** It is common amongst children.
- **D** It may be difficult to diagnose.

4 **Work in pairs and discuss the questions.**

1 Is it a coincidence that the student who started the incident was a popular person? Why? / Why not?
2 Are there any groups that, in your opinion, are more likely to be affected by mass hysteria than others?
3 How much do other people's feelings affect you?

WORDPOWER

Physical and mental health

5 **Match the words in the box to the correct categories.**

ailments chills distress evacuate faint hysteria monitor nausea panic revive unconscious

Physical conditions	
Caring for people	
Mental states	

6 **Complete the sentences with the correct forms of the words from exercise 5.**

1 I think I have a fever. I'm warm one minute and have _____ the next.
2 Incidences of _____ and mass _____ usually occur in crowds.
3 I _____ because I stood in the heat for too long.
4 The player was _____ and was carried off the pitch on a stretcher.
5 The doctors _____ the patient's condition overnight.
6 The lifeguard managed to _____ the swimmer by the side of the pool.
7 Patients experience considerable _____ when they go into hospital.
8 People tend to get more _____ in old age.
9 The whole town had to be _____ after the explosion at the power plant.
10 I had acute _____ after I fell off my bike – I felt that I was going to vomit.

7 **Work in pairs. Have you ever experienced the conditions or mental states from exercise 5?**

8 **Work in pairs. What do you think is happening in the picture below? Would you like to work in a place like this?**



11

Use of English

GRAMMAR IN USE

Unreal past and present; phrasal verbs (2)

1 Complete the sentences with the correct form of the verbs in brackets.

1 Sonia wishes she _____ (not fall) off her bike, as she has broken her leg.
2 It's time I _____ (go) to the dentist. I haven't had a check-up for over a year.
3 I wish I _____ (have) more patience and determination to stick to my doctor's advice.
4 I'm so tired and weak I feel as if I _____ (be) 90 years old.
5 I wish drivers _____ (respect) the disabled parking sign! The special parking spaces are too often taken by people who are not disabled.
6 If only cakes and ice cream _____ (be) good for you!
7 It's high time gyms _____ (make) more affordable.

2 Complete the sentences with translations of the phrases in brackets.

1 My sister (*żałuje, że nie została*) _____ in bed for a few days to speed up her recovery.
2 He talks to me (*jak gdybym był*) _____ his patient!
3 (*Najwyższy czas zacząć*) _____ eating more healthily.
4 If only these tablets (*nie miały*) _____ such horrible side effects!
5 There are times when (*żałuję, że nie mam*) _____ better eyesight, but most of the time I don't think about it.
6 When she came out of hospital, she acted (*jak gdyby nic się nie stało*) _____.
7 If only her illness (*została poprawnie zdiagnozowana*) _____ earlier! Her treatment could have started months ago.

3 Choose the phrasal verb which has a similar meaning to the expression in italics.

1 You'd better *have a day at home*, drink plenty of hot tea and lie down.
A stay around **B** stay in **C** stay up
2 It was so hot and stuffy at the airport that a young woman *fainted*.
A passed out **B** passed away **C** passed down
3 My sister is on an 'eat less' diet. She's *stopped eating* sweets and fast food.
A cut up **B** cut out **C** cut off
4 If I were you, I'd *reduce* carbs and fats.
A cut down on **B** get away with **C** run out of

More grammar on p. 207

Transformacje (zadanie zamknięte)

4 ! W zadaniach 1–4 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania: A, B albo C.

1 **It's high time we got rid of** that old exercise machine.
A We must give away
B We should give away
C We had to give away
2 **To cut a long story short**, the doctor said there was nothing wrong with me.
A To cut down **B** To give in **C** To sum up
3 **It's fairly likely** that he's got concussion.
A It's quite probable
B It's almost certain
C It's not unlikely
4 **I wish I didn't get so** anxious about social occasions.
A I don't mind feeling
B I regret getting
C I would like to be less

Set leksykalny

5 ! W zadaniach 1–4 podaj wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 Antidepressants are chiefly used to _____ depression in adults.
Let me _____ you to lunch as it's your birthday!
All health professionals must _____ their patients with respect.
2 I feel embarrassed because I have a big red _____ on my chin.
They built their house in a beautiful _____ overlooking the valley.
The burning candle left a _____ of wax on the tablecloth.
3 I had a _____ idea of what I was going to say, but I hadn't planned it in detail.
The sea was so _____ that our crossing was cancelled.
She had such a _____ time after the operation that she had to take months off work.
4 Mosquitoes can _____ malaria from one person to another.
I ran away from the falling rocks as fast as my legs could _____ me!
The roof of the hospital has been designed to _____ the weight of a helicopter.

Zadanie z lukami

6 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Laughter Is the Best Medicine

How does the ocean say hello?

It waves.

Even simple jokes can make us laugh or smile and feel happier. As the saying goes: 'laughter is the best medicine'. It relaxes our muscles, reduces stress and boosts the immune system. [1]_____ well as these physical changes, it benefits us emotionally. It can help us feel [2]_____ angry, anxious or sad and give us a more positive perspective on what is troubling us. And it helps with relationships, too: laughing with [3]_____ person makes us feel closer to them. It's no accident that amusing video clips are so often [4]_____ on social media among friends and strangers. One way of bringing more laughter into your life is [5]_____ create a funny video yourself and upload it online! Seeing the funny side of events and our [6]_____ mistakes helps us to not take life too seriously and enables us to better deal with its challenges.

Gramatykalizacja

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

1 My sister is extremely fit and active, but I just _____ (wish/she/rest) a bit more.
2 I haven't been sleeping very well, but I _____ (rather/not take) sleeping pills.
3 He's getting ready _____ (as/he/have) all the time in the world, but we have to leave in ten minutes!
4 Justin had a cold last week, but he _____ (get over/quick).
5 My phone is almost full, so it's _____ (time/I/delete) some files.
6 I _____ (wish/can/speak) Spanish better, as I really love going to Spain.

Wybór wielokrotny

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

Twins

Hermon and Heroda Berhane are twin sisters from Eritrea who, at the age of seven, lost their hearing on the same day, for an unknown reason.

The twins say that they [1]_____ being deaf as a disability, but rather as an advantage because their other senses are heightened. [2]_____, they have found that other people's perceptions of deafness have created difficulties for them.

[3]_____ to the UK as children, Hermon and Heroda began applying for work as models when they left college. The many [4]_____ they received inspired them to set up their blog to say that deafness should not be a barrier to inclusion and success and to encourage other deaf people to follow their dreams.

1 **A** hadn't viewed
B didn't view
C don't view
D weren't viewing

2 **A** However
B Anyhow
C Consequently
D Otherwise

3 **A** Being moved
B Moving
C Having moved
D Having been moved

4 **A** replacements
B responses
C remarks
D rejections

Transformacje (zadanie otwarte)

9 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–4). W każdą lukę można wpisać maksymalnie sześć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 I regret that I have been so careless with my diet. **WISH**
I _____ more careful with my diet.
2 Her spending makes her look rich, but she isn't. **WERE**
She spends money _____ rich.
3 I told Rob it would be a good idea to see a doctor about his frequent headaches. **SUGGESTED**
I _____ a doctor about his frequent headaches.
4 She doesn't help at all around the house! **FINGER**
She doesn't _____ around the house!

11 Writing

Artykuł publicystyczny

1 Work in pairs. Discuss these questions.

1 What are your tips for getting a good night's sleep? What are the consequences of not getting enough sleep?
2 What are the so-called 'diseases of civilization'? How, in your opinion, can we prevent them?

Zakończenie w artykule powinno być zgodne z tematem i zawierać podsumowanie twoich rozważań. Ważne jest, aby w zakończeniu nie powielać treści, które przedstawiłeś/przedstawiłaś we wstępie. Spróbuj nawiązać do tytułu artykułu lub postawić pytania zmuszające czytelnika do dalszych refleksji. Pamiętaj, że zakończenie w artykule może być krótsze niż wstęp.

2 Read the task and the sample text. Answer the questions.

Uczestniczyłeś/Uczestniczyłaś w wykładzie na temat wpływu snu na zdrowie człowieka. Napisz artykuł do gazetki internetowej, w którym opiszesz znaczenie snu dla zdrowia oraz przybliżysz zasady higieny snu.

1 Are both elements of the task well-developed and supported by examples and explanations?
2 Is the title adequate for the text?
3 Is the introduction interesting enough for you to want to continue reading?
4 Is the concluding paragraph appropriate?

Sleep and Be Well

There is no doubt that sleep is crucial to our health. It allows the nervous system to regenerate and function properly. Sleep positively affects our cognitive functions and overall well-being so, for example, we can learn faster or control our emotions more efficiently. It also makes us perform better and offers protection against depression. After a good night's sleep, we become more focused and resilient. Interestingly, an optimum amount of sleep also means greater weight control, as studies have shown that the less sleep a person gets, the higher their level of body fat.

There are several tips that we can use to improve the quality of our sleep. Firstly, experts recommend going to bed and getting up at the same time every day, whether on a weekday, at the weekend or on holiday. Secondly, the conditions in the bedroom are also important – it should be dark, silent and cool – as well as having a comfortable mattress and sleepwear made from natural fabrics. Experts urge us not to use electronic devices or watch television before bedtime. They also suggest avoiding heavy meals, coffee and strong tea before going to bed.

I hope that my article will be printed. I would like to hear other readers' views on this issue.

3 Write an introduction for the sample text in exercise 2. Remember that it should catch the reader's attention and encourage them to continue reading. Use the beginnings below or your own ideas.

1 What physiological activity takes up the largest part of our lives?
2 Our sleep takes up 25%–35% of our lifetime, which is about 25 years for the average life expectancy in Poland.
3 It was one o'clock at night and I was still awake.

4 In pairs, compare the introductions you wrote. Which introduction is catchier?

5 Read the following concluding paragraphs. Which of them would you use to complete the sample text? Why are the others not appropriate?

1 As you can see, sleep is very important for many aspects of our lives. Life is an art of planning, so it is necessary to schedule time for rest every day. Do not give up on a good night's sleep, because it is crucial for your health.

2 So, sleep tight and stay healthy!

3 If you'd like to read a book about the science of sleep, I'd recommend *Why We Sleep* by Matthew Walker. There are also several great documentaries on sleep available to watch online.

4 Optimal diet, physical activity, conscious supplementation – all positive attributes in the pursuit of good mood and health, yet we often forget about sleep and how important it is for proper regeneration.

6 ! Write an article of 200–250 words.

Choroby cywilizacyjne nazywa się epidemią XXI wieku. Napisz artykuł, w którym przedstawisz przyczyny chorób cywilizacyjnych oraz opiszesz sposoby zapobiegania im.

Useful phrases on p. 215

Speaking

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Do you have regular check-ups at the doctor's? Why? / Why not?
2 Do you take vitamins or dietary supplements? Why? / Why not?
3 What do you do when you have a cold?
4 Do you like watching sports on TV? Why? / Why not?
5 What sports equipment do you use in PE lessons?
6 How often do you exercise?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Wraz z kolegą/koleżanką z kursu językowego organizujesz imprezę sportową. W rozmowie z nim/nią omów następujące kwestie.

- czas i miejsce imprezy
- podział zadań
- atrakcje dla uczestników
- dyscypliny sportowe

Rozmowę rozpoczynasz ty.

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania na s. 211

5 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. W twojej szkole odbędzie się spotkanie z okazji Międzynarodowego Dnia Osób Niepełnosprawnych. Wyraź swoje zdanie na temat trzech poniższych projektów plakatu reklamującego to wydarzenie.

- Wybierz plakat, który wydaje ci się najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







Odpowiedz na pytania.

1 In your opinion, what is an effective way to increase awareness of disability issues?
2 What do you think could be done to improve healthcare in Poland?
3 How can schools encourage students to lead a healthy lifestyle?
4 How can seniors benefit from regular physical activity?

Legenda
Oxford 3000
Oxford 5000

73.1 Diseases and symptoms

allergies /'ælədʒiz/ alergie, uczulenia
bacteria /bæk'tɪəriə/ bakterie
bee sting /'bi: stɪŋ/ użądlenie przez pszczołę
blocked nose /blɒkt 'nəʊz/ zatkany nos
blood pressure /'blʌd preʃə(r)/ ciśnienie krwi
breathe /bri:ð/ oddychać
bug /bʌg/ wirus
cancer /'kænsə(r)/ rak
chest pains /'tʃest ˌpeɪnz/ ból klatki piersiowej
chicken pox /'tʃɪkɪn pɒks/ ospa wietrzna
chronic pain /ˌkrɒnɪk 'peɪn/ przewlekły ból
cold sweat /ˌkəʊld 'swet/ zimny pot
come down with sth /kʌm 'daʊn wɪð sʌmθɪŋ/ zachorować na coś
common cold /ˌkɒmən 'kəʊld/ przeziębienie
concussion /kən'kʌʃn/ wstrząśnienie mózgu
cough /kɒf/ kaszel
cramp /kræmp/ skurcz
critically ill /ˌkrɪtɪkli 'ɪl/ w stanie krytycznym
cut /kʌt/ rana cięta, skaleczenie
damage /'dæmɪdʒ/ uszkodzenie
diabetes /ˌdaɪə'bi:ti:z/ cukrzyca
disease /dɪ'zi:z/ choroba
excessive sweating /ɪkˌsesɪv 'swetɪŋ/ nadmierne pocenie się
fatal /'feɪtl/ śmiertelny
feel suicidal /fi:l ˌsu:ɪ'saɪdl/ być w nastroju samobójczym
flu /flu:/ grypa
get enough sleep /ˌget ɪnʌf 'sli:p/ wysypiać się
give up smoking /ˌgɪv ʌp 'sməʊkɪŋ/ rzucić palenie
harmful /'hɑ:mfl/ szkodliwy
headache /'hedeɪk/ ból głowy
heart disease /'hɑ:t dɪzi:z/ choroba serca
heart problems /'hɑ:t ˌprɒbləmz/ problemy z sercem
hepatitis C /ˌhepə'taɪtɪs si:/ zapalenie wątroby typu C
ill /ɪl/ chory
illness /'ɪlnəs/ choroba
inactive /ɪn'æktɪv/ bierny
injury /'ɪndʒəri/ uraz, rana
keep fit /ki:p 'fɪt/ utrzymywać dobrą formę
lack of regular exercise /ˌlæk əv regjələ(r) 'eksəsaɪz/ brak regularnych ćwiczeń
lack of sleep /ˌlæk əv 'sli:p/ brak snu
life-threatening /'laɪf θretnɪŋ/ zagrażający życiu
liver disease /'lɪvə(r) dɪˌzi:z/ choroba wątroby
loss of consciousness /lɒs əv 'kɒnʃəsnəs/ utrata przytomności
lung disease /'lʌŋ dɪˌzi:z/ choroba płuc
malnutrition /ˌmælnju'trɪʃn/ niedożywienie
obesity /əʊ'bi:səti/ otyłość
overweight /ˌəʊvə'weɪt/ z nadwagą
painful /'peɪnfl/ bolesny
pass away /pɑ:s ə'weɪ/ umierać, odchodzić
pass out /pɑ:s 'aʊt/ stracić przytomność
pick up a bug /ˌpɪk ʌp ə 'bʌg/ złapać wirusa
put on weight /ˌpʊt ɒn 'weɪt/ przybierać na wadze
scratch /skrætʃ/ zadrapać, podrapać
sedentary lifestyle /ˌsedntri 'laɪfstaɪl/ siedzący tryb życia
slob /slɒb/ wałkoń
sprain /spreɪn/ zwichnięcie
sting /stɪŋ/ żądlić, użądlenie
stomach ache/pain /'stʌmək eɪk/ /'stʌmək peɪn/ ból brzucha
strain /streɪn/ nadwyrężenie
stuffy /'stʌfi/ duszny
sweat /swet/ pot, pocić się
swollen /'swəʊlən/ spuchnięty, obrzmiały
take care of yourself /teɪk keə(r) əv jɔ:'self/ dbać o siebie
take vitamins /teɪk 'vɪtəmɪnz/ brać witaminy
terminally ill /ˌtɜ:mɪnəli 'ɪl/ śmiertelnie chory
throw up /θrəʊ 'ʌp/ wymiotować
tired /'taɪəd/ zmęczony
vomit /'vɒmɪt/ wymiotować

73.2 Disability

be in a wheelchair /bi ɪn ə 'wi:ltʃeə(r)/ poruszać się na wózku inwalidzkim
be on crutches /bi ɒn 'krʌtʃɪz/ poruszać się o kulach
blind /blaɪnd/ niewidomy
deaf /def/ głuchy
disability /ˌdɪsə'bɪləti/ niepełnosprawność
disabled /dɪs'eɪbld/ niepełnosprawny
disabled parking space /dɪsˌeɪbld 'pɑ:kɪŋ ˌspeɪs/ miejsce parkingowe dla niepełnosprawnych
guide dog /'gaɪd dɒg/ pies przewodnik
walking stick /'wɔ:kɪŋ stɪk/ laska
wheelchair user /'wi:ltʃeə ju:zə(r)/ osoba poruszająca się na wózku inwalidzkim

73.3 Addictions

alcohol /'ælkəhɒl/ alkohol
anxiety /æŋ'zaɪəti/ strach, obawa
be addicted to /bi ə'dɪktɪd tu:/ być uzależnionym od
caffeine /'kæfi:n/ kofeina
depression /dɪ'preʃn/ depresja
designer drugs /dɪ'zaɪnə(r) drʌgz/ dopalacze
drug user /drʌg 'ju:zə(r)/ narkoman
drugs /drʌgz/ narkotyki
effects /ɪ'fekts/ skutki
inject /ɪn'dʒekt/ wstrzykiwać
long-term effects /lɒŋ tɜ:m ɪ'fekts/ długofalowe skutki
memory loss /'meməri lɒs/ utrata pamięci
mental health /ˌmentl 'helθ/ zdrowie psychiczne
overdose /'əʊvədəʊs/ przedawkować
restlessness /'restləsnəs/ niepokój, nerwowość
risk /rɪsk/ ryzyko
schizophrenia /ˌskɪtsə'fri:niə/ schizofrenia
sedative /'sedətɪv/ środek uspokajający
side effects /'saɪd ɪˌfekts/ skutki/ efekty uboczne
sleeping pills /'sli:pɪŋ ˌpɪlz/ tabletki nasenne
snort /snɔ:t/ wciągać nosem (narkotyki)
stimulant /'stɪmjələnt/ środek pobudzający
wear off /weə(r) 'ɒf/ przestawać działać
withdrawal symptoms /wɪð'drɔ:əl ˌsɪmptəmz/ objawy odstawienia

73.4 Treatment

antibiotics /ˌæntibaɪ'ɒtɪks/ antybiotyki
be diagnosed with sth /bi 'daɪəgnəʊzd wɪð sʌmθɪŋ/ mieć postawioną jakąś diagnozę
be examined /bi ɪg'zæmɪnd/ zostać zbadanym
be in plaster /bi ɪn 'plɑ:stə(r)/ nosić gips
course of antibiotics /ˌkɔ:s əv ˌæntibaɪ'ɒtɪks/ kuracja antybiotykowa
dentist /'dentɪst/ dentysta
drink plenty of water /ˌdrɪŋk ˌplenti əv 'wɔ:tə(r)/ pić dużo wody
examine /ɪg'zæmɪn/ badać
General Practitioner/GP /ˌdʒenrəl præk'tɪʃənə(r)/ /ˌdʒi: 'pi:/ lekarz pierwszego kontaktu
get a prescription /ˌget ə prɪ'skrɪpʃn/ dostać receptę
give sb an injection /ˌgɪv sʌmbədi ən ɪn'dʒekʃn/ robić komuś zastrzyk
go and see a doctor /ˌgəʊ ən si: ə 'dɒktə(r)/ iść do lekarza
go to casualty /ˌgəʊ tə 'kæʒuəlti/ jechać na pogotowie
go to the chemist's /ˌgəʊ tə ðə 'kemɪsts/ iść do apteki
injection /ɪn'dʒekʃn/ zastrzyk
lie in bed for a few days /laɪ ɪn 'bed fə(r) ə fju: ˌdeɪz/ zostać w łóżku przez kilka dni
make an appointment to see a doctor /ˌmeɪk ən əˌpɔɪntmənt tə si: ə 'dɒktə(r)/ umawiać się na wizytę do lekarza
penicillin /ˌpenɪ'sɪlɪn/ penicylina
pharmacy /'fɑ:məsi/ apteka
remedy /'remədi/ lekarstwo
rest /rest/ odpoczywać
strength training /'streŋkθ ˌtreɪnɪŋ/ trening siłowy
take a painkiller /teɪk ə 'peɪnˌkɪlə(r)/ środek przeciwbólowy
take medication /teɪk ˌmedɪ'keɪʃn/ brać lekarstwa
take pills /teɪk 'pɪlz/ brać pigułki
take sb's temperature /teɪk sʌmbədiz 'temprətʃə(r)/ mierzyć komuś temperaturę
treat sb for sth /'tri:t sʌmbədi fə(r) ˌsʌmθɪŋ/ leczyć kogoś na coś

73.5 At hospital

Accident and Emergency/A&E /ˌæksɪdənt ən ɪ'mɜ:dʒənsi/ /eɪ ənd 'i:/ ostry dyżur
ambulance /'æmbjələns/ karetka pogotowia
care /keə(r)/ opieka
check-up /'tʃek ʌp/ kontrolne badanie lekarskie
cosmetic surgery /kɒzˌmetɪk 'sɜ:dʒəri/ operacja plastyczna
department /dɪ'pɑ:tmənt/ oddział
get a second opinion /get ə ˌsekənd ə'pɪnjən/ zasięgnąć drugiej opinii
health insurance /'helθ ɪnʃʊərəns/ ubezpieczenie zdrowotne
make an appointment /ˌmeɪk ən ə'pɔɪntmənt/ umówić się na wizytę
medical equipment /ˌmedɪkl ɪ'kwɪpmənt/ sprzęt medyczny
medical negligence /ˌmedɪkl 'neglɪdʒəns/ błąd lekarski
medical profession /ˌmedɪkl prə'feʃn/ środowisko lekarskie
medical records /ˌmedɪkl 'rekɔ:dz/ dokumentacja medyczna
operating theatre /'ɒpəreɪtɪŋ θɪətə(r)/ sala operacyjna
operation /ˌɒpə'reɪʃn/ operacja
outpatient /'aʊtpeɪʃnt/ pacjent ambulatoryjny/pacjentka ambulatoryjna
paediatrician /ˌpi:diə'trɪʃn/ pediatra
patient /'peɪʃnt/ pacjent/pacjentka
plastic surgery /ˌplæstɪk 'sɜ:dʒəri/ operacja plastyczna
prescribe /prɪ'skraɪb/ przepisywać lekarstwa
recovery /rɪ'kʌvəri/ powrót do zdrowia
routine /ru:'ti:n/ rutynowy
rush to hospital /ˌrʌʃ tə 'hɒspɪtl/ spieszyć się do szpitala
staff /stɑ:f/ personel
surgeon /'sɜ:dʒən/ chirurg
surgery /'sɜ:dʒəri/ operacja
visiting times /'vɪzɪtɪŋ ˌtaɪmz/ godziny odwiedzin
waiting list /'weɪtɪŋ lɪst/ lista oczekujących

73.6 Injuries and emergencies

broken /'brəʊkən/ złamany
bruise /bru:z/ siniak
burn /bɜ:n/ oparzenie
deep cut /di:p kʌt/ głęboka rana
give sb first aid /ˌgɪv sʌmbədi fɜ:st 'eɪd/ udzielać komuś pierwszej pomocy
have surgery /hæv 'sɜ:dʒəri/ mieć operację
have an X-ray /hæv ən 'eks reɪ/ mieć prześwietlenie
in a cast /ɪn ə 'kɑ:st/ w gipsie
injured /'ɪndʒəd/ ranny, kontuzjowany
injury /'ɪndʒəri/ rana; uszczerbek na zdrowiu
scratch /skrætʃ/ zadrapanie
sprained ankle /spreɪnd 'æŋkl/ zwichnięta kostka
survive /sə'vaɪv/ przeżyć, przetrwać

take an X-ray /teɪk ən 'eks reɪ/ wykonać (komuś) prześwietlenie
twisted ankle /'twɪstɪd 'æŋkl/ skręcona kostka
wound /wu:nd/ rana
wounded /'wu:ndɪd/ zraniony, ranny

73.7 Healthy lifestyle

be a fitness fanatic /bi ə 'fɪtnəs fəˌnætɪk/ być fanatykiem zdrowego stylu życia
cell repair /sel rɪ'peə(r)/ odbudowa komórek
couch potato /'kaʊtʃ pəteɪtəʊ/ telemaniak
cut down on sth /kʌt 'daʊn ɒn sʌmθɪŋ/ ograniczyć, zmniejszać coś
cut sth out /kʌt sʌmθɪŋ 'aʊt/ wyeliminować coś (np. z diety)
diet /'daɪət/ dieta
do exercise /ˌdu: 'eksəsaɪz/ wykonywać ćwiczenia
eat less salt /i:t les 'sɔ:lt/ spożywać mniej soli
eat more fresh fruit and vegetables /i:t ˌmɔ:(r) freʃ ˌfru:t ən 'vedʒtəblz/ jeść więcej świeżych owoców i warzyw
energy level /'enədʒi levl/ poziom energii
expanding waistline /ɪkˌspændɪŋ 'weɪstlaɪn/ powiększenie się talii
inactive /ɪn'æktɪv/ nieaktywny
junk food /'dʒʌŋk fu:d/ śmieciowe jedzenie
out of shape /aʊt əv 'ʃeɪp/ bez formy
pile on the pounds /ˌpaɪl ɒn ðə 'paʊndz/ przybywać kilogramów
sedentary lifestyle /'sedntri ˌlaɪfstaɪl/ siedzący tryb życia
take care of /ˌteɪk 'keər əv/ zadbać o

73.8 Diseases of civilization

at an early stage /ət ən 'ɜ:li steɪdʒ/ we wczesnym stadium
chronic disease /'krɒnɪk dɪˌzi:z/ choroba przewlekła
diseases of civilization /dɪˌzi:z əv ˌsɪvəlaɪ'zeɪʃn/ choroba cywilizacyjna
contract a disease /kənˌtrækt ə dɪ'zi:z/ zakazić się chorobą
depression /dɪ'preʃn/ depresja
detect a disease /dɪˌtekt ə dɪ'zi:z/ wykryć chorobę
diabetes /ˌdaɪə'bi:ti:z/ cukrzyca
heart disease /'hɑ:t dɪzi:z/ choroba serca
high blood pressure /haɪ 'blʌd ˌpreʃə(r)/ wysokie ciśnienie krwi
immune system /ɪ'mju:n sɪstəm/ system immunologiczny
infectious disease /ɪnˌfekʃəs dɪ'zi:z/ choroba zakaźna
lack of physical activity /ˌlæk əv ˌfɪzɪkl æk'tɪvəti/ brak aktywności fizycznej
life expectancy /'laɪf ɪkspektənsi/ oczekiwana długość życia
longevity /lɒn'dʒevəti/ długowieczność
poor diet /pɔ:(r) 'daɪət/ kiepska dieta
stop the progression /stɒp ðə prə'greʃn/ zatrzymać postępy
stress /stres/ stres
stroke /strəʊk/ udar

73.9 Wordpower p. 129

amputee /ˌæmpju'ti:/ osoba po amputacji
bed-bound /'bed baʊnd/ przykuty do łóżka
diverse /daɪ'vɜ:s/ różnorodny
eco-friendly /ˌi:kəʊ 'frendli/ przyjazny środowisku
family-friendly /ˌfæməli 'frendli/ przyjazny rodzinie
housebound /'haʊsbaʊnd/ ograniczony do przebywania w domu
inaccessible /ˌɪnæk'sesəbl/ niedostępny
Internet user /'ɪntənet ˌju:zə(r)/ użytkownik internetu
mainstream /'meɪnstri:m/ popularny, głównego nurtu
prosthetic /prɒs'θetɪk/ sztuczny, protetyczny
road user /'rəʊd ˌju:zə(r)/ użytkownik dróg, kierowca
sensation /sen'seɪʃn/ sensacja
user-friendly /ˌju:zə 'frendli/ przyjazny dla użytkownika
wheelchair user /'wi:ltʃeə ju:zə(r)/ osoba używająca wózka inwalidzkiego
wheelchair-bound /ˌwi:ltʃeə(r) 'baʊnd/ przykuty do wózka inwalidzkiego
wheelchair-friendly /ˌwi:ltʃeə(r) 'frendli/ przyjazny dla osób na wózkach inwalidzkich

73.10 Physical and mental health

ailment /'eɪlmənt/ dolegliwość
chills /tʃɪlz/ dreszcze
distress /dɪ'stres/ rozpacz
evacuate /ɪ'vækjueɪt/ ewakuować
faint /feɪnt/ zemdleć
hysteria /hɪ'stɪəriə/ histeria
monitor /'mɒnɪtə(r)/ monitorować, śledzić
nausea /'nɔ:ziə/ nudności
panic /'pænɪk/ panika
revive /rɪ'vaɪv/ ocucić
unconscious /ʌn'kɒnʃəs/ nieprzytomny

Do you remember?

BRAINPOWER

Stwórz z nowo poznanych wyrazów absurdalne opowiadanie. Im będzie bardziej niedorzeczne i przerysowane, tym lepiej. Na przykład, gdy uczysz się słownictwa dotyczącego ludzkiego ciała, opisz pechowy dzień, w którym złamałeś/złamałaś nogę w kostce i zemdlałeś/zemdlałaś podczas zastrzyku przeciwbólowego itp. Powtarzaj historyjkę na głos, wzmacniając efekt zapamiętywania za pomocą ruchów i gestów.

Check yourself!

1 Choose the correct words.

1 Common *side effects* / *check-ups* of this medicine include insomnia and dizzy spells.
2 They *diagnosed* / *treated* her for flu, but it turned out to be cancer.
3 Mike has a *sedentary* / *chronic* lifestyle, so it's no wonder he's putting on weight.
4 I *sprained* / *strained* muscles in my back while I was playing handball.
5 This brand of shoes is sold in all *high street* / *off-licence* stores – it's very popular.
6 I try to avoid *carbonated* / *saturated* soft drinks, as they tend not to be very healthy.
7 Let's take the *aisle* / *window* seats, so we can look at the world from above.
8 He packed all his golf gear but forgot to bring his *clubs* / *posts*.

Pronunciation

1 074 Listen and match sentences 1–4 to intonation patterns a–d.

1 What do you think about it?
2 Are you feeling all right ?
3 Is that so?
4 I am not sure if they will come.

a → b → c ↗↘ d ↘↗

2 075 Listen. What intonation pattern is used in each of the sentences?

1 What seems to be the problem?
2 Give it to me at once!
3 Could you open the window, please?
4 Oh, be reasonable!
5 Do you often cycle to school?
6 What do you do to keep fit?
7 People eat a lot of processed food.
8 You know how to use the device, don't you?

12 Nauka i technika











Vocabulary

Areas of science

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

1 What aspects of science do they show?
2 Which of them is the most significant for humanity?

2 Match the words in the box to descriptions 1–8.

astronomy cybernetics ecology genetics geology linguistics sociology statistics

1 the study of communication and control systems involving comparing human and animal brains with machines and electronic devices
2 the study of the physical structure of the Earth
3 the study of the Sun, Moon, planets and stars
4 the study of biological information stored in genes
5 the study of languages
6 the study of people's social behaviour
7 the study of interpretation and organization of data
8 the study of the relations between living creatures and their environment

3 Work in pairs and answer the questions.

1 Which of the fields of science below are the most worthwhile for humanity?

biology chemistry geography logic mathematics medicine robotics

2 Are there any subjects which you don't think are worth studying?

Scientific discoveries

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

alloy breakthrough disease DNA equation gene gravity molecules penicillin spacecraft transplant vaccine

1 Legend has it that Sir Isaac Newton discovered _____ when an apple fell on his head.
2 A great advance in medicine was the discovery of _____.
3 Italian physicist Amedeo Avogadro discovered _____ and atoms.
4 The flu _____ is given to the vulnerable and the elderly every winter.
5 The discovery of gravitational waves is considered to be a great scientific _____ of the 21st century.
6 The first _____ to orbit the Earth was launched in 1957 and was called Sputnik 1.
7 Einstein came up with the world's most famous _____: $E = mc^2$.
8 _____ carries genetic instructions to the cells of all known living organisms.
9 The first organ _____ was carried out in 1954 when doctors managed to successfully replace a patient's kidney.
10 _____ is a metallic substance composed of two or more elements.

5 Decide if the words in bold are correctly used. Correct the ones which are incorrect.

1 White blood **cells** in our bodies help fight infection and disease.
2 **Energy-using** light bulbs help to reduce electricity costs.
3 The first rocket **attracted** into space was in 1957.
4 Copernicus was one of the first modern thinkers to realize that the Earth **revolves** around the Sun.
5 The Large Hadron Collider in Switzerland was built to **operate** particles.
6 Scientists have not yet been able to **solve** the mystery of black holes in space.

Inventions

6 Complete the missing words. The first letter of each word is given.

1 You can use **b**_____ to see things that are far away.
2 A **f**_____ **p**_____ blends, chops, dices and slices food.
3 Dishwashers and washing machines are common **h**_____ **a**_____.
4 You can use this **w**_____-**u**_____ **r**_____ to listen to your favourite station, even if there is a power cut.
5 I use some ultramodern **h**_____-**t**_____ devices in my office on a daily basis.
6 Things that are **m**_____-**m**_____ are created by humans and not by nature.
7 Most people use their smartphone to take pictures instead of a **d**_____ **c**_____.
8 I've just upgraded my phone to the **l**_____ **m**_____ – I do it every year.

Technical failures

7 Complete the sentences with the phrases in the box.

breakdown crashed go flat funny noise
lift the lid malware out of order remove
sound quality working order

1 Be careful – if you allow the battery to _____, you won't be able to call anyone.
2 The computer systems suffered a major _____ over the weekend and technicians are still trying to fix it.
3 Blow some smoke around the beehive before you _____ and take out the honey.
4 I pulled over onto the side of the road after my engine started to make a(n) _____.
5 The lift was _____ so I had to use the stairs.
6 Before replacing the cartridge you should _____ the old one.
7 The machine was in perfect _____ when I left yesterday afternoon.
8 You ought to get new speakers if you want to improve the _____; nothing else will work.
9 Employees were warned not to use this website due to _____ and viruses which could infect the entire network.
10 Last time my phone _____, I just turned it off and on again – it worked like magic.

Using technical equipment

8 Choose the correct word for each gap.

1 appliance / device
a Do you like the new electric _____ I bought for cutting onions?
b A dishwasher is a very useful household _____.

2 unplug / socket
a Could you _____ the microwave? It's making a weird noise.
b There isn't a convenient _____ for the microwave to plug into.

3 motor / engine
a Cars with diesel _____s are more economical, but they cause more pollution.
b The food processor is powered by an energy-saving _____.

4 manual / chart
a I can't make this DVD player work. I'll have to read the _____ again.
b Have a look at this _____ – it gives details on the electricity usage tariffs.

5 connection / link
a I think there's a faulty _____ on the charging cable – you'll have to use another one.
b A high-speed rail _____ between the north and the south has been established recently.

6 switch / controls
a Which _____ do I use to turn on the coffee maker?
b On this smartphone model, all the _____ are on the left side of the device.

7 magnets / buttons
a The train uses highly powered electro_____ to move along the track.
b The _____ on the back are used to control the speed.

8 edit / create
a Click on the table icon to _____ a grid within the document.
b I purchased this program so I could _____ my home-recorded music myself.

9 exercises / calculations
a I logged onto the server using the secure password and attempted to complete the interactive _____.
b We used a database with a pre-programmed formula to do most of the _____.

Information technology

9 **076** **Complete the dialogues with the missing words. The first letter of each word is given. Then listen and check your answers.**

1

Georg Have you been using my laptop?

Mari I have, but I was only [1] **b**_____ the Internet, I didn't [2] **d**_____ anything.

Georg Which websites did you visit?

Mari I was using my social [3] **n**_____ sites. There was a pop up with a reminder to [4] **i**_____ a new software [5] **u**_____ – maybe you could try that?

2

Lucy Do you like my new tablet?

Toni Looks nice. The [6] **i**_____ looks odd, though, no keyboard – isn't that a bit impractical?

Lucy No, it's just to [7] **s**_____ videos and [8] **s**_____ the Internet. And sometimes to have video [9] **c**_____ – the camera on this thing is very powerful.

Toni Just be careful and remember to [10] **s**_____ it off when you've finished using it – the battery drains really fast, as it is transferring loads of [11] **d**_____ all the time.

3

Lewis Can you send me the [12] **p**_____ to the database on our shared drive? I'm on a new PC now and I'm uploading my files using the [13] **b**_____-**u**_____ from the old machine.

Max Oh, what did you get?

Lewis I got a new hard drive with two screen inputs so I can have two [14] **f**_____ monitors set up. It's so great! I've got a [15] **w**_____ mouse and keyboard, too!

10 **Work in pairs. Decide if you agree or disagree with the statements below.**

1. You should use the same password for all your social networking sites because it's easier to remember.
2. You should never share your username with other people.
3. Young people interact with technology more effectively than older people.
4. Downloading music or films from the Internet is morally wrong.
5. It's easier to send a text message than to email or phone someone.
6. Films that include a lot of CGI are more fun to watch than realistic films.

Technological development – risks and opportunities

11 **Complete the gaps with the words in the box. There is one extra word.**

access addiction artificial cookies freeware manipulate privacy remotely spread

The risks and opportunities of social media

Have you ever wondered why you get adverts on your social media feed that are related directly to your interests? These targeted ads use [1] _____ to track what you have looked at online. Next, [2] _____ intelligence chooses the adverts it thinks you might be interested in, and serves them to you.

On the surface, it might appear above suspicion – selling people products that they might need is not dangerous in itself. However, in the wrong hands, these same algorithms could be used to [3] _____ fake news. They could also be used to [4] _____ people's opinions and/or strengthen their biases.

In an age of Internet [5] _____, where people use their computers twenty-four hours a day, it's easy to see how people may be influenced by social media. [6] _____ to technology has never been easier, whether on our computers or smartphones. We use social media to contact our friends, and many people now work [7] _____ from home. However, there is growing awareness of the tricks that social media advertisers play, and some programmers have designed software that can protect our [8] _____ and our data. Cybersecurity has become an essential part of our lives and will probably continue to grow in the foreseeable future.

12 **Ask and answer the questions in pairs.**

1. What do you consider the two most important human inventions?
2. In what ways does face to face communication differ from communication via technology?
3. Do you think artificial intelligence will pose a threat to humans in the future?
4. How has technology changed in your lifetime so far? What changes do you think have been for the better?
5. Tell me about an invention or a discovery that has made the world worse.
6. What invention would you like to see in the future?

Listening

Wybór wielokrotny

1 Which of the sentences is true for you? Compare your answers in pairs.

1 I get up at night to check messages on my phone.
2 I get stressed if I don't look at my phone for five minutes.
3 I check my phone from time to time but I'm not hooked or anything.
4 I use my phone so little that I sometimes forget to take it with me when I leave the house.

2 077 Read the tip. Then listen to three short conversations and choose the correct answers.

Informacje potrzebne do wybrania poprawnej odpowiedzi nie muszą być bezpośrednio podane w nagraniu. W takim przypadku, aby ustalić poprawną odpowiedź, należy wyciągnąć wnioski na podstawie usłyszanych informacji – np. odgadnąć, jakie decyzje rozmówcy podejmą w przyszłości, lub przewidzieć, czego na pewno nie zrobią.

1 James *will use / won't use* his phone just as often as he does now.
2 Mark *has made / hasn't made* a decision to go on the trip.
3 Gemma will get a new *antivirus / computer*.

3 078 ! Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

Tekst 1

1 Justine wants her uncle to
A apologize for putting the photo online.
B ask her for permission before posting photos.
C remove the photo from social media.

Tekst 2

2 Clare thinks Liam doesn't need a tablet because
A he's not into technology.
B he already has one of the best smartphones.
C he only uses a small number of apps.

3 Following the conversation,
A Liam is unsure about buying a tablet.
B Liam will definitely buy a new tablet.
C Liam has decided not to buy a tablet.

Tekst 3

4 What explanation is given for why sports stars engage with Internet trolls?
A They want to use their celebrity power to silence the abusers.
B They suffer for so long that they have to get involved.
C They are trying to protect their immediate family.
D They want the trolls to be embarrassed in the media.

5 The speaker quotes the saying about 'sticks and stones' to
A challenge the idea that online abuse is only a recent problem.
B criticize past beliefs regarding bullying.
C praise sports stars who do not engage with online abuse.
D show how small arguments can get out of control.

6 Which of the following is stated as fact, not an opinion?
A All the main social media companies are having problems removing online abuse.
B People in the arts get even more online abuse than sports stars.
C Social media companies lack resources to remove online abuse.
D Requests to remove online abuse are being ignored by social media companies.

WORDPOWER

4 Read the questions and explain the meaning of the phrases in bold. Then discuss the questions in pairs.

Can you think of
1 a time when a famous person **put their foot in it**?
2 a time when the weather **ruined your day**?
3 a reason to **stick with a resolution** you've made?
4 a **growing problem** that the government should **combat**?
5 a time when you **ran the risk of injury**?
6 someone who is **tackling the problem** of climate change?
7 an illness with **symptoms that persevere**?

5 Work in groups. Have a debate. Look at the question and choose your side – *for* or *against*. Think about:

- online crime
- trolls and cyberbullying
- spreading fake news
- protecting free speech

Should the government control the Internet more closely?

12

Reading

Dobieranie zdań do luk w tekście

1 Work in pairs. Can you think of a genius in each of these fields?

science and technology art literature sport

2 Read the tip. Then complete the fact file about Kazimierz Funk with sentences A–D. What references helped you do the task?

Podane zdania mogą odnosić się do tekstu na różne sposoby, np.:

- mogą wyrażać kontrast lub tworzyć związki przyczynowo-skutkowe z pozostałymi częściami tekstu,
- mogą odnosić się do czasu lub miejsca wspomnianego w tekście,
- mogą zawierać dodatkowe informacje, rozwijając zagadnienia z poprzedzających je fragmentów tekstu.

A Consequently, the letter *e* was dropped from the word, leaving the word that is in use today.

B Funk tried to isolate the substance responsible and he succeeded, discovering vitamin B1.

C There, he spent much of his remaining career engaged in cancer research.

D These included vitamins which we now call C, B3 and D.



Fact file:

Kazimierz Funk

Kazimierz Funk was the Polish scientist who discovered vitamins. He was inspired to make his discovery after reading research indicating that persons who ate brown rice were less likely to contract the condition known as beriberi than consumers of white rice. [1]_____ He was sure, though, that more than one such substance existed, and in his 1912 article for the *Journal of State Medicine*, he proposed the existence of at least four other ones. [2]_____

At first, Funk believed the substances contained a type of organic molecule called an *amine* and he termed them *vitamines*. However, once the substances were isolated, it was discovered that they needn't necessarily contain amine molecules. [3]_____

In 1939, Funk emigrated to the US where he became president of the Funk Foundation for Medical Research. [4]_____

3 Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (1–5) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

A Almost all of it contains lines of calculations with barely any marginal notes, and the ones that do appear were the work of other hands.

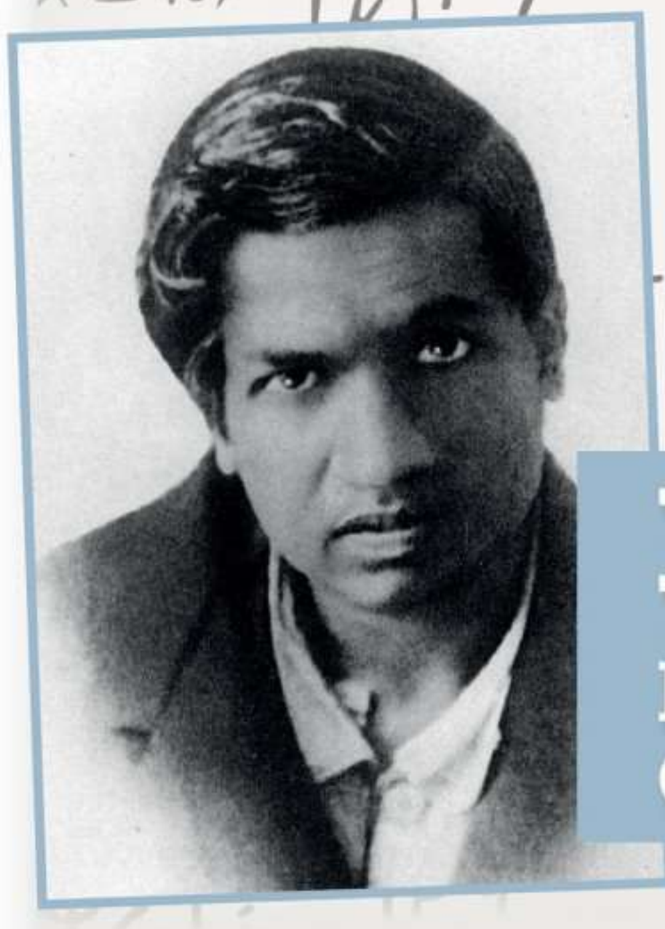
B It was so advanced that very few of his contemporaries could understand the problem, let alone solve it.

C Yet, astonishingly, he came from a poor village where he received little to no formal education at all.

D Having grown up in poverty in a rural part of India, he had suffered from malnutrition in his youth.

E On arrival, the great mathematician noted that its registration number, 1,729, was rather dull.

F With over 6,000 different riddles to confront, Ramanujan set to work solving them all, and then began work on his own theorems.



The Tragic Tale of a Maths Genius

In his home country of India, mathematician Srinivasa Ramanujan (1887–1920) personifies 'maths genius', and his name is spoken alongside those of Einstein and Newton. [1]_____ In addition, he never attained an undergraduate degree after failing his university entrance exams because he was so absorbed in mathematical problems. Such hurdles as these effectively delayed his rise to prominence. Nevertheless, his discoveries completely changed our understanding of many major mathematical concepts, and his birthday, 22 December, is now celebrated as National Mathematics Day in India.

It all began when the fifteen-year-old Ramanujan stumbled across a book of calculations by British mathematician G. S. Carr. The book contained many maths problems that had yet to be solved, presented with little to no guidance for the reader. [2] _____ From that point onward, his abilities grew exponentially. Despite his lack of university training, his findings often mystified his contemporaries. The academic community in India started taking notice of the boy genius amongst them, and a decision was made. As only the best universities in the world could allow such a talent to flourish, they resolved to find a way to send the young man to England.

But nobody answered the call. Nobody, that was, until a letter and several pages of calculations from Ramanujan arrived on the desk of professor G. H. Hardy. To his astonishment, Hardy realized that the pages contained conclusions that were entirely new, pushing the boundaries of contemporary knowledge. He immediately sent for the young man to accompany him at Cambridge University, where they began a fruitful partnership. Their work together also yields one of the most famous anecdotes in maths history. One day, Ramanujan took a taxi to visit Hardy. [3] _____ To which his young student immediately protested that it was actually extremely interesting, clarifying his point with a mental equation of dazzling complexity, now known as the Hardy–Ramanujan number.

Part of the reason why Ramanujan is not as famous as similar geniuses like Einstein is that he died shockingly young. [4] _____ Furthermore, throughout his stay in England, Ramanujan had been a strict vegetarian. In those days, this was seen as a peculiar affectation in his host country, and he had struggled to obtain proper nutrition. Once doctors there had diagnosed a vitamin deficiency in the young mathematician, he felt forced to return home to India but soon after arrival, his health worsened. Tragically, Ramanujan passed away on 26 April 1920 at the age of just 32.

However, the story of this extraordinary genius had one more twist to be revealed. Over his last years, he had continued to scribble his ideas down and his wife had preserved these papers. After his death, they became mistakenly filed away at Cambridge University, forgotten until fifty years later. Then, in 1976, his lost notebook came to light. [5] _____ Nevertheless, this final text electrified the mathematical world all over again. So advanced was it that it continues to have an impact decades after his death, enabling researchers to investigate such baffling phenomena as black holes. The poor boy from an Indian village was still light years ahead of his time.

Glossary

baffle to confuse people completely; to be too difficult to explain

yield to produce something as a result

scribble down to write, e.g. notes, quickly without organization

WORDPOWER

Idioms with *light*

4 Look at the last paragraph of the text and find two idioms with the word *light*. Match them to the definitions below.

1 appear after being lost or hidden

2 be much more advanced than

5 Work in pairs. Read the sentences and explain the meaning of the idioms in bold.

1 Life has been difficult for weeks but I can finally **see the light at the end of the tunnel**.

2 I got up very early because the best time to take these photos is **at first light**.

3 I thought putting the photo online was funny last night but now, **in the cold light of day**, I realize that I've made a big mistake!

4 **In light of** the recent spate of thefts at the school, the headteacher is going to take action.

5 I cannot understand this message – it's all in code. Can you **shed some light on** it?

6 I hated doing it for years, but now I have **seen the light** and I love it!

6 Work in pairs. Write a dialogue that begins with one of the sentences in exercise 5. Include at least one more *light* idiom in your dialogue.

Verbs ending in *-ify*

7 Look at these verbs from the text. What nouns are they formed from?

clarify electrify mystify personify

8 Complete the sentences with the correct form of the verbs made from the words in capital letters.

1 Can you think of a terrible historical event that _____ people in your country? **HORRIBLE**

2 Can you think of a person who is very good at _____ complicated problems for other people? **SIMPLE**

3 How can a website ask you to _____ your identity? **VERIFICATION**

4 When does exam pressure _____ at school? **INTENSE**

5 Can cheating in an exam ever be _____? **JUST**

6 If you could _____ your school's rules, what would you change? **MODE**

9 Work in pairs. Ask and answer the questions in exercise 8.

12

Use of English

GRAMMAR IN USE

Modal verbs in the past; nouns formed from phrasal verbs

1 Complete the sentences. Use *must, can't, might, might not, should, shouldn't* or *needn't + have* and the correct form of the verbs in brackets.

1 Mark _____ (break) the DVD player. He knows how to use it.
2 You _____ (learn) all the formulas by heart. The teacher said we only had to be able to use them.
3 Edison developed a hearing problem when he was a child. It _____ (be) scarlet fever that caused it.
4 Einstein was a top student in primary school. He _____ (like) maths.
5 I _____ (forget) to sign the agreement. I can't remember doing it.

2 Translate the words in brackets. Use modal verbs in the past tense.

1 That (*nie mógł być*) _____ our science teacher you saw. He was ill yesterday.
2 You (*niepotrzebnie zapłaciłaś*) _____ for the repair. The camera was under warranty.
3 Professor Brick gave an excellent speech. We (*powinniśmy podziękować*) _____ him for his time and patience but nobody remembered to.
4 I don't know who left this MP4 player in the classroom. It (*mógł być*) _____ someone from our class.
5 The train is late. It (*powinien był przyjechać*) _____ by now.

3 Complete the sentences with the prepositions in the box to make seven compound nouns.

back down out (x2) through up (x2)

1 The scientist's devotion to his project contributed to the break_____ of his marriage.
2 American scientists have made an important break_____ in the field of organ transplants.
3 The technical university in our town has a high drop_____ rate.
4 It was a strict _____bringing and solid education that led him to succeed in engineering.
5 The Apple store has retail _____lets all over the world.
6 The Ministry of Science is facing an angry _____lash from scientists over the planned cutbacks in their budget.
7 When I finished writing, I emailed myself a copy of my essay as back_____.

More grammar on p. 207

Minidialogi

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

1 **X:** Did I miss her presentation?
Y: _____
X: I really couldn't!
A You did, but it wouldn't have mattered.
B Yes, you should have been there.
C That's right, she was fine about it, though.

2 **X:** He's used up all his data, even though I bought him a top-up yesterday!
Y: _____
A He can't have used it all up already.
B He needn't have used it after all.
C He should have used it quickly.

3 **X:** I've already fixed the server so there's nothing for you to do.
Y: _____
X: Sorry, I thought I would need your help.
A I might not have come to help you.
B I wouldn't have asked you to come.
C I needn't have bothered coming then.

Zadanie z lukami

5 Przeczytaj tekst. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Cybercrime costs individuals and businesses billions of dollars every year, but there are a few relatively simple tricks you can [1]_____ to at least make it a little more difficult for hackers to steal your information.

- Never open a link which you didn't expect to get, even if it's from one of your contacts, as hackers could [2]_____ taken over their account.
- Use strong passwords. Try to use combinations of lower- and upper-case letters, numbers and symbols, and do not use the [3]_____ password on different accounts.
- Do data backups regularly. If your computer suffered from an attack, the easiest way to get your data back [4]_____ be to restore it from a backup copy.
- Make sure there's an up-to-date security package running on your computer [5]_____ will give you at least basic-level protection from online threats.
- Finally, always be wary. Be [6]_____ the lookout for dangers, and check websites are authentic when you make payments.

Gramatykalizacja

6 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 The system is down at the moment – somebody _____ (must/switch) off by accident.
2 She paid no attention to the comments at the bottom of the post, as most of them _____ (can not/be) serious.
3 I wouldn't have downloaded this app in the first place – you _____ (should/know) it was a virus.
4 I bet you _____ (wish/you/save) the file before you closed down the computer.
5 _____ (I/be/you), I wouldn't have accepted this position – you knew it involved a lot of work.

Słowotwórstwo

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

What is the greatest invention or discovery of all time? Tell us what you think!

'To me the most significant scientific [1]_____ (**BREAK**) was when we discovered penicillin. It has touched almost everyone on the planet in some way and has saved millions of lives.' *Erik*

'I believe that launching rockets into space has been our biggest [2]_____ (**ACHIEVE**), and I think space will be the future for mankind.' *Pamela*

'To me, the most [3]_____ (**BENEFIT**) device ever created is the washing machine. I come from a large family and have three younger sisters, so we use it all the time.' *Alex*

'For people in the past, the best thing must have been the invention of writing, to record knowledge and information. I think every other invention [4]_____ (**ORIGIN**) from this.' *Adam*

'Medicine and the abilty to [5]_____ (**VACCINE**) large numbers of the population to protect them from infectious diseases.' *Terri*

Tłumaczenie (zadanie otwarte)

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

1 I think (*dano nam dostęp*) _____ to too much information in the digital age, and we can't be sure what is real and what is fake.
2 Automation will probably mean the loss of many jobs for (*pracowników, których stanowiska*) _____ are within the manufacturing industry.
3 (*Gdybyś zdigitalizował*) _____ our old photographs, we could look at them on your laptop now.
4 Jim (*musiał stracić dostęp*) _____ to the Internet, because he's reading a book instead of looking at his phone.
5 It looks like the system (*znowu się zawiesił*) _____ – we'll have to call the engineer.

Zadanie z lukami i wyrazami w ramce

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

access automate digital manipulate private secure

HOW OLD IS FAKE NEWS?

Most people imagine that fake news is a relatively new phenomenon. However, [1]_____ facts and information is far older than you might imagine.

Although politicians of the past didn't have the use of the [2]_____ spyware that is omnipresent on social media nowadays, they were well able to spread fake news in the form of rumours or newspaper articles that simply weren't true.

In some ways, fake news in the past was harder to defend against. There was no way of blocking a stream of fake information, there were no [3]_____ laws or protection, and people had no other option but to believe everything they read without question.

In many ways, modern fake news is successful because it is so [4]_____ and easy to find. Paradoxically, you can use the Internet to prove that it isn't true, but that's exactly why some people like to believe it.

12

Writing

Rozprawka

1 Work in pairs. Discuss these questions.

1 Microchipping humans was considered science fiction years ago, but now there are thousands of people who have them implanted. Would you agree to have one? Why? / Why not?

2 Do you think that advancements in science and technology will help to deal with global issues like world hunger or water scarcity?

Napisana przez ciebie wypowiedź powinna być logiczna i spójna, poświęcona jednemu tematowi, zaś argumenty powinny być podporządkowane jednej myśli przewodniej. Zadbaj, aby poruszane przez ciebie kwestie łączyły się w związki przyczynowo-skutkowe dzięki leksykalnym i gramatycznym powiązaniom wewnątrz zdań i między nimi, oraz między akapitami wypowiedzi.

2 Read the following extracts from an opinion essay. Find the mistakes in them and correct them.

1 Sweden is getting closer and closer to completely digitizing the country. However, these chips are their next step in this direction.

2 Those who already have chips claim that their daily routines have sped up and lives have been made more convenient. They also can be used to store emergency contact details or social media profiles.

3 One company is testing brain-implanted chips to connect the mind to computers. Some experts will predict that by 2050 every person had some technological parts in them.

4 The microchip is as small as a grain of rise and is implanted between the thumb and index finger.

5 Electronic implants are new. Cats and dogs have had them implanted for many years already.

3 Read the task and the sentences referring to the first part of the task. Rewrite each pair of sentences 1–6 as a single sentence. Add all necessary words and expressions. Then use the sentences (and your own ideas) to write one coherent paragraph.

Mikroczipy są powszechnie stosowane – od telefonów komórkowych, przez komputery po skanery medyczne. Od lat wszczepia się je zwierzętom domowym, a obecnie także ludziom. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, biorąc pod uwagę kwestię funkcjonalności oraz bezpieczeństwa.

A microchip can be very useful in everyday life as its applications are diverse.

1 First of all, it can help when we go shopping. Sometimes we forget to take our wallets.

2 The implant can be connected to our bank account. It can replace a credit card.

3 Microchips are also used by an increasing number of companies. Those companies value security.

4 The microchip can identify the level of authority to open a particular door on company premises. It can prevent the leaking of classified information.

5 The microchip is also helpful for doctors. They can have immediate access to our medical history.

6 It is particularly important in medical emergencies. It is important when a patient is unconscious.

4 Read the following paragraph, referring to the second part of the task in exercise 3, and answer the questions.

1 Are there places where it is unclear what the author is referring to?

2 Does the text include any fragments diverging from the topic or only loosely related to it?

On the other hand, microchipping creates controversies because of the risks associated with security issues and protecting the data stored in its memory. The information it contains is not protected in any way, so identity theft is mentioned as the main problem. Moreover, some experts argue that the potential long-term side effects of having an implant are still unknown. It has not been thoroughly studied. I have a friend who lives in Sweden. He implanted a microchip last year. He says that the whole procedure is very simple and that soon you will be able to do it completely by yourself. I think that the development of this technology should involve intensive research to resolve doubts concerning health issues and potential side effects.

5 Rewrite the paragraph in exercise 4 so it is logical and coherent. Cut redundant information and make other necessary changes. Compare your paragraphs in pairs.

6 In pairs, write an introduction and a conclusion to use with the paragraphs you wrote in exercises 3 and 4. Make sure you state your opinion in the introduction.

7 ! Write an essay of 200–250 words.

Od kilku dekad następuje dramatyczne przyspieszenie tempa rozwoju nauki i nowych technologii. Czy dzięki temu rozwojowi nasze życie staje się lepsze? Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty z punktu widzenia jednostki i z punktu widzenia społeczeństwa.

Useful phrases on p. 215

Cumulative Revision Units 1–12

1 Read the definitions and write the appropriate words.

1 A thin glass object that scientists use to examine liquids and chemicals.
2 The place where people buy and sell shares and invest in companies.
3 A piece of software that allows you to access the Internet.
4 A place where construction happens.
5 A medicine that you give to people to prevent them from getting a particular illness in the future.
6 The object that you hit with a racket when you play badminton.
7 A mixture of two metals.
8 A short summary of the plot of a book, written to convince people to buy it.

2 Complete the missing words. The first letter of each word is given.

1 Oh no, my laptop battery is about to **g**_____ **f**_____. It's on 2%!
2 To make sure you don't lose your files, make a **b**_____ **u**_____ copy on another computer.
3 I prefer to have an **a**_____ **s**_____ on a plane so I can stretch my legs. I never look out of the window anyway.
4 That website just **s**_____ **f**_____ news. Nothing they write is true. It's all lies.
5 I cannot leave this website because it won't let me **l**_____ **o**_____ of my account!
6 The man was neither fat nor thin – he was of **m**_____ **b**_____.
7 Sophie's not at school today because she's **c**_____ **d**_____ with a nasty case of chicken pox.
8 It's impossible to hear what people are saying on the video because of the poor **s**_____ **q**_____.
9 I'm afraid that you can't use the vending machine at the moment because it's **o**_____ of **o**_____.

3 Translate the parts of the sentences in brackets into English.

1 The processor (*mógł być wadliwy*) _____ and that's why your laptop crashed all the time.
2 The player (*oddał strzał na bramkę*) _____ but missed.
3 Heather went to boarding school so she (*była surowo wychowywana*) _____.
4 I wish I (*mogła zajrzeć za kulisy*) _____ of my favourite sitcom.
5 The university had a financial review and had to (*ograniczyć wydatki*) _____.

4 Complete each sentence so the meaning is the same as in the original sentence.

1 As soon as I took the pencillin, the infection ceased to spread.
No sooner _____ the infection ceased to spread.
2 They're replacing all of the equipment in our laboratory.
We're _____ in our laboratory.
3 I don't believe that artificial intelligence created this image.
As far as I'm concerned, this image can't _____ by artificial intelligence.
4 A disgruntled former employee said he would post our secret formula on the Internet.
A disgruntled former employee threatened _____ on the Internet.
5 I only feel happy now because I kicked my Internet addiction.
If I _____, I wouldn't feel happy now.
7 You see? There was nothing to worry about.
You see? You _____ about anything.
8 It's possible that Kim never received your email.
Kim _____ your email.

5 Complete the dialogues with one word in each gap.

1 **X:** It wasn't smart of you to download those files. You _____ have got a virus.
Y: Don't worry. Jim _____ the site to me, so I knew it was safe.
2 **X:** Something's wrong with this machine. I'll just _____ the battery out.
Y: No! Under no circumstances _____ you do that while it's still running!
3 **X:** It looks as _____ your ankle is sprained. You should go and get an X-ray.
Y: Thanks. I _____ I had done a first aid course like you did last year.
4 **X:** You _____ have laughed at Kevin's new haircut. He's very upset about it.
Y: I know. I had _____ apologize to him right away.
5 **X:** This time tomorrow we'll _____ arriving at the campsite. I've bought a new tent!
Y: You _____ have done that because you can rent tents at the site.
6 **X:** Samantha Klein has been our teacher _____ the start of the course.
Y: I'd _____ be in your class than mine. We've had six different teachers this year!
7 **X:** We've got half of the files but where are the _____?
Y: I'm getting them now. I think I'll _____ downloaded them all by one o'clock. They're huge!

Nauka i technika

Legenda
Oxford 3000
Oxford 5000

79.1 Areas of science

astronomy /əˈstrɒnəmi/ astronomia
biology /baɪˈɒlədʒi/ biologia
biomedical engineering /ˌbaɪəʊˌmedɪkl ˌendʒɪˈnɪərɪŋ/ inżynieria biomedyczna
chemistry /ˈkemɪstri/ chemia
cybernetics /ˌsaɪbəˈnetɪks/ cybernetyka
ecology /iˈkɒlədʒi/ ekologia
genetic engineering /dʒəˌnetɪk endʒɪˈnɪərɪŋ/ inżynieria genetyczna
genetics /dʒəˈnetɪks/ genetyka
geography /dʒiˈɒgrəfi/ geografia
geology /dʒiˈɒlədʒi/ geologia
linguistics /lɪŋˈgwɪstɪks/ językoznawstwo
logic /ˈlɒdʒɪk/ logika
magnetism /ˈmægnətɪzəm/ magnetyzm
mathematics /ˌmæθəˈmætɪks/ matematyka
medicine /ˈmedsn/ medycyna
physics /ˈfɪzɪks/ fizyka
robotics /rəʊˈbɒtɪks/ robotyka
sociology /ˌsəʊsiˈɒlədʒi/ socjologia
statistics /stəˈtɪstɪks/ statystyka
zoology /zuˈɒlədʒi/ zoologia

79.2 Scientific discoveries

alloy /ˈælɔɪ/ stop metali
analysis /əˈnæləsɪs/ analiza
atmosphere /ˈætməsfɪə(r)/ atmosfera
attract /əˈtrækt/ przyciągać
beneficial /ˌbenɪˈfɪʃl/ korzystny
cells /selz/ komórki
chemist /ˈkemɪst/ chemik
code /kəʊd/ kod
debris /ˈdebriː/ odpady
density /ˈdensəti/ gęstość
DNA /ˌdiː en ˈeɪ/ DNA
double helix /ˌdʌbl ˈhiːlɪks/ podwójna spirala
electric current /ɪˈlektrɪk ˌkʌrənt/ prąd elektryczny
energy-saving /ˈenədʒi seɪvɪŋ/ energooszczędny
equation /ɪˈkweɪʒn/ równanie
experiment /ɪkˈsperɪmənt/ eksperyment
experiment on animals /ɪkˈsperɪmənt ɒn ˈænɪmlz/ prowadzić badania na zwierzętach
explore /ɪkˈsplɔː(r)/ badać
explore an idea /ɪkˈsplɔː(r) ən aɪˈdɪə/ badać koncepcję
explore space /ɪkˌsplɔː(r) ˈspeɪs/ badać przestrzeń kosmiczną
explore the ocean /ɪkˌsplɔː(r) ðə ˈəʊʃn/ badać ocean
formula /ˈfɔːmjələ/ wzór
gene therapy /ˈdʒiːn θerəpi/ terapia genowa
genes /dʒiːnz/ geny
gravity /ˈgrævəti/ grawitacja, przyciąganie ziemskie
investigate /ɪnˈvestɪgeɪt/ badać
laboratory /ləˈbɒrətri/ laboratorium
launch a rocket /ˌlɔːntʃ ə ˈrɒkɪt/ wystrzelić rakietę
launch a spacecraft /ˌlɔːntʃ ə ˈspeɪskrɑːft/ wystrzelić pojazd kosmiczny
machine /məˈʃiːn/ maszyna
mass /mæs/ masa
matter /ˈmætə(r)/ materia
model /ˈmɒdl/ model
molecule /ˈmɒlɪkjuːl/ cząsteczka, molekuła
nucleus /ˈnjuːkliəs/ jądro
operate remotely /ˌɒpəreɪt rɪˈməʊtli/ operować/sterować zdalnie
organ transplant /ˈɔːgən trænsplɑːnt/ przeszczep organów
penicillin /ˌpenɪˈsɪlɪn/ penicylina
phenomenon /fəˈnɒmɪnən/ zjawisko
professor /prəˈfesə(r)/ profesor, wykładowca
protein /ˈprəʊtiːn/ białko
research /rɪˈsɜːtʃ/ prowadzić badania
revolve around the Sun /rɪˌvɒlv əraʊnd ðə ˈsʌn/ krążyć wokół Słońca
scientific breakthrough /ˌsaɪənˌtɪfɪk ˈbreɪkθruː/ przełom naukowy
scientist /ˈsaɪəntɪst/ naukowiec
solve /sɒlv/ rozwiązać
space /speɪs/ przestrzeń kosmiczna, kosmos
space centre /ˈspeɪs sentə(r)/ centrum kosmiczne
space shuttle /ˈspeɪs ʃʌtl/ statek kosmiczny
space station /ˈspeɪs steɪʃn/ stacja kosmiczna
space travel /ˈspeɪs trævl/ podróż kosmiczna
space waste /ˈspeɪs weɪst/ kosmiczne odpadki
structure /ˈstrʌktʃə(r)/ struktura, budowa
technique /tekˈniːk/ technika, sposób
test /test/ badać, testować
test tube /ˈtest tjuːb/ probówka
treat disease /triːt dɪˈziːz/ leczyć chorobę
vaccine /ˈvæksiːn/ szczepionka
white blood cells /waɪt ˈblʌd selz/ białe krwinki

79.3 Inventions

binoculars /bɪˈnɒkjələz/ lornetka
coffee maker /ˈkɒfi meɪkə(r)/ ekspres do kawy
digital camera /ˈdɪdʒɪtl ˌkæmrə/ aparat cyfrowy
dishwasher /ˈdɪʃwɒʃə(r)/ zmywarka do naczyń
food processor /ˈfuːd prəʊsesə(r)/ robot kuchenny
high-speed rail link /haɪ spiːd reɪl lɪŋk/ kolej dużych prędkości
hi-tech /ˌhaɪ ˈtek/ supernowoczesny
household appliance /ˈhaʊshəʊld əˌplaɪəns/ elektryczne urządzenie gospodarstwa domowego
idea /aɪˈdɪə/ pomysł
latest model /ˈleɪtɪst ˌmɒdl/ najnowszy model
lens /lenz/ soczewka, obiektyw
man-made /ˌmæn ˈmeɪd/ sztuczny, syntetyczny
plug sth in /plʌg sʌmθɪŋ ˈɪn/ podłączać coś do kontaktu
robot /ˈrəʊbɒt/ robot
speakers /ˈspiːkə(r)z/ głośniki
toaster /ˈtəʊstə(r)/ toster
washing machine /ˈwɒʃɪŋ məʃiːn/ pralka
wind-up radio /ˌwaɪnd ʌp ˈreɪdiəʊ/ radio nakręcane

79.4 Technical failures

be in working order /bi ɪn ˌwɜːkɪŋ ˈɔːdə(r)/ działać właściwie, być w dobrym stanie
break down /ˌbreɪk ˈdaʊn/ zepsuć się
broken /ˈbrəʊkən/ zepsuty
crash /kræʃ/ awaria; zepsuć się, zawiesić (o komputerze)
faulty connection /ˌfɔːlti kəˈnekʃn/ wadliwe połączenie
fix /fɪks/ naprawiać
flat battery /flæt ˈbætri/ rozładowana bateria
go flat /gəʊ ˈflæt/ wyczerpać się (o baterii, akumulatorze)
lift the lid /lɪft ðə ˈlɪd/ podnieść pokrywkę
make a funny noise /meɪk ə ˈfʌni nɔɪz/ wydawać dziwne dźwięki
malware /ˈmælweə(r)/ złośliwe oprogramowanie
obsolete /ˈɒbsəliːt/ przestarzały
out of order /ˌaʊt əv ˈɔːdə(r)/ zepsuty (np. o windzie)
poor sound quality /pɔː(r) ˈsaʊnd ˌkwɒləti/ słaba jakość dźwięku
remove the cover /rɪˌmuːv ðə ˈkʌvə(r)/ zdjąć obudowę
service centre /ˈsɜːvɪs sentə(r)/ punkt serwisowy
take out the battery /teɪk aʊt ðə ˈbætri/ wyjąć baterię
work /wɜːk/ działać

79.5 Using technical equipment

appliance /əˈplaɪəns/ urządzenie
controls /kənˈtrəʊlz/ elementy sterujące
create charts /kriˌeɪt ˈtʃɑːts/ tworzyć wykresy
create grids /kriˌeɪt ˈgrɪdz/ tworzyć tabele
device /dɪˈvaɪs/ przyrząd, urządzenie
diesel engine /ˈdiːzl ˌendʒɪn/ silnik wysokoprężny
do calculations /duː ˌkælkjuˈleɪʃnz/ robić obliczenia
do interactive exercises /duː ˌɪntərˌæktɪv ˈeksəsaɪzɪz/ wykonywać interaktywne zadania
edit film /ˌedɪt ˈfɪlm/ montować film
edit music /ˌedɪt ˈmjuːzɪk/ zajmować się edycją muzyki
engine /ˈendʒɪn/ silnik
gadget /ˈgædʒɪt/ gadżet
magnet /ˈmægnɪt/ magnes
manual /ˈmænjuəl/ instrukcja obsługi
motor /ˈməʊtə(r)/ silnik (w urządzeniu elektrycznym)
press the button /pres ðə ˈbʌtn/ nacisnąć przycisk
send text messages /send ˈtekst ˌmesɪdʒɪz/ wysyłać SMS-y
socket /ˈsɒkɪt/ gniazdko
switch /swɪtʃ/ przełącznik
unplug sth /ˌʌnˈplʌg sʌmθɪŋ/ odłączyć coś od prądu

79.6 Information technology

antivirus software /ˌænti ˈvaɪrəs sɒftweə(r)/ oprogramowanie antywirusowe
augmented reality /ɔːgˌmentɪd riˈæləti/ rzeczywistość rozszerzona
back-up /ˈbæk ʌp/ kopia zapasowa
browse the Internet /braʊz ðə ˈɪntənet/ przeglądać strony internetowe
computer systems /kəmˈpjuːtə(r) sɪstəmz/ systemy komputerowe
computer-generated imagery/ CGI /kəmˌpjuːtə(r) ˌdʒenəreɪtɪd ˈɪmɪdʒəri/ /ˌsiː dʒiː ˈaɪ/ obrazy generowane komputerowo
data /ˈdeɪtə/ dane
database /ˈdeɪtəbeɪs/ baza danych
download files /daʊnˌləʊd ˈfaɪlz/ pobierać pliki
download music /daʊnˌləʊd ˈmjuːzɪk/ pobierać muzykę
download software /daʊnˌləʊd ˈsɒftweə(r)/ pobierać oprogramowanie
flat-screen monitor /ˌflæt skriːn ˈmɒnɪtə(r)/ monitor z płaskim ekranem
hard disk /ˈhɑːd dɪsk/ dysk twardy
have a video conference /hæv ə ˈvɪdiəʊ ˌkɒnfərəns/ uczestniczyć w wideokonferencji
install updates /ɪnˌstɔːl ˈʌpdeɪts/ instalować aktualizacje
instant messaging system /ˌɪnstənt ˌmesɪdʒɪŋ ˈsɪstəm/ system szybkiego powiadamiania w internecie
interact /ˌɪntərˈækt/ oddziaływać (wzajemnie na siebie)
interface /ˈɪntəfeɪs/ interfejs
Internet access /ˈɪntənet ækses/ dostęp do internetu
keyboard /ˈkiːbɔːd/ klawiatura komputerowa
log in/on /lɒg ˈɪn/ /lɒg ˈɒn/ zalogować się
log off/out /lɒg ˈɒf/ /lɒg ˈaʊt/ wylogować się
password /ˈpɑːswɜːd/ hasło
scroll down /skrəʊl ˈdaʊn/ przewijać w dół
scroll up /skrəʊl ˈʌp/ przewijać w górę
search engine /ˈsɜːtʃ endʒɪn/ wyszukiwarka
statistical data /stəˌtɪstɪkl ˈdeɪtə/ dane statystyczne
stream videos /striːm ˈvɪdiəʊz/ oglądać materiały wideo dzięki technologii streamingu
streaming service /ˈstriːmɪŋ ˌsɜːvɪs/ serwis oferujący multimedia za pomocą technologii streamingu
surf the Internet /sɜːf ðə ˈɪntənet/ surfować po internecie
switch /swɪtʃ/ przełączać, przełącznik
switch off /swɪtʃ ˈɒf/ wyłączać
switch on /swɪtʃ ˈɒn/ włączać
technology /tekˈnɒlədʒi/ technologia
text /tekst/ wysyłać SMS-y
upgrade /ˌʌpˈgreɪd/ ulepszać, uaktualniać

upgrade /ˈʌpgreɪd/ aktualizacja, ulepszenie
upload /ˌʌpˈləʊd/ umieszczać w sieci
use social networking sites /juːz ˌsəʊʃl netwɜːkɪŋ ˈsaɪts/ korzystać z portali społecznościowych
useful links /juːsfl ˈlɪŋks/ przydatne odnośniki do stron
username /ˈjuːzəneɪm/ nazwa użytkownika
virtual reality /ˌvɜːtʃuəl riˈæləti/ wirtualna rzeczywistość
virus /ˈvaɪrəs/ wirus
web browser /ˈweb braʊzə(r)/ przeglądarka internetowa
website /ˈwebsaɪt/ strona internetowa
Wi-Fi /ˈwaɪ faɪ/ bezprzewodowa sieć komputerowa
wireless mouse /ˌwaɪrələs ˈmaʊs/ mysz bezprzewodowa
worksheet /ˈwɜːkʃiːt/ arkusz kalkulacyjny

79.7 Technological development – risks and opportunities

access to technology /ˌækses tə tekˈnɒlədʒi/ dostęp do technologii
accessibility /əkˌsesəˈbɪləti/ dostępność
Artificial Intelligence/AI /ˌɑːtɪfɪʃl ɪnˈtelɪdʒəns/ /ˌeɪ ˈaɪ/ sztuczna inteligencja
automation /ˌɔːtəˈmeɪʃn/ automatyzacja
block online advertising /blɒk ˌɒnlaɪn ˈædvətaɪzɪŋ/ blokowanie reklam internetowych
cookies /ˈkʊkiz/ ciasteczka (pliki komputerowe)
cyberbullying /ˈsaɪbəbʊliɪŋ/ cyberprzemoc
data protection /ˌdeɪtə prəˈtekʃn/ ochrona danych
digitize /ˈdɪdʒɪtaɪz/ digitalizować
distance learning /ˌdɪstəns ˈlɜːnɪŋ/ nauka na odległość
freeware /ˈfriːweə(r)/ darmowe oprogramowanie
Internet addiction /ˌɪntənet əˈdɪkʃn/ uzależnienie od internetu
manipulate information /məˌnɪpjuleɪt ˌɪnfəˈmeɪʃn/ manipulować informacjami
protect privacy /prəˌtekt ˈprɪvəsi/ chronić prywatność
spread fake news /ˌspred feɪk ˈnjuːz/ przekazywać nieprawdziwe informacje
spyware /ˈspaɪweə(r)/ oprogramowanie szpiegowskie
work remotely /wɜːk rɪˈməʊtli/ pracować zdalnie

79.8 Wordpower p. 141

combat /ˈkɒmbæt/ zwalczać coś
growing problem /ˌgrəʊɪŋ ˈprɒbləm/ narastający problem
persevere /ˌpɜːsəˈvɪə(r)/ wytrwać, nie ustawać
put your foot in it /pʊt jɔː ˈfʊt ɪn ɪt/ popełnić gafę
ruin sb's day /ruːɪn sʌmbədiz ˈdeɪ/ zepsuć komuś dzień
run the risk /rʌn ðə ˈrɪsk/ ryzykować
stick with a resolution /stɪk wɪð ə ˌrezəˈluːʃn/ trzymać się postanowienia
tackle the problem /ˌtækl ðə ˈprɒbləm/ walczyć z problemem

79.9 Idioms with *light*

at first light /ət fɜːst ˈlaɪt/ o świcie
be light years ahead of sb /bi ˈlaɪt jɪəz əˌhed əv sʌmbədi/ być lata świetlne przed kimś
come to light /ˌkʌm tə ˈlaɪt/ wyjść na jaw
in the cold light of day /ɪn ðə ˌkəʊld laɪt əv ˈdeɪ/ przyglądając się czemuś dokładnie, analizując ponownie
in the light of /ˌɪn ðə ˈlaɪt əv/ w świetle
see the light /siː ðə ˈlaɪt/ zrozumieć coś
see the light at the end of the tunnel /siː ðə ˌlaɪt ət ðə end əv ðə ˈtʌnl/ ujrzeć światełko w tunelu
shed some light on /ʃed səm ˈlaɪt ɒn/ rzucić światło na

79.10 Verbs ending in *-ify*

clarify /ˈklærəfaɪ/ wyjaśniać
electrify /ɪˈlektrɪfaɪ/ elektryzować
horrify /ˈhɒrɪfaɪ/ przerażać
intensify /ɪnˈtensɪfaɪ/ intensyfikować
justify /ˈdʒʌstɪfaɪ/ usprawiedliwiać
modify /ˈmɒdɪfaɪ/ modyfikować
mystify /ˈmɪstɪfaɪ/ zadziwiać
personify /pəˈsɒnɪfaɪ/ uosabiać
simplify /ˈsɪmplɪfaɪ/ upraszczać
verify /ˈverɪfaɪ/ weryfikować

Do you remember?

BRAINPOWER

Łatwiej zapamiętasz nowe słownictwo, jeżeli umiejscowisz je w kontekście konkretnych czynności lub procesów. Na przykład, gdy uczysz się wyrazów związanych z techniką, wyobraź sobie, że tłumaczysz komuś sposób korzystania z jakiegoś urządzenia lub aplikacji. Przygotuj w punktach skrótową instrukcję obsługi lub rozrysuj ogólny schemat działania.

Check yourself!

1 Complete the sentences with one word in each gap.

1 A private company _____ a rocket into space in 2018.
2 The lift is out of _____ today, so we need to use the stairs.
3 Discovering penicillin was an important scientific _____.
4 White blood _____ are a part of the body's immune system.
5 Remember to pack insect _____ to fight off mosquitoes.
6 The cast was given a standing _____ at the end of the performance.
7 We were still hoping our team would score when the _____ blew the final whistle.
8 The doctor prescribed me a _____ of antibiotics.

Pronunciation

1 Read out the following pairs of phrases. First, say them slowly, then repeat them as fast as possible. What happens to the individual words?

1 might earn / my turn
2 ice cream / I scream
3 called out / call doubt

2 080 Listen and repeat the phrases below. Link and reduce the sounds as shown.

1 Print‿it! Hats‿off! Not‿at‿all.
2 cam(e)ra p(e)rhaps han(d)s kin(d)ness
3 hot‿tap stop‿pushing quick‿kick
4 firs(t) three ol(d) men wes(t)side goo(d)bye
5 Where is (h)e? Tell (th)em!
6 fish (a)n(d) chips I have t(o) go a cup (o)f tea
You (a)re a star!

3 081 Which sounds in the following sentences may be linked or reduced? Listen, check and repeat.

1 She told him to leave.
2 You are such a good dad!
3 I ordered a sandwich and a can of Coke.
4 Stop it now or I will call the police!
5 Fred fed Ted bread.

13 Świat przyrody









Vocabulary

Landscape

1 Work in pairs. Look at the pictures and discuss the questions.

1 Imagine you are a scientist and can visit one of the places in the pictures. Which interests you the most? What would you like to observe (e.g. plants, animals, climate)?
2 How would you feel in the weather conditions shown in the pictures?
3 Which place would you find most difficult to live in? Why?

2 Choose the correct options to complete the text.

A land of contrasts

Peru boasts many different geographical [1]*features* / *ranges*, making it a fascinating place. In the west of the country there is the [2]*forest* / *coast* of the Pacific Ocean, which extends for almost 2,500 kilometres. Along this is a narrow strip of [3]*sea* / *desert*, which is one of the driest in the world.

Inland lies the Andes mountain [4]*range* / *summit*, running north to south. From these mountains, numerous rivers flow west along [5]*hills* / *valleys* down to the ocean.

East of the Andes is the Amazon Basin, home to Peru's tropical [6]*island* / *rainforest*. In the south-east of the country, high in the Andes, is [7]*Lake* / *Cape* Titicaca, which is fed by several rivers. Here, the Uros live on small [8]*islands* / *fields* that they have made out of plants which float on the surface of the water.

3 Match the words in the box to the descriptions.

bay cliff dune estuary mountain top peninsula plain sandy beach

1 It's easy to walk here and if it's warm, you can swim.
2 There are wonderful views of the surrounding countryside from here.
3 This part of the coast is shaped into a wide curve.
4 A river flows into the sea here.
5 This large piece of land is almost completely surrounded by water but is joined to a larger piece of land in one place.
6 It is hard walking up this when the sand is soft.
7 This is a large piece of flat land.
8 It's a very high bit of land with a very steep side.

Climate

4 Complete the dialogues with the words in the box.

blizzard cool downpour frost hail lightning thunder zero

1

Nick Is it very cold where you are?
Aly Yes, it must be below [1]_____. There's [2]_____ on the ground and the trees. They look beautiful, all covered in white! What's it like with you?
Nick Cold! Yesterday we had [3]_____ which made a lot of noise on the windows, and today we've got a [4]_____. I can't see anything outside – just snow flying around in all directions.

2

Eva Did you get wet in that [5]_____ last night?
Joe Yes, I got soaked! Did you see the [6]_____ later? It lit up the whole sky!
Eva I know! And the [7]_____ was really loud.
Joe It's nice this morning, though. Fresh and [8]_____.

5 082 Listen and check your answers to exercise 4.

6 Decide if the sentences are true or false. Correct the false ones.

1 A heatwave is a period of unusually humid weather.
2 A bleak winter's day is a cold and pleasant one.
3 A shower is a short period of rain.
4 An overcast sky has just a few fast-moving clouds.
5 A breeze is a strong wind.
6 A scorching day usually occurs in the autumn.
7 A mist is a cloud that is just above the ground or sea.
8 Torrential rain is rain that falls for a long time.

Threats to environment and environmental protection

7 **Do the quiz in pairs.**

What do you know about the environment?

1 **What energy sources do hybrid cars use?**

2 **Which of these countries does NOT produce oil?**
China Portugal Australia Nicaragua India

3 **Which of these things can be recycled?**
polystyrene cups glass paper batteries mirrors

4 **What is the name of the layer of the Earth's atmosphere that protects us from harmful ultraviolet radiation from the Sun?**

5 **Which of these is one of the main greenhouse gases?**
carbon dioxide carbon monoxide

6 **The island of Sumatra has some rich forests that are threatened by logging. Which country is it in?**

7 **Which of these cities is the best for cycling? What countries are these cities in?**
Berlin Paris Copenhagen London Rome

8 **How many blades does a typical wind turbine have?**
two three four five



8 **Complete the sentences with the words in the box.**

carbon footprint deforestation natural resource endangered species land erosion ecosystem organic farming soil contamination

1 Areas of forest around the world have become much smaller due to _____.
2 _____ happens when wind or water shifts soil or other material off the land.
3 _____ is typically caused by industrial activity, agricultural chemicals or improper disposal of waste.
4 _____ excludes or limits the use of synthetic fertilizers.
5 Wildlife can be found in every _____, including the most developed urban areas.
6 Your _____ is the amount of carbon dioxide you produce through your activities.
7 Thanks to the existence of unspoiled areas of nature in Poland, the chance of survival of some _____ is still quite good.
8 A(n) _____ is something people use that comes from nature, for example oil, water and wind energy.

9 **Match 1–8 with a–h to make phrases.**

1 buy energy-efficient	a vegetables
2 encourage birds	b down
3 minimize your impact	c in bulk
4 eat locally grown	d off appliances
5 turn the heating	e into the garden
6 switch	f fossil fuels
7 buy	g on the environment
8 burn	h light bulbs

10 **Complete the dialogue with phrases from exercise 9 in their correct forms. There are two extra phrases.**

Tom I'd like to do more to [1] _____. What can I do?
Sara Well, you could [2] _____ by putting out food and water for them. And you could reduce your carbon footprint by [3] _____ that you can get from the market.
Tom Thanks. I already [4] _____ which save me electricity, and I [5] _____ whenever I feel warm enough without it.
Sara I think [6] _____ completely is also good. A lot of them use power on standby.
Tom Really? I'll definitely do that then.

11 **083** **Listen and check your answers to exercise 10. Which of the things mentioned do you do?**

Animals

12 **Label the pictures with the names of young animals.**



13 **Complete the table with the words in the box. Some words can go in more than category.**

beak claw feather muzzle paw tail trunk wing

Polar bear	
Golden eagle	
Elephant	

14 **In pairs, describe different animals for your partner to guess. Use the words in exercise 13 and your own ideas.**

Ecological catastrophes

15 Choose the correct options to complete the text.

In 2010 there was an explosion on a BP oil rig in the Gulf of Mexico. This caused the deaths of eleven people and an enormous oil [1]*spill / pollution* that killed wildlife and polluted about 2,100 km of the US coast. This is just one example of an ecological [2]*waste / disaster* and unfortunately there are many others. Large quantities of toxic [3]*leaks / chemicals* have been released in an uncontrolled manner from factories, destroying animal and plant life and causing the [4]*contamination / depletion* of the water supply, so it is unsafe for both people and animals.

In addition to [5]*environmental / industrial* activity, farming can also cause damage to the environment as fertilizers, pesticides and animal waste can get into the soil and water sources. The resulting [6]*groundwater pollution / radioactive material* can have devastating effects on the ecosystem so it is important that agricultural [7]*practices / consequences* are improved.

Awareness of our impact on the Earth is growing, thanks to environmental [8]*activity / activism* that has campaigned for changes to the law and challenged those who cause pollution. Change is possible, but we need to act now.

Natural disasters

16 Complete the news reports with the words and phrases in the box.

aid casualties collapse earthquake evacuated famine floods rescue teams trapped victims

A powerful [1]_____ struck several towns in the east of Turkey this morning, destroying hundreds of buildings. [2]_____ are at the scene, trying to locate people who are [3]_____ under the rubble, and emergency departments at the hospitals are treating [4]_____ who have been injured by falling glass and other objects.

Heavy rain has caused [5]_____ across large parts of northern England. Thousands of people have had to be [6]_____ from their homes and many bridges have been closed as the authorities fear they may [7]_____.

Millions of people in several African countries are facing [8]_____ if food does not reach them soon. International agencies are urging governments to send [9]_____ immediately. 'Our current supplies are simply not enough to help all the [10]_____ of this situation,' a spokesperson for one agency said.

Space exploration

17 Match the words and phrases in the box to the definitions.

asteroid comet gravity satellite space shuttle space station the solar system to launch

1 It's the Sun and all the planets.
2 It looks like a bright star, moves very fast and has a tail.
3 You travel in this to space.
4 It's where people live and work in space.
5 It's one of the very large rocks or small planets that go around the Sun.
6 It means to send something or somebody into space.
7 It's an electronic device that's sent into space and moves around the Earth for a particular purpose.
8 It's the natural force that makes things fall when you drop them.



18 Ask and answer the questions in pairs.

1 Describe the geographical features of a place that you find unique.
2 Do you enjoy thunderstorms? Why? / Why not?
3 Have you noticed any effects of climate change? If so, what are they?
4 What is being done in your area to protect the environment?
5 Which wild animals would you particularly like to protect? Why?
6 What environmental activist groups do you know about? What do they campaign for/against?
7 What wildlife can be observed in your area?
8 If you had the chance to go into space, would you take it? What do you think it would be like?

Listening









Dobieranie

1 **Look at the pictures. Do you think each picture shows people helping or harming the environment? Why?**

2 **084** **Listen to four speakers and match them to the pictures. Check your ideas from exercise 1.**

3 **084** **Usłyszysz dwukrotnie cztery wypowiedzi na tematy problemów związanych z ochroną środowiska naturalnego. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker mentions

A that green technology should be more widely available.

B a reduction in the cost of an alternative power source.

C an inconsistency between people's beliefs and actions.

D an indirect benefit for people who undertake a certain activity.

E the way in which they find something misleading.

4 **Work in pairs and answer the questions.**

1 How are the people in your local area trying to make positive changes to help the environment?

2 What could we as a society do to lessen our negative impact on the environment?

WORDPOWER

5 **Work in pairs and explain the meaning of the phrases in the box. Use them to complete the sentences.**

a step backwards double standards in season
knock-on effect locally sourced
growing concern public debate

1 I always try to get fruit and vegetables which are _____, so I cook different things in autumn and different things in the spring.

2 I think that burning fossil fuels is taking _____ because much cleaner forms of energy have been available for many years.

3 Climate change is a(n) _____ for everyone, wherever they live.

4 Parents should try to be as environmentally friendly as possible, because then hopefully their behaviour will have a(n) _____ on their children.

5 Whenever possible, I try to buy food that is _____ so transporting it to me doesn't cause much pollution.

6 Social media has helped to refine the _____ about a number of issues that people are worried about.

7 I think that people who drive to a protest about global warming have _____ – they should cycle instead.

6 **Work in pairs and discuss the statements in exercise 5. Which of them do you agree with?**

13 Reading

Dobieranie pytań do części tekstu









1 Work in pairs and answer the questions.

1 What places can you see in the pictures?
2 How do you feel about seeing animals in captivity?

2 Read the tip. Then read the text and match sentences 1–3 to paragraph A or B below.

W tym zadaniu jedna z części tekstu pasuje do dwóch zdań. Wybierając poprawne odpowiedzi, należy więc wziąć pod uwagę wszystkie akapity, nawet jeśli do któregoś z nich znalazłeś/znalazłaś już pasujące zdanie.

In which paragraph does the writer

1 consider arguments for and against one aspect of a zoo animal's life?
2 describe a downside of being the centre of attention?
3 mention that zoos try to provide variety for the animals?

A Safari parks try to make an animal's environment as close as possible to its natural habitat, but for the animals there's no escaping the fact that they are simply a major tourist attraction. For the animals, any attempt at living a 'normal' life is likely to be interrupted by the stream of cars that pass by on a regular basis.

B Despite the many negative aspects of zoos, there is no doubt that they provide a secure environment for the animals. Also, efforts are made to change the layout of their enclosure or to introduce a random element into feeding time to prevent boredom. Having a secure environment makes life a lot less challenging than it is in the wild, but it also means that less energy is expended.



The wild woods of Białowieża

A

When babysitting my friend's children last night, I was struck by the wonder in their eyes as I told them the tale of Red Riding Hood, the girl who treks through the dark woods, pursued by a ravenous wolf. How they shuddered at the thought of the vast forest which has long been part of the European imagination, a place where wolves and bears and other wild creatures roam. Alas, many of the continent's ancient woodlands were uprooted long ago, but one enthralling site still remains for nature lovers: the Białowieża Primeval Forest in Poland's far eastern corner, along the border with Belarus.

B

The Białowieża forest presents a superb example of untamed land for visitors to explore. Such a wide expanse creates a perfect environment for wildlife to flourish. In addition to the obvious attraction of running across apex predators roaming freely, the woods are also home to Europe's largest population of wild bison. For twitchers, numerous feathered residents flutter among the branches, including the increasingly scarce three-toed woodpecker. To enjoy nature in all its glory, away from the sanitized enclosures of safari parks, there is no better spot in Europe.

C

However, as tourists worldwide try to outdo each other with their travel adventures, sites like the Białowieża Primeval Forest are at risk. Many tourist hotspots are already overflowing with visitors devastating the very thing they long to experience. Even the most repectful visitors, those who befriend local people and consciously strive to reduce their environmental footprint, will still have some effect. More visitors mean more demand for accommodation and water, and more traffic on the roads, all of which can lead to the destruction of the habitat that is the initial draw in the first place.



D

Fortunately, tourism to the Białowieża Primeval Forest is well managed to prevent it from being swamped by mass tourism. Responsible operators such as the organizers of the local Winter Wildlife Festival run treks allowing visitors to enjoy the best of both worlds. They provide transport and pleasant lodging as well as very limited access to the forest's Strict Protection Area. Here trees and plants are left to their own devices with absolutely no human interference. It is an ancient woodland where few people are allowed to tread. However, prospective visitors will need to avoid oversleeping and missing the dawn departure, and they should also be prepared to sweat a little, too. Much of the trek must be done on foot to minimize potential damage, so participants need to be reasonably fit to undertake it. As long as you don't overdo it, a little discomfort is a small price to pay to walk in a living world of myth and legend.

twitcher a bird enthusiast who travels long distances to see rare birds





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

In which paragraph does the author

1 suggest that some people are unaware of the damage they do to nature?
2 outline the physical demands that the forest places on people?
3 explain that some parts of the forest are better preserved than others?
4 describe what sets the tour of Białowieża apart from other animal experiences?
5 talk about negative feelings that natural places can inspire?

WORDPOWER

Compound verbs

4 **Match the words in boxes A and B to make compound verbs from the article. Then match these to meanings 1–8.**

A baby be out over (x3) under up

B do (x2) flow friend root sit sleep take

1 to make friends with
2 to look after someone else's children
3 to do something excessively
4 to decide to do something, especially a difficult task
5 to not wake up in time
6 to be better or more successful than someone else
7 to leave the place where you live and go somewhere else
8 to be so full that the contents go over the sides

5 **Complete the sentences with the compound verbs from exercise 4.**

1 Tamara's mum is going out on Friday, so she needs someone to _____ for her.
2 Dylan has got a job in Canada, which means he'll have to _____ his family from London and move there.
3 You should think carefully before you _____ a climbing expedition in the mountains.
4 If you don't turn the tap off, the sink will _____.
5 The sun's very hot, so I think you should come inside for a bit – you don't want to _____ it.
6 Don't worry about not knowing anyone at your new school – I'm sure you will _____ someone.
7 You should set your alarm otherwise you'll _____.
8 My group of friends are very competitive and we're always trying to _____ each other.

Idioms with *world*

6 **Find the phrase *enjoy the best of both worlds* in the text. What does it mean?**

7 **Read the sentences and explain the meaning of the idioms in bold.**

1 You're lucky to have such great support from your family – you've **got the world at your feet**!
2 These girls have similar backgrounds, but they're **worlds apart** in terms of academic achievement.
3 Sienna is **in a world of her own** when she's playing the piano – she doesn't notice anyone around her.
4 Mike feels comfortable in any country. He's a real **citizen of the world**.
5 It's just a small problem, and not **the end of the world**. Please calm down.

13

Use of English

GRAMMAR IN USE

Passive voice with gerund and infinitive; adjectives formed from nouns

1 Choose the correct verb forms to complete the sentences.

1 Everyone living in the path of the hurricane ought *to be evacuated / being evacuated* to safety.
2 Residents are furious at *to have been affected / having been affected* by the chemical leak from the factory.
3 My dog doesn't enjoy *to be washed / being washed* at all.
4 We have asked for the air quality study *to be published / being published* immediately.
5 The casualties of the avalanche need *to be taken / being taken* to hospital.
6 Agricultural practices keep *to be improved / being improved* to make them more eco-friendly.

2 Complete the sentences with the passive forms of the verbs in brackets.

1 The scientists have asked for their research project _____ (extend).
2 I don't regret not _____ (allow) to have a pet when I was a child.
3 All cats want _____ (cuddle), don't they?
4 We will never forget _____ (show) around the animal shelter.
5 The angry campaigners shouted that animal tests have to _____ (stop).
6 The bear is likely _____ (operate) on today. Its paw is getting worse with every passing hour.
7 The bananas need _____ (pick) before they are ripe.
8 I was the only child in my class _____ (present) with a prize in the art competition.

3 Complete the sentences with the adjectives formed from the nouns in brackets.

1 New _____ (**STATISTIC**) analysis by NASA links extreme summer heat events to global warming.
2 Pet owners are _____ (**POWER**) to stop hawks attacking dogs and cats.
3 Saving money for a _____ (**RAIN**) day is something that most people think about or talk about, but fail to do.
4 Polar bears are very _____ (**SKILL**) hunters who have several methods of catching their prey.
5 Veterinary acupuncture is one of several _____ (**COMPLEMENT**) therapies used to treat muscular problems in animals.

More grammar on pp. 189 and 190

Tłumaczenie (zadanie zamknięte)

4 ! W zadaniach 1–3 spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu: A, B albo C.

1 The developers claim (*że powiedziano im*) that the site was safe and suitable for housing.
A being told
B to be told
C to have been told

2 We risk (*że duże obszary lasu zostaną zniszczone*) by the wildfires that are spreading quickly.
A large areas of forest to be destroyed
B having large areas of forest destroyed
C large areas of forest have been destroyed

3 We have asked repeatedly for the town's flood defences (*aby zostały wzmocnione*) but nothing has been done.
A to be improved
B having been improved
C being improved

Set leksykalny

5 ! W zadaniach 1–4 podaj wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 This area near the river is a perfect _____ for a music festival.
Within the _____ of about ten minutes, the lamp was covered in flying insects.
I sat staring into _____, unable to think of anything.

2 As things _____, we may not achieve our target for reducing carbon emissions.
The city walls still _____, despite the severe floods of recent years.
I couldn't _____ sitting in the scorching heat so I went indoors.

3 The snow _____ on the ground and soon it was several centimetres thick.
They left London a few years ago and _____ in Wales, near the coast.
We _____ the argument about what to eat by agreeing to order a Chinese takeaway.

4 As an anthropologist, he spends long periods working in the _____, observing people.
She is an expert in the _____ of ecology, having studied it for nearly three decades.
In this _____, we've planted two crops together as an experiment.

Wybór wielokrotny

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

The Power of the Sun

Fields of solar panels are becoming a more common sight. Even though the UK does not enjoy particularly sunny weather, a solar farm provides an [1]_____ source of income that can be a lifeline. However, not everyone welcomes their appearance in the countryside. Some people oppose the use of agricultural land for solar farms, arguing that it ought [2]_____ for food production. Supporters point out that the ground underneath the solar panels is often planted with bee-friendly wildflowers or grazed by sheep and poultry [3]_____ use the land efficiently.

Despite their appearance, solar farms are very beneficial, producing electricity for the local area without generating by-products that pollute the environment. And, of course, they do not [4]_____ any greenhouse gases.

1 **A** economical
B ambitious
C additional
D excessive

2 **A** to be used
B to have been used
C having been used
D be used

3 **A** in order to
B as though
C resulting in
D so that

4 **A** leak
B pour
C emit
D erode

Gramatykalizacja

7 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 Before you can volunteer in the nature reserve you _____ (have/interview) by the manager.

2 We _____ (better/not pick) the strawberries now as I think they need another week to ripen.

3 I chose this rug for my bedroom because it _____ (fit/good) the modern furniture and the grey walls.

4 My puppy _____ (like/give) problems to solve, such as finding food that's hidden somewhere.

5 I _____ (expect/acknowledge) for my photographs for their website.

Słowotwórstwo

8 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

The 21st century promises to be an [1]_____ (**CREDIBLE**) exciting era in space exploration as many different space agencies seek to expand their knowledge.

Mars, as the planet nearest to us, has always inspired [2]_____, (**CURIOUS**) and it is the hope of various space agencies to send a human mission there. Robotic missions sent by the US and China have already landed [3]_____ (**SUCCESS**) on the Red Planet and sent back images of the surface but, as of yet, no human has set foot there. The dangers of doing so, which include the lack of water and [4]_____ (**EXPOSE**) to radiation, are enormous, but the desire to learn more by sending people there remains.

Asteroids, which are much smaller than planets, are also objects of great interest. Visiting them and studying their composition may help us understand more about the [5]_____ (**FORM**) of the solar system and Earth.

Transformacje (zadanie otwarte)

9 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Nie zmieniaj formy podanych wyrazów.**

1 I'm sure there's been a lot of rain here as the river's very high. **MUST**
It _____ a lot here to make the river so high.

2 It seems that the power lines were struck by lightning. **APPEAR**
The power lines _____ by lightning.

3 Trees won't grow here, so it's not a good idea to plant them. **USE**
It _____ trees here, because they won't grow.

4 The governor said that the force of the hurricane had shocked him. **ADMITTED**
The governor _____ the force of the hurricane.

5 Persuading people to change their habits is difficult. **CHALLENGING**
It _____ people to change their habits.

13 Writing

Rozprawka

1 Work in pairs. Discuss these questions.

1 Have you ever been to a petting zoo (a zoo where children can touch the animals)? What are the advantages and disadvantages of such places?

2 What are the benefits and possible risks of adopting a dog or cat from an animal shelter?

Twoja wypowiedź powinna świadczyć o zaawansowanej znajomości środków językowych, czyli zawierać bogate słownictwo i różnorodne struktury gramatyczne. Aby poszerzyć ich zakres, posługuj się zdaniami podrzędnie złożonymi oraz zdaniami warunkowymi i wyrażającymi życzenia, preferencje lub przypuszczenia. Używaj różnorodnych czasów gramatycznych, strony biernej, pytań pośrednich, mowy zależnej lub inwersji. Pamiętaj, żeby stosować tylko takie struktury, które znasz i potrafisz użyć w odpowiedniej sytuacji komunikacyjnej.

2 Read and compare the following texts. Which contains more varied and advanced grammatical structures? Find examples of a relative clause, passive voice, an adverbial clause and inversion.

1

The Frozen Zoo is a research facility in San Diego. There, at cryonic temperatures, they store genetic material taken from animals. The Frozen Zoo contains more than eight thousand samples from hundreds of animal species. It is most likely the largest and most diverse collection of genetic material in the world. We can use this material to protect the diversity of the gene pool of endangered species. Also, we can possibly bring back species that are already extinct.

2

The Frozen Zoo in San Diego is a research facility in which genetic material taken from animals is stored at cryonic temperatures. Containing more than eight thousand samples from hundreds of animal species, the Frozen Zoo is most likely the largest and most diverse collection of genetic material in the world. Not only can this material be used to protect the diversity of the gene pool of endangered species, but also to possibly bring back species that are already extinct.

3 Join the sentences using the following grammatical structures.

- an adverbial clause
- a conditional sentence
- inversion
- a relative clause

A Children want to pet or feed animals. They must learn how to be gentle towards animals and overcome their fear.

B Firstly, many children live in metropolitan areas. They rarely see the animal species that live in petting zoos.

C The supporters of such close interaction between animals and children put forward a lot of compelling arguments. One should not forget about the equally convincing reasoning presented by the opponents of petting zoos.

D These are enormous fun for children. They are also a valuable learning experience.

4 Read the task and a part of the sample text. Complete the text with the sentences you wrote in exercise 3.

Minizoo są bardzo lubiane przez dzieci. Napisz rozprawkę, w której przedstawisz dobre i złe strony tego typu zoo.

Petting zoos are facilities where all animals can be touched, petted and even fed by children. [1]_____

Petting zoos provide numerous benefits to children. [2]_____ A visit to the zoo gives them the opportunity to get to know these animals with all senses through hands-on activities. [3]_____ Secondly, petting zoos develop courage and love for animals in children – qualities which children are not born with. [4]_____ After such interaction, a feeling of love and friendship is sure to arise and the need for care will certainly emerge.

5 Write a paragraph about disadvantages of petting zoos and a concluding paragraph which will present your balanced opinion. Use the arguments from the boxes or your own ideas. Write complex sentences using at least four structures from the list below.

health and safety concerns: risk of contracting a disease, unpredictable or aggressive behaviour of animals

welfare of animals: stress, anxiety, fear, changes of natural behaviour, overfeeding

- an adverbial clause
- a relative clause
- passive voice
- past modals
- a conditional clause
- inversion

6 In pairs, swap your paragraphs. How many advanced grammatical structures did your partner use?

7 ! Write an essay of 200–250 words.

Schroniska są pełne psów i kotów różnorodnych maści i rozmiarów, dlatego wiele osób decyduje się na adopcję. Napisz rozprawkę, w której przedstawisz dobre i złe strony adopcji zwierzęcia ze schroniska.

Useful phrases on p. 215

Speaking

2 minuty

Rozmowa wstępna

Odpowiedz na pytania.

1 Would you be able to disconnect from social media for one month? Why? / Why not?
2 What do you wish had never been invented?
3 Do you read the instruction manual when you buy new equipment? Why? / Why not?
4 Should zoos be banned? Why? / Why not?
5 Do you save water or electricity? How? / Why not?
6 What is your favourite season of the year? Why?

4 minuty

Zadanie 1

Rozmowa z odgrywaniem roli

Chcesz zachęcić kolegę/koleżankę z Anglii do bardziej ekologicznego stylu życia. W rozmowie z nim/nią omów następujące kwestie.

- oszczędzanie energii
- segregacja odpadów
- świadome zakupy
- ekologiczne środki transportu

Rozmowę rozpoczynasz ty.

3 minuty

Zadanie 2

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



Pytania na s. 211

5 minuty

Zadanie 3

Rozmowa na podstawie materiału stymulującego

Popatrz na ilustracje 1, 2 i 3. Przygotowujesz prezentację na temat bezpieczeństwa w internecie. Masz do wyboru trzy ilustracje do wykorzystania w prezentacji.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 How does comparing ourselves to others on social media affect our self-esteem?
2 What are the advantages of using the Internet to communicate with other people?
3 How can cyberbullying be prevented?
4 Why is it important to encourage students to study sciences?

Świat przyrody

Legenda
Oxford 3000
Oxford 5000

85.1 Landscape

bay /beɪ/ zatoka
cape /keɪp/ przylądek
cliff /klɪf/ klif
coast /kəʊst/ wybrzeże
desert /'dezət/ pustynia
dunes /dju:nz/ wydmy
estuary /'estʃuəri/ ujście (rzeki)
field /fi:ld/ pole
forest /'fɒrɪst/ las
geographical feature /ˌdʒi:ə'græfɪkl 'fi:tʃə(r)/ element krajobrazu naturalnego
hill /hɪl/ wzgórze
island /'aɪlənd/ wyspa
lake /leɪk/ jezioro
mountain range /'maʊntən reɪndʒ/ łańcuch górski
mountain top /'maʊntən tɒp/ wierzchołek góry
national park /ˌnæʃnəl 'pɑ:k/ park narodowy
peninsula /pə'nɪnsjələ/ półwysep
plain /pleɪn/ równina
rainforest /'reɪnfɒrɪst/ las tropikalny
sandy beach /ˌsændi 'bi:tʃ/ plaża piaszczysta
sea /si:/ morze
summit /'sʌmɪt/ szczyt
valley /'væli/ dolina
waterfall /'wɔ:təfɔ:l/ wodospad

85.2 Climate

below zero /bɪˌləʊ 'zɪərəʊ/ poniżej zera
bleak /bli:k/ ponury
blizzard /'blɪzəd/ zamieć
breeze /bri:z/ wietrzyk
circulation of the oceans /sɜ:kjəˌleɪʃn əv ðə 'əʊʃnz/ krążenie wód w oceanach
cool /ku:l/ chłodno
downpour /'daʊnpɔ:(r)/ ulewa
fog/mist /fɒg/ /mɪst/ mgła
foggy /'fɒgi/ mgliście
freezing cold /'fri:zɪŋ kəʊld/ przeraźliwie zimno
frost /frɒst/ mróz, szron
gale /geɪl/ huragan, wicher
hail /heɪl/ grad
haze /heɪz/ mgiełka
heatwave /'hi:tweɪv/ upały, fala upałów
high humidity /haɪ hju:'mɪdəti/ wysoka wilgotność
lightning /'laɪtnɪŋ/ piorun
overcast /ˌəʊvə'kɑ:st/ zachmurzony
pour with rain /ˌpɔ:(r) wɪð 'reɪn/ lać (o deszczu)
rainbow /'reɪnbəʊ/ tęcza
scorching /'skɔ:tʃɪŋ/ skwarny, upalny
shower /'ʃaʊə(r)/ przelotny deszcz
thunder /'θʌndə(r)/ błyskawica
thunderstorm /'θʌndəstɔ:m/ burza z piorunami
torrential rain /tə'renʃl reɪn/ ulewny deszcz
weather forecast /'weðə fɔ:kɑ:st/ prognoza pogody

85.3 Threats to the environment and environmental protection

agricultural chemicals /ægrɪˌkʌltʃərəl 'kemɪklz/ agrochemikalia, chemikalia rolnicze
allotment /ə'lɒtmənt/ ogródek działkowy, działka
alternative energy /ɔ:lˌtɜ:nətɪv 'enədʒi/ energia alternatywna
animal test /'ænɪml test/ badania na zwierzętach
be green /bi gri:n/ kierować się dobrem środowiska naturalnego
burn fossil fuels /bɜ:n 'fɒsl fju:əlz/ spalać paliwa kopalne
buy energy-efficient light bulbs /baɪ ˌenədʒi ɪfɪʃnt 'laɪt bʌlbz/ kupować żarówki energooszczędne
buy in bulk /baɪ ɪn 'bʌlk/ kupować hurtowo
by-product /'baɪ prɒdʌkt/ produkt uboczny
campaigner /kæm'peɪnə(r)/ uczestnik/uczestniczka kampanii
car fumes /'kɑ:(r) fju:mz/ spaliny samochodowe
carbon /'kɑ:bən/ węgiel
carbon dioxide /ˌkɑ:bən daɪ'ɒksaɪd/ dwutlenek węgla
carbon footprint /ˌkɑ:bən 'fʊtprɪnt/ miara emisji dwutlenku węgla, ślad węglowy
carbon monoxide /ˌkɑ:bən mə'nɒksaɪd/ tlenek węgla
climate change /'klaɪmət tʃeɪndʒ/ zmiana klimatu
coal-burning power plant /ˌkəʊl bɜ:nɪŋ 'paʊə(r) plɑ:nt/ elektrownia węglowa
cycle to work /ˌsaɪkl tə 'wɜ:k/ jeździć rowerem do pracy
damage /'dæmɪdʒ/ uszkadzać, psuć
deforestation /ˌdi:ˌfɒrɪ'steɪʃn/ wycinanie lasów
disposal of waste /dɪˌspəʊzl əv 'weɪst/ usuwanie odpadów
eat locally grown vegetables /i:t ˌləʊkəli grəʊn 'vedʒtəblz/ jeść warzywa uprawiane lokalnie
ecosystem /'i:kəʊsɪstəm/ ekosystem
encourage birds into the garden /ɪnˌkʌrɪdʒ ˌbɜ:dz ɪntə ðə 'gɑ:dn/ zapraszać ptaki do ogrodu
endangered species /ɪnˌdeɪndʒəd 'spi:ʃi:z/ gatunki zagrożone wyginięciem
factories /'fæktriz/ fabryki
frighten wildlife /ˌfraɪtn 'waɪldlaɪf/ płoszyć zwierzęta
global warming /ˌgləʊbl 'wɔ:mɪŋ/ globalne ocieplenie
greenhouse gas emissions /ˌgri:nhaʊs gæs ɪ'mɪʃnz/ emisja gazów cieplarnianych
hazardous /'hæzədəs/ niebezpieczny
hybrid cars / ˌhaɪbrɪd 'kɑ:(r)z/ samochody o napędzie hybrydowym
knock-on effects /'nɒk ɒn ɪˌfekts/ efekty uboczne
land erosion /'lænd ɪˌrəʊʒn/ erozja ziemi
logging /'lɒgɪŋ/ wycinka, wyrąb drzew
minimize the impact of sth /ˌmɪnɪmaɪz ðə 'ɪmpækt əv sʌmθɪŋ/ zmniejszać wpływ (czegoś)
natural resource /ˌnætʃrəl rɪ'sɔ:s/ bogactwo naturalne
oil /ɔɪl/ ropa naftowa
organic farming /ɔ:ˌgænɪk 'fɑ:mɪŋ/ rolnictwo ekologiczne
ozone layer /'əʊzəʊn leɪə(r)/ warstwa ozonowa
plastic /'plæstɪk/ plastykowy, z tworzywa sztucznego
pollution /pə'lu:ʃn/ zanieczyszczenie
protect birds /prəˌtekt 'bɜ:dz/ chronić ptactwo
recycle glass /ri:ˌsaɪkl 'glɑ:s/ odzyskiwać szkło
recycle paper /ri:ˌsaɪkl 'peɪpə(r)/ odzyskiwać papier
recycle waste /ri:ˌsaɪkl 'weɪst/ utylizować odpady
reuse /ˌri:'ju:z/ ponownie wykorzystywać
smog /smɒg/ smog
soil contamination /'sɔɪl kənˌtæmɪˌneɪʃn/ skażenie gleby
switch appliances off /swɪtʃ əˌplaɪənsz 'ɒf/ wyłączać urządzenia elektryczne
synthetic fertilizers /sɪnˌθetɪk 'fɜ:təlaɪzə(r)/ nawozy sztuczne
turn the heating down /tɜ:n ðə 'hi:tɪŋ daʊn/ zmniejszyć temperaturę ogrzewania
wind energy /'wɪnd enədʒi/ energia wiatrowa
wind farm /'wɪnd fɑ:m/ elektrownia wiatrowa
wind turbine /'wɪnd tɜ:baɪn/ turbina wiatrowa

85.4 Animals

animal abuse /'ænɪml əˌbju:s/ okrucieństwo wobec zwierząt
animal feed /'ænɪml fi:d/ karma dla zwierząt
animal kingdom /'ænɪml kɪŋdəm/ królestwo zwierząt
ant /ænt/ mrówka
beak /bi:k/ dziób
polar bear /'pəʊlə beə(r)/ niedźwiedź polarny
beetle /'bi:tl/ chrząszcz
bunny /'bʌni/ króliczek
burrow /'bʌrəʊ/ nora, jama
cattle /'kætl/ bydło
cheetah /'tʃi:tə/ gepard
chick /tʃɪk/ pisklę
claw /klɔ:/ szpon, pazur
cub /kʌb/ młode zwierzę
duckling /'dʌklɪŋ/ kaczątko
exotic animal /ɪgˌzɒtɪk 'ænɪml/ zwierzę egzotyczne
exotic pet /ɪgˌzɒtɪk 'pet/ egzotyczne zwierzątko domowe
feather /'feðə(r)/ pióro
foal /fəʊl/ źrebię
fly /flaɪ/ mucha
game reserve /'geɪm rɪzɜ:v/ rezerwat dzikich zwierząt
giraffe /dʒə'rɑ:f/ żyrafa
goat /gəʊt/ kozioł, koza
golden eagle /ˌgəʊldən 'i:gl/ orzeł przedni
guinea pig /'gɪni pɪg/ świnka morska
hyena /haɪ'i:nə/ hiena
kitten /'kɪtn/ kociątko
lamb /læm/ jagnię, baranek
lion /'laɪən/ lew
lizard /'lɪzəd/ jaszczurka
mice /maɪs/ myszy
mosquito /mə'ski:təʊ/ komar
moth /mɒθ/ ćma, mól
muzzle /'mʌzl/ pysk
octopus /'ɒktəpəs/ ośmiornica
ostrich /'ɒstrɪtʃ/ struś
owl /aʊl/ sowa
parrot /'pærət/ papuga
paw /pɔ:/ łapa
piglet /'pɪglət/ prosiak
predator /'predətə(r)/ drapieżnik
puppy /'pʌpi/ szczeniak
purr /pɜ:(r)/ mruczeć
rat /ræt/ szczur
rodent /'rəʊdnt/ gryzoń
squirrel /'skwɪrəl/ wiewiórka
starfish /'stɑ:fɪʃ/ rozgwiazda
swallow /'swɒləʊ/ jaskółka
survival /sə'vaɪvl/ przetrwanie, przeżycie
tail /teɪl/ ogon
tortoise /'tɔ:təs/ żółw
trunk /trʌŋk/ trąba słonia
wasp /wɒsp/ osa
whale /weɪl/ wieloryb
wildlife /'waɪldlaɪf/ dzika fauna i flora
wing /wɪŋ/ skrzydło

85.5 Ecological catastrophies

agricultural practice /ægrɪˌkʌltʃərəl 'præktɪs/ praktyka rolnicza
chemical waste /'kemɪkl weɪst/ odpady chemiczne
contaminate /kən'tæmɪneɪt/ zanieczyszczać
contamination /kənˌtæmɪ'neɪʃn/ zanieczyszczenie
depletion of natural resources /dɪˌpli:ʃn əv ˌnætʃrəl rɪ'sɔ:sɪz/ uszczuplenie zasobów naturalnych
dump site /'dʌmp saɪt/ składowisko odpadów
ecological disaster /ˌi:kəˌlɒdʒɪkl dɪ'zɑ:stə(r)/ katastrofa ekologiczna
environmental activism /ɪnˌvaɪrənˌmentl 'æktɪvɪzəm/ działalność ekologiczna
groundwater pollution /ˌgraʊndwɔ:tə(r) pə'lu:ʃn/ zanieczyszczenie wód gruntowych
human activity /ˌhju:mən æk'tɪvəti/ działalność człowieka
industrial activity /ɪnˌdʌstriəl æk'tɪvəti/ działalność przemysłowa
leak /li:k/ wyciek
long-lasting consequences /lɒŋ ˌlɑ:stɪŋ 'kɒnsɪkwənsɪz/ długotrwałe konsekwencje
migration /maɪ'greɪʃn/ migracja
oil spill /'ɔɪl spɪl/ wyciek ropy
poisonous /'pɔɪzənəs/ trujący, toksyczny

pollute crops /pə'luːt krɒps/ zanieczyszczać uprawy
radioactive material /ˌreɪdiəʊˌæktɪv mə'tɪəriəl/ materiał radioaktywny
relocation /ˌriːləʊ'keɪʃn/ relokacja
toxic chemicals /ˌtɒksɪk 'kemɪklz/ toksyczne środki chemiczne

85.6 Natural disasters

ash /æʃ/ popiół
avalanche /'ævəlɑːnʃ/ lawina
be evacuated /bi ɪ'vækjueɪtɪd/ być ewakuowanym
be trapped /bi 'træpt/ być uwięzionym
casualty /'kæʒuəlti/ ofiara
collapse /kə'læps/ zawalić się, runąć
destroy /dɪ'strɔɪ/ niszczyć
drought /draʊt/ susza
earthquake /'ɜːθkweɪk/ trzęsienie ziemi
eruption /ɪ'rʌpʃn/ wybuch, erupcja
famine /'fæmɪn/ głód
flood /flʌd/ powódź
hurricane /'hʌrɪkən/ huragan
natural disaster /ˌnætʃrəl dɪ'zɑːstə(r)/ katastrofa naturalna
rescue /'reskjuː/ ratunek; ratować, ocalić
rescue team /'reskjuː tiːm/ ekipa ratownicza
rescue workers /'reskjuː ˌwɜːkə(r)z/ ratownicy
send aid /send eɪd/ wysyłać pomoc
survivor /sə'vaɪvə(r)/ osoba, która ocalała z katastrofy
tornado /tɔː'neɪdəʊ/ tornado
tsunami /tsuː'nɑːmi/ tsunami, wysoka fala
victim /'vɪktɪm/ ofiara, poszkodowany
volcanic eruption /vɒlˌkænɪk ɪ'rʌpʃn/ wybuch wulkanu

85.7 Space exploration

asteroid /'æstərɔɪd/ asteroida
astronaut /'æstrənɔːt/ astronauta/ astronautka
comet /'kɒmɪt/ kometa
Earth /ɜːθ/ Ziemia
gravity /'grævəti/ grawitacja
launch a rocket /lɔːntʃ ə 'rɒkɪt/ wystrzelić rakietę
orbit /'ɔːbɪt/ orbita
planet /'plænɪt/ planeta
push the boundaries of science /pʊʃ ðə ˌbaʊndriz əv 'saɪəns/ przesuwać granice nauki
revolve around the Sun /rɪˌvɒlv əraʊnd ðə 'sʌn/ krążyć wokół Słońca
satellite /'sætəlaɪt/ satelita
solar system /'səʊlə sɪstəm/ Układ Słoneczny
space /speɪs/ przestrzeń kosmiczna
space exploration /'speɪs ekspləˌreɪʃn/ badanie kosmosu
space shuttle /'speɪs ʃʌtl/ prom kosmiczny
space station /'speɪs steɪʃn/ stacja kosmiczna
spacecraft /'speɪskrɑːft/ statek kosmiczny
spaceship /'speɪsʃɪp/ statek kosmiczny
travel into space /ˌtrævl ɪntə 'speɪs/ podróżować w kosmos
universe /'juːnɪvɜːs/ wszechświat
vacuum /'vækjuːm/ próżnia

85.8 Wordpower p. 153

double standards /ˌdʌbl 'stændədz/ podwójne standardy
growing concern /ˌgrəʊɪŋ kən'sɜːn/ narastająca obawa
in season /ɪn 'siːzn/ jest sezon na coś
knock-on effect /'nɒk ɒn ɪˌfekt/ skutek uboczny
locally sourced /ˌləʊkəli 'sɔːst/ pozyskiwane lokalnie
public debate /ˌpʌblɪk dɪ'beɪt/ debata publiczna
step backwards /ˌstep 'bækwədz/ krok w tył

85.9 Compound verbs

babysit /'beɪbɪsɪt/ opiekować się dzieckiem
befriend /bɪ'frend/ zaprzyjaźnić się
belittle /bɪ'lɪtl/ umniejszać
outdo /ˌaʊt'duː/ prześcigać
overdo /ˌəʊvə'duː/ przesadzić
overflow /ˌəʊvə'fləʊ/ przepełniać się
oversleep /ˌəʊvə'sliːp/ zaspać
uproot /ˌʌp'ruːt/ wykorzenić

85.10 Idioms with *world*

be worlds apart /bi 'wɜːldz əpɑːt/ być zupełnie innym od kogoś innego
citizen of the world /'sɪtɪzn əv ðə wɜːld/ obywatel świata
have the world at your feet /hæv ðə 'wɜːld ət jɔː ˌfiːt/ mieć cały świat u stóp
in a world of one's own /ɪn ə 'wɜːld əv wʌnz ˌəʊn/ w swoim świecie
It's not the end of the world! /ɪts ˌnɒt ðə ˌend əv ðə 'wɜːld/ To nie koniec świata!
the best of both worlds /ðə 'best əv bəʊθ ˌwɜːldz/ mieć same korzyści, łączyć najlepsze cechy z obu kategorii

Do you remember?

BRAINPOWER

Gdy szukasz polskich lub angielskich skojarzeń ze słowem, którego akurat się uczysz, staraj się zaangażować wszystkie zmysły. Jeżeli wzbogacisz swoje wyobrażenie o elementy koloru, zapachu, dotyku, ruchu lub dźwięku, będzie ono pełnić funkcję tzw. „kotwicy pamięciowej". Na przykład, słowo *butterfly* możesz „zakotwiczyć" w swojej pamięci poprzez zwizualizowanie sobie ogromnej muchy pochłaniającej kostkę masła. Obraz ten powinien być możliwie plastyczny i szczegółowy.

Check yourself!

1 Choose the odd one out.

1	breeze	cape	gale	haze
2	allotment	contamination	deforestation	erosion
3	burrow	muzzle	paw	trunk
4	ash	avalanche	drought	famine
5	column	editorial	obituary	sitcom
6	archer	striker	supporter	umpire
7	concussion	injection	prescription	remedy
8	lens	matter	molecule	nucleus

Pronunciation

1 086 Listen and decide which extra sound is used to link the words in bold: /j/ or /w/? Listen again and repeat the sentences.

1 I can't **go‿on** like this.
2 How can I **see‿all** the posts?
3 **Do‿it** up right.
4 **I‿ate** lunch.
5 They **know‿it** very well.
6 This is **the‿end**.

2 087 Listen and repeat the sentences. How are the sounds in bold pronounced?

1 Nice to mee**t y**ou.
2 Di**d y**ou turn it off?
3 Isn't tha**t c**ute?
4 I shoul**d g**o.
5 She is i**n P**aris.
6 Who is tha**t p**erson?

3 088 Listen and repeat.

1 I **bet‿you** can do it!
2 Let's meet **on‿Monday**.
3 **Would‿you** mind?
4 He's a **good‿guy**.
5 Can I have **the‿apple**, please?
6 **Go‿ahead** and help me.

14 Państwo i społeczeństwo











Vocabulary

1 Work in pairs. Describe the pictures and answer the questions.

1 Are these people breaking the law or committing a crime?
2 Do the people in the pictures need help? How could you help them?

State – structure and departments

2 Choose the correct options to complete the sentences.

1 Most big cities have a *mayor* / *head* who often only performs ceremonial duties.
2 A *department* / *diplomat* is an unelected official who represents their country abroad.
3 Modern democracies all have a book of law which is often referred to as a *constitution* / *bill of rights*.
4 In some countries the head of state is a *monarch* / *president* who is simply a figurehead and retains no actual power.
5 *Ministers* / *Voters* are members of parliament with a special responsibility for a certain department.
6 *Politicians* / *Headquarters* can be accused of breaking their promises if they have failed to deliver on earlier pledges.
7 Despite receiving more votes than any other party, the Greens needed to form a *conservative* / *coalition* government to get into power.
8 The British *government* / *embassy* in Warsaw can help British citizens living in Poland.

Politics and ideology

3 089 Complete the text with one word in each gap. The first letter of each word is given. Listen and check your answers.

In the UK, [1]**g**_____ **e**_____ are usually held every four years. However, one of the great powers of the British [2]**p**_____ **m**_____ is that they can call for an election when they think the time is right and not just at the end of their government's [3]**t**_____. This may be considered an unfair advantage for the government over the [4]**o**_____.

UK politics is largely [5]**m**_____ without extreme ideas and ideologies. Everyone seems to be represented: there are some more [6]**l**_____**-w**_____ ministers, but there are also politicians who tend to lean towards [7]**c**_____ or [8]**p**_____.

There are two major parties and both [9]**c**_____ vigorously against the other. There are some issues which they disagree upon, such as [10]**i**_____ or political [11]**r**_____. But there are also issues which they broadly agree upon, such as the freedom of belief and human rights. Although they do not have any political power, the reigning monarch will open and close [12]**p**_____ for the new government.

National and international organizations

4 Match the descriptions (1–6) to the organizations (A–F).

1 It currently comprises 27 countries and governs common economic, social and security policies.
2 It sets standards for disease control, health care and medicine.
3 Formed after World War II, it provides collective security for its members.
4 It collects taxes and is responsible for providing the residents with certain services.
5 An international company that sells goods and services all over the world.
6 An international governing body formed in 1945 to increase political and economic cooperation among its member countries.

A North Atlantic Treaty Organization (NATO)
B multinational corporation
C United Nations (UN)
D European Union
E city council
F World Health Organization (WHO)

Conflicts

5 Complete the sentences with the correct forms of the verbs in the box.

commit draft ethnic fire impose launch lay down prisoners protest riot target threaten

1 The soldier _____ the gun but missed the target.
2 The terrorist group _____ to walk out of the talks after they could not agree on a ceasefire.
3 The special forces claimed not to have _____ unarmed civilians in the attack.
4 During World War II, thousands of soldiers became _____ of war across the world.
5 The army _____ a dusk to dawn curfew.
6 The guerrilla forces are reported to have engaged in _____ cleansing.
7 It is an international crime to _____ genocide.
8 The soldiers were taken prisoner when they _____ their arms.
9 Extremists _____ a series of terrorist attacks last month.
10 He managed to avoid being _____ into the army because of his heart condition.
11 Special forces have been sent into the city after the Saturday night _____, which resulted in several cases of vandalism.
12 Crowds formed on the streets as they _____ against the arrest of two of their supporters.

Crime and punishment

6 Complete the phrases with the words in the box.

carry out commit (x2) forge hijack launder rob run smuggle (x2)

1 _____ a bank
2 _____ a plane
3 _____ drugs
4 _____ drug money (through something)
5 _____ documents/certificates/money
6 _____ an Internet scam
7 _____ a violent assault/an armed robbery
8 _____ an arson attack
9 _____ firearms/drugs
10 _____ a traffic offence

7 Work in pairs. Which of the crimes in exercise 6 pose the biggest threats to our society nowadays? How can we protect ourselves against them?

8 Complete the sentences with the words in the box. There is one extra word.

arson forge harassment launder ransom scam trespassing

1 An example of a cybercrime is taking control of someone's computer and demanding a(n) _____.
2 If you burn down a house or a building you could be charged with _____.
3 Criminals can _____ your identification documents and steal your identity.
4 Organized criminal gangs often use shops or small businesses to _____ their money.
5 You could be accused of _____ if you walk or camp in an area that doesn't belong to you.
6 Sexual _____ can be punished with a prison sentence of up to ten years.

9 Complete the sentences with the words in the box.

bail court fine guilty innocent verdict life imprisonment punishment penalty trial

1 The judge sentenced the criminal to _____.
2 The victim's family do not believe that the _____ fits the crime.
3 Sam will go on _____ for first degree murder.
4 Ms Clark pleaded _____ to burglary and was sentenced to two years in prison.
5 The woman was released on _____ and her family paid the £4,000 required by the judge.
6 My cousin got a £40 _____ for parking illegally.
7 The _____ for travelling without a valid ticket is £20.
8 Our neighbours took us to _____ for trespassing on their property.
9 Fortunately, Fiona's husband was found _____ of any crime.
10 The jury announced the _____ after many hours of deliberation.



Social work

10 **Complete the text with the words in the box. There is one extra word.**

awareness charity community mission public social underprivileged



Woodlands
Homeless Centre

We are a busy homeless shelter providing food and beds for those in need. We work with [1]_____ and homeless people who find themselves with nowhere to live. Our provision operates in the centre of the city, and our [2]_____ is to provide free health care and temporary night shelter, as well as to raise [3]_____ of homelessness in our society and the causes of it.

We have three full-time [4]_____ workers here. However, there are also a number of volunteers who want to give something back to the [5]_____.

We raise a substantial amount of money from fundraising events, although we do also receive donations from individuals who want to support a good cause. We also receive some [6]_____ money from the council.

Economy

11 **Match the phrases in the box to the descriptions. There are two extra words.**

bankrupt budget capital debt monopoly supply and demand tax

1 It's deducted every month from your salary.
2 The situation in the market is often shaped by this.
3 It's all the money the government has to spend.
4 It's when you owe more money than you have.
5 It's when one corporation has complete control of the market.

Religion

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

1 Followers of Judaism worship at a *synagogue / church*.
2 The cross is a powerful symbol for *Christianity / Buddhism*.
3 Muslims worship at a *mosque / temple* on Fridays.
4 *Atheism / Hinduism* is the lack of belief in religion or a god.

Human rights

13 **Complete the text with the words in the box. There is one extra word.**

conscience dignity discrimination education fair humanity protection speech

WHAT ARE HUMAN RIGHTS?



Human rights protect people's [1]_____ and apply regardless of where you are from, what you believe or the way in which you choose to live your life. It's universally considered that human rights include:

- the right to free [2]_____
- the right to a(n) [3]_____
- the right to a(n) [4]_____ trial
- the right to the [5]_____ of the law
- the right to freedom of thought, [6]_____ and religion
- the right to life.

Human rights can't be removed, although they can be restricted in some cases – for example, if an individual breaks the law or commits a crime against [7]_____.

14 **Ask and answer the questions in pairs.**

1 Does the threat of going to prison really deter people from committing crime?
2 How can we encourage young people to take an interest in politics?
3 How would you rate your local council? What do they do well and what do they do badly?
4 Would you consider becoming a volunteer to help those less privileged than yourself?
5 What is an effective way to punish someone who has broken the law?
6 Would you consider standing for election for the city council? What would you like to change?
7 What are the benefits and drawbacks of multinational corporations? What kind of responsibility do they have to their customers?
8 How can we tackle the causes of poverty in the world?

Listening

Tekst z lukami

1 Work in pairs and answer the questions.

1 Have there been any protests in your country recently? What were they about?

2 Do you think it's a good idea to protest in the streets if you want something to change?

2 090 Read the tip. Then listen and focus on the words in bold. In what context are they used in the recording?

Podane zdania należy uzupełnić zgodnie z treścią nagrania. Aby uniknąć wpisania w luki niepoprawnych odpowiedzi, należy uwzględnić ogólną wymowę nagrania, a nie opierać się na pojedynczych wyrażeniach.

Reasons for young people's protests

1 One important reason is a **lower** level of _____.

2 **Increasing** lack of _____ since the start of the economic downturn has increased dissatisfaction amongst the young.

3 Young people these days tend to **compare** themselves with _____.

3 090 Listen again and complete the sentences in exercise 2 with information from the recording.

4 091 ! Usłyszysz dwukrotnie rozmowę na temat organizacji pewnej akcji protestacyjnej. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

JOIN THE EMPTY PLATES PROTEST!

AIM
- children should be offered [1] _____ when they're at school

PLAN
- slogans on empty paper plates

ISSUE
- the number of children affected by food insecurity: [2] _____

LOCATION
- outside the [3] _____, Victoria Park, 4 p.m.

ATTRACTIONS
- a professional footballer is participating

SPONSOR
- Junk Food Café – uses food that's going to be [4] _____ by supermarkets



5 Work in pairs and discuss the questions.

1 Is food insecurity an issue in your country?

2 Is there an issue that you'd like to hold a protest about?

WORDPOWER

6 Read the text. Match the phrasal verbs in bold to their meanings in the box.

call loudly compensate for contribute distribute faint indicate leave reveal see with difficulty understand

It took James a while to [1] **figure out** what he was good at. He [2] **dropped out** of drama school after he once [3] **passed out** on stage from stage fright. But then his friends asked him to [4] **help out** during a protest designed to [5] **point out** how many girls don't receive adequate education around the world. He agreed and the experience really [6] **brought out** his more confident side. The enthusiasm of his fellow protesters seems to [7] **cancel out** his shyness. Now, if he [8] **makes out** some people in the crowd who he thinks might be interested in their message, he'll [9] **shout out** to them or he'll happily go up to strangers to [10] **hand out** leaflets.

7 Complete the gaps with the missing verbs.

1 Sadly, young people often _____ **out** of sports clubs.

2 I think I might _____ **out** from fear if I saw a snake.

3 Nice weather usually _____ **out** the best in us.

4 The advantages of being young are sometimes _____ **out** by problems such as exams.

5 It isn't easy to _____ **out** friends in a crowd.

6 During lessons our teacher often _____ **out** dictionaries to the class.

7 It may sometimes be necessary to _____ **out** "fire!".

8 My teacher often _____ **out** that we have exams soon.

9 I can't _____ **out** what to do when I leave school.

10 I like to _____ **out** with the cooking at home.

8 Work in pairs. Replace the underlined phrases in exercise 7 so the sentences are true for you.



Tekst z lukami

1 Work in pairs and answer the questions.

1 Would you agree that everyone has the same opportunities in life?

2 What kinds of inequality exist in your society?

2 Read the tip. Then read the blog post 'First World Problems' and complete its summary below.

Streszczenie zawiera najważniejsze elementy z tekstu w takiej samej kolejności, ale wyrażone za pomocą innych sformułowań. Przeczytaj dokładnie oba teksty. W streszczeniu znajdź słowa kluczowe – pomogą ci one odnaleźć w tekście źródłowym fragmenty, które zawierają informacje potrzebne do uzupełnienia luk w streszczeniu.

First World Problems

The circumstances we live in affect our attitude to problems. For people living in regions of the world without enough to eat and drink, it can seem strange to hear us *complain* about the water that falls steadily from the sky, or how an orange has too many pips in it. Such incongruity is obvious when we compare our problems with issues in less-developed regions, which used to be referred to collectively as the 'Third World', but it exists *within* the First World, too. For the millions who have no fixed address it can seem odd when we complain about getting a 'missed delivery' note from the courier, or when our showers run hot and cold. Since 2005, many who share relatively small problems online have added the hashtag '#firstworldproblems' to (humourously) acknowledge they have little right to complain. Others think that, rather than laugh about it, we should be taking action to reduce inequality.

The text explains the idea of First World problems and refers to a number of examples. These include:

- [1] _____ quite hard
- fruit having lots of [2] _____
- [3] _____ a postal delivery
- taking showers with inconsistent [4] _____.

The author also mentions a popular hashtag and various attitudes to the problem.



Anna and her friends tumbled out of the bus near their college. As usual they were so busy listening to their favourite tunes through their headphones that they'd totally lost track of their whereabouts. They only noticed the stop was coming up when the bus was already slowing. Anna had barely had time to gather up her yellow puffer jacket, leopard-print scarf and designer tote bag from the seat next to her before the passengers started surging towards the exit.

Once outside, Anna dumped her things on the pavement and took a moment or two to slip her jacket over her shoulders and fling her scarf around her neck, freeing her long hair from beneath it. She then began running to catch up with her friends.

'Ex … Excuse me,' called out a voice from behind the bus shelter. Anna had been dimly aware of the dishevelled-looking homeless guy as she stepped off the bus. Ignoring him was rude and snobbish, she knew that, but she didn't have any cash and could do without being further delayed by an awkward exchange over 'borrowing' loose change.

Soon Anna and her friends were stepping through the college gates and into their usual Wednesday routine. Functional maths to start, budgeting and the like, and then home economics.

It wasn't until the fourth lesson was drawing to a close that Anna realized one of her earbuds was missing. She usually kept them in, as the staff members seldom noticed them hidden away beneath her hair.

A familiar feeling of alarm rose up inside her. They had cost £200, or had cost her mum, to be precise. Top-of-the range. Losing them was NOT an option.

'Excuse me, Ms Hayes,' she said. 'Can I go to the bathroom?'

'Okaaay, Anna.' The teacher replied wearily.

Once out of the door, Anna tore around the corridors retracing her steps as best she could, but it was all to no avail. She spent the rest of the day dejected, running the excuses that she'd give to her parents through her head.

Her mood only darkened as she left the college at 3 p.m. walking back along the street towards the bus stop. Then from the doorway of a betting shop she heard a familiar rasping voice.

'Hey you, lady in the yellow jacket.'

The homeless guy! Again. Why was he shouting at her? Why not pick on her friends? This time she turned, trying hard not to roll her eyes. But the man wasn't looking at her. He was fumbling in his pocket for something. Presently, he withdrew his hand and held it out to her. There, between his fingers was a small white object.

'It flew off when you were putting on your scarf earlier,' he explained. 'I kept it for you.'

Her missing earbud! A torrent of emotion flooded through Anna's head. The sweet relief and then … guilt. And now she found herself fumbling in her jacket pocket, a mirror image of the homeless man, but remembered too late she had no change to offer.

But the man was waving her away. 'Don't you worry.'

Suddenly she felt a rush of conflicting emotions at her effort to find cash. Why did she think she needed to pay for his decency? But then neither could she let it go unacknowledged.

'Thank you so, so much,' she managed.

The man smiled faintly, and turned away.

3 **Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Na pytania należy odpowiedzieć w języku angielskim. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

Anna's day started like any other. Her bus reached the college, she collected her things and got off in a rush. After she [1] _____ at the bus stop, she started running to the college gates. On the way, a homeless man called out to her but she ignored him. Classes began normally but during [2] _____ she realized that she had lost one of her expensive earbuds. After searching desperately around the college, she gave up hope of recovering it. But her luck was about to change. On the way back to the bus shelter the same homeless man called to her once again. It felt to Anna as if he was [3] _____. But instead of asking for money he held out the lost earbud: apparently, she had dropped it. Anna felt happy but also [4] _____ about trying to pay with money for the decent thing he'd done. Eventually she just thanked him.

WORDPOWER

Compound adjectives (2)

4 **Find the adjective *dishevelled-looking* in the story. What does it mean? Replace the underlined words below with the words in the box so that the adjective has the opposite meaning.**

quick smart soft strong sweet

1 <u>dishevelled</u>-looking
2 <u>slow</u>-moving
3 <u>harsh</u>-sounding
4 <u>bland</u>-tasting
5 <u>foul</u>-smelling

5 **Think of nouns that you could describe using the adjectives from exercise 4. Compare your ideas in pairs.**

Strong verbs

6 **Writers often use strong verbs in stories to make them more lively. Match the strong verbs in the box to their meanings. Use the text to help you.**

dump fling fumble rush surge tear trudge tumble

1 walk tiredly
2 run fast
3 move forward with great strength
4 put something down hard
5 move quickly
6 put on something in a casual way
7 search for something with difficulty
8 fall suddenly

7 **Complete these First World problems with the correct form of the strong verbs from exercise 6.**

1 I hate having to _____ down the street towards the bus stop when I'm late for work.
2 I'm always _____ to get to class on time.
3 We always get unwanted mail _____ through our letter box.
4 I hate it when everyone _____ onto a crowded bus and you have to stand.
5 _____ home with heavy bags is so annoying.
6 I'm always _____ my mobile in my bag and then have to _____ for it when it rings.
7 It's annoying when I go out on my new roller skates and then take a _____ on a bump in the pavement.

8 **Work in groups and do the project below.**

- Think of and research three common First World problems.
- Make an infographic which suggests possible solutions to the problems.
- As a class, choose the most serious problem and vote on a solution.

14 Use of English

GRAMMAR IN USE

Participles; cleft sentences and subjunctive

1 Complete the sentences with a participle form of the verbs in brackets.

1 A judge _____ (wear) an old-fashioned wig opened the trial.
2 The meeting _____ (plan) by the youth organization has been cancelled.
3 The students _____ (chose) to represent our school at the conference forgot to wear the school ties.
4 _____ (search) the entire house, the police officer noticed the footprints next to the front door.
5 _____ (tell) lies leads to lack of trust.
6 The thief fell from the ladder, _____ (break) his leg.
7 The man _____ (injure) during the robbery is recovering in hospital.
8 _____ (shock) by the election results, Harry remained speechless.
9 My aunt always votes for the party _____ (promise) the most.
10 Any political posters _____ (put) on the walls will be removed.

2 Work in pairs. Explain the difference in meaning between the sentences in each pair.

1 **a** We need more women in politics.
b What we need is more women in politics.
2 **a** My neighbour saw a man outside our house.
b It was my neighbour that saw a man outside the house.

3 Rewrite the sentences beginning as shown.

1 The prisoners were most unhappy with the food.
What _____.
2 I can't stand social injustice.
It _____.
3 I only touched the handle and the alarm went off.
All I did _____.
4 My wife saw the mugger.
It _____.
5 Carla, please call us immediately.
We insisted that _____.
6 I think he should bring his own towel to the swimming pool.
I suggest that _____.

More grammar on p. 206

Set leksykalny

4 ! W zadaniach 1–5 podaj wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 After the election, the president _____ a new government.
She is my best friend; we have _____ a deep friendship over many years.
2 It seems like most people don't have any political beliefs and simply _____ with their wallets.
All citizens have the right to _____ for the politician they want to represent them.
3 An unexpected air _____ on a small fishing village was the beginning of a long armed conflict.
The train _____ next week will make travelling to work impossible.
4 The government is planning to _____ taxes next year.
I'll start my own business if I _____ enough money.
5 I'm sorry, I didn't mean for you to take _____ at what I said.
The judge warned him that if he committed one more _____, he would be sent to prison.

Zadanie z lukami

5 ! Przeczytaj tekst. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

What does the United Nations do?

Formed in 1945 after World War II, the United Nations is an international body that is committed [1]_____ maintaining international peace. By sending peacekeeping and observer missions to the most dangerous places over the [2]_____ sixty years, the UN has been working to foster compromise between warring sides all around the globe. It has a force of some 125,000 soldiers from 120 countries who go to places [3]_____ nobody else dares go.

Many conflicts have achieved a permanent ceasefire with UN support. [4]_____ include countries like Sierra Leone, Burundi, Sudan and Nepal.

Moreover, the UN continues to assist in the global fight against terrorism by encouraging international cooperation and [5]_____ legal assistance to whoever needs it.

Gramatykalizacja

6 **Uzupełnij zdania 1–5. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 It was while he was _____ (release/prison) that Jack decided to get in touch with his former colleagues.
2 The reason why he has come _____ (discuss/spend) public money on a failing provision.
3 What the police _____ (do/first/be) arrest the criminal with the forged documents.
4 It was June when the election _____ (schedule/go) ahead.
5 The thing _____ (impress/I/most) about the UN is how it has kept so many people out of poverty.

Zadanie z lukami i wyrazami w ramce

7 **Przeczytaj tekst. Uzupełnij każdą lukę (1–6), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

drive employ indicate require say shrink spend suggest

What is the economy?

The media is full of references to 'the economy' and if it is doing well or badly, but what exactly is it and how can we calculate if it is growing or [1] _____?

The economy is simply the production of goods and services that are needed to fulfil the [2] _____ of a country and the people who live in it. The government can influence it, manipulating interest rates at the central bank, which also has an effect on how much money people borrow from commercial banks.

Broadly speaking, there are three key factors which give us a clear [3] _____ of how the economy is performing.

Gross Domestic Product (GDP) means literally everything an economy makes in a country over a year. If it gets larger, the economy is [4] _____ to be growing. Then there's inflation, which simply means the rate at which prices for goods rise. The third factor is the level of [5] _____, which indicates how many people are without jobs. Obviously, the more employed people the better, because they pay more in tax and become consumers, [6] _____ the whole economy by buying goods and services.

Tłumaczenie (zadanie otwarte)

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

1 The policeman claimed that everything he had done (*było w granicach prawa*) _____.
2 (*Deficyt budżetowy powiększył się*) _____ by about ten per cent this year alone.
3 The actions of a quick-thinking minister (*zapobiegły krachowi na giełdzie*) _____ in October last year.
4 Last year's (*cięcia w wydatkach publicznych wpłynęły na*) _____ services from education to healthcare.
5 Any companies (*które dyskryminują pracowników*) _____ on the basis of gender, are most surely in breach of international law.

Wybór wielokrotny

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

A brief history of human rights

Before the birth of the modern state, humans only had any rights because of the family or group they [1] _____. In 539 BC, the conqueror of Babylon, Cyrus the Great, freed every slave in the city. [2] _____, he gave them the freedom to choose their own religion. It was the first example of someone exercising their human rights in history. However, the idea of individual rights spread to ancient Greece, where freedom of thought, liberty and respect were all valued – [3] _____ a free man and not a slave!

The Magna Carta, signed in England in 1215, meant that the monarch was also subject to the rule of law. In 1776, the United States Declaration of Independence proclaimed everyone's right to life, liberty and happiness. However, it wasn't until 1920 in the USA [4] _____ women were allowed to vote. Modern feminist ideas would not emerge for many years to come.

1 **A** fought with
B voted for
C reacted to
D belonged to

2 **A** Consequently
B Furthermore
C Although
D While

3 **A** so long as you were
B unless you were
C in spite of being
D but not if you were

4 **A** than
B that
C when
D which

14 Writing

Rozprawka

1 Work in pairs. Discuss these questions.

1 Would you like to live in a gated community? Why? / Why not?
2 Would you agree to have security cameras installed in your school? Why? / Why not?

Szeroki zakres środków językowych to oprócz zróżnicowanych struktur gramatycznych również bogata leksyka. W swojej wypowiedzi wyrażaj się precyzyjnie, wykorzystując słownictwo charakterystyczne dla poruszanego zagadnienia, unikając słów pospolitych. Pamiętaj, aby używać konstrukcji, które znasz i umiesz zastosować w poprawnym kontekście językowym. Zadbaj, aby styl wypowiedzi był stosowny do formy, np. w rozprawce unikaj stylu metaforycznego lub zbyt bliskiego mowie potocznej.

2 In pairs, brainstorm the words and expressions that you associate with living in gated communities. Consider the aspects in the box.

comfort costs facilities isolation prestige safety

3 Complete the phrases below with the verbs in the box.

arm comply contribute deter offer prevent protect provide

1 _____ with internal regulations
2 _____ with security cameras
3 _____ privacy
4 _____ access with fences and physical barriers
5 _____ protection against vandalism
6 _____ tailor-made sports facilities
7 _____ to increasing social differences
8 _____ unwelcome visitors

4 Read the task and the sample text. In pairs, answer the questions.

Zamknięte osiedla stały się nieodłącznym elementem architektury miejskiej, pomimo tego nadal budzą kontrowersje. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, biorąc pod uwagę bezpieczeństwo i komfort życia na zamkniętym osiedlu.

Although gated communities have become a common feature of the urban landscape in most cities around the world, they are still marked by considerable controversy. Both opponents and supporters present convincing arguments, so what are the main advantages and disadvantages of living in such housing estates?

The main argument put forward by the supporters is that gated communities help you [1]to keep the freedom to do things without other people knowing what you are doing and guarantee the highest possible level of security for their residents. [2]Different structures do not allow strangers to go wherever they want, separating the residents from the outside world and [3]not allowing strangers to get in. Strictly controlled entrances and tight security systems [4]have cameras that you can see in supermarkets record visitors' movements within the premises, and [5]protect the walls and other things from being vandalized. However, paradoxically, studies indicate that gated communities encourage burglaries and theft, and the crime rate is as high as in open parts of the city.

1 Does the introduction include a clear thesis statement that presents the author's opinion?
2 In your opinion, is the range of vocabulary narrow or broad? Give examples of basic and advanced vocabulary.

5 Rewrite the introduction in the sample text. Make sure it includes a thesis statement that clearly presents your opinion.

6 Replace the underlined expressions with more advanced and precise vocabulary. Use expressions from exercise 3 or your own ideas.

7 Read another part of the sample text. Correct the style where it is inappropriate and make all the necessary changes.

But it's not the question of safety that's most important, is it? Gated communities provide their residents with a pretty comfy lifestyle. They offer tailor-made facilities, recreational areas (e.g. for barbecues) or playgrounds for kids. The residents try to ensure peaceful living within the gated estates, which is why they introduce internal regulations that every resident must comply with. In this respect, security cameras have proved to be helpful. But, honestly, who would want Big Brother to have his eye on them twenty-four seven?

8 Write a concluding paragraph for the sample text. Restate the opinion you expressed in the introduction but do not repeat it with the same words. Remember that the final paragraph must sum up the content, so do not introduce any new arguments there.

9 In pairs, swap your essays. Check if your partner has used advanced vocabulary and grammatical structures.

10 ! Write an essay of 200–250 words.

W twojej szkole planuje się zainstalowanie monitoringu. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, rozważając go z punktu widzenia uczniów oraz pracowników szkoły.

Useful phrases on p. 215

Cumulative Revision Units 1–14

1 Complete sentences 1–5 using the words in brackets in the correct form. You may add other words to make the sentences logical and grammatically correct.

1 We must _____ (cut down/use) of fossil fuels.
2 It takes 365 days for _____ (Earth/revolve) the Sun.
3 Max's feeling guilty because he _____ (given/fine) speeding.
4 Protesters frequently try to _____ (raise/aware/human rights).
5 The courts must decide if the dictatorship _____ (commit/crime/humanity).

2 Read the text. For items 1–8, use the word given in brackets to form a word that fits the gap. The text must be logical and correct in both grammar and spelling.

CLIMATE CHANGE AND CIVIL UNREST

Climate change is a key issue for those committed to the [1]_____ (**ALLEVIATE**) of human suffering, but only recently has the link to civil unrest been explored. However, researchers have begun to carry out various [2]_____ (**ANALYSE**) into how global heating is also threatening peace around the world and [3]_____ (**CONTRIBUTE**) to major civil unrest. The problem is most acute in [4]_____ (**AGRICULTURE**) regions where [5]_____ (**SCORCH**) heat and erratic rainfall can cause crop failure and lead to economic insecurity. [6]_____ (**NUTRITION**), starvation and loss of [7]_____ (**COME**) can result in desperation for change among groups who feel [8]_____ (**POLITICS**) marginalized, leading to violent power struggles.

3 Complete the sentences using the words in capital letters so the meaning is the same as in the original sentences.

1 I dislike the hypocrisy of some politicians. **WHAT**
_____ some politicians is their hypocrisy.
2 Cyberterrorism is the greatest threat to our national security. **THREATENS**
It's cyberterrorism _____ national security the most.
3 A court case has begun against an oil company. **TAKEN**
An oil company _____ court.
4 The burglars asked us to give them our jewellery. **OVER**
The burglars made _____ jewellery.
5 The passengers survived getting heatstroke. **RECOVERY**
The passengers _____ getting heatstroke.

4 Read the text. Choose the correct answer for each gap so that the text is logical and grammatically correct.



We are now in the era of commercial space flight, in which billionaires [1]_____ rockets into space, [2]_____ not with astronauts, but with passengers. However, at a cost of £150,000 a ticket, it's not [3]_____ for anyone but a wealthy few. It's one thing to be [4]_____ the boundaries of science, but to go into space for fun, spitting out tons of CO_2 on the way, seems unscrupulous. There are surely a million more [5]_____ things we should be doing with our money. We should be putting [6]_____ responsibility before individual vanity.

1 **A** launch
B fire
C emit
D execute
2 **A** filling
B filled
C fill
D having filled
3 **A** efficient
B affordable
C economical
D costly
4 **A** knocking
B pressing
C pushing
D thrusting
5 **A** drastic
B extreme
C dire
D pressing
6 **A** group
B collective
C communal
D common

5 Translate the phrases in brackets into English.

1 The passengers of the space shuttle (*doświadczyli utraty przytomności*) _____ as they hurtled towards the Earth.
2 As a result of lifestyle diseases, (*przewidywana długość życia*) _____ is no longer increasing in developed countries.
3 The decision (*aby zakazać używania silników benzynowych*) _____ presented a challenge to car manufacturers all over the world.
4 Do you think 17-year-olds should have (*prawo do głosowania w wyborach*) _____?
5 Having enjoyed a career as an investment banker, Laura decided it was high time (*aby zrobić coś dla lokalnej społeczności*) _____.

Państwo i społeczeństwo

Legenda
Oxford 3000
Oxford 5000

92.1 State – structure and departments

ambassador /æm'bæsədə(r)/ ambasador
coalition /ˌkəʊə'lɪʃn/ koalicja
conservative /kən'sɜːvətɪv/ konserwatywny
constitution /ˌkɒnstɪ'tjuːʃn/ konstytucja
democracy /dɪ'mɒkrəsi/ demokracja
department /dɪ'pɑːtmənt/ ministerstwo
diplomat /'dɪpləmæt/ dyplomata
embassy /'embəsi/ ambasada
form the government /ˌfɔːm ðə 'gʌvənmənt/ utworzyć rząd
government /'gʌvənmənt/ rząd
head of state /ˌhed əv 'steɪt/ głowa państwa
headquarters /hedˌkwɔːtəz/ główna siedziba
mayor /meə(r)/ burmistrz
minister /'mɪnɪstə(r)/ minister
ministry /'mɪnɪstri/ ministerstwo
monarchy /'mɒnəki/ monarchia
MP/Member of Parliament /ˌem 'piː/ /membər əv 'pɑːləmənt/ poseł/posłanka
PM/prime minister /ˌpiː 'em/ /ˌpraɪm 'mɪnɪstə(r)/ premier
parliament /'pɑːləmənt/ parlament, sejm
president /'prezɪdənt/ prezydent
royal family /ˌrɔɪəl 'fæməli/ rodzina królewska
voters /'vəʊtə(r)z/ wyborcy

92.2 Politics and ideology

campaign /kæm'peɪn/ kampania
conservative /kən'sɜːvətɪv/ konserwatywny
feminism /'femənɪzəm/ feminizm
feminist /'femənɪst/ feministyczny
general election /ˌdʒenrəl ɪ'lekʃn/ wybory powszechne
hold an election /ˌhəʊld ən ɪ'lekʃn/ przeprowadzać wybory
immigration /ˌɪmɪ'greɪʃn/ imigracja
left-wing /ˌleft 'wɪŋ/ lewicowy
liberal /'lɪbərəl/ liberalny
moderate /'mɒdərət/ (adj) umiarkowany
opposition /ˌɒpə'zɪʃn/ opozycja
political beliefs /pəˌlɪtɪkl bɪ'liːfs/ przekonania polityczne
political leader /pəˌlɪtɪkl 'liːdə(r)/ lider polityczny
political party /pəˌlɪtɪkl 'pɑːti/ partia polityczna
politician /ˌpɒlə'tɪʃn/ polityk
politics /'pɒlətɪks/ polityka
populism /'pɒpjəlɪzəm/ populizm
progressive /prə'gresɪv/ postępowy
reform /rɪ'fɔːm/ reforma
right-wing /ˌraɪt 'wɪŋ/ prawicowy
term /tɜːm/ kadencja

92.3 National and international organizations

city council /ˌsɪti 'kaʊnsl/ rada miejska
European Union /ˌjʊərəpiːən 'juːniən/ Unia Europejska
local authority /ˌləʊkl ɔː'θɒrəti/ władze lokalne
multinational corporation /ˌmʌltinæʃnəl kɔːpə'reɪʃn/ korporacja ponadnarodowa
North Atlantic Treaty Organization/NATO /ˌnɔːθ ətˌlæntɪk 'triːti ˌɔːgənaɪˌzeɪʃn/ /'neɪtəʊ/ Organizacja Paktu Północnoatlantyckiego
United Nations/UN /juˌnaɪtɪd 'neɪʃnz/ /juː 'en/ Organizacja Narodów Zjednoczonych
World Health Organization/WHO /wɜːld 'helθ ˌɔːgənaɪˌzeɪʃn/ /ˌdʌbljuː eɪtʃ 'əʊ/ Światowa Organizacja Zdrowia

92.4 Conflicts

ceasefire /'siːsfaɪə(r)/ zawieszenie broni
civil war /ˌsɪvl 'wɔː(r)/ wojna domowa
civilians /sə'vɪliənz/ ludność cywilna
commit genocide /kəˌmɪt 'dʒenəsaɪd/ dopuścić się ludobójstwa
draft /drɑːft/ pobór do wojska
duty /'djuːti/ obowiązek
ethnic cleansing /ˌeθnɪk 'klenzɪŋ/ czystka etniczna
fire a gun /faɪə ə gʌn/ strzelać z pistoletu
impose a curfew /ɪm'pəʊz ə 'kɜːfjuː/ wprowadzić godzinę policyjną
invasion /ɪn'veɪʒn/ inwazja
launch an attack /lɔːntʃ ən ə'tæk/ przeprowadzić atak
lay down arms /leɪ daʊn 'ɑːmz/ złożyć broń
martial law /ˌmɑːʃl 'lɔː/ stan wojenny
military alliance /ˌmɪlətri ə'laɪəns/ sojusz wojskowy
nuclear war /ˌnjuːkliə 'wɔː(r)/ wojna nuklearna
peaceful protest /ˌpiːsfl 'prəʊtest/ pokojowy protest
prisoner of war /ˌprɪznər əv 'wɔː(r)/ jeniec wojenny
religious extremist /rɪˌlɪdʒəs ɪk'striːmɪst/ ekstremista religijny
riot /'raɪət/ zamieszki
suicide bomber /'suːɪsaɪd bɒmə(r)/ terrorysta-samobójca
target /'tɑːgɪt/ brać kogoś na cel
terrorist attack /'terərɪst əˌtæk/ atak terrorystyczny
threaten /'θretn/ grozić, zagrażać
unarmed /ˌʌn'ɑːmd/ nieuzbrojony
victory /'vɪktəri/ zwycięstwo
violent protest /ˌvaɪələnt 'prəʊtest/ gwałtowny protest
world war /ˌwɜːld 'wɔː(r)/ wojna światowa

92.5 Crime and punishment

accuse /ə'kjuːz/ oskarżać
announce the verdict /əˌnaʊns ðə 'vɜːdɪkt/ ogłosić wyrok
armed robbery /ˌɑːmd 'rɒbəri/ rabunek z bronią w ręku
arrest /ə'rest/ aresztować
arson /'ɑːsn/ podpalenie
burglary /'bɜːgləri/ kradzież z włamaniem
commit a traffic offence /kəˌmɪt ə 'træfɪk əˌfens/ popełnić wykroczenie drogowe
criminal /'krɪmɪnl/ przestępca
cybercrime /'saɪbəkraɪm/ cyperprzestępczość
defence /dɪ'fens/ obrona
demand a ransom /dɪˌmɑːnd ə 'rænsəm/ żądać okupu
firearms /'faɪərɑːmz/ broń palna
forge documents /fɔːdʒ 'dɒkjuments/ podrabiać dokumenty
get a fine /get ə 'faɪn/ dostać mandat/karę grzywny
go on trial /gəʊ ɒn 'traɪəl/ mieć proces
hijack a plane /ˌhaɪdʒæk ə 'pleɪn/ porwać/uprowadzić samolot
innocent /'ɪnəsnt/ niewinny
judge /dʒʌdʒ/ sędzia/sędzina
jury /'dʒʊəri/ ława przysięgłych
life imprisonment /ˌlaɪf ɪm'prɪznmənt/ kara dożywotniego pozbawienia wolności
manslaughter /'mænslɔːtə(r)/ nieumyślne spowodowanie śmierci
money laundering /'mʌni lɔːndərɪŋ/ pranie brudnych pieniędzy
mugging /'mʌgɪŋ/ napaść rabunkowa
penalty /'penəlti/ kara, grzywna
pickpocket /'pɪkpɒkɪt/ kieszonkowiec
plead guilty /pliːd 'gɪlti/ przyznać się do winy
prosecutor /'prɒsɪkjuːtə(r)/ prokurator
punishment /'pʌnɪʃmənt/ ukaranie, kara
release from prison /rɪˌliːs frəm 'prɪzn/ wypuścić z więzienia
release on bail /rɪˌliːs ɒn 'beɪl/ wypuścić za kaucją
report an incident /rɪˌpɔːt ən 'ɪnsɪdənt/ zgłaszać zajście
rob a bank /rɒb ə 'bæŋk/ napadać na bank
robbery /'rɒbəri/ napad
run an Internet scam /rʌn ən 'ɪntənet skæm/ prowadzić oszustwa internetowe
safety /'seɪfti/ bezpieczeństwo
search /sɜːtʃ/ rewidować, przeszukiwać
sentence sb to two years in prison /ˌsentəns sʌmbədi tə ˌtuː jɪəz ɪn 'prɪzn/ skazać na dwa lata pobytu w więzieniu
sexual harassment /ˌsekʃuəl 'hærəsmənt/ napastowanie seksualne
shoplifting /'ʃɒplɪftɪŋ/ kradzież towarów ze sklepu
smuggle /'smʌgl/ przemycać, szmuglować
suspect /sə'spekt/ podejrzewać
suspect /'sʌspekt/ podejrzany
take a bribe /teɪk ə 'braɪb/ przyjmować łapówkę
take a hostage /teɪk ə 'hɒstɪdʒ/ wziąć zakładnika
take sb to court /teɪk sʌmbədi tə 'kɔːt/ podać kogoś do sądu
The punishment fits the crime. /ðə ˌpʌnɪʃmənt fɪts ðə 'kraɪm/ Kara odpowiednia do winy.
theft /θeft/ kradzież
thief /θiːf/ złodziej
traffic in drugs /træfɪk ɪn 'drʌgz/ handlować narkotykami
trespassing /'trespəsɪŋ, 'trespæsɪŋ/ wtargnięcie
verdict /'vɜːdɪkt/ wyrok
victim /'vɪktɪm/ ofiara
violence /'vaɪələns/ przemoc
witness /'wɪtnəs/ świadek
witness a crime /ˌwɪtnəs ə 'kraɪm/ być świadkiem przestępstwa

92.6 Social work

charity worker /'tʃærəti ˌwɜːkə(r)/ pracownik organizacji charytatywnej
community /kə'mjuːnəti/ społeczność
contribution /ˌkɒntrɪ'bjuːʃn/ wkład, udział
donate money /dəʊˌneɪt 'mʌni/ dawać datek
foundation /faʊn'deɪʃn/ fundacja
fund-raising /'fʌnd reɪzɪŋ/ gromadzenie funduszy
give sth back to the community /ˌgɪv sʌmθɪŋ bæk tə ðə kə'mjuːnəti/ oddać coś społeczności
good cause /ˌgʊd ˌkɔːz/ szczytny cel
mission /'mɪʃn/ misja
night shelter /'naɪt ʃeltə(r)/ dom noclegowy
provision /prə'vɪʒn/ świadczenie
public money /ˌpʌblɪk 'mʌni/ środki publiczne
raise awareness /reɪz ə'weənəs/ podnosić świadomość
raise money for charity /reɪz ˌmʌni fə(r) 'tʃærəti/ zbierać pieniądze na cele dobroczynne
rejected by society /rɪˌdʒektɪd baɪ sə'saɪəti/ odrzucony przez społeczeństwo
rely on the state /rɪˌlaɪ ɒn ðə 'steɪt/ liczyć na pomoc ze strony państwa
runaway /'rʌnəweɪ/ zbieg, uciekinier
scheme /skiːm/ plan, program
social injustice /ˌsəʊʃl ɪn'dʒʌstɪs/ niesprawiedliwość społeczna
social reform /ˌsəʊʃl rɪ'fɔːm/ reforma społeczna
society /sə'saɪəti/ społeczeństwo
the elderly /ði 'eldəli/ osoby w podeszłym wieku
the homeless /ðə 'həʊmləs/ bezdomni
underprivileged children /ˌʌndəˌprɪvəlɪdʒd 'tʃɪldrən/ dzieci żyjące w złych warunkach
unemployment benefit /ˌʌnɪmˌplɔɪmənt 'benɪfɪt/ zasiłek dla bezrobotnych

92.7 Human rights

civil rights /ˌsɪvl 'raɪts/ prawa obywatelskie
crimes against humanity /ˌkraɪmz əgenst hjuː'mænəti/ zbrodnie przeciw ludzkości

dignity /'dɪgnəti/ godność
discriminate against /dɪ'skrɪmɪneɪt əˌgenst/ dyskryminować kogoś
discrimination /dɪˌskrɪmɪ'neɪʃn/ dyskryminacja
equality /i'kwɒləti/ równość
fairness /'feənəs/ sprawiedliwość
independence /ˌɪndɪ'pendəns/ niezależność
inequality /ˌɪnɪ'kwɒləti/ nierówności
liberty /'lɪbəti/ wolność
respect /rɪ'spekt/ szacunek
right to a fair trial /ˌraɪt tə ə feə(r) 'traɪəl/ prawo do sprawiedliwego sądu
right to a private and family life /ˌraɪt tə ə ˌpraɪvət ən ˌfæməli 'laɪf/ prawo do prywatności i życia rodzinnego
right to education /ˌraɪt tə ˌedʒu'keɪʃn/ prawo do edukacji
right to free speech /ˌraɪt tə fri: 'spi:tʃ/ prawo do wolności wypowiedzi
right to freedom of opinion and expression /ˌraɪt tə ˌfri:dəm əv əˌpɪnjən ən ɪk'spreʃn/ prawo do posiadania i wyrażania swoich poglądów
right to freedom of thought, conscience and religion /ˌraɪt tə ˌfri:dəm əv θɔ:t ˌkɒnʃəns ən rɪ'lɪdʒən/ prawo do wolności myśli, sumienia i wyznania
right to life /ˌraɪt tə 'laɪf/ prawo do życia
right to the protection of the law /ˌraɪt tə ðə prəˌtekʃn əv ðə 'lɔ:/ prawo do ochrony prawnej
vote in free elections /ˌvəʊt ɪn fri: ɪ'lekʃnz/ głosować w wolnych wyborach
women's rights /ˌwɪmɪnz 'raɪts/ prawa kobiet

92.8 Economy

bankruptcy /'bæŋkrʌptsi/ bankructwo
bankrupt /'bæŋkrʌpt/ bankrut
capital /'kæpɪtl/ kapitał
debt /det/ dług
deficit /'defɪsɪt/ deficyt
demand /dɪ'mɑ:nd/ popyt
import duty /'ɪmpɔ:t dju:ti/ cło importowe
inflation /ɪn'fleɪʃn/ inflacja
interest /'ɪntrəst/ oprocentowanie
loan /ləʊn/ pożyczka
minimum wage /ˌmɪnɪməm 'weɪdʒ/ płaca minimalna
monopoly /mə'nɒpəli/ monopol
public spending /ˌpʌblɪk 'spendɪŋ/ wydatki publiczne
stock market /'stɒk mɑ:kɪt/ giełda papierów wartościowych
stock market crash /ˌstɒk mɑ:kɪt 'kræʃ/ krach na giełdzie
supply /sə'plaɪ/ podaż
tax /tæks/ podatek

92.9 Religion

atheism /'eɪθiɪzəm/ ateizm
atheist /'eɪθiɪst/ ateista
Buddhism /'bʊdɪzəm/ buddyzm
Christianity /ˌkrɪsti'ænəti/ chrześcijaństwo
church /tʃɜ:tʃ/ kościół
Hinduism /'hɪndu:ɪzəm/ hinduizm
Islam /'ɪzlɑ:m/ islam
Judaism /'dʒu:deɪɪzəm/ judaizm
mosque /mɒsk/ meczet
muslim /'mʊzlɪm/ muzułmanin
synagogue /'sɪnəgɒg/ synagoga
temple /'templ/ świątynia

92.10 Wordpower p. 165

bring out /ˌbrɪŋ 'aʊt/ podkreślić coś
cancel out /ˌkænsl 'aʊt/ kompensować coś
drop out /ˌdrɒp 'aʊt/ odpaść
figure out /ˌfɪgə(r) 'aʊt/ zrozumieć coś/kogoś
hand out /ˌhænd 'aʊt/ rozdawać coś
help out /ˌhelp 'aʊt/ pomóc
make out /ˌmeɪk 'aʊt/ dostrzec coś (z trudnością)
pass out /ˌpɑ:s 'aʊt/ zemdleć
point out /ˌpɔɪnt 'aʊt/ wskazywać coś
shout out /ʃaʊt 'aʊt/ krzyknąć

92.11 Compound adjectives (2)

bland-tasting /'blænd ˌteɪstɪŋ/ mdły, bez smaku
dishevelled-looking /dɪ'ʃevld ˌlʊkɪŋ/ wyglądający niedbale
foul-smelling /'faʊl ˌsmelɪŋ/ paskudnie pachnący
harsh-sounding /'hɑ:ʃ ˌsaʊndɪŋ/ surowo brzmiący
quick-moving /'kwɪk ˌmu:vɪŋ/ szybko się poruszający
slow-moving /'sləʊ ˌmu:vɪŋ/ wolno się poruszający
smart-looking /'smɑ:t ˌlʊkɪŋ/ wyglądający elegancko
soft-sounding /'sɒft ˌsaʊndɪŋ/ przyjemnie brzmiący
strong-tasting /'strɒŋ ˌteɪstɪŋ/ o wyrazistym smaku
sweet-smelling /'swi:t ˌsmelɪŋ/ o słodkim zapachu

92.12 Strong verbs

dump /dʌmp/ wyrzucić coś
fling /flɪŋ/ rzucić czymś, zarzucić coś
fumble /'fʌmbl/ gmerać
rush /rʌʃ/ pędzić
surge /sɜ:dʒ/ rzucić się do przodu
tear /teə(r)/ przemykać, biegać
trudge /trʌdʒ/ wlec się
tumble /'tʌmbl/ spadać, staczać się

Do you remember?

BRAINPOWER

Spróbuj zapewnić sobie możliwie intensywny kontakt z językiem za pomocą elementów metody *total immersion* (pełne zanurzenie). Gdy to możliwe, „przestaw się" na język angielski. Zmień menu w telefonie i komputerze. Jadąc tramwajem, słuchaj angielskich podcastów i audiobooków. Znajdź partnera do konwersacji online w ramach programu wymiany językowej. Korzystaj ze słowników jednojęzycznych. Zacznij myśleć po angielsku.

Check yourself!

1 Translate the phrases in brackets into English.

1 An organized gang of criminals (*porwał samolot i zażądał okupu*) _____.
2 My neighbour was accused of (*przeprowadzenie rabunku z bronią w ręku*) _____.
3 (*Wolność myśli, sumienia i religii*) _____ is a fundamental human right.
4 I'd like to start a foundation to fight social injustice and (*zbierać pieniądze na cele dobroczynne*) _____.
5 I (*oddałem strzał na bramkę*) _____ but the goalkeeper saved it easily.
6 (*Brak snu i regularnych ćwiczeń*) _____ is a common cause of chronic fatigue.
7 (*Połączenie było wadliwe*) _____ and I couldn't get through to talk to my wife.
8 The Earth and other planets (*krążą wokół słońca*) _____ at the centre of the universe.

Pronunciation

1 093 Listen to the speaker and guess where he comes from. Why do you think so?

2 094 Listen to each sentence spoken by two different speakers. Which speaker is American and which is British?

1 Her writing skills are better than her conversation skills.
2 Don't throw stones into the water.
3 It is not possible that he has never been to New York.

3 094 Listen to the sentences from exercise 2 again. What is the difference in the British and American pronunciation of the letters in bold?

1 wri**t**ing be**tt**er wa**t**er
2 he**r** neve**r**
3 thr**o**w st**o**nes
4 p**o**ssible

4 In pairs, choose a short extract from any text from this unit. Take turns to read it, using the features of British and American pronunciation.

Grammar Reference and Practice

Present tenses

Present simple

Twierdzenia i przeczenia		
I We You They	work don't (=do not) work	in a city.
He/She/It	works doesn't (=does not) work	

Pytania i krótkie odpowiedzi			
Do	I we you they	work in a city?	Yes, I/we/you/they do. No, I/we/you/they don't.
Does	he she it		Yes, he/she/it does. No, he/she/it doesn't.

Czas ***present simple*** stosujemy wtedy, gdy:

- mówimy o czynnościach rutynowych, powtarzających się, np.
  I usually start school at 8 a.m.
- mówimy o stałych, niezmiennych sytuacjach, np.
  My teacher lives in the suburbs.
- przytaczamy znane prawdy lub fakty, np.
  The Earth goes around the Sun.
- mówimy o ustalonych terminach, rozkładach, np.
  History starts at 10 a.m. tomorrow.
- wyrażamy uczucia (*love*, *like*, *hate*), stany umysłu (*know*, *hope*, *seem*, *believe*, *remember*, *want*) i doznania zmysłowe (*feel*, *hear*, *see*), np.
  I hope our timetable isn't as bad as last year.

Z czasem *present simple* używamy następujących określeń czasu: ***always***, ***every day***, ***often***, ***regularly***, ***usually***, ***sometimes***, ***hardly ever***, ***never***.

Present continuous

Twierdzenia i przeczenia		
I	'm (=am) 'm not (=am not)	watching TV.
He/She/It	's (=is) isn't (=is not)	
We You They	're (=are) aren't (=are not)	

Pytania i krótkie odpowiedzi			
Am	I	watching TV?	Yes, I am. No, I'm not.
Is	he she it		Yes, he/she/it is. No, he/she/it isn't.
Are	we you they		Yes, we/you/they are. No, we/you/they aren't.

Czas ***present continuous*** stosujemy wtedy, gdy:

- mówimy o czynnościach mających miejsce teraz lub w bieżącym okresie, np.
  My sister is studying in her room at the moment.
  I'm doing extra Spanish this year.
- opisujemy zachodzące zmiany, np.
  The number of students in primary school is going down these days.

W zdaniach w czasie *present continuous* używamy następujących określeń czasu: ***right now***, ***at the moment***, ***nowadays***, ***today***, ***this week***, ***this year***.

W czasie *present continuous* zwykle nie używamy tzw. czasowników statycznych, takich jak: *believe*, *hate*, *know*, *like*, *love*, *need*, *want*, *think* i *understand*, np.
Do you know the answer?
I like your new dress.
I don't understand a word you are saying.

1 Choose the correct verb forms to complete the sentences.

1 My sister *works / is working* hard right now because she has exams.
2 What *do the students study / are the students studying* in class at the moment?
3 I usually *visit / am visiting* my friends on Saturdays, but today I *go / am going* to my aunt's house.
4 Jack *doesn't play / isn't playing* football today. He has a bad leg.
5 The girls *don't play / aren't playing* football. They prefer basketball.
6 How often *does your sister come / is your sister coming* home from university?
7 We *know / are knowing* a lot of people in the area.
8 *Do you listen / Are you listening* to your teacher right now?

2 Complete the text with the correct form of the verbs in brackets.

The Harrogate School of Performing Arts

Our school of performing arts [1]_____ (be) well known for its variety of opportunities, and this year, we [2]_____ (offer) even more exciting and original courses in modern dance, drama and singing. One of our music teachers [3]_____ (currently/start) a new jazz group, and she [4]_____ (plan) to take this group on a European tour later in the year.

All our instructors [5]_____ (be) talented and successful performers and [6]_____ (have) recognized teaching certificates. We have a policy that we [7]_____ (not employ) anybody who [8]_____ (not have) talent, commitment and enthusiasm.

Lessons [9]_____ (take) place every evening. They usually start at 7 p.m. and finish at 9 p.m. Students can also [10]_____ (have) lessons on Saturday mornings.

3 Read the instructions and write English sentences.

1 Powiedz, jak często twoja siostra gra na jakimś instrumencie.

2 Powiedz, co robią twoi rodzice w tym momencie.

3 Powiedz, jak często chodzisz do kina.

4 Zapytaj, czy twój brat uczy się w tej chwili.

5 Powiedz, co teraz robisz.

6 Zapytaj, co w tej chwili robi kolega/koleżanka.

Articles

a/an

Przedimka nieokreślonego ***a/an*** używamy:

- gdy mówimy o czymś po raz pierwszy, np.
  We went to a museum last Tuesday (jakiegoś, jednego z wielu).
- gdy mówimy, czym jest jakaś rzecz lub kim jest jakaś osoba, np.
  My uncle is a scientist (to jest jego zawód).
- w niektórych wyrażeniach związanych z szybkością, częstotliwością itp., np.
  I go to the gym twice a week.
  You're driving at 90 miles an hour.

the

Przedimka określonego ***the*** używamy:

- gdy mówimy o czymś ponownie, np.
  We went to a museum on Friday. The museum was very crowded.
- kiedy osoba lub rzecz, o której mówimy, jest nam znana, np.
  The actor who lives in my street was on TV last night (ten, o którym ci mówiłam).
- gdy mówimy o rzeczach lub osobach jedynych w swoim rodzaju, np.
  the Moon, the Sun, the Earth.
- przed liczebnikami porządkowymi i w stopniu najwyższym przymiotnika, np.
  the first female inventor, the most interesting film.
- w wyrażeniach określających stulecia, np.
  the nineteenth century.
- przed nazwami wynalazków, np.
  The radio was invented by Marconi.
- przed nazwami rzek, mórz, oceanów i archipelagów, np.
  the Hudson River, the North Sea, the Pacific Ocean, the Shetland Islands.
- przed nazwami niektórych państw, regionów oraz pasm górskich, np.
  the USA, the UK, the Middle East, the Rocky Mountains.
- z przymiotnikami, jeśli odnosimy sie do grupy ludzi, np.
  The unemployed are in a particularly difficult situation right now.

Brak przedimka

Przedimków nie używamy:

- przed rzeczownikami w liczbie mnogiej, zastosowanymi w znaczeniu ogólnym, np.
  Cows eat grass.
- przed rzeczownikami niepoliczalnymi i abstrakcyjnymi o charakterze stwierdzeń ogólnych, np.
  Money makes the world go round.
- przed imionami, nazwami ulic, miast, szczytów górskich, pojedynczych wysp, państw, języków i kontynentów, np.
  Oxford Street, Caracas, Everest, Hong Kong Island, Africa
- gdy mówimy ogólnie o instytucjach, np. szpitalach, szkołach, więzieniach itp., i nie mamy na myśli konkretnego miejsca; w przeciwnym wypadku użyjemy przedimka, np.
  My uncle is in hospital. (Mój wujek jest w szpitalu).
  Are you going to the hospital to visit him?

1 Complete the text using the correct articles: *a/an* or *the*.

My **BLOG**

Last Sunday I decided to visit [1]____ Science Museum with my close friend, Kate. We went there in [2]____ afternoon to avoid the crowds. To our surprise, [3]____ rooms were full of noisy schoolchildren. What's more, we had to hurry because [4]____ museum was closing in half [5]____ hour. We enjoyed [6]____ exhibition [7]____ lot. When we were leaving [8]____ building I realized I didn't have my camera! [9]____ next morning, I put [10]____ notice on [11]____ noticeboard outside [12]____ museum, but I didn't have much hope. I had already begun to look for [13]____ new one online, but while I was busy browsing [14]____ Internet, [15]____ woman called and said she had found it in the toilets. She noticed [16]____ camera on [17]____ floor under [18]____ washbasin and picked it up. I thanked [19]____ woman and offered her [20]____ reward but she refused to accept it.

Grammar Reference and Practice

2 Find mistakes in the sentences below and correct them. One sentence is correct.

1 A Moon moves around the Earth.
2 Doctors earn the good salaries.
3 What's a name of the inventor who visited our school last week?
4 My mum is a microbiologist and she works for a company which manufactures vaccines.
5 That's least comfortable car I have ever sat in.
6 This is a third time I have been to this town.
7 Students who took part in the survey are all eighteen.
8 How big is the Saturn?
9 Alexander Graham Bell invented telephone at the age of 29.
10 Most of today's home appliances were invented in twentieth century.

3 Complete the sentences using the correct articles: *a/an* or *the*. Where an article isn't needed, write –.

1 My neighbour's in _____ prison for burglary.
2 We've got _____ new English teacher.
3 I saw _____ interesting documentary last night.
4 _____ man that reads the news looks like my dad.
5 My friend goes to _____ church every Sunday.
6 I saw a man and a woman in the park. _____ man was wearing _____ red hat.
7 We went to _____ interesting art gallery at the weekend.
8 Mark is _____ most intelligent person I know.

4 Complete the sentences using the correct articles: *a/an* or *the*. Where an article isn't needed, write –.

1 Australia is _____ island.
2 _____ Sun is the brightest star.
3 _____ Alps are a mountain range in Europe.
4 _____ happiness is a wonderful thing.
5 We walked through a forest and a field. _____ field was full of horses.
6 My sister lives in _____ Holland.
7 _____ Ben Nevis is the highest mountain in Britain.
8 While we were on holiday, we saw _____ magnificent waterfall.
9 _____ tigers are endangered animals.

5 Find six grammar mistakes in the email below and correct them.

Hi Ela,

I haven't spoken to you for ages! How's life? Are you enjoying the school? Have you done anything interesting recently? Things are pretty much the same here. I'm working hard because I've got the important exam next month. I don't have much free time, but I went out with some friends last weekend. We did some shopping in Covent Garden. I bought the new bag and a T-shirt. A T-shirt is a bit boring, but it was all I could find. Later we went to the cinema and after that for the pizza. It was a best day I'd had for ages, but now I have to study again.

Write soon and tell me your news!

Love,

Jenny

6 Complete the quiz questions using *the* or leave the gap blank if the article isn't needed.

1 Where is _____ Table Mountain?
2 In which American city is _____ Harvard University?
3 Is _____ Amazon the longest river in the world?
4 Is _____ Oxford Street in Oxford?
5 Where are _____ Fiji Islands?
6 Where is _____ Grand Canal and the Rialto Bridge?
7 Are _____ Rocky Mountains in _____ Australasia?
8 Does _____ President of the United States live in _____ Downing Street?

7 Complete the answers using *the* or leave the gap blank if the article isn't needed. Then match the answers to the questions from exercise 6.

a No, it isn't. It's in _____ London.
b It's in _____ Cambridge, Massachusetts.
c It's in _____ South Africa.
d They're in _____ South Pacific Ocean.
e They're in _____ Venice, Italy.
f No, he lives in _____ White House which is in _____ Washington, D.C.
g No, it isn't. It's _____ River Nile.
h No, they aren't. They're in _____ North America.

Perfect tenses

Present perfect

Twierdzenia i przeczenia

I We You They	've (=have) haven't (=have not)		seen this film.
He/She/It	's (=has) hasn't (=has not)		

Pytania i krótkie odpowiedzi

Have	I we you they	seen this film?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

Present perfect stosujemy wtedy, gdy:

- mówimy o zdarzeniach mających związek z teraźniejszością, np.
  I've lost some weight (jestem teraz szczuplejszy).
  I haven't drunk any coffee today (dlatego ciągle ziewam).
- mówimy o swoich lub czyichś doświadczeniach, ale nie określamy dokładnie, kiedy miały one miejsce, np.
  I've met a lot of famous people in my life.
  She's sailed across the Atlantic.
- mówimy, od jak dawna ma miejsce jakaś sytuacja, np.
  I have been ill for a week.
  Peter has had a headache since yesterday.
- mówimy, który raz coś robimy lub coś się wydarzyło (z wyrażeniami: ***It's/This is the first/the second/the only time*** itd.), np.
  This is the second time the dishwasher has broken down.
- chcemy opisać zdarzenia lub stany rzeczy, które rozpoczęły się w określonym momencie w przeszłości i trwają do chwili obecnej (z *since* i *ever since*), np.
  They have lived in this house since they got married.
- chcemy wyrazić odczucia i przemyślenia na temat przeszłych zdarzeń, np.
  I've always thought Vicky's parents did a good thing when they gave her jobs to do around the house.
- chcemy podkreślić, że jakaś czynność może się rozpocząć dopiero po zakończeniu innej czynności (w zdaniach okolicznikowych czasu po spójnikach ***when, as soon as***, ***until***, ***before*** itd.), np.
  We will start painting the living room as soon as the paint has arrived.

Określenia czasu

Czasu ***present perfect*** używamy z:

- ***ever*** (kiedykolwiek) i ***never*** (nigdy), kiedy mówimy o doświadczeniach, np.
  Have you ever seen a horror film?
  I've never been to Budapest.
- ***just*** (właśnie, dopiero co) i ***already*** (już) w zdaniach twierdzących, np.
  They've just gone out.
  We've already had lunch.
- ***yet*** (już, jeszcze) w przeczeniach i pytaniach, np.
  I haven't had breakfast yet.
  Have you done your homework yet?
- ***for*** (od, przez) i ***since*** (od). *For* używamy, kiedy chcemy powiedzieć, jak długo trwa jakaś czynność lub jakiś stan, a *since*, gdy mówimy, kiedy coś się zaczęło, np.
  I've known him for three years/five minutes/a long time.
  We've lived here since 1999/March/we were children.

Present perfect continuous

Twierdzenia i przeczenia

I We You They	've (=have) been haven't (=have not) been		watching TV.
He/She/It	's (=has) been hasn't (=has not) been		

Pytania i krótkie odpowiedzi

Have	I we you they	been watching TV?	Yes, I/we/you/they have. No, I/we/you/they haven't.
Has	he/she/it		Yes, he/she/it has. No, he/she/it hasn't.

Czas ***present perfect continuous*** stosujemy wtedy, gdy:

- mówimy o sytuacji lub czynności rozpoczętej w przeszłości, która nadal trwa; podkreślamy w ten sposób samą czynność i fakt, że trwa ona nieprzerwanie przez jakiś czas, np.
  I have been coughing for a week. (kaszlę od tygodnia).
  I've been reading this novel since last weekend.
- opisujemy czynność, która odbywa się od jakiegoś czasu aż do chwili obecnej i której skutki są nadal widoczne lub odczuwalne, np.
  I have been sleeping very badly. I feel tired.
  It has been raining for hours. The roads are very wet.

Present perfect i present perfect continuous

- Czasy ***present perfect*** i ***present perfect continuous*** mają bardzo podobne znaczenia, zwłaszcza gdy używamy ich z czasownikami opisującymi czynności ciągłe, np. *wait*, *live*, *work*, przy jednoczesnym zastosowaniu określeń czasu *for* lub *since*.
  He's waited a long time for this moment.
  He's been waiting a long time for this moment.
- Należy jednak pamiętać, że czasu *present perfect* używamy najczęściej, kiedy mówimy o jednorazowej czynności, która właśnie się zakończyła. Z kolei czasu *present perfect continuous* używamy, gdy chcemy podkreślić samą czynność i ciągłość jej trwania, np.
  I've done my homework. (właśnie skończyłem odrabiać pracę domową).
  I've been doing my homework for an hour (tak spędzam czas od godziny aż do teraz).
- Czasu *present perfect continuous* nie można używać z czasownikami wyrażającymi stany, takimi jak: *be*, *like*, *believe*, *have*, np.
  I've been a teacher since 2008.

Grammar Reference and Practice

1 Write dialogues using the words below. Use the present perfect continuous with *for* and *since*.

1 **Sophie** what / you / do / today?

Kirsty I / watch / TV / this morning

2 **Chris** how long / your brother / play / the electric guitar?

Nick he / play / the electric guitar / five years

3 **Jane** you / wait / at the bus stop / long?

Robert Yes, we / wait / here / ages

4 **Louise** how long / your parents / live / in this town?

Amy they / live / here / 1995

2 Find the incorrect sentences and correct them.

1 I haven't been having any fizzy drinks this week.
2 The students have been feeling very tired recently.
3 Has your brother just bought a new car?
4 I'm very annoyed because I've been losing my mobile phone.
5 We're exhausted because we've run in the park all morning.
6 How many text messages have you been sending today?
7 I have been working hard all week.
8 My parents have gone out a lot recently.

3 Complete the sentences with the correct form of the verbs in brackets.

1 Doctor Holmes _____ (examine) seven patients this morning.
2 Granny _____ (take) these pills for a year. I think she _____ (swallow) a few hundred of them.
3 The surgeons _____ (operate) since this morning and they _____ (perform) three operations.
4 I can't get this medicine anywhere. I _____ (go) to three chemist's.
5 My grandfather _____ (not eat) meat for a very long time.
6 Maggie _____ (practise) yoga for a long time. She _____ (take) a lot of yoga courses.
7 The children _____ (never get) ill with flu.
8 I _____ (sneeze) a lot recently. I think it's hay fever.
9 Fred _____ (exercise) all afternoon. He _____ (do) 100 push-ups so far!
10 I _____ (swim). That's why my hair is wet.

4 Complete the dialogues with the correct form of the verbs in brackets.

1 **Ellen** Where are you and your family going on holiday?
John Well, we [1] _____ (talk) about it for weeks, but we [2] _____ (not decide) anything yet.
2 **Tina** Excuse me, [3] _____ (you/stand) in this queue for a long time?
Larry Yes, [4] _____ (queue) for almost an hour.
3 **Susan** Excuse me. Whose is this bag? Who [5] _____ (leave) it here?
Wally I don't know. I [6] _____ (sit) here all afternoon, but I [7] _____ (not notice) it until now.

Indefinite pronouns

- Zaimków nieokreślonych: ***someone*** (lub *somebody*), ***anyone***, **no one** (lub *nobody*) używamy, gdy mówimy o osobach, np.
  Someone saw Peter in a bar last night.
  Has anyone seen my keys?
  No one talks about it.
- Zaimków nieokreślonych: ***something***, ***anything*** i ***nothing*** używamy, gdy mówimy o rzeczach, np.
  Something smells nice.
  Did you say anything?
  Nothing is certain.
- Zaimków nieokreślonych ***somewhere***, ***anywhere***, ***nowhere*** używamy, gdy mówimy o miejscach, np.
  Let's go somewhere nice after school.
  Have you seen Mr White anywhere?
  The poor girl has nowhere to go.
- Wyrazów złożonych z ***every-*** używamy, gdy mówimy o wszystkich (*everyone = everybody*), wszystkim (*everything*) lub o każdym miejscu („wszędzie") (*everywhere*), np.
  Everyone admires her.
  Is everything clear?
  People speak English everywhere I go.
- Po zaimkach nieokreślonych i przysłówkach zawsze używamy czasownika w liczbie pojedynczej, np.
  Everyone knows about it.
- Zaimki rozpoczynające się od ***some-*** stosuje się zazwyczaj w zdaniach twierdzących. Zaimków rozpoczynających się od ***any-*** używamy zwykle w pytaniach i przeczeniach.
  Someone took my bag!
  Is there anything I can do for you?
  I don't understand anything.
- Zaimki rozpoczynające się od ***no-*** występują w zdaniach przeczących: ponieważ ich znaczenie jest negatywne, czasownik w tych zdaniach występuje w formie twierdzącej, np.
  No one here speaks Chinese.
  There's nothing interesting in this museum.

1 Choose the correct answers.

1 Has _____ been to the new Internet café in town?
a no one **b** someone **c** anyone

2 Did you go _____ nice at the weekend?
a anywhere **b** anyone **c** anything

3 They've gone on holiday _____ in the Caribbean.
a somewhere **b** anywhere **c** nowhere

4 I didn't know _____ at the wedding. It was really boring!
a someone **b** no one **c** anyone

5 _____ is in the house. There's a light on!
a Someone **b** Anyone **c** No one

6 Did you argue about _____ with Tom? He looks really angry.
a anything **b** nothing **c** something

2 Complete the sentences with the correct indefinite pronouns.

1 It's a holiday and all the shops are closed. There's _____ to go.
2 There's _____ to talk to at home. I'm going out.
3 We need _____ who speaks Russian.
4 Don't worry! I said _____ to Joe about his surprise birthday party.
5 I knew _____ at the party. They were all my brother's friends.
6 I want to live _____ warm.
7 Sheila knows _____ about fashion. She's a fanatic.
8 I'm bored! There's _____ to do today!

3 Complete the sentences using the words in bold to keep the meaning of the original sentence. Do <u>not</u> change the form of the words in bold.

1 Is there an interesting programme on TV tonight? **ANYTHING**
Is there _____ on TV tonight?
2 You won't find better food in any other place. **ELSE**
You won't find better food _____.
3 Is there a cheap place we can go for lunch? **ANYWHERE**
Is there _____ we can go for lunch?
4 Let's listen to some different music. **SOMETHING**
Let's listen to _____.
5 I'd like a hot drink. **SOMETHING**
I'd like _____ to drink.

Past tenses; *used to* and *would*

Past simple

Twierdzenia i przeczenia		
I You He/She/It We They	lived didn't (=did not) live	here.

Pytania i krótkie odpowiedzi			
Did	I you he/she/it we they	live here?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

- Czas ***past simple*** stosujemy, gdy mówimy o czynności zakończonej w określonym czasie w przeszłości. Dotyczy to także wydarzeń następujących jedno po drugim lub wydarzeń powtarzających się w przeszłości, np. *When Sara came home, her mother made dinner.* (Gdy Sara przyszła do domu, jej mama ugotowała obiad). *When we were in Warsaw, we went to the cinema every evening.* (Gdy byliśmy w Warszawie, codziennie chodziliśmy do kina).
- W zdaniach w czasie *past simple* często używamy określeń czasu, takich jak: ***yesterday***, ***(two days) ago***, ***when I was a child***, ***in April/2008***, ***last night/week/month/year*** itp.

Past continuous

Twierdzenia i przeczenia		
I He/She/It	was wasn't (=was not)	travelling very fast.
We You They	were weren't (=were not)	

Pytania i krótkie odpowiedzi			
Was	I he/she/it	travelling very fast?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were	we you they		Yes, we/you/they were. No, we/you/they weren't.

- Czas ***past continuous*** stosujemy, gdy opisujemy czynność trwającą w jakimś czasie w przeszłości (często będącą tłem dla innego wydarzenia), np. *When Sara came home, her mother was making dinner.* (Gdy Sara przyszła do domu, jej mama właśnie gotowała obiad).
- ***Past simple*** i ***past continuous*** często używamy w tym samym zdaniu, opisując sytuację, w której dłuższa czynność została przerwana przez inną, krótszą czynność, np. *It was raining when we left the house.*
- Zdanie w czasie *past continuous* rozpoczynamy od ***while***. *While* nie jest stosowane w czasie *past simple*.
- Czasu *past continous* nie używamy z czasownikami opisującymi stany, np. *believe*, *need*, *understand* itp. Używamy go z czasownikami, które wyrażają dłuższą czynność, np. *wait*, *live*, *work*, *rain* itp.

Grammar Reference and Practice

Past perfect

Twierdzenia i przeczenia			
I You He/She/It We They	had hadn't (=had not)	passed the test.	
Pytania i krótkie odpowiedzi			
Had	I you he/she/it we they	passed the test?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

- Czas ***past perfect*** stosujemy, gdy mówimy o czynności lub zdarzeniu z przeszłości, które poprzedziło inną czynność w przeszłości, np.
  When Sara came home, her mother had already made dinner. (Gdy Sara przyszła do domu, jej mama już ugotowała obiad).

Past perfect continuous

Twierdzenia i przeczenia				
I You He/She/It We They	had hadn't (=had not)	been	waiting	for a long time when you finally arrived.
Pytania i krótkie odpowiedzi				
Had	I you he/she/it we they	been	waiting	for a long time when you finally arrived?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

- Gdy chcemy powiedzieć, jak długo trwało zdarzenie, które poprzedziło inne zdarzenie, używamy czasu ***past perfect continuous***, np.
  When Tim got to his grandmother's house, she had been waiting for him for an hour. (Gdy Tim dotarł do domu babci, ona czekała na niego już od godziny.)

Used to i *would*

- Konstrukcji ***used to*** + forma podstawowa czasownika używamy, kiedy mówimy o przeszłych sytuacjach lub przyzwyczajeniach, które uległy już zmianie.
  My sister used to have long hair, but now it's short.
  I didn't use to like football, but now I love it.
  Did you use to watch a lot of TV when you were younger?
- Czasownika *would* można użyć w podobny sposób, ale tylko z czasownikami wyrażającymi czynności (nie stany).
  When she was in her twenties, Ellen would go to work early every day.

1 Choose the correct verb forms to complete the text.

BLOG

I [1]*played / was playing* in a football match last weekend, and a few things [2]*went / were going* wrong. Firstly, when I [3]*arrived / was arriving* at the pitch at ten o'clock, I [4]*discovered / was discovering* that there was nobody there. Then, I realized the match [5]*didn't start / wasn't starting* until midday. I was two hours too early. While I [6]*waited / was waiting* for everybody to arrive, it started raining and I [7]*didn't have / wasn't having* an umbrella. At last the sun came out and the game [8]*began / was beginning*. I played for twenty minutes before I was injured. This is what happened: the score was 2–0 to the other team. Suddenly I had a chance, but as I [9]*ran / was running* for the ball, I [10]*fell / was falling* and [11]*hurt / was hurting* my leg. I stopped playing after that and we [12]*lost / were losing* the match 5–0.

2 Add the missing word in each sentence.

1 I was excited because I hadn't abroad before.
2 By the time I got to the party, everybody gone home.
3 When Jack arrived, I had finished my lunch, so he waited for me.
4 Your sister known her boyfriend for long before he asked her to marry him?
5 How much studying had done before you took the exam?
6 By the end of the course, I learned a lot of English.
7 The girls had watching TV for a few hours when Daniel arrived.
8 How long other people been waiting for you when you got to the restaurant?

3 Complete the sentences with the correct form of the verbs in brackets.

1 _____ (you/see) an elephant before you _____ (go) on the safari?
2 The children _____ (not/make) any cakes at school today.
3 The students _____ (do) an exam yesterday.
4 The film _____ (finish) by the time we _____ (go) to the cinema.
5 What _____ (your parents/give) you for your birthday this year?

4 Complete the sentences with the correct form of *used to*.

1 Did you _____ work hard at school?
2 I _____ like vegetables, but now I love them.
3 My sister _____ wear dresses. Now she prefers jeans.
4 Where did you _____ go on holiday when you were a child?
5 My parents _____ go out to restaurants, but now they prefer to eat at home.
6 The students _____ work hard, but now they study every day.

5 Complete the text with the correct form of the verbs in brackets.

When Anna read the email, she [1]_____ (frown). Peter's mother [2]_____ (invite) herself to stay. As soon as Peter got home from work that night, she [3]_____ (tell) him the news. 'We must remember to put out that awful vase she [4]_____ (buy) us before she gets here,' she added.

The day of the visit arrived. Anna [5]_____ (clean) the house. Unfortunately, when she [6]_____ (dust) the furniture, she [7]_____ (knock) over the vase. As soon as Anna [8]_____ (see) what she [9]_____ (do), she almost cried. She [10]_____ (pick) up the pieces, then she carefully [11]_____ (glue) them back together. Just as Anna [12]_____ (fill) the vase with flowers, Peter's mother arrived. She [13]_____ (look) at the vase and [14]_____ (say), 'Anna! Lovely to see you! But where did you get that vase? It's horrible! I thought you [15]_____ (have) better taste than that!'

6 Translate the parts in Polish into English. Use past tenses.

1 We (*jedliśmy*) _____ breakfast when the phone rang.
2 When I got home, I realized I (*zostawiłam*) _____ my bag on the bus.
3 When she knocked on the door, it (*otworzyły się*) _____ immediately.
4 I (*kiedyś nie piłem*) _____ coffee, but now I like it.
5 When we were in England, we (*jedliśmy*) _____ in restaurants every day.
6 While I was doing my homework, my brother (*rozmawiał*) _____ on the phone.
7 (*Czy spałaś*) _____ when I rang?
8 It (*nie padało*) _____ when I left home this morning.

Present perfect used with present, past and future tenses

Present perfect, present perfect continuous, past simple

- Gdy informujemy o niedawnych wydarzeniach, stosujemy czas ***present perfect***. Gdy następnie opowiadamy o szczegółach tych wydarzeń, mówimy o nich w czasie ***past simple***, np.
  Ann has left her job at the bank. She didn't like her boss.
- Pozostałe różnice w użyciu tych czasów przedstawia poniższa tabela.

Czasy perfect	*Past simple*
Czasu ***present perfect*** używamy wtedy, gdy mówimy o doświadczeniach i czynnościach bez określania, kiedy miały miejsce. Często stosujemy w zdaniach w tym czasie przysłówki ***ever***, ***never***, ***just***, ***yet*** i ***already***, ***once/twice***, np. *Have you ever been to Spain?* *I've never been to Spain.* *Carrie has stayed at the hotel twice.*	Czasu ***past simple*** używamy wtedy, gdy mówimy o czynnościach, które odbyły się w określonym momencie w przeszłości. W zdaniach w tym czasie często używamy ***ago***, ***last week/year***, ***in 2009***, ***yesterday***, ***when I was eight***, np. *John Lennon died in 1980.* *The plane landed at five o'clock.* W pytaniach z ***when*** również używamy *past simple*, np. *When did Lee go to Spain?* *Lee went to Spain last year.*
Czasów ***present perfect*** i ***present perfect continuous*** używamy wtedy, gdy mówimy o zakończonych lub niezakończonych czynnościach lub sytuacjach, których skutek jest widoczny w chwili obecnej. Często używamy tych czasów z ***since*** i ***for*** oraz ***how long***, np. *He's been waiting for us for two hours* (wciąż czeka). *I've written to John, so he knows everything.* *How long have you been studying English?*	Czasu ***past simple*** używamy wtedy, gdy mówimy o czynnościach lub sytuacjach, które zostały zakończone w przeszłości. *I lived in Germany from 2002 to 2006* (już tam nie mieszkam). *I had a cat two years ago* (już nie mam kota).

1 Choose the correct answers.

1 Have you _____ travelled around Europe?
a ever **b** never **c** already **d** yet
2 We've had our English teacher _____ the beginning of term.
a for **b** just **c** yet **d** since
3 Max hasn't been on holiday _____.
a since **b** ago **c** yet **d** never
4 I'm sorry. You can't speak to Jack. He's _____ gone out.
a since **b** just **c** yet **d** never
5 My sister met her boyfriend _____ summer.
a since **b** for **c** last **d** ago
6 I'm not hungry. I've _____ had a sandwich.
a yet **b** since **c** ever **d** already

Grammar Reference and Practice

2 Complete the email with the correct form of the verbs in brackets. Use past simple and present perfect.

Dear Alicia,

We [1]_____ (not hear) from you for a long time so I [2]_____ (decide) to write to you to find out if everything is OK with you. I hope you [3]_____ (enjoy) your stay in Brighton last month. How long ago [4]_____ (you/come) back? [5]_____ (you/meet) anybody interesting there?

Nothing [6]_____ (change) much round here since you [7]_____ (leave). The bad news is that I [8]_____ (fail) my driving test again! When I [9]_____ (approach) a junction, I [10]_____ (not notice) when the lights [11]_____ (turn) red and I [12]_____ (drive) on. The good news is that Piotr and Magda [13]_____ (just get) married. They [14]_____ (go) on their honeymoon to a Greek island last weekend.

Please write soon. Take care.

Kasia

3 Find grammar mistakes in the sentences below and correct them.

1 Josh went to Cairo twice.
2 How long have you been having this mobile phone?
3 Where are the children? They have just went outside.
4 When has she bought this house?
5 The police didn't find the stolen jewellery yet.
6 When Sam was a child he has lived with his aunt for a year.
7 Look! The dog ate your dinner!
8 Szymborska has been Poland's first female writer to receive the Nobel Prize.
9 The modern art gallery was closed since last Monday.
10 I knew Mary for ages.

4 On the basis of the first sentence in each pair, decide if the second sentence is correct.

1 Ruth went to Italy.
Ruth is in Italy now.
2 Joe has gone to Japan.
Joe is in Japan now.
3 Sarah has opened the door.
The door is now open.
4 Bill opened the windows.
The windows are open now.
5 It's been raining since three o'clock.
It is still raining.
6 Peter put the TV on.
The TV is on now.

5 Complete the sentences with the correct form of the verbs in brackets.

1 I _____ (be) on a diet for three weeks now, but _____ (not lose) a pound yet.
2 They _____ (spend) their holidays in Tuscany three times.
3 When Tricia _____ (be) a student, she _____ (live) in a dormitory for almost a year.
4 We _____ (solve) crossword puzzles for two hours. So far we _____ (solve) five.
5 Robert _____ (be) last ill ages ago.
6 You look very tired. What _____ (you/do)?
7 The dress looks nice. Where _____ (you/buy) it?
8 Ania is one of the most interesting people I _____ (meet) in my life.
9 I first _____ (go) to London ten years ago and I _____ (return) several times since then.

6 Complete the email with the correct form of the verbs in brackets.

Hi Tom,

How are things? We [1]_____ (arrive) in New York last Saturday and we [2]_____ (explore) it ever since. We [3]_____ (already/be) to Central Park, and this morning we [4]_____ (visit) the Statue of Liberty.

My brother's happy! He [5]_____ (eat) non-stop. You know how much he loves his food! We [6]_____ (find) so many interesting restaurants in New York, and so many different types of cuisines! I love Mexican and Chinese. We [7]_____ (not try) sushi yet, but that's next on our list.

This afternoon, we [8]_____ (look) round Times Square. [9]_____ (you/ever/be) there? It's amazing. I [10]_____ (never/see) so many great shops in one place. I wanted to go to Macy's, too, but we [11]_____ (not have) time today. Maybe we'll go tomorrow.

Anyway, [12]_____ (you/miss) me all this time? I can't wait to see you!

See you when I get back!

Love,

Tess

Countable and uncountable nouns; quantifiers

Rzeczowniki policzalne i niepoliczalne

- **Rzeczowniki policzalne** występują zarówno w liczbie pojedynczej, jak i mnogiej, np.
  a bag – two bags
- **Rzeczowniki niepoliczalne** występują tylko w liczbie pojedynczej i stosujemy je bez rodzajnika *a/an*, np.
  You can only pay in cash in this shop.
  Can I have some water, please?
- Niektóre rzeczowniki mogą być zarówno policzalne, jak i niepoliczalne, ale ich znaczenie ulega wtedy zmianie, np.
  I'll have a tea, please (jedną filiżankę herbaty).
  I don't like tea (herbaty jako napoju).
  We need some paper to write on (papier).
  Please get me the morning paper (gazeta).
- Niektóre rzeczowniki są zawsze niepoliczalne i występują tylko w liczbie pojedynczej, np.
  furniture, news, advice, information, luggage, money
  The furniture in my room is blue. (Meble w moim pokoju są niebieskie).
  I've stopped reading the papers. The news is always bad. (Przestałam czytać gazety. Wiadomości są zawsze złe).
  Money doesn't bring happiness. (Pieniądze nie dają szczęścia).
- *Some* i *any* używamy z rzeczownikami policzalnymi w liczbie mnogiej i z rzeczownikami niepoliczalnymi.
- *Some* (jakiś, trochę) używamy w zdaniach twierdzących.
- *Any* (żaden, jakiś) używamy w zdaniach przeczących i w pytaniach.
- *A* i *an* używamy z rzeczownikami policzalnymi w liczbie pojedynczej.

Wyrażenia określające ilość

- Do określenia liczby przed rzeczownikami policzalnymi stosujemy następujące wyrażenia: ***many***, ***a lot of*** (wiele, dużo), ***a few*** (kilka, parę) lub ***few*** (niewiele, mało), np.
  There aren't many people in the shop today.
  A lot of people only buy sale items.
  There were only a few banks open until 6 p.m.
  Few people I know can speak Russian.
- Przed rzeczownikami niepoliczalnymi stawiamy: ***a lot of***, ***much*** (dużo, wiele), ***a little*** (trochę) lub ***little*** (mało), np.
  How much money did you spend?
  She spent a lot of time trying on clothes.
  They only need a little water.
  We have little time.
- Po czasowniku na końcu zdania stawiamy wyrażenie ***a lot***, np.
  I love sales and I shop a lot.
- Wyrażenie *a lot of* stosujemy zwykle w zdaniach twierdzących, a określenia ***many*** i ***much*** – w pytaniach i przeczeniach, np.
  Susan has bought a lot of winter clothes.
  You can't buy many good books here.

Whole, all

- Wyraz ***whole*** (cały/cała) stosujemy przed rzeczownikiem w liczbie pojedynczej, a ***all*** (wszyscy, wszystkie) – przed rzeczownikami w liczbie mnogiej i rzeczownikami niepoliczalnymi, np.
  I drank a whole bottle of juice.
  Susan spends all her money on clothes.
  All the shops are closed today.

1 Complete the sentences using *some* or *any*.

1 I haven't got _____ time to spare.
2 Can I get you _____ orange juice?
3 Have you met _____ interesting people at the party?
4 When we reached the top of the mountain, we felt we didn't have _____ energy left.
5 I can't find _____ skimmed milk in the fridge, but I can see we have _____ full-fat milk.

2 Complete the dialogues using *some*, *a/an* or –.

1 **Pete** Can I have _____ water, please?
Diane Yes, of course. Can you get _____ glass from the cupboard?
2 **Tony** Would you like _____ cup of tea?
Andy No, thank you. I prefer _____ coffee.
3 **Amy** Do you have _____ sugar in your coffee?
Pippa No thanks, but I'd like _____ milk, please.
4 **Mike** Would you like _____ pasta for lunch?
Sandra That sounds good. I'll make _____ garlic bread.
5 **Janet** Can you get _____ loaf of bread on the way home?
Neil Sure. I'll get _____ butter, too.

3 Choose the correct answers.

1 Give me *a little / a few* time.
2 I feel sick. I think I've eaten *too many / too much*.
3 Hardly *any / some* of my friends know that I used to believe in ghosts.
4 Sonia's got a lot of friends, but only *a few / few* good ones.
5 Do you have *much / many* free time on weekdays?
6 She has put forward *a lot of / much* good ideas in her proposal.
7 There's still *a lot of / little* work to be done.
8 Could you lend me *any / some* money till tomorrow?

Grammar Reference and Practice

4 Find the incorrect sentences and correct them.

1 Do you spend a lot of money on clothes?
Yes, I do. Many.
2 I only bought a little eggs. We still have some in the fridge.
3 How many pairs of trousers have you got?
4 Do you save much?
No, very little.
5 The whole students were tired after a long day in the shopping centre.
6 We need a little tomatoes for this meal.
7 I haven't bought many records this year.
8 A lot of children use computers at school.
9 How many sugar do you want in your tea?
10 Would you give me a few water, please?

5 Read the Polish instructions and complete the English sentences and questions.

1 Poproś o papier do drukarki.
Can I have _____ for my printer?
2 Poproś koleżankę o radę.
Can you give me _____?
3 Zamów kawę z mlekiem.
I'd like _____ with _____.
4 Zaproponuj kupno kurczaka na dzisiejszy obiad.
Let's buy _____ for dinner tonight.
5 Poinformuj, że nie jadasz ryb.
I never eat _____.
6 Zaproponuj koledze czekoladkę z karmelem.
Would you like _____ with caramel?
7 Powiedz, że te meble ci się nie podobają.
I don't like _____.
8 Zapytaj, czy zupy błyskawiczne są dziś w specjalnej cenie.
_____ the instant _____ on offer today?
9 Powiedz fryzjerce, że twoje włosy są za długie, i poproś o ich ścięcie.
My _____ too long. Can you cut _____?
10 Zapytaj, czy pieniądze na twoim koncie są opodatkowane.
I'd like to know if _____ in my account _____ taxed.

6 Translate the parts in Polish into English.

1 I don't know (*żadnego kucharza*) _____ who can cook better than my mum.
2 There's (*mało*) _____ the government has done to help the unemployed.
3 I don't need (*żadnej pomocy*) _____.
4 (*Mało dzieci*) _____ came to the party, but they all had a good time.
5 We need (*kilka godzin*) _____ and (*dużo*) _____ patience to clean the whole house.
6 We bought (*nowe meble*) _____ for the study.

Future tenses

Be going to

Be going to używamy:

- kiedy mówimy o powziętych planach na przyszłość, np.
My parents are going to travel all over the world.
- kiedy coś przewidujemy, szczególnie gdy przewidywania dotyczą tego, co widzimy, np.
Look at that driver. She's going to crash!

Will

Will używamy:

- kiedy podejmujemy decyzję w chwili mówienia, np.
I'm bored. I think I'll go to the cinema.
- kiedy coś przewidujemy, szczególnie gdy przewidywania dotyczą naszych przemyśleń lub przekonań, np.
One day there won't be any shops. People will only buy things on the Internet.
- kiedy coś obiecujemy lub o czymś zapewniamy, np.
I promise I'll be there.

Present continuous

- Czasu ***present continuous*** używamy również do opisywania przyszłości. Stosujemy ten czas, gdy mówimy o zaplanowanych czynnościach, np.
We're going on holiday to Italy next Monday.

Present simple

- ***Present simple*** stosujemy, gdy mówimy o wydarzeniach, które odbywają się zgodnie z rozkładem, planem, np.
Our plane leaves at 7 p.m. so I'd like to be at the airport at 5.30 p.m.

Future continuous

Twierdzenia i przeczenia

I You He/She/It We You They	will be won't be	playing football at 12.30.

Pytania i krótkie odpowiedzi

Will	I you he/she/it we you they	be playing football at 12.30?	Yes, I/you/she/she/it/we/you/they will. No, I/you/she/she/it/we/you/they won't.

- Czasu ***future continuous*** używamy, kiedy mówimy o czynnościach, które w określonym momencie w przyszłości będą już trwały od pewnego czasu, np.
This time next month I will be sitting on a beach.
- Czasu ***future continuous*** używamy również, gdy chcemy o coś uprzejmie zapytać, np.
Will you be going anywhere near a chemist's this morning?

Future perfect

Twierdzenia i przeczenia

I You He/She/It We They	will	have	finished	this project by the end of the day tomorrow.

Pytania i krótkie odpowiedzi

Will	I you he/she/it we they	have	finished	this project by the end of the day tomorrow?	Yes, I/you/ he/she/it/ we/they will. No, I/you/ he/she/it/ we/they won't.

- Czasu ***future perfect*** używamy, aby powiedzieć, że coś zostanie zrobione do określonego momentu w przyszłości, np.
  By next month I will have read every book by Tolkien.

Future perfect continuous

Twierdzenia i przeczenia

I You He/She/ It We They	will	have	been	working	as a teacher for five years next month.

Pytania i krótkie odpowiedzi

Will	I you he/she/it we they	have	been	working	as a teacher for five years next month?	Yes, I/you/ he/she/it/ we/they will. No, I/you/ he/she/it/ we/they won't.

- Czasu ***future perfect continuous*** używamy, aby powiedzieć, że dana czynność będzie trwała nieprzerwanie do pewnego momentu w przyszłości, np.
  My mother will have been working as a sales rep for 25 years this autumn.

1 Choose the correct verb forms to complete the sentences.

1 The children *go / are going* to the museum later.
2 The play *doesn't end / isn't ending* until 10 p.m. on Friday nights.
3 He *sees / is seeing* his girlfriend this evening.
4 What time *does the bus arrive / is the bus arriving*?
5 The bus *leaves / is leaving* at 10 a.m. every day.
6 Where *do you meet / are you meeting* Ben tomorrow?
7 We *have / are having* a history lesson every Thursday.
8 My sister *doesn't go / isn't going* shopping later.

2 Complete the sentences with the correct form of the verbs in brackets. Use *be going to* or *will*.

1 What do you think the weather _____ (be) like today?
2 It's raining hard. They _____ (not/play) football today.
3 One day, people _____ (not travel) by plane any more.
4 _____ (go) on holiday this year?
5 My teacher _____ (look) for a job in London next year.
6 I like animals and I'm good at science and so I _____ (study) to be a vet.

3 Choose the correct verb forms to complete the sentences. Sometimes both forms are correct.

1 We *'ll go / 're going to go* on a cruise next week. I can't wait.
2 I'm really sorry you didn't like the room. I promise I *'ll give / 'm giving* you a discount next time.
3 What *are you going to take / are you taking* with you on the excursion tomorrow?
4 Those suitcases look very heavy. I*'ll help / 'm going to help* you carry them up to the room.
5 What time *does / will* the train arrive in Leeds?
6 I think I *go / will go* by train.

4 Complete the sentences with the correct form of the verbs in brackets.

1 'When are you going to book the flight?'
'I haven't thought about it yet. I think I _____ (do) it tomorrow.'
2 One day, people _____ (live) on Mars.
3 'Do you know where you'd like to go next summer?'
'Yes, I _____ (travel) across Europe for two months.'
4 You can tell me who you went on your cycling trip with. I promise I _____ (not tell) anybody.
5 Look at Mr Black driving his car – he _____ (hit) that wall!
6 Our class _____ (visit) the Natural History Museum on Tuesday morning. We're really excited about the trip.

5 Find grammar mistakes in the sentences below and correct them.

1 Hurry up! The film is starting at 7.30.
2 Maya meets her boyfriend at eight o'clock tonight outside the cinema.
3 Look at that boy on the bike! He crashes into that tree in a minute.
4 This time next week I do an exam.
5 My sister will go to university in London. She already has a place.
6 I'll be sending you a postcard when I get to New York.

Grammar Reference and Practice

6 Choose the correct verb forms to complete the sentences.

1 By 5 p.m., Anna *will have worked / will have been working* for eight hours.
2 In an hour, we *will have finished / will have been finishing* our lunch so we won't be so hungry.
3 In a few minutes, Sophie *will have slept / will have been sleeping* for twelve hours.
4 By the time I get on the plane, I'll *have read / have been reading* several books.
5 Will you *have done / have been doing* your homework by tomorrow?
6 By the end of next week, I'll *have danced / have been dancing* for two months.

7 Complete the dialogues with the correct form of the verbs in brackets.

1 **Alison** Where are you going?
Jenny To the station. My train _____ (leave) at six o'clock.

2 **Dan** I'm going shopping in a minute.
Lee Are you? I _____ (come) with you!

3 **Katie** Do you fancy coming round to my house this afternoon?
Suzie Sorry, I can't. I _____ (meet) a friend.

4 **Brad** Are you looking forward to your holiday?
Danny Yes! Just think, this time next week, I _____ (sit) on the beach in the sun.

5 **Katie** Listen to the engine!
Al We _____ (take off) any minute.

6 **Jo** What are Jack's plans for the summer?
John He _____ (visit) his uncle in Canada.

8 Look at the diary and complete the sentences using appropriate tenses.

Monday
12–3 p.m. English exam (last one — yay!)

Tuesday
Mum and Dad's anniversary — 25 years!

Wednesday
Check my bicycle — has Dad fixed it? (probably not)

Thursday
1–5 p.m. my play rehearsal

Friday
finish music course

Saturday
morning: play in school football match (fifth one!)

1 By 3 p.m. on Monday, I _____.
2 On Tuesday it's Mum and Dad's anniversary – they _____.
3 By Wednesday, my dad probably _____.
4 By five o'clock on Thursday, I will _____ for four hours.
5 On Friday, I _____.
6 By lunchtime on Saturday, I _____.

9 Translate the parts in Polish into English.

Tom What are your plans for the weekend?
Jess I [1] (*idę*) _____ to the cinema tonight. Do you want to come?
Tom I can't. I [2] (*spotykam się*) _____ some friends after school. What about tomorrow?
Jess I [3] (*odwiedzam*) _____ my sister. She lives in Brighton.
Tom That sounds good! Can I come? I [4] (*nie robię*) _____ anything this weekend.
Jess Why not? I [5] (*zapytam*) _____ my sister.
Tom Thanks! [6] (*Czy jedziesz autem*) _____?
Jess No, I [7] (*jadę*) _____ the train. It [8] (*wyjeżdża*) _____ at eight o'clock.
Tom Great! I [9] (*zobaczę*) _____ you at the station if your sister says yes!
Jess OK. It [10] (*będzie*) _____ really sunny this weekend, so bring your sunglasses!

Prepositions

Przyimki miejsca

- In: *a classroom, the gym, the picture, the book, bed, the city, the centre, the playground, Poland, the fridge*
- At: *school/university, the party, the front, the back, 10 Downing Street, the bus stop, the cinema, the station*
- On: *the floor, the map, the right/left, the table*

Przyimki czasu

- In: *2011, November, winter, the morning, two years' time, three minutes' time*
- On: *Monday, Tuesday morning, Teachers' Day, 6 May*
- At: *eleven o'clock, lunch break, the moment, this/that time, the weekend*
- Brak przyimka: *this week, last September, next Saturday*

Wyrażenia przyimkowe

- Wyrażenia przyimkowe składają się z przyimka i z rzeczownika lub z przyimka i zaimka oraz dodatkowych słów, będących uzupełnieniem tego wyrażenia, np. *at any rate, for the sake of.*
- Wiele często używanych wyrażeń przyimkowych określa czas, np. *on Monday, at noon, in three minutes*, lub miejsce, np. *at school, in the hall, on the bus.*
- Niektóre wyrażenia przyimkowe to idiomy, które nie dają się dosłownie przetłumaczyć na język polski, np. *on no account* (w żadnym wypadku).

1 Complete the sentences using the correct prepositions.

1 I often watch TV _____ the evening.
2 We often go swimming _____ Tuesdays.
3 I never do my homework _____ the morning.
4 We sometimes have lunch _____ midday.
5 I usually see my friends _____ the weekend.
6 My brother plays football _____ Saturday mornings.

2 Complete the sentences with the correct prepositions. Use *at*, *in* or *on*. Where a preposition isn't needed, write –.

1 I'd like to study law _____ university.
2 We have to hand in our work to the teacher _____ next Monday.
3 Hurry! The lesson starts _____ five minutes.
4 My school is on 11 Szeroka Street, right _____ the city centre.
5 What are you doing _____ Christmas Day?
6 There's a garden _____ the front of the house.
7 _____ fifty years' time, traditional notebooks will be a thing of the past.
8 Some students cannot concentrate when sitting _____ their desks.
9 Let's meet _____ the front of the school building.
10 We're having a school party _____ Saturday night.

Verb patterns

Czasownika z końcówką *-ing* (tzw. *gerund*) stosujemy zwykle:

- po przyimkach (*in*, *on*, *at*, *to* itd.) i spójnikach (*after*, *before* itd.), np.
  I'm thinking of going to the gym.
  How about watching football on TV?
- jako podmiot w zdaniu, np.
  Swimming is good for you.
- po niektórych czasownikach, takich jak: *admit, avoid, can't help, consider, deny, dislike, don't mind, enjoy, fancy, feel like, finish, give up, hate, imagine, involve, keep, like, love, miss, practise, prefer, risk, spend time, suggest*, np.
  I love skiing in the Tatras.
  I prefer jogging to cycling.
- Po niektórych zwrotach, takich jak: *it's no good, it's not worth*, np.
  It's not worth worrying about it now.

Bezokolicznika (*infinitive*) używamy zwykle:

- po przymiotnikach, np.
  I find it difficult to get up early.
- gdy określamy cel, np.
  She goes to aerobic classes to lose weight (żeby schudnąć).
- po niektórych czasownikach, takich jak: *agree, arrange, decide, expect, fail, help, hope, learn, manage, mean, need, offer, plan, prepare, pretend, promise, refuse, seem, want, wish, would like, would prefer*, np.
  I want to try a new sport.
- w konstrukcjach typu czasownik + dopełnienie + *to* + bezokolicznik, np.
  My teacher advised me to do more grammar exercises.

Konstrukcje z czasownikiem z końcówką *-ing* i bezokolicznikiem

- Niektóre czasowniki zmieniają znaczenie w zależności od tego, czy czasownik, który po nich występuje, jest w bezokoliczniku czy ma końcówkę *-ing*, np.
  forget to do sth – zapomnieć, żeby coś zrobić
  forget doing sth – zapomnieć, że się coś robiło
  remember to do sth – pamiętać, aby coś zrobić
  remember doing sth – pamiętać, że się coś robiło
  stop to do sth – zatrzymać sie, żeby coś zrobić
  stop doing sth – przestać coś robić
  try to do sth – próbować, starać się coś zrobić
  try doing sth – wypróbować (różne możliwości)
- Po czasownikach *see*, *watch* i *hear* stosujemy albo bezokolicznik (bez *to*), albo formę *-ing*, np.
  I looked out of the window and saw my friend walking past. Wyjrzałam przez okno i zobaczyłam idącego mojego przyjaciela (trwająca czynność).
  I looked out of the window and saw my friend walk past and disappear round the corner. Widziałam, jak mój przyjaciel szedł i zniknął za rogiem (cała scena widziana od początku do końca).

Uwaga!

- Po czasownikach modalnych (*can*, *may*, *must*, *should* itp.) oraz czasownikach *make* i *let* stosujemy bezokolicznik bez *to*, np.
  You shouldn't watch so much TV.
  Please don't make me do it again.

1 Choose the correct verb forms to complete the sentences.

1 I'm good at *to play / playing* sports such as football and basketball.
2 My sister's looking forward to *start / starting* her new dance class.
3 I enjoy *to walk / walking* in the countryside.
4 My brother can't afford *to take / taking* up any new hobbies.
5 I often imagine *to be / being* an Olympic athlete.
6 It's silly *to make / making* such a fuss about changing the timetable.
7 I'm doing extra English classes *to pass / passing* the exam.

2 Write English sentences using the words in bold.

1 Powiedz, jaką umiejętność (np. czytanie) musisz jeszcze poćwiczyć. **PRACTISE**
2 Powiedz, co chciałbyś/chciałabyś robić dziś wieczorem. **WOULD LIKE**
3 Powiedz, za czym tęsknisz. **MISS**
4 Obiecaj, że coś zrobisz. **PROMISE**
5 Powiedz, co udało ci się zrobić w zeszłym miesiącu. **MANAGE**

Grammar Reference and Practice

3 Translate the parts in Polish into English.

1 Tom's favourite hobby is (*oglądanie*) _____ sport on TV.
2 I hate (*chodzić*) _____ to the gym. It's so boring!
3 Carla says she'd prefer (*zostać*) _____ in than go out tonight.
4 When David was a boy he dreamed of (*zostaniu*) _____ a film star.
5 I'm hoping (*zobaczyć*) _____ Radwańska play in the finals.
6 Would you mind (*powiedzieć*) _____ the teacher that I will not be coming to the class?
7 My dad's kind. He sometimes (*pozwala*) _____ me borrow his laptop.
8 Don't forget (*zadzwonić do mnie*) _____ when you arrive in Oxford.
9 When I was walking my dog in the morning, I saw my neighbour (*wsiadał do*) _____ his car and leave.
10 I heard him (*rozmawiał*) _____ on the phone, but I don't know who he was talking to.

4 Find the incorrect sentences and correct them.

1 My brother wants to be a rock star.
2 To do extreme sports is a great way to keep fit.
3 Our English teacher makes us to work really hard. She gives us tests every week.
4 It's important to learn about different cultures.
5 Simon promised being on time for the class.
6 I can't wait to go out this evening.
7 I've joined the gym keeping fit.
8 My friends are mad about playing music.
9 I haven't managed doing my homework yet.
10 Do we know each other? I don't remember to meet you before.

5 Complete the sentences with the correct form of the verbs in brackets.

1 **a** I remember _____ (meet) my best friend all those years ago.
b Can you remember _____ (buy) some milk?
2 **a** I'll never forget _____ (lose) my passport in Athens.
b Don't forget _____ (lock) the door.
3 **a** Please try _____ (finish) your homework by tomorrow.
b Try _____ (do) a new sport. You might enjoy it!
4 **a** Hurry home! Don't stop _____ (go) to the shops!
b We stopped _____ (do) karate because we weren't very good.

6 Translate the parts in Polish into English. Use the correct verb patterns.

My sister, Anna, wanted [1] (*zrobić*) _____ something different, so she decided [2] (*kupić*) _____ a new pet. She looked around the pet shop and chose a stick insect. Stick insects aren't very exciting pets, but Anna is mad about [3] (*opiekowania się*) _____ any type of animal or insect, so she's very happy with it. She called it Ben. Anna has had quite a few unusual pets in the past. I always remember [4] (*jak wchodziłem*) _____ into the living room one day and [5] (*widziałem*) _____ a huge snake in a cage. The snake's name was Lily and she was orange. In those days, I couldn't stand [6] (*być*) _____ close to any type of reptile and so I refused [7] (*wchodzenia*) _____ into the living room for about a month. Then I got used to Lily and gradually I started [8] (*lubić*) _____ her. These days, Anna has three snakes, two lizards and a tortoise, as well as Ben the stick insect. The other day she said she was thinking of [9] (*kupnie*) _____ a tarantula. I can't promise [10] (*że będę lubił*) _____ a tarantula, but I suppose I'll try.

So and *such; in order to; so as to*

- Spójników ***so … that*** i ***such (a) … that*** używamy, aby określić rezultat jakiejś sytuacji. *So* stosujemy przed przymiotnikiem lub przysłówkiem, np.
It was so hot that I couldn't study.
The test was so difficult that everyone failed.
- ***Such a*** stosujemy przed przymiotnikiem i następującym po nim rzeczownikiem w liczbie pojedynczej, np.
It was such a nice day that I went for a long walk.
- ***Such*** stosujemy, jeśli rzeczownik następujący po przymiotniku jest w liczbie mnogiej lub jest niepoliczalny, np.
Our teacher gives us such difficult tests that most people fail.
- Spójniki ***in order (not) to***, ***so as (not) to***, ***to***, ***so that*** stosujemy wtedy, gdy określamy cel, np.
I recycle bottles in order to help the environment (aby ochronić środowisko).
She took an umbrella so as not to get wet in the rain (aby nie zmoknąć).

1 Join the sentences below using *in order to* or *so as (not) to*.

1 I'm taking extra lessons. I must prepare for my Matura exams in May.

2 Mary bought an alarm clock. She didn't want to be late for work.

3 Becky doesn't eat just before exercising. She wants to avoid feeling sick.

4 I'm going on a beach holiday in Spain. I need to relax.

5 He left the office earlier than usual today. He didn't want to miss his dental appointment.

6 I phoned Julia. I didn't want to see her in person.

2 Complete the sentences using *so*, *such* or *such a*.

1 I felt _____ tired that I went to bed at 10 p.m.
2 We had _____ good time that we didn't want to leave the party.
3 Our neighbours have _____ noisy dogs that we can't sleep at night.
4 The essay was _____ badly written that she had to write a new one.
5 We had _____ little time that we decided to take a taxi.
6 I haven't played volleyball for _____ long that I can't remember how to do it.
7 There was _____ big interest in his talk that they had to move it to a larger room.
8 It was _____ hot night that I could hardly get any sleep.

3 Complete the sentences using the words in bold to keep the meaning of the original sentence. Do <u>not</u> change the form of the words in bold.

1 People were surprised because the girl was such a good dancer. **SO**
The girl danced _____ that people were surprised.
2 The film was so boring that I left the cinema. **SUCH**
It was _____ that I left the cinema.
3 I ordered the books online to pay less. **NOT**
I ordered the books online _____ pay much.
4 You must work harder if you want to succeed. **ORDER**
You must work harder _____ succeed.
5 Josh joined a sports club to get fitter. **AS**
Josh joined a sports club _____ get fitter.

The passive; *have something done*

Strony biernej używamy, kiedy:

- bardziej interesuje nas sama czynność niż jej wykonawca;
- nie wiemy, kto wykonuje czynność, lub jej wykonawca jest jasno określony przez kontekst. Stronę bierną tworzymy za pomocą formy czasownika *be* w różnych czasach i imiesłowu biernego (*past participle*).

present simple	→	*The engine is built.*
present continuous	→	*The engine is being built.*
present perfect	→	*The engine has been built.*
past simple	→	*The engine was built.*
past continuous	→	*The engine was being built.*
past perfect	→	*The engine had been built.*
future simple	→	*The engine will be built.*
konstrukcja *going to*	→	*The engine is going to be built.*
czasowniki modalne	→	*The engine must be built.*

- Wykonawca czynności jest najczęściej pomijany, szczególnie wtedy, gdy jest wyrażony zaimkiem, np. *I, he, she, somebody, they.*
- Jeśli chcemy powiedzieć, kto wykonał czynność, używamy słowa ***by***, np.
The radio was invented by Marconi.
- Jeśli czasownik ma dwa dopełnienia (np. *ask, give, offer, send*), możliwe są dwa warianty tworzenia strony biernej, np.
She sent me a present for Christmas.
a I was sent a present for Christmas.
b A present was sent to me for Christmas.
- Strony biernej używamy także w języku oficjalnym w konstrukcjach bezosobowych typu: ***It is said/believed/thought that*** … (Sądzi się, wierzy się, myśli się, że…), np.
It is believed that children are better at using computers than adults.
Children are believed to be better at using computers than adults.

Have something done

- Konstrukcję ***have something done*** stosujemy, gdy chcemy powiedzieć, że ktoś wykonał dla nas jakąś czynność lub usługę.
We had our office painted. – Zleciliśmy komuś pomalowanie biura.
The company is going to have the photocopier repaired. – Firma zamierza zlecić naprawę fotokopiarki.
- Konstrukcji tej używamy również, gdy mówimy o doświadczeniach, najczęściej przykrych, np. o kradzieży, zniszczeniach itp.
David's manager had her cottage broken into. – Włamano się do domku szefowej Davida.
Last year I had my tools stolen. – W zeszłym roku ukradli mi narzędzia.

Grammar Reference and Practice

Strona bierna z bezokolicznikiem i czasownikami z końcówką *-ing*

Stronę bierną stosujemy także:

- w konstrukcjach z czasownikami, które wymagają bezokolicznika, np.
  My dog wants to be fed. – Mój pies chce, aby go nakarmić.
- w konstrukcjach z czasownikami, które wymagają czasownika z *-ing*, np.
  Some cats don't mind being given dog food. – Niektóre koty nie mają nic przeciwko temu, gdy im się daje karmę dla psów.
- w mowie zależnej z konstrukcją ***ask for*** + dopełnienie, np.
  The woman asked for the spider to be removed from her room. – Kobieta poprosiła o usunięcie pająka z jej pokoju.
- w konstrukcjach z czasownikami modalnymi (np. ***must***, ***ought to***) oraz czasownikami ***have to*** i ***need***, np.
  All the cages need to be cleaned and the animals must be fed. – Wszystkie klatki muszą być sprzątane, a zwierzęta muszą być karmione.
  Możliwa jest również konstrukcja *perfect*: *having been + past participle*, np.
  I remember having been told about this stray dog. – Pamiętam teraz, jak mi kiedyś mówiono o tym bezdomnym psie.

1 Choose the correct verb forms to complete the sentences.

1 Chinese _____ by millions of people today.
  a is spoken **c** was spoken
  b will be spoken
2 The first mobile phones _____ in the USA.
  a are produced **c** will be produced
  b were produced
3 The Internet _____ until the 1990s.
  a isn't created **c** won't be created
  b wasn't created
4 One day, a cure for all illnesses _____ by scientists.
  a is discovered **c** will be discovered
  b was discovered

2 Complete the sentences with the correct form of the verbs in brackets. Use active or passive.

1 They _____ (sell) mobile phones in my local supermarket.
2 Hundreds of films _____ (make) in Mumbai over the years.
3 I'm sure scientists _____ (send) astronauts to Mars one day.
4 A new art gallery _____ (build) in the centre of the city right now.
5 My sister _____ (offer) a new job last week.
6 My brother _____ (make) lunch when I got home.
7 By the time I got to the cinema, the film _____ already _____ (start).
8 New computers _____ (install) at our school next month.

3 Complete the text with the correct form of the verbs in brackets.

A driver [1] _____ (fine) for using a hand-held mobile phone while driving.

Suzanna Smith, 24, [2] _____ (stop) by police officers on the M1 a month ago when she was driving to her office in the morning. She said she was running late and it was a call from her boss. She was afraid she would [3] _____ (fire) if she didn't take it.

It was not the first time that Smith [4] _____ (catch) by the police. Two months before she [5] _____ (stop) for careless and dangerous driving. 'I am very sorry I have broken the law twice,' she says. 'At least I [6] _____ (not be) laid off.'

Every month, hundreds of drivers [7] _____ (stop) by the police for making phone calls while driving. That is why the authorities are considering changes in the law to solve this problem. However, no decision [8] _____ (make) yet.

4 Complete the sentences so the meaning is the same as in the original sentence.

1 People all over the world drive cars.
  Cars _____.
2 Thomas Edison invented the light bulb.
  The light bulb _____.
3 They are designing a new model of TV receiver.
  A new model _____.
4 They are interviewing Jane for the job right now.
  Jane _____.
5 He found that somebody had stolen his MP3 player.
  He found that _____.
6 The police have just found the missing digital camera.
  The missing _____.
7 They must do something with this washing machine.
  Something _____.
8 They will tell you how long the delivery takes.
  You _____.
9 Experts believe that the engine was destroyed by the fire.
  It _____.
10 People think that scientists know all the answers.
  Scientists _____.

5 Complete the sentences so the meaning is the same as in the original sentence. Use *by* only where necessary.

1 They grow tea in India and China.
Tea _____.
2 The hairdresser is going to dye my hair tomorrow.
I _____.
3 They made my leather handbag in Italy.
My _____.
4 They are opening more and more fast-food restaurants every day.
More _____.
5 They're planting some trees in our garden at the moment.
We _____.
6 People say that the rise of the Internet has changed our way of life.
It _____.
7 You can't ignore technology.
Technology _____.
8 Vandals had damaged the man's car.
The _____.

6 Complete the sentences using the verbs in brackets. Do <u>not</u> change the order of the words. Add any other necessary words so the sentences are correct.

1 Have you had _____ (windows/clean)? They look really good!
2 Maria hopes _____ (be/give/chance) to play in the school football match.
3 Dad dislikes _____ (be asked/donate) money to charities.
4 The medal _____ (present/Sarah) by the queen.
5 The rubbish _____ (has/not/dispose) for several weeks.
6 I can't _____ (have/bike/fix) because it costs too much.

Conditionals

Zerowy tryb warunkowy

- Zerowego trybu warunkowego używamy, kiedy mówimy o faktach i o tym, co jest ogólnie uznane za prawdziwe.

WARUNEK	REZULTAT
If + czas *present simple*	czas *present simple*
If you heat up water, (Kiedy podgrzewasz wodę, …)	*it boils.* (…ona się gotuje.)

- Część zdania opisująca rezultat może znajdować się przed częścią opisującą warunek. Nie stosujemy wtedy przecinka, np. *Plants die if you don't water them.*
- Zamiast *if* możemy użyć ***when***, np. *When I go on holiday, I'll only sleep, eat and watch TV.*

Pierwszy tryb warunkowy

- Gdy mówimy o tym, co najprawdopodobniej wydarzy się w przyszłości, stosujemy pierwszy tryb warunkowy.

WARUNEK	REZULTAT
If + czas *present simple*	*will* + bezokolicznik
If I learn to cook, (Jeśli nauczę się gotować, …)	*I will make sushi.* (…zrobię sushi.)

- W pierwszym trybie warunkowym można również używać spójników ***as soon as***, ***when***, ***until***, ***before***, ***after*** zamiast *if*. Są to tzw. *time clauses*, czyli zdania podrzędne czasowe. Należy pamiętać o użyciu czasu teraźniejszego (NIE: przyszłego) po tych spójnikach, np.
When you have something to eat, you will feel much better.
(Gdy to zjesz, poczujesz się lepiej.) NIE: *When you ~~will have~~ …*

Drugi tryb warunkowy

- Gdy mówimy o tym, co jest mało prawdopodobne i pewnie się nie wydarzy, stosujemy drugi tryb warunkowy.

WARUNEK	REZULTAT
If + czas *past simple*	*would* + bezokolicznik
If I had time, (Gdybym miał czas, …)	*I would learn to cook.* (…nauczyłbym się gotować.)

Trzeci tryb warunkowy

- Gdy mówimy o tym, co mogło się wydarzyć w przeszłości, ale nie nastąpiło, stosujemy trzeci tryb warunkowy.

WARUNEK	REZULTAT
If + **czas** *past perfect*	*would* + *have* + **imiesłów bierny** (*past participle*)
If you had told me that you needed help, (Gdybyś mi powiedział, że potrzebujesz pomocy,…)	*I would have helped you.* (…pomógłbym ci.)

Mieszane zdania warunkowe

- Kiedy mówimy o sytuacji z przeszłości, która ma wpływ na obecną lub przyszłą sytuację, stosujemy tzw. tryb warunkowy mieszany. Łączymy wówczas trzeci tryb warunkowy z drugim, np.

Grammar Reference and Practice

If Mark had trained harder, he would be in the national team now. (Ale nie trenował ciężko i nie jest teraz *w* drużynie narodowej).

- Trybu mieszanego używamy również wtedy, gdy obecny stan rzeczy mógłby mieć wpływ na jakąś sytuację w przeszłości, np.
  If Christina were fitter, she would have won the race yesterday. (Ale nie jest sprawna i nie wygrała wczorajszego wyścigu).

Alternatywy do *If*

- W zdaniach warunkowych ***if*** można zastąpić innymi wyrażeniami, np.
  We'll go to the beach ***provided / providing*** *we've got time.*
  I'll lend you this laptop ***on the condition*** *that you are very careful with it.*
  Supposing *I were to make the dinner, would you be happy?*
  I'll come to the party with you ***as long as*** *you buy the present.*
- Wyrażenia *even if* używamy, aby podkreślić informację w zdaniu warunkowym, np.
  Even if *we had some money, we wouldn't have enough to go to New York.*
- ***If*** jest także stosowane w różnych wyrażeniach pozbawionych podmiotu i orzeczenia, np.
  If in doubt*, I'd write down everything the teacher says.*
  I'll make any changes to the agreement ***if necessary****.*
  If possible*, I'd prefer to study part time.*
- Wyrażenia ***hadn't been for/wasn't for*** stosujemy, aby powiedzieć, że podane wydarzenie zmieniło bieg rzeczy, np.
  If it ***hadn't been for*** *your help, I wouldn't have passed my exams.*
  If it ***wasn't for*** *my uncle's encouragement, I'd never have thought of becoming a doctor.*

1 Complete the dialogue with the correct form of the verbs in brackets. Use the first conditional.

Maya If Jessie and I [1]_____ (have) enough money this year, we [2]_____ (go) on holiday somewhere really interesting, like the Amazon rainforest!

Tess What a great idea. I [3]_____ (come) with you if I [4]_____ (get) a part-time job soon and can afford it.

Maya Well, you [5]_____ (not find) a job unless you [6]_____ (look) for one. Let's go into town tomorrow and ask around the shops.

Tess I've got a lot of homework to do tomorrow, but if I [7]_____ (finish) it, I [8]_____ (meet) you in town.

Maya Jessie [9]_____ (probably/come), too, if I [10]_____ (ask) her.

Tess OK. Let's meet outside the cinema at two o'clock.

Maya All right, but if we [11]_____ (not be) outside the cinema, we [12]_____ (be) in the café across the road.

2 Find the incorrect sentences and correct them.

1 If you played basketball more often, you would be really good.
2 What would you do if you would see a ghost?
3 Joe would speak really good Spanish if he doesn't miss so many lessons.
4 You won't be so tired if you went to bed earlier.
5 Would you travel around the world if you had enough money?
6 If I lived in a hot country, I go to the beach every weekend.
7 The children would have been bored if they hadn't played video games.
8 If I didn't go to Paris last year, I wouldn't have done a French course.

3 Choose the correct options to complete the sentences.

1 If you *go / will go* on this diet, you will lose five kilos in fourteen days.
2 If Bob *keeps / kept* drinking so much coffee, he will get a stomach ache.
3 If I were you, I *will cut / would cut* down on sugary foods.
4 It's very simple. If you *took / take* these tablets, you won't feel so ill.
5 If you *had eaten / ate* fewer sweets when you were younger, you wouldn't have problems with acne now.
6 As soon as Claire *will get / gets* here, I will serve the starters.
7 Unless we *hurry / hurried*, we will be late for dinner.
8 If he *had studied / studied* harder, he would have been accepted at Harvard University.
9 If I *had been / were* a more sensible person, I would have studied yesterday.
10 I'll help you with the project as long as you *promised / promise* to give it your best.
11 *If necessary / If in doubt* about what to choose from the menu, I'd get the steak – it's always good!
12 *Unless / Even* I had enough money to buy a new phone, I wouldn't be happy.

4 Match sentence beginnings 1–6 to endings a–f.

1 I'll call you
2 We won't get there on time
3 I wouldn't wear those jeans to the party
4 If I were interested in art,
5 If you had given me my lucky pen back,
6 If my mum hadn't encouraged me to revise,

a if I were you.
b I would have passed the test last week.
c unless we hurry.
d as soon as I get there.
e I wouldn't be ready for the test today.
f I would have gone to the gallery yesterday.

5 Complete the text with the correct form of the verbs in brackets.

BLOG

My sister, Hanna, is obsessed with food and she is constantly on a diet. She says that if she [1]_____ (not be) careful with food, she [2]_____ (look) like a hippo. But she is very slim! We all tell her she looks good, but she won't listen. If she [3]_____ (not stop) dieting soon, she [4]_____ (look) like a stick person! I really don't get it. If I [5]_____ (be) a woman, I [6]_____ (not worry) about my weight at all. I'm sure that many girls [7]_____ (say) my sister looks great if she [8]_____ (ask) them. But my sister keeps telling me that she [9]_____ (not feel) beautiful unless she [10]_____ (lose) three kilos. So she is on the Atkins diet now, and says she is close to reaching her goal. She promises that as soon as she [11]_____ (do), she [12]_____ (stop) dieting. I [13]_____ (not believe) her unless I [14]_____ (see) it.

6 Complete the sentences so the meaning is the same as in the original sentence.

1 Marta is allergic to strawberries so she doesn't eat them.
If Marta _____.
2 We might have some more ice cream. If so, we want to eat it on the patio.
If we _____.
3 We didn't make any sandwiches. We ordered pizza instead.
If we _____.
4 Pam is coming tonight. She will help you prepare the food.
As soon as _____.
5 Sara isn't allowed to go swimming because she hasn't brought her swimming costume.
If Sara _____, she could go swimming.
6 My mum didn't know you were vegetarian. She cooked steak and chips.
If my mum had known you were vegetarian, she _____ steak and chips.
7 Thanks to your advice, I applied for the job.
If it wasn't for your advice, _____ for the job.
8 I haven't got any money, but I need a holiday.
If _____, I'd go on holiday.

7 Read the instructions and write English sentences.

1 Powiedz, co zrobisz, jak zdasz egzamin. Następnie zapytaj o to samo kolegę.
2 Powiedz, co zrobiłbyś/zrobiłabyś, gdyby ktoś poprosił cię o pomoc w angielskim. Następnie zapytaj o to samo koleżankę.
3 Powiedz, co zrobisz, jeśli w weekend będzie ładna pogoda. Następnie zapytaj o to samo kolegę.
4 Powiedz, jak zareagowałbyś/zareagowałabyś, gdyby w zeszłym roku ktoś poprosił cię o pożyczenie pieniędzy. Następnie zadaj to samo pytanie koleżance.

Either and *neither*; *every* and *each*; *both*; *another* and *other*

Both, either i *neither*

Zaimków *both*, *either* i *neither* używamy, kiedy mówimy o dwóch osobach lub rzeczach.

- *Both* (oba, obydwa, obydwoje) używamy przed rzeczownikami w liczbie mnogiej, np.
  I've got two sisters. Both of them are teachers.
- *Either* (którykolwiek z dwóch) i *neither* (żaden z dwóch) używamy przed rzeczownikami w liczbie pojedynczej. Gdy używamy ich przed rzeczownikami w liczbie mnogiej, dodajemy *of*, np.
  'There are two cakes left. Which one would you like?'
  'I'll have either of them, thanks.'
  Neither film was very good.
  Neither of the twins was well behaved.

Every i *each*

- Gdy mówimy o każdym z osobna, używamy ***each***. Gdy mówimy o każdym z grupy (czyli o wszystkich), używamy ***every***, np.
  Each child who appeared in the film became famous (każde dziecko z osobna).
  I really like Ben Elton. I have read every one of his novels (każdą, którą napisał = wszystkie).
- Jeśli mówimy o dwóch rzeczach, używamy ***each***, np.
  The artist has a brush in each hand.
- ***Each*** może być zaimkiem, np.
  I bought three books. Each was a paperback.

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Another i *other*

- Zaimka ***other*** („jakieś inne", „jacyś inni") używamy zazwyczaj z rzeczownikiem w liczbie mnogiej, np. *other people* („inni ludzie"). Może on także wystąpić z rzeczownikiem niepoliczalnym i jest wówczas poprzedzony wyrazem *some*, np. *some other time* („innym razem").
- Wyrażenie ***the other*** oznacza „ten drugi", np. *The other book you gave me was terribly boring.* (Ta druga, inna książka).
- Wyrażenie to może również pełnić rolę zaimka, np. *One of my cousins lives in Warsaw. The other has a cottage in the country.* (Ten drugi kuzyn).
- Zaimek ***the others*** oznacza „te inne", „ci inni". *Kate has just arrived. Where are the others?* („Gdzie są pozostali?")
- Zaimek ***another*** („jakiś inny", „jeszcze jeden, kolejny") występuje przed rzeczownikiem policzalnym w liczbie pojedynczej, np. *Can I have another piece of cake, please?* (Jeszcze jeden kawałek).
- ***Another*** może też wystąpić przed rzeczownikiem w liczbie mnogiej, gdy ten jest poprzedzony liczebnikiem lub określeniem few, np. *Before going to bed we watched another two comedies.* (Kolejne dwie). *Give it another few days, and you'll feel better.* (Kolejne kilka dni).

1 Complete the sentences using *either* and *neither*.

1 I didn't like _____ of the films we saw yesterday.
2 _____ of these dresses is fine. I like them both.
3 _____ of the two people I met at the party were very interesting.
4 _____ of these holidays are suitable. They are too expensive!
5 _____ course will suit your level. They're just on different days.
6 I'm not keen on _____ of these pizzas.

2 Choose the correct answers.

1 I enjoyed *every* / *each* minute of the film.
2 'I will love you *every* / *each* single day of my life, Kate,' he whispered.
3 Susan goes to a concert *every* / *each* Sunday.
4 It is impossible to read *every* / *each* book in the school library.
5 *Every* / *Each* guest wanted to shake hands with the famous writer.
6 Almost *every* / *each* painting on display was considered a masterpiece.

3 Choose the correct answers.

1 Mary and Tom are here. I haven't seen *the other* / *the others*.
2 I don't like the food on this menu. I hope they have *other* / *another* choices.
3 We're not interested in this car. We'd like to see *other* / *another*.
4 This CD is good, but let's listen to the *another* / *other one*, too.
5 *Another* / *Other* people like Mark, but I don't get on with him very well.

4 Translate the parts in Polish into English.

1 I like (*obydwoje*) _____ the new students in my class.
2 I'll read (*każdą z*) _____ these books. I don't mind which one I read first.
3 (*Żadne z*) _____ the children enjoyed the meal.
4 There's (*kolejny*) _____ Johnny Depp film on TV tonight.
5 (*Żadna z*) _____ of these films look very interesting.
6 I like this T-shirt, but have you got any (*inne*) _____ colours?
7 I have to put on (*inną*) _____ T-shirt because this one is torn on (*każdym*) _____ sleeve.

Modal verbs (1)

Wyrażanie konieczności

- Czasownik ***must*** wyraża wewnętrzną konieczność lub wewnętrzny przymus, np. *I must lose five kilos* (bardzo bym chciał/chciała schudnąć pięć kilogramów).
- Czasownik ***have to*** wyraża przymus zewnętrzny, który wynika z przepisów bądź reguł, np. *You have to eat less fast food if you want to lose weight* (nakaz lekarza).
- Czasowniki ***mustn't*** i ***can't*** wyrażają zakaz. *Mustn't* oznacza bardzo silny zakaz, np. *You mustn't touch this! It's very hot.* (Nie wolno ci!) *In the UK you can't buy alcohol until you are eighteen.*
- Czasowników modalnych ***need*** i ***need not*** (*needn't*) używamy, aby wyrazić brak konieczności, np. *You needn't hurry – we're early.*

Wyrażanie powinności

- Czasowników modalnych ***should*** i ***ought to*** używamy, aby udzielić porady i wyrazić powinność, np. *You should go to bed earlier.* *Tom shouldn't stay up so late.* *We ought to go out this evening.* *You ought not to stay up late the night before an exam.*

Mówienie o umiejętnościach

- *Can*, *can't*, *could* i *couldn't* używamy, kiedy mówimy o umiejętnościach. *Can* i *can't* używamy w czasie teraźniejszym, *could* i *couldn't* – w czasie przeszłym, np.
  Peter can draw amazing pictures.
  I couldn't swim when I was six.

Proponowanie, wyrażanie prośby

- *Shall* i *would like to* używamy, kiedy coś proponujemy lub gdy o coś prosimy. *Shall* używamy tylko w pierwszej osobie liczby pojedynczej i mnogiej, np.
  Shall I help you with these suitcases? They look heavy.
  Shall we have lunch now?
  Would you like something to drink?
  I'd like some orange juice, please.

1 Match the sentences to meanings a–b.

1 I must eat less.
2 I have to eat more fruit.
   a The doctor told me so.
   b I want to lose weight.
3 I must make this Italian dish I've seen on TV.
4 I have to make dinner tonight.
   a I'm afraid I can't go out.
   b It would be really nice.
5 Oh dear! I must go on a diet.
6 I have to go on a diet if I want to be a model.
   a I want to be healthy.
   b It's one of the conditions, I'm afraid.

2 Complete the sentences using the correct form of *must, mustn't* or *(not) have to*.

1 You _____ pick that red mushroom!
2 You _____ try this soup. It's really delicious.
3 I help my dad cook lunch at the weekend, but I _____ wash the dishes.
4 Sonia _____ learn to cook if she wants to work in a restaurant this summer.
5 The dinner party is starting. You _____ stop talking on your mobile.
6 Can we eat this meat cold or do we _____ heat it first?
7 You _____ bring any more food. We have enough.

3 Complete the sentences using the verbs in the box.

can should would like don't have to
mustn't have to could shall needn't

1 When Paul was four he _____ read and write.
2 You _____ touch this dog! It may bite you.
3 In our school, we _____ wear any special clothes.
4 My ICT teacher _____ do computer graphics very well.
5 You _____ worry so much. I'll be fine!
6 _____ I help you with the luggage?
7 Do you think I _____ apply for this job?
8 You _____ pass the Matura exams if you want to study at university.
9 '_____ (you) anything to drink?' 'Yes, a glass of orange juice, please.'

4 Choose the correct modal verbs.

How to

make a good impression at work

When you've finally got your first job, you [1] *will / should / must* want to make a good impression on your colleagues and your boss. It [2] *mustn't / oughtn't to / doesn't have to* be a difficult task! Just follow these simple steps and you [3] *will / shall / have to* become a company star.

Always arrive on time or even slightly early. You [4] *mustn't / don't have to / needn't* come late to work as it [5] *must / should / will* show everyone you don't take your job seriously.

You [6] *have to / must / will* be aware that your body language gives you away: if you're nervous, you [7] *must / should / will* probably look unfriendly. Try to smile and look interested.

You [8] *ought to / don't have to / needn't* try to keep your workspace clean and organized.

Whenever you [9] *can / must / ought to*, compliment your colleagues on their achievements, outfits or other things.

Grammar Reference and Practice

Indirect questions

- Pytań pośrednich używamy, aby w uprzejmy sposób wyrazić prośbę lub zapytać o jakieś informacje. W pytaniach pośrednich stosujemy taki szyk wyrazów jak w zdaniach twierdzących, np.
  Could/Can you tell me where he works? (NIE: ~~*where does he work?*~~)
  I'd like to know if he works here. (NIE: ~~*does he work here*~~).
- Najczęściej używane zdania wprowadzające to:
  Could you tell me/Can you let me know … ?
  Do you happen to know … ?
  Do you know … ?
  Do you have any idea … ?
  I don't know … .
  I wonder/was wondering … .
  I'm not sure … .
  I'd like to know … .

1 Rewrite the following items as indirect questions.

1 When can I start?
Can you tell me _____?
2 Is any experience necessary?
I'd like to know _____.
3 Is this work part-time?
I'd be interested to know _____.
4 What time do you open?
I wonder _____.
5 When does the job start?
Could you tell me _____?
6 Are we required to wear suits?
Do you know _____?

2 Read the instructions and write indirect questions.

1 Zapytaj o godziny pracy.
Could you tell me what _____?
2 Dowiedz się o liczbę osób pracujących w firmie.
I was wondering how many people _____.
3 Zapytaj o nazwisko szefa.
Can you tell me what _____?
4 Zapytaj o przerwę na lunch.
I'd like to know _____.
5 Dowiedz się o wysokość pensji.
Could you tell me how much _____?
6 Zapytaj, gdzie odbywają się rozmowy kwalifikacyjne.
Can you tell me where _____?

3 Find grammar mistakes in the sentences below and correct them.

1 I wonder how much will I earn in this job.
2 My boss would like to know where did I learn to speak English.
3 Does anybody know what plans does the managing director have?
4 Could you tell me where is Reception?
5 I'd like to know how many times had he changed jobs before he came here.
6 I was wondering what are you working on now.

Comparison; *too* and *enough*; *how* and *what*

Stopniowanie przymiotników

Przymiotniki, w zależności od ich długości, stopniuje się na dwa sposoby:

- poprzez dodanie końcówek ***-er*** i ***-est***, np.
  cheap *cheaper* *the cheapest* (jednosylabowe)
  thin *thinner* *the thinnest* (jednosylabowe zakończone jedną samogłoską + jedną spółgłoską)
  easy *easier* *the easiest* (dwusylabowe z końcówką **-y**)
- poprzez dodanie ***more*** i ***the most*** przed przymiotnikiem (wielosylabowe), np.
  dangerous *more dangerous* *the most dangerous*
- Formy nieregularne:

good	*better*	*the best*
bad	*worse*	*the worst*
many/much	*more*	*the most*
little	*less*	*the least*
far	*farther*	*the farthest*

Stopniowanie przysłówków

Również przysłówki, w zależności od ich długości, stopniuje się na dwa sposoby:

- przez dodanie ***more*** i ***most*** (z końcówką ***-ly***), np.
  elegantly *more elegantly* *most elegantly*
- przez dodanie końcówek ***-er*** i ***-est***, (jednosylabowe, które mają taką samą formę jak przymiotniki), np.
  close *closer* *the closest*
- Formy nieregularne:

well	*better*	*the best*
badly	*worse*	*the worst*
little	*less*	*the least*

Konstrukcje z przymiotnikiem i przysłówkiem

Aby porównać dwie osoby, rzeczy, dwa zjawiska itp., stosujemy:

- **formę stopnia wyższego przymiotników lub przysłówków** + ***than***, np.
  Trains are slower than planes, but they are more comfortable.
  Planes can fly higher than birds.
- ***(not) as*** + **przymiotnik lub przysłówek** + ***as***, np.
  Trains aren't as fast as planes.
  Business class doesn't sell as well as economy class.

Inne konstrukcje, w których używa się stopnia wyższego, to:

- ***the*** + **stopień wyższy przymiotnika**, ***the*** + **stopień wyższy przysłówka**, np.
  The faster you drive, the more dangerous it is (im szybciej …, tym bardziej …).

Aby powiedzieć, że coś lub ktoś jest „naj", stosujemy konstrukcję:

- ***the*** + **stopień najwyższy przymiotnika lub przysłówka**.
  Możemy to podkreślić przez dodanie wyrażenia *of all* (ze wszystkich), np.
  This hotel is the best in town.
  John started his journey the earliest.
  Jerzy Janowicz is the most popular Polish tennis player of all.

Too i *enough*

Too (za, zbyt) wstawiamy przed przymiotnikiem, a ***enough*** (dość, wystarczająco) – po przymiotniku, np.
The film was too long.
It wasn't warm enough to go to the beach.

How i *what*

Zaimka pytajnego ***how*** (jak) używamy przed przymiotnikiem, a ***what*** (jaki) przed przymiotnikiem i następującym po nim rzeczownikiem. Wyrazy te często stoją na początku zdania, np.
How lovely you look today!
What a fantastic party!

1 Write antonyms for the adjectives below.

1 the best
2 more wisely
3 shorter
4 the most
5 the furthest
6 faster
7 the least nervously
8 the cleanest
9 less
10 worse

2 Choose the correct answers.

1 I drive as *well / better / best* as my brother.
2 My sister drives *carefully / the more carefully / the most carefully* of us all.
3 Sam eats *quickly / more quickly / the most quickly* than Joe.
4 Tess works *little / less / the least* hard than Jessica.
5 Harriet speaks *loud / more loudly / the most loudly* in our class.
6 Jane sang *beautifully / more beautifully / the most beautifully* in the competition and won.
7 Mark plays football *badly / worse / the worst* than anybody.

3 Look at the information below and write sentences using the words in brackets and *(not) as … as* or *not so … as*.

1 The Palace of Culture and Science in Warsaw — height: 237 m
The Gherkin in London — height: 180 m
(**TALL**)

2 Claudio — English exam — 97%
Jorge — English exam — 75%
(**GOOD AT ENGLISH**)

3 Wawel Castle — built in the fourteenth century
Edinburgh Castle — built in the twelfth century
(**OLD**)

4 Moscow — –13°C
St Petersburg — –13°C
(**COLD**)

4 Find grammar mistakes in the sentences below and correct them.

1 A holiday by the sea is the more relaxing type of holiday.
2 Their hotel room is as comfortably as ours.
3 The accommodation we had last year was much more better than this year's.
4 What is hottest place in the world?
5 Dirtiest beaches have been closed.
6 Heathrow Airport is more busy than London Luton Airport.
7 Anna drives as slow as her husband.
8 The engine in our new car is more loud than in the old one.

5 Complete the text with the correct form of the adjectives in the box.

cheap expensive hot large mountainous old short

Travel Factfile

1 The Kraków Market Square (about 200 x 200 m) is _____ than the Old Market Square in Warsaw.
2 _____ scheduled airline flight is from one Scottish island to another one. The flight time is two minutes.
3 Damascus is said to be _____ city in the world, perhaps established in 8,000 BC.
4 New Zealand is _____ than Australia. The Australian continent is relatively flat.
5 In Britain you can usually travel _____ by train if you buy a return ticket instead of two singles.
6 One of _____ hotels in the world is in Cannes – it costs $37,000 per night.
7 _____ place in Britain is Gravesend with recorded temperatures as high as 38°C.

6 Complete the sentences using *too* or *enough*.

1 It's _____ cold to go out tonight.
2 We weren't good _____ to win the match.
3 These shoes are _____ small for me.
4 The car is _____ expensive. I can't afford it.
5 She's not tall _____ to be a model.
6 The house isn't big _____ for our family.
7 The sun's _____ hot to sit outside.
8 The story wasn't interesting _____ to finish.

Grammar Reference and Practice

7 Each sentence below contains a word that is not in the right place. Find it and move it to the correct place.

1 I learn languages more than easily I learn facts and figures.
2 Camping isn't as comfortable staying as in hotels.
3 I find beach holidays less than interesting city breaks.
4 I'm not enough good at driving to get a licence.
5 It's easier than to travel by train to travel by car.
6 The service in the café was good as the service as in the restaurant.
7 Being on holiday with the friends is best type of holiday.
8 Last year's holiday in Turkey was most the relaxing holiday I've ever been on.

8 Complete the sentences so the meaning is the same as in the original sentence.

1 Peter is a bad tennis player.
Peter plays _____.
2 I am about 1m 60 tall. So is John.
John is _____.
3 Alan earns a lot of money. Sheila only earns a little.
Sheila doesn't earn _____.
4 They aren't quick learners.
They don't _____.
5 I've got about 50 books. Jack's got about 100.
I haven't got _____.
6 I drink about five cups of coffee every day, and so does Pam.
Pam drinks _____.

Reported speech

Mowa zależna

- Mowy zależnej używamy, kiedy chcemy przekazać, co powiedziała inna osoba.
- Jeżeli zdania w mowie zależnej są przytaczane przez innego mówiącego i w innym czasie, niż zostały użyte w mowie niezależnej, to trzeba zmienić czasy gramatyczne i zaimki. Poniżej przedstawiono, jak zmieniają się czasy gramatyczne po przekształceniu mowy niezależnej na mowę zależną.

Mowa niezależna		Mowa zależna
Present simple *She said, 'Ian snores very loudly.'*	→	*Past simple* *She said that Ian snored very loudly.*
Present continuous *'John's listening to music,' I said.*	→	*Past continuous* *I said that John was listening to music.*
Present perfect *'I've made my decision,' she said.*	→	*Past perfect* *She said that she had made her decision.*
Past simple *'I waited a long time,' Pete said.*	→	*Past perfect* *Pete said that he had waited a long time.*
Past continuous *'Chris and I were talking all evening,' said Helen.*	→	*Past perfect continuous* *Helen said that she and Chris had been talking all evening.*
Past perfect *'I'd already seen the film,' said Sam.*	→	*Past perfect* *Sam said that she'd already seen the film.*
can *'You can try again,' he said.*	→	*could* *He said that I could try again.*
will *They said, 'We'll think about it.'*	→	*would* *They said that they would think about it.*
must *Richard said, 'I must go.'*	→	*had to* *Richard said that he had to go.*

- Zwykle konieczne jest także zmienienie zaimków oraz przymiotników dzierżawczych, np.
*'**My** dog isn't very well,' Harry said. → Harry said that **his** dog wasn't very well.*
*'I'm buying a present for **my** dad,' she said. → She said that she was buying a present for **her** dad.*
- Zmieniamy również określenia czasu i miejsca:
now → then/at that moment
today → that day
this week → that week
last week → the week before
yesterday → the day before
tomorrow → the next/following day
a minute ago → a minute earlier/before
next week → the following week
here → there

Pytania w mowie zależnej

- Gdy relacjonujemy pytania, zmianie ulega także szyk wyrazów – z pytającego na twierdzący, np.
'What does your new girlfriend look like?'
She asked me what my new girlfriend looked like.
'Were you at home yesterday?'
He wanted to know if/whether I had been/was at home the day before.

Polecenia i prośby w mowie zależnej

- Gdy relacjonujemy prośby i polecenia w mowie zależnej, stosujemy czasowniki ***tell*** i ***ask*** + bezokolicznik, np.
  'Be honest with me and don't lie, please.'
  He asked me to be honest with him and not to lie.
  'Stand up, John.'
  The teacher told John to stand up.

Say i *tell*

- Aby zrelacjonować to, co ktoś powiedział, używamy czasowników ***say*** i ***tell***.
- Po ***tell*** zawsze wstawiamy dopełnienie (zaimek lub czyjeś imię), np.
  Harry told me he was hungry.
  Harry told Sally he was hungry.
  NIE: ~~*Harry told he was hungry*~~.
- Nigdy nie wstawiamy dopełnienia bezpośrednio po ***say***, np.
  Mary said that she wanted a sandwich.
  Dominic said to Tom that he had eaten some pasta.
  NIE: ~~*Mary said me that she wanted a sandwich.*~~

Inne czasowniki używane w mowie zależnej

Od czasownika, który zastosujemy do utworzenia zdania w mowie zależnej, zależy forma czasownika, który po nim występuje.

- czasownik + bezokolicznik, np. ***agree***, ***ask***, ***claim***, ***offer***, ***promise***, ***refuse*** and ***threaten***:
  'We'll come and see your concert.' They promised to come and see our concert.
- czasownik + dopełnienie + bezokolicznik, np. ***advise***, ***beg***, ***dare***, ***encourage***, ***order***, ***remind***, ***urge*** and ***warn***:
  'Don't put personal information online.' Our teacher warned us not to put personal information online.
- czasownik + czasownik z końcówką *–ing*, np. ***admit***, ***advise***, ***deny***, ***mention***, ***recommend***, ***regret***, ***report*** and ***suggest***:
  'Get to the cinema early to get a seat.' Max advised getting to the cinema early to get a seat.
- czasownik + przyimek + czasownik z końcówką ***–ing***, np. ***admit to***, ***apologize for***, ***confess to*** and ***insist on***:
  'I'm sorry about breaking your sunglasses.' Zack apologized for breaking my sunglasses.
- czasownik + dopełnienie + przyimek+ czasownik z końcówką ***–ing***, np. ***accuse sb of***, ***blame sb for***, and ***warn sb against***:
  'You took the last sandwich!' said Sara. Sara accused me of taking the last sandwich.
- czasownik + *that* + zaimek + ***should***, np. ***demand***, ***propose***, ***recommend***, ***request*** and ***suggest***:
  'Think again before applying.' My tutor recommended that I should think again before applying.
- Przytaczając pytanie, oprócz ***ask*** można zastosować czasowniki takie, jak ***enquire*** lub ***wonder*** + słowo pytające:
  'Where is the staff room?' She asked me where the staff room was.

1 Complete the sentences with the correct form of *tell*, *say* and *ask*.

1 Jack _____ Marta that he loved her cooking.
2 Tessa _____ that she would come for a meal.
3 My mother _____ me if I would buy some milk on the way home.
4 Billy _____ his brother that he didn't want anything to eat.
5 The teacher _____ us where we were from.
6 Suzie _____ that she loved fish and chips.

2 Rewrite the sentences using reported speech.

1 'You look tired,' Jessica said to me.
Jessica said _____.
2 'I'm getting dressed for the party now,' said Anna.
Anna said _____.
3 'Joe and Ann have just got engaged,' my friend said to me.
My friend informed _____.
4 'You looked much better with short hair,' said Terry to Kate.
Terry told _____.
5 'I must tell my boss what I think of him,' said David.
David said _____.
6 'Trust me, please,' the man said to Susan.
The man asked _____.
7 'We will try to have your ID ready for tomorrow, Dave,' said the woman.
The woman told _____.
8 'My boyfriend gave me this ring last month,' said Sonia to us.
Sonia informed _____.
9 'Somebody broke into our house while we were at the party,' I said to the police.
I told the police that _____.
10 'Martha is going to have a baby,' said Aunt Lucy.
Aunt Lucy said _____.

3 Complete the sentences using the verbs in brackets. Do <u>not</u> change the order of the words. Add any other necessary words so the sentences are correct.

1 Last weekend, my brother _____ (warn/I/swim) in the sea during the storm.
2 Most zoos have signs _____ (tell/people/not/feed) the animals.
3 He didn't _____ (insist/leave) early.
4 Yesterday, the woman _____ (recommend/buy) tickets for the concert soon.
5 The bank urges customers _____ (not/give) their credit card numbers to anyone.

Grammar Reference and Practice

4 Complete the sentences so the meaning is the same as in the original sentence.

1 'I do take books without asking,' said the student. **ADMIT**
The student _____ books without asking.
2 'Are you studying insects this term?' asked the headmaster. **WHETHER**
The headmaster _____ studying insects this term.
3 'I had better see if anyone needs help,' said the woman. **SAID**
The woman _____ see if anyone needed help.
4 'Please be quiet,' said Dad. **ASK**
Dad _____ quiet.
5 My mum complained that there was no hot water. **COMPLAINT**
My mum _____ no hot water.

5 Translate the parts in Polish into English.

Last night I watched an interview with a pop star who said that since she was a little girl, she [1] (*zawsze lubiła*) _____ singing and dancing. She explained that she [2] (*spędza*) _____ two hours in the gym and an hour at a beautician's each day. She said that she [3] (*nie jest*) _____ obsessed with her looks and added that newspapers [4] (*piszą*) _____ untrue stories about her life.

The star explained that she [5] (*nie była*) _____ married four times but only three. The reporter asked her if she [6] (*kiedykolwiek miała*) _____ plastic surgery. The star said that she [7] (*pomyśli*) _____ about it in five years. The reporter wished her good luck and asked her [8] (*aby zaśpiewała*) _____. The star replied that she [9] (*może*) _____ sing and she [10] (*zrobi*) _____ so with pleasure. When she started, I switched to another channel.

6 Write a story based on the dialogue below. Use reported speech and add your own ending.

A Modern Date (in the Gym)

Mark Do you come here often?
Jenny Every day.
Mark I come here every day, too. But I don't think I have seen you here before.
Jenny Really? That's probably because it's my first week.
Mark Oh, actually, I think I saw you two days ago. You were running on the treadmill. You looked so beautiful!
Jenny Thanks. But I hate the treadmill.
Mark So let's go running in the park!
Jenny The park? But it's raining!
Mark OK, well, why don't we go shopping? We can walk around the shopping centre – it never rains in there.
Jenny You are … ! I … .

One day Mark was working out in the gym. He saw a pretty girl and asked her if … .

Reflexive pronouns

Zaimki zwrotne

- Gdy podmiot i dopełnienie odnoszą się do tej samej osoby lub rzeczy, używamy zaimków zwrotnych: ***myself/yourself/themselves*** itp. (sobie, się, samego siebie itd.), np.
Cinderella's mean stepsisters loved only themselves (kochały same siebie).
During the commercial, I made myself a cup of coffee (zrobiłam sobie).

Each other, one another

- Gdy dwoje lub więcej ludzi robi to samo, używamy zaimka wzajemnego ***each other*** (sobie/siebie nawzajem), np.
The prince and the princess loved each other and lived happily ever after (kochali się nawzajem).
- Zamiast *each other* można użyć też bardziej oficjalnego wyrażenia ***one another***, np.
The editor and the author call each other/one another every week.

1 Complete the sentences using the correct reflexive pronouns or *each other*.

1 Some people say that artists only think of _____.
2 In the final scene, Mark is looking at _____ in the mirror, but he can't see anything.
3 The radio turns _____ on when the alarm goes off.
4 I read a story in which the main characters don't talk to _____ for more than a year. Nonsense!
5 We both enjoyed _____ at the preview. They served free drinks and snacks!
6 The actors and dancers have been helping _____ a lot during the rehearsal.
7 All members of the band should trust _____.
8 Did you paint it by _____?
9 Romeo and Juliet loved _____ very much.

2 Find grammar mistakes in the sentences below and correct them.

1 The party was great. The children really enjoyed each other.
2 The couple split up because they didn't really like themselves very much.
3 I often sing to yourself when I'm in the shower.
4 The girl looked at itself in the mirror and smiled.
5 She cut her when she was chopping vegetables.
6 The boys built the model aeroplane one another.
7 Jack drew an amazing picture of myself.

Relative clauses

Zdania przydawkowe definiujące

- Zdania przydawkowe definiujące (odpowiadające na pytania: jaki?, który?) stosujemy, aby opisać osobę lub rzecz wymienioną w zdaniu głównym. Informacja ta jest niezbędna, aby zrozumieć, o kogo lub o co chodzi.
- W zdaniach tych używamy następujących zaimków względnych:
  - ***who*** lub ***that*** w odniesieniu do osób, np.
    It's the boy who/that lives next door.
  - ***that*** lub ***which*** w odniesieniu do rzeczy, np.
    It's something that covers the window.
    It's a box made of wood which you keep clothes in.
  - ***whose***, aby wyrazić przynależność (odpowiada na pytanie: którego?), np.
    This is the house whose owner is dead now.
  - ***where*** w odniesieniu do miejsca, np.
    This is the place where a great pop star lived.

Zdania przydawkowe niedefiniujące

- Zdania przydawkowe niedefiniujące stosujemy wtedy, gdy udzielamy dodatkowych informacji na temat osoby lub rzeczy wymienionej w zdaniu głównym, np.
  Vogue, *which is published monthly, is a magazine about fashion and lifestyle.*
- Gdy używamy ich w środku lub na końcu zdania głównego, zawsze oddzielamy je przecinkami, np.
  Wisława Szymborska was born in Kórnik, which is a small town in western Poland.

Uwaga!

- W tym rodzaju zdań przydawkowych nie możemy pominąć zaimków względnych *who, which, where, whose*.
  The fans, who were waiting in front of the hotel, finally saw the film star.
  NIE: ~~*The fans, were waiting in front of the hotel, finally saw the film star.*~~
- W zdaniach przydawkowych niedefiniujących nie używamy zaimka *that*.
  The Knödel festival is held in Radstadt, which (NIE: ~~*that*~~) *is a small town in Austria.*

1 Choose the correct answers.

1 London is a city *where / who / which* thousands of people visit every year.
2 That's the restaurant *whose / which / where* we had our end-of-term celebration.
3 This is the book *who / which / whose* I'm reading at the moment.
4 Josie is the girl *whose / who / where* father works at our school.
5 This is the film *who / where / which* I told you about.
6 Ben is the boy *which / who / whose* joined our class last week.

2 Find the incorrect sentences and correct them.

1 My friend, who grandparents live in Canada, is going to Toronto next month.
2 I lent the book, which my brother gave me for my birthday, to my friend Alice.
3 The hotel, which my parents stayed in last month, was quite expensive.
4 Madonna, who is one of the world's most famous pop stars, used to be married to Guy Ritchie.
5 Matt Damon, which films include the Bourne series, is one of my favourite actors.
6 Stonehenge, where is in the south of England, is a very famous landmark.
7 Mont Blanc, that is between France and Italy, is the highest mountain in the Alps.
8 Nicole Kidman, who's from Australia, is a famous Hollywood actor.

3 Join the sentences below using relative pronouns, to make defining or non-defining relative clauses. Put the pronouns in brackets where they can be omitted.

1 There are millions of people around the world. Their first language is English.
2 Barack Obama was born in Hawaii. He became the first Black US president.
3 Nicholas is the person. I've been looking for him all day.
4 Tarantino's films include *Pulp Fiction* and *Kill Bill*. He is one of my favourite directors.
5 The Ritz is a luxury hotel in London. It's popular with celebrities and tourists.
6 This year, we're going on holiday to Antalya. It's a beautiful city in Turkey.

Grammar Reference and Practice

4 Complete the sentences using the correct pronouns. Add commas where necessary.

1 Until she was nineteen Madonna lived in Bay City _____ is in Michigan.
2 That's the boy _____ brother is in my class.
3 *Avatar* was the film _____ brought James Cameron to the attention of the public.
4 It was the music _____ spoiled the film for me.
5 The actor _____ plays the main role is very talented.
6 The hotel _____ the star lives is closed to the public now.
7 The book _____ took a year to write was published by Oxford University Press.

5 Complete the text with the correct relative pronouns.

Mumbai is the place [1]_____ one of the most famous film industries in the world is based. Bollywood, [2]_____ produces more films than Hollywood, makes millions of dollars each year. Many Bollywood actors, for example, Arjun Rampal and Preity Zinta, are household names in India and other parts of the world. A lot of the films are centred around music and dancing and bright, colourful costumes. They focus on places [3]_____ the sun shines and the people are happy. However, many films have a more serious message, too. Mira Nair, [4]_____ directed *Monsoon Wedding*, is interested in more serious issues. This film, and others such as *Bride and Prejudice*, have become box office hits outside India. Some of these films have actors [5]_____ are also well known in Britain.

Possessives

Zaimki i przymiotniki dzierżawcze

Zaimki i przymiotniki dzierżawcze mają takie samo znaczenie. Różnią się jednak miejscem w zdaniu.

- **Przymiotniki dzierżawcze** występują zawsze przed rzeczownikiem, np.
  This is my bag.
- **Zaimki dzierżawcze** występują samodzielnie, bez rzeczownika, np.
  This bag is mine.

Zaimki osobowe	Przymiotniki dzierżawcze	Zaimki dzierżawcze
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Forma dzierżawcza rzeczowników

- Formy dzierżawczej rzeczownika używa się, by zaznaczyć, że dany przedmiot, dane zwierzę lub dana osoba przynależą do innej rzeczy, innego zwierzęcia, innej osoby.
  That's Sam's ball.
- Formę dzierżawczą rzeczownika (tzw. *Saxon genitive*) w liczbie pojedynczej tworzymy przez dodanie apostrofu (') i *s* ('s) po rzeczowniku określającym przedmiot, zwierzę, osobę itp., do którego/której coś lub ktoś przynależy, np.
  Whose are these books? Doris's.
- Formę dzierżawczą rzeczownika w liczbie mnogiej tworzymy przez dodanie apostrofu (') po liczbie mnogiej rzeczownika (*-s'*), np.
  Here is the girls' dog.
- Jeśli liczba mnoga jest tworzona w sposób nieregularny, wówczas do rzeczownika w liczbie mnogiej dodaje się apostrof (') i *s* ('s), np.
  Those are the men's jackets.
  These are the children's toys.
- Jeśli mówimy o przynależności do dwóch osób lub zwierząt, *'s* dodajemy tylko do drugiego rzeczownika, np.
  Johnny and Mary's house.

Forma z *of*

Formy z *of* używamy częściej w wypowiedziach oficjalnych i języku pisanym. Form z *'s* i *of* możemy używać wymiennie, gdy mówimy o przynależności do:

- grupy ludzi, np.
  the band's new album/the new album of the band,
- miejsca, np.
  Kraków's churches/the churches of Kraków.

Ponadto formy z *of* używamy:

- gdy mówimy o przynależności do rzeczy, np.
  the winner of the race,
- po wyrazach, takich jak: *end*, *top*, *front*, *middle*, np.
  in the middle of the film.

1 Translate the parts in Polish into English.

1 (*Siostra mojej koleżanki*) _____ is also my good friend.
2 (*Dom ich dziadków*) _____ is in the country, five miles away from Dublin.
3 I didn't know (*tytułu książki*) _____ we have to read for Monday.
4 Who is (*właścicielem samochodu*) _____ which is parked on the pavement?
5 I've forgotten my pen. Can I use (*twój*) _____?
6 (*Grupa nastolatków*) _____ is sitting around a swimming pool and laughing.
7 You won't mistake us. Her dress is red, (*moja jest*) _____ is blue.
8 Hi. I'm a friend (*Anny*) _____. Nice to meet you.

Modal verbs (2)

Wyrażanie prawdopodobieństwa

- Jeśli chcemy powiedzieć, że coś być może jest prawdą, używamy czasowników ***may***, ***might***, ***could***, np.
  They may/might/could be brother and sister. (Oni mogą być bratem i siostrą.)
- W celu wyrażenia większej pewności używamy czasownika ***must***, np.
  She must love him. (Ona musi go kochać.)
- Aby wyrazić przekonanie, że coś nie jest prawdą, używamy formy ***can't***, np.
  He can't have a wife. (To niemożliwe, że on ma żonę.)
- Jeśli z kolei chcemy powiedzieć, że coś być może nie jest prawdą, używamy form ***may not***, ***might not***, np.
  They may not/might not like the food. (Być może nie smakuje im jedzenie.)

Wyrażanie preferencji

- Do wyrażania preferencji używamy konstrukcji ***would rather*** i ***would prefer***, np.
  I'd rather go.
  I'd prefer to learn Spanish.
- Gdy mówimy o tym, że wolimy coś bardziej od czegoś innego, stosujemy ***prefer*** lub ***would rather***, np.
  I prefer (studying) history to biology.
  I'd rather study history than biology.
- Aby powiedzieć, że ktoś chce, żebyśmy coś zrobili, stosujemy konstrukcję ***would rather sb*** (+ czas przeszły), np.
  My mum would rather I studied more.
- Zwrot ***had better*** stosujemy wtedy, gdy udzielamy komuś rady lub gdy chcemy powiedzieć, co należy zrobić, np.
  You'd better not talk so much.

1 Match questions 1–7 to answers a–g.

1 Are you going to Mark's party next weekend?
2 Is your brother going to university?
3 Shall we go out for a meal tonight?
4 Did the class work hard before their exams?
5 Is Isabel leaving her job soon?
6 Are you planning to go away this year?
7 Would you rather stay in or go to a restaurant today?

a Yes, I think they could all do really well.
b I'm not sure. I might have to go to a wedding on Saturday.
c Yes, but he may have a year off before he goes.
d I may go to Russia in the spring.
e We can go to that new Chinese restaurant if you like.
f In general, I prefer eating out but I think today we'd better eat at home and study a bit more.
g I'm not sure, but I think she might be going back to college.

2 Complete the dialogue with the correct modal verbs.

Jenny Look at this picture. What are these people celebrating?

Mark It [1] _____ be a birthday party – look at the cake. They [2] _____ all be members of the same family, but they're not people who have just met. They [3] _____ know each other well. The girl on the left looks very much like the woman on the right. She [4] _____ be her daughter.

Jenny Yes, you're right. And this man who is blowing the candles out [5] _____ be her father.

Mark No, he [6] _____ be her father, he's far too old. He [7] _____ be her grandfather. And look at the woman standing behind the old man. She [8] _____ love him very much; she is looking at him so tenderly.

Jenny True, but what about this young man? He looks as if he was thinking 'I'd [9] _____ leave right now.' He doesn't seem to be enjoying the party very much.

Mark You're right. I think he [10] _____ prefer to be at home watching telly!

3 Translate the parts in Polish into English. Use the correct modal verbs.

1 The woman next door (*z pewnością jest*) _____ ten years older than her husband.
2 Brad and Suzanne (*niemożliwe, aby mieli*) _____ grandchildren. They are too young.
3 The woman I saw at the party (*możliwe, że mieszka*) _____ in the neighbourhood. I think I've seen her in my street.
4 Sonia's parents (*mogą nie wiedzieć*) _____ that she is seeing a boy from her class.
5 Look at this couple kissing! They (*z pewnością są*) _____ in love.
6 Paul hardly ever joins in when we talk about Kate's new boyfriend. He (*z pewnością nie lubi*) _____ gossiping!
7 Accept their offer. You (*być może nie dostaniesz*) _____ a better opportunity.
8 Anna lived in America for three years, so she (*na pewno mówi*) _____ English.
9 I (*wolałbym, żeby on przestał*) _____ behaving in such an immature manner – he's not a child anymore, is he?
10 She (*lepiej, żeby nie zmieniała*) _____ her job right now, the situation in the market is unstable.

Grammar Reference and Practice

There and *it* as subjects

- Gdy mówimy o tym, że coś gdzieś istnieje, znajduje się lub występuje, rozpoczynamy zdanie konstrukcją ***there* + *be***, np.
  There is a lot of rain in Britain. NIE: ~~*It is a lot of rain in Britain*~~.
  (W Wielkiej Brytanii są intensywne opady.)
  There was so much hail that some of the cars were damaged.
  (Grad był tak silny, że niektóre samochody uległy uszkodzeniu.)
- Zdania bezosobowe rozpoczynamy od ***it***, np.
  It has been raining for weeks now. (Pada od kilku tygodni.)
  It's difficult to get used to dramatic climate changes. (Trudno jest się przyzwyczaić do gwałtownych zmian klimatu.)

1 Complete the text using *there is*, *there are* or *it is*.

[1] _____ difficult to predict weather, especially in Britain. [2] _____ too many things to take into consideration. Even if [3] _____ warm and sunny in the morning, [4] _____ no guarantee the weather will be the same at noon. However, when [5] _____ heavy clouds in the sky or when [6] _____ snowing, [7] _____ no chance of radical improvement.

A light shower is always possible, though, even on a sunny day, so [8] _____ always wise to carry your umbrella.

2 Translate the parts in Polish into English. Use *it* or *there* and the correct tenses.

1 (*Jest ciepło*) _____ and sunny today.
2 (*Było wiele*) _____ thunderstorms last summer.
3 (*Jest zimno*) _____ for a week now.
4 (*Są niskie temperatury*) _____ in the north of the country.
5 (*Był huragan*) _____ and a lot of people lost their homes.
6 (*Czy jest wystarczająco dużo czasu*) _____ to cover the garden chairs before it starts to snow?
7 (*Jest łatwo*) _____ to predict the weather nowadays.
8 According to the weather forecast, (*będzie słonecznie*) _____ tomorrow.
9 (*Czy będzie ktoś*) _____ in our school interested in taking part in the environment project next week?
10 Before we reached the zoo, (*zaczął padać śnieg*) _____.

Linking words

And, but, although, even though, though, or, so

- ***And*** (i, a) stosujemy wtedy, gdy łączymy wydarzenia chronologicznie lub dodajemy kolejną informację, np.
  We dug the garden and watered the plants.
- ***But*** (ale), ***although***, ***even though*** i ***though*** (chociaż, pomimo to) oraz ***however*** (jednakże) stosujemy wtedy, kiedy przeciwstawiamy dwie treści w zdaniu.
  The weather was very bad, but we didn't change our weekend plans.
  Although it rained, we spent the day on the beach.
  I like shopping though/even though it is sometimes tiring.
  He is a great player. However, recently he hasn't been doing so well.
- ***Though*** znaczy to samo, co *although*, ale ma mniej oficjalny charakter.
  Though Jane usually arrives late, she usually finishes work on time.
- ***Or*** (lub) stosujemy wtedy, gdy wymieniamy alternatywne opcje, np.
  We can have lunch at the hotel restaurant or find somewhere in town.
- ***So*** (więc) stosujemy wtedy, gdy mówimy o skutku jakiejś czynności, np.
  It was cold outside, so we stayed at home.

Because, as

Because i ***as*** (ponieważ) stosujemy po to, aby wyrazić przyczynę, np.
Animals become extinct because people do not protect their natural habitat.
As I don't know you very well, I'd like to introduce myself.

Until/Till, after, before, while, when

- ***Until*** i ***till*** (dopóki, aż) stosujemy do wyrażania czasu, np.
  They'll wait until we get there.
  They sat under a tree till it got dark.
- ***After*** (po, kiedy) i ***before*** (zanim, przed) stosujemy wtedy, gdy mówimy o wydarzeniach następujących po sobie, np.
  After I finish my lunch, I'll go for a walk.
  I hadn't been to France before I went to Paris last month.
- ***While*** (podczas gdy, natomiast) stosujemy wtedy, gdy opisujemy czynności wykonywane w tym samym czasie lub kiedy mamy do czynienia z jakimś kontrastem, np.
  John fell asleep while I was telling him about my new dress.
  My husband likes fishing, while I prefer shopping.
- ***When*** (kiedy, gdy) stosujemy wtedy, gdy mówimy o czynnościach następujących po sobie, np.
  My mother made the dinner when I came home.

In spite of, despite

- Konstrukcje ***in spite of*/*despite*** + rzeczownik/***gerund*** lub ***in spite of the fact*** + zdanie podrzędne stosujemy, aby wyrazić kontrast.
  In spite of/Despite being broke, he decided to get a new car.
  In spite of the fact that she is a bank manager, she doesn't have any money put aside.

1 Complete the sentences using the linking words in the box.

until/till after (x2) before (x2) while when (x2)

1 I'll call you _____ I get to my office.
2 We'll stay here _____ he returns.
3 Aren't you going to tell her the good news _____ she leaves the office?
4 He's going to take leave _____ he's finished the project.
5 Don't worry. I'll watch the children _____ they are playing in the park.
6 We managed to finish clearing the garden _____ it got completely dark.
7 I'll come round _____ I've watched the last episode of the drama.
8 I'm going to swim and lie in the sun _____ I'm on holiday.

2 Find grammar mistakes in the sentences below and correct them.

1 He ate dinner and he wasn't hungry.
2 You're ill so you didn't follow my advice.
3 I had a test although I studied all night to prepare for it.
4 I like strawberries and I don't like bananas.
5 Come to our performance but see for yourself what huge progress the group has made.
6 We can get her a book but we can get her a DVD.

3 Choose the correct answers.

1 He lived in London *because / until / or* he was twelve.
2 My mother speaks good English, *so / and / but* she has a strong Polish accent.
3 It was very cold *when / and / so* I put on my winter jacket.
4 I went to school *although / after / but* I was ill.
5 Let's apologize *while / before / after* it's too late.
6 I was late *but / while / because* I left my mobile phone at home.
7 Andy called *so / although / while* you were at the shopping centre.
8 We can eat the leftovers at home *but / or / though* we can eat out tonight.
9 She went away. She didn't tell anyone, *though / although / but*.
10 The concert was a disaster *so / but / and* I left an hour early.

4 Translate the parts in Polish into English.

1 Jill doesn't like apples (*więc ich nie je*) _____.
2 The streets were crowded (*ponieważ był mecz piłki nożnej*) _____ in the town.
3 (*Chociaż Sally dużo się uczy*) _____, she doesn't get good marks at school.
4 Philip's English isn't very good, (*ale ludzie rozumieją*) _____ what he says.
5 (*Po tym jak odrobiła pracę domową*) _____, Maria watched television.
6 (*Podczas gdy szedłem do szkoły*) _____, I met an old friend.
7 She ate breakfast (*zanim umyła zęby*) _____.
8 I was skiing (*kiedy złamałam nogę*) _____.
9 She didn't like the boss, (*więc odeszła z pracy*) _____.
10 (*Ponieważ mieszkamy*) _____ by the sea, we often go surfing.

Question tags

- Pytania rozłączne to krótkie pytania, które są wypowiadane na końcu zdania. Na końcu zdania twierdzącego stosujemy pytanie z czasownikiem w formie przeczącej, a na końcu zdania przeczącego – pytanie z czasownikiem w formie twierdzącej, np.
  - *It's a lovely day,* ***isn't it****?*
  - *It wasn't a good film,* ***was it****?*
- Po zdaniach z czasownikami *be*, *have*, *will* i *can* w pytaniu rozłącznym stosujemy te same czasowniki, np.
  - *You'll phone me,* ***won't you****?*
  - *You've got a new phone,* ***haven't you****?*
- W zdaniach z innymi czasownikami używamy czasowników posiłkowych właściwych dla określonych czasów, np.
  - *James did well in his French test,* ***didn't he****?*
- Na końcu poleceń i próśb możemy użyć:
  - ***can/could you****?* (po zdaniu w trybie rozkazującym), np. *Wait here for a moment, can you?*
  - ***will you****?* (po przeczeniu w trybie rozkazującym), np. *Don't do anything silly, will you?*
  - ***shall we****?* (po zdaniu z *Let's*), np. *Let's go for a walk, shall we?*

1 Write the correct question tags.

1 It's a horrible day, _____?
2 The test was hard, _____?
3 She can't sing very well, _____?
4 You've got a new computer, _____?
5 You don't like fish, _____?
6 He'll love the present, _____?
7 It's been a good term, _____?
8 The food tasted lovely, _____?
9 You'll give me a lift tonight, _____?
10 Don't forget the milk, _____?

Grammar Reference and Practice

2 Find grammar mistakes in the sentences below and correct them.

1 Your sister lives in Warsaw, don't she?
2 She's finished her report, have she?
3 You didn't see the whole exhibition, didn't you?
4 The children were very surprised, didn't they?
5 It takes an hour to get there, isn't it?
6 Pete and Eva will come tomorrow, don't they?

Inversion

Inwersję stylistyczną stosujemy wtedy, gdy chcemy położyć nacisk na jakiś element wypowiedzi. Inwersji używamy m.in.

- w wyrażeniach o negatywnym zabarwieniu: ***under no circumstances***, ***in no way***, ***not only***, ***at no time***, ***little***, np.
  Under no circumstances can we accept cheques.
  In no way can the client be held responsible for the mistake.
  Not only was the shop assistant rude, but he also didn't give me the right change.
  At no time did I say I accept late payment.
- gdy porównujemy obecną sytuację z wcześniejszymi doświadczeniami, używając określeń ***seldom***, ***rarely*** i ***never***, np.
  Seldom/Rarely have I seen such a lovely party dress.
  Never had he been treated better.
- gdy mówimy o czynnościach, które nastąpiły jedna po drugiej, po słowach: ***hardly***, ***scarcely***, ***no sooner***, np.
  Hardly/Scarcely had we left the supermarket when his mobile phone rang.
  No sooner had the plumber left, than the tap started to leak.
- na początku zdań warunkowych (zamiast *if*):
  Were/Had/Should …, np.
  Were Ted to propose to her, he would get her a diamond ring.
  Had the cashier not taken the money, he wouldn't have been given the sack.
  Should you have any questions, please call us.

1 Find grammar mistakes in the sentences below and correct them.

1 Under no circumstances you must leave your belongings unattended.
2 Up did come the lift and we all jumped in.
3 Only when I heard the song, I recognized it.
4 Never I have heard such nonsense.
5 Little he knew what was to come.
6 In front of me my favourite Hollywood actor of all time was standing.

2 Complete the sentences so the meaning is the same as in the original sentence.

1 I rarely go into that room.
  Rarely _____.
2 Ben was there on the corner.
  There _____.
3 I didn't know we would have to wait that long.
  Little _____.
4 The worst behaved student in the whole school was behind me.
  Behind me _____.

Cleft sentences and subjunctive

Jeśli chcemy położyć szczególny nacisk, przekazując jakąś informację, możemy użyć następujących konstrukcji emfatycznych:

- ***What*** *we need is peace and quiet. / Peace and quiet is what we need.*
  What *the woman did was (to) scream.*
- ***It was not until*** *I moved to the city that I realized what violence is.*
  It was only when *I got home that I realized my mobile phone was missing.*
- ***All*** *I want is an easy life without any problems.*
  All *she wanted was to get a good night's sleep.*
- ***It was*** *my dog* ***that*** *scared away the burglar.*
  It is *the politicians* ***that*** *we distrust the most.*

Trybu łączącego używamy w kontekście oficjalnym do wyrażania opinii, rad, rozkazów, próśb lub sugestii. W zdaniach w trybie łączącym stosujemy czasownik w bezokoliczniku. Tryb łączący stosowany jest po takich czasownikach, jak *advise*, *ask*, *demand*, *insist*, *order*, *propose*, *recommend*, *suggest* i *urge*.

- *I suggest (that) she do it now.* – Sugeruję, żeby zrobiła to teraz.
- *The teacher insisted that her students be on time.* – Nauczycielka nalegała, aby uczniowie przychodzili punktualnie.

1 Complete the sentences using the words in brackets in the correct form. Do not change the order of the words. Add any other necessary words so the sentences are correct.

1 It was Joe _____ (break/the window) in the kitchen.
2 What I need to do _____ (ask/my mum) about it.
3 It was only last week _____ (Jan/tell me) about the homework.
4 I insist that _____ (she/go/home) now.
5 Our boss demanded _____ (we/finish/our task) before we leave the office.

Participles

- Imiesłów teraźniejszy może pełnić w zdaniu funkcję:
  - przymiotnika, np.
  Faces of smiling politicians beam down from advertising hoardings.
  - przysłówka, np.
  The politicians left the parliament smiling.
- W funkcji przymiotnika może wystąpić również **imiesłów czasu przeszłego**, np.
  The politician is known for the countless promises he's broken.
- Imiesłowu można użyć po rzeczowniku. Pełni wtedy funkcję rozbudowanej przydawki, np.
  I met a man (who was) wearing a uniform.
  The valuables (which were) stolen two years ago were never found.
- **Imiesłowowe równoważniki zdania** opisują czynności:
  - odbywające się równocześnie, np.
  He sat on the sofa watching the news. He went to the meeting dressed in a suit.
  - a także jedna po drugiej, np.
  Opening the door, he took out his handkerchief.

- Aby podkreślić, że jakaś czynność skończyła się, zanim rozpoczęła się kolejna, możemy użyć imiesłowu czasu przeszłego, np.
  Having opened the door, he took out his handkerchief.
- imiesłowy mogą także służyć do wyrażania przyczyny (np. *Not knowing what to say, I remained silent.*) lub skutku (np. *The prosecutor called a new witness, completely ruining the line of defence.*)

1 Complete the text with the correct form of the verbs in brackets.

Last week, I saw my friend Anna [1]_____ (look) for something on the road. She told me she had lost a necklace [2]_____ (give) to her by her grandmother. While [3]_____ (tell) me this, she started to cry. On [4]_____ (see) this, I knew how much this necklace meant to her. I began to help her look. At the end of the road, I saw something [5]_____ (shine) underneath a car. It was the necklace! Having [6]_____ (find) it, Anna was so relieved!

Unreal past and present; *I wish* and *If only*

- Po wyrażeniach ***as if***, ***as though***, ***it's (high) time***, ***wish***, ***if only*** używamy czasu *past simple*, gdy mówimy o teraźniejszości, lub czasu *past perfect*, gdy odnosimy się do przeszłości (zdania z *as if*, *as though*, *wish* i *if only*), np.
  You look as if/though you had chicken pox. You're red all over your face. – Wyglądasz, jakbyś miał ospę wietrzną. Twoja twarz jest cała czerwona. (Ale nie masz ospy, tylko podobne objawy.)
  It's time you started taking better care of yourself. – Najwyższy czas, abyś zaczął bardziej dbać o siebie.
  I wish I were/was fitter. I can't do a 100-metre sprint in less than 15 seconds. – Chciałabym być sprawniejsza (niż jestem teraz).
  I wish I had listened to your advice. My arm wouldn't be in plaster now! – Żałuję, że nie posłuchałem twojej rady.
- Wyrażenia ***I wish*** można użyć także z *would* i bezokolicznikiem, gdy chcemy, aby ktoś zachowywał się inaczej lub aby coś się zmieniło, np.
  I wish you wouldn't eat so much junk food. It's so bad for you! – Chciałabym, abyś nie jadł tak dużo niezdrowego jedzenia. (Denerwuje mnie, że jadasz je tak często i w dużych ilościach.)

1 Complete the sentences with the correct form of the verbs in brackets.

1 She behaves as though she _____ (be) the smartest person in the room when she clearly isn't.
2 I wish I _____ (be) better at chess – I could play in tournaments!
3 If only you _____ (not forget) the car keys! Now we'll have to walk all the way home.
4 I wish I _____ (not spend) all my money on this bike.
5 It's high time we _____ (get down) to doing some revision, otherwise we'll fail the exam.
6 If only Mark _____ (tell) Jane about the party! I hate it when he behaves like this!

Modal verbs (3)

Odniesienia do przeszłości

- Jeśli chcemy powiedzieć, że coś być może się zdarzyło, używamy czasowników: ***may***, ***might*** lub ***could*** oraz ***have*** + ***past participle***, np.
  She may/might/could have bought this mobile in the sales. – Mogła kupić ten telefon na wyprzedaży.
- Gdy jesteśmy pewni, że coś się zdarzyło, używamy czasownika ***must*** lub formy ***can't (couldn't)*** oraz ***have*** + ***past participle***, np.
  Someone must have given it to her. – Ktoś z pewnością dał jej telefon/musiał jej go dać.
  She can't have bought a new mobile. – To niemożliwe, żeby kupiła nowy telefon.
- Jeżeli chcemy powiedzieć, że coś powinno lub nie powinno się było zdarzyć, używamy czasownika ***should (not)*** lub ***ought (not to)*** oraz ***have*** + ***past participle***, np.
  You shouldn't have downloaded this file. – Nie powinieneś był ściągać tego pliku.
- Jeśli chcemy powiedzieć, że ktoś zrobił coś niepotrzebnie, używamy czasownika ***needn't*** oraz ***have*** + **past participle**, np.
  You needn't have replaced the battery. The old one was still good. – Niepotrzebnie wymieniłeś baterię.
- Jeśli chcemy powiedzieć, że coś wydarzyło się inaczej, niż planowaliśmy, używamy konstrukcji ***was/were supposed to***, np.
  I was supposed to tidy my room yesterday, but I forgot. – Miałem wczoraj posprzątać swój pokój, ale zapomniałem.

1 Choose the correct verb forms to complete the sentences.

1 You *can't have / may not have* locked the door because it's open – look!
2 The builders are over an hour late so they *should have / must have* got lost.
3 I appreciate you washing the dishes but you *needn't have / mustn't have*.
4 It *can't have / mustn't have* taken long to apply for a place at university!
5 I *wasn't supposed to / needn't have* let the cat out this morning, but I think it'll be ok.
6 You *ought to have listened / were supposed to listen* to that new song by Ed Sheeran – it's really good!

2 Complete the sentences using the modal verbs in the box and the correct form of the verbs in brackets.

can could may ought to should

1 I'm sorry you're feeling sick, but you _____ (not/eat) too many cakes at once.
2 I think you looked after my daughter well, but she _____ (go) to sleep earlier on Sunday night.
3 We _____ (get) a dog when we lived in the countryside, but we decided against it.
4 I'm not sure, but he _____ (not/hear) you when you called because the music was rather loud.
5 She _____ (go) to New York last Friday because I saw her in town then.

Speaking Bank

Rozmowa z odgrywaniem roli

- Przeczytaj uważnie polecenie w pierwszym zadaniu, aby dowiedzieć się, w jaką rolę masz się wcielić. Zwróć uwagę na to, kto rozpoczyna rozmowę. Masz pełną dowolność, jeśli chodzi o kolejność, w jakiej odniesiesz się do podanych kwestii.
- Pamiętaj, aby w swojej odpowiedzi odnieść się do wszystkich czterech elementów wymienionych w zadaniu.
- Twoja odpowiedź ma być dialogiem. Musisz więc uważnie słuchać rozmówcy i reagować na to, co powiedział.

Rozpoczynanie rozmowy

Excuse me, can I tell/ask you something? Przepraszam, czy mogę ci coś powiedzieć/o coś cię zapytać?
Excuse me, can I talk to you for a moment? Przepraszam, czy mogę z tobą chwilę porozmawiać?
Can we have a word? Czy możemy zamienić słowo?

Kończenie rozmowy

OK, that's great. Okej, świetnie.
OK. Thank you. Dobrze. Dziękuję.
That's fine. Bye. W porządku. Do widzenia.
See you around. Do zobaczenia.
I'll call you soon. Wkrótce zadzwonię.

Wysuwanie sugestii

How/What about (splitting the cost)? A co powiesz na to, żebyśmy (podzielili się/podzieliły się kosztami)?
So, shall we (go for a walk)? A może (pójdziemy na spacer)?
Why don't we (go cycling)? A może (pójdziemy pojeździć na rowerze)?
I think we could … . Moglibyśmy …
Let's take turns to do the cleaning. Zmywajmy naczynia na zmianę.

Reagowanie na sugestie

Great idea. Doskonały pomysł.
That's a good idea. Dobry pomysł.
That sounds good to me. To brzmi nieźle.
Well, I'm not sure that's such a good idea. Nie jestem pewien/pewna, czy to dobry pomysł.
Hmm, I'm not sure about that. No, nie wiem.
I'm afraid I can't. (I'm going out with a friend.) Obawiam się, że nie mogę. (Wychodzę z przyjacielem.)

Obrona swojego stanowiska

Yes, true, but … . Tak, to prawda, ale …
I take/see your point, but … . Rozumiem, co masz na myśli, ale …
Yes, maybe, but … . Być może, ale …
I see what you mean, but … . Wiem, o co ci chodzi, ale …

Osiąganie kompromisu

You've persuaded me. Przekonałeś/Przekonałaś mnie.
OK. Why not? Dobrze. Czemu nie?
OK. I expect you're right. Okej. Myślę, że masz rację.
True. OK, then. Prawda. Dobrze więc.
All right, I suppose you're right. W porządku. Myślę, że masz rację.

Pytanie o pozwolenie

Could I … ? Czy mógłbym/mogłabym … ?
Do you mind if I (use your computer)? Czy będziesz miał/miała coś przeciwko temu, jeśli (skorzystam z twojego komputera)?
Would you mind if I (opened the window)? Czy miałby pan/miałaby pani coś przeciwko temu, gdybym (otworzył/otworzyła okno)?

Prośby

Can you tell me if (you have anything like that)? Czy może pan/pani mi powiedzieć czy (macie coś podobnego)?
Do you know where (I can see this painting)? Czy wie pan/pani, gdzie (można zobaczyć ten obraz)?
Could you tell me (how much it is)? Proszę mi powiedzieć, (ile to kosztuje)?
Can/Could you … ? Czy mógłbyś/mogłabyś … ?
Would you mind (doing the shopping today)? Czy nie miałbyś/miałabyś nic przeciwko (zrobieniu dziś zakupów)?

Udzielanie odpowiedzi na prośby

OK./All right. Dobrze.
Yes, sure. Tak, pewnie.
Certainly. Oczywiście.
Not at all. Nie, oczywiście że nie.
Sorry, but … . Przykro mi, ale …
I can't really … . Naprawdę nie mogę …

Przewidywanie

I think it will probably (rain later). Przypuszczam, że będzie (padać).
It might be cold today. Dziś może być zimno.
It will definitely be (warm in there). Na pewno będzie (tam ciepło).

Pytania o radę

What do you think I should do? Jak uważasz, co powinienem/powinnam zrobić?
Do you think I should … ? Czy myślisz, że powinienem/powinnam … ?

Udzielanie rady

I think you should … . Myślę, że powinieneś/powinnaś …
You could … . Mógłbyś/Mogłabyś …

Rozmowa w sprawie pracy

I am calling about your job advertisement that I saw online. Dzwonię w sprawie ogłoszenia o pracę, które zobaczyłem/zobaczyłam w internecie.
Have you done this type of work before? Czy wcześniej wykonywał pan/wykonywała pani podobne prace?
How should I apply? W jaki sposób mogę aplikować na to stanowisko?
What exactly would my duties be? Proszę sprecyzować, jakie będą moje obowiązki.
What languages can you speak? Jakie języki obce pan/pani zna?
Will I have to work shifts? Czy będę musiał/musiała pracować w systemie zmianowym?
What's the pay? Jaka jest pensja?
The pay is £6 an hour. Płacimy £6 za godzinę.

Robienie zakupów

I'm looking for something (elegant). Szukam czegoś (eleganckiego).
Do you have any accessories to go with it? Czy są jakieś dodatki, które by pasowały do tego?
It doesn't fit very well. Niezbyt dobrze leży.
Do you have it/them in (grey/silver) or (blue)? Czy jest też w kolorze (szarym/srebrnym) lub (niebieskim)?
I would like (light grey, silver or blue). Chciałbym/Chciałabym to w kolorze (jasnoszarym, srebrnym lub niebieskim).
Do you have it/them in a small/medium/large? Czy jest też rozmiar S/M/L?
What size are you? Jaki pan/pani nosi rozmiar?
How much is this? Ile to kosztuje?

Składanie skargi

I bought a (mobile phone) here a few days ago. Kupiłem/Kupiłam tutaj (telefon komórkowy) kilka dni temu.
But something is wrong with it, it won't work properly. Coś z nim jest nie tak. Nie działa dobrze.
What precisely is the problem? Na czym konkretnie polega problem?
I also tried (removing the SIM card), but that didn't work, either. Próbowałem/Próbowałam także (usunąć kartę SIM), ale to również nie pomogło.
If you leave it with us for a few days, we'll send it to our service centre. Jeśli zostawi pan/pani go u nas na kilka dni, wyślemy go do centrum serwisowego.
Can't you just exchange it for one that works? Czy możecie wymienić go na sprawny aparat?
I think you should at least offer me a discount for my trouble. Uważam, że należy mi się przynajmniej rabat za kłopot.

Rozmowa na podstawie ilustracji

- Pamiętaj o tym, że twój opis powinien być logicznie uporządkowany: najpierw przedstaw temat ilustracji, a następnie przejdź do szczegółów.
- Twoja wypowiedź powinna zawierać następujące informacje: kto jest na ilustracji, gdzie znajdują się ci ludzie i co robią. Gdy mówisz o tym, co robią osoby na zdjęciu, używaj czasu *present continuous*.
- W drugiej części zadania usłyszysz trzy pytania. Sprawdzają one trzy rodzaje umiejętności: interpretowania ilustracji, wyrażania opinii i relacjonowania wydarzeń.
- Na pytania odpowiadaj pełnymi zdaniami. Pamiętaj, aby zawsze mieć przynajmniej jeden lub dwa argumenty na poparcie swojego punktu widzenia.
- Gdy odpowiadasz na trzecie pytanie, pamiętaj o użyciu czasów przeszłych.

Opisywanie ilustracji

In the picture I can see ... . Na obrazku widzę …
The picture shows ... . Obrazek przedstawia …
on the right/left z prawej/lewej strony
at the top/bottom na górze/dole
In the background/foreground there is ... . W tle/na pierwszym planie znajduje się …

Wyrażanie przypuszczenia

They may be ... . Oni mogą być …
They're probably ... . Oni są prawdopodobnie …
It looks like ... . To wygląda jak …
They seem ... . Wydaje się, że oni …
It seems to me that ... . Wydaje mi się, że …

Wyrażanie opinii

In my opinion, ... Moim zdaniem …
In my view, ... Moim zdaniem …
I think ... . Myślę, że …
I don't think ... . Nie sądzę, że …

Wyrażanie upodobań

I really like ... . Bardzo lubię …
I'm keen on ... . Przepadam za …
I love/adore ... . Uwielbiam …

Wyrażanie antypatii

I don't really like ... . Raczej nie lubię …
I can't stand ... . Nie znoszę …
I hate/detest ... . Nienawidzę …

Wyrażanie preferencji

I prefer ... . Wolę …
I like ... better than ... . Lubię … bardziej niż …

Zastanawianie się

Let me see ... . Niech zobaczę …
Let me think about that for a moment. Niech się zastanowię nad tym przez chwilę.
That's a good question. To dobre pytanie.
I'm not quite sure, but ... . Nie jestem pewien/pewna, ale …

Speaking Bank

Rozmowa na podstawie materiału stymulującego

- Przeczytaj uważnie polecenie, aby się dowiedzieć, jakie zadanie masz wykonać, a następnie określ, którą z podanych ilustracji wybierzesz. Zwróć uwagę, że w zadaniu mogą pojawić się nie tylko zdjęcia, lecz także ulotki, ogłoszenia, reklamy, plakaty itp.
- We wstępie do swojej wypowiedzi odnieś się do tematyki zadania, która jest opisana w poleceniu.
- Pamiętaj o tym, aby twoja wypowiedź była uporządkowana. Najpierw uzasadnij, dlaczego wybierasz jedną ilustrację, a następnie wyjaśnij, dlaczego odrzucasz inne propozycje.
- Pamiętaj o tym, aby rozwinąć swoją wypowiedź: podaj argumenty za wybraną propozycją i powody, dla których odrzucasz pozostałe. Użyj przynajmniej dwóch argumentów w odniesieniu do każdej ilustracji.
- Nie opisuj ilustracji – skup się na tych jej szczegółach, które pomogą ci uzasadnić, dlaczego wybierasz jedną z nich i dlaczego odrzucasz pozostałe.
- Jeśli materiał zawiera tekst, np. nagłówek, opinię czy slogan, wykorzystaj go w swojej argumentacji - ale nie cytuj dosłownie tekstu - objaśnij jego treść własnymi słowami.
- W drugiej części zadania należy odpowiedzieć na dwa pytania o twoją opinię na tematy związane z materiałem.
- Pytania te związane są z tematyką materiału stymulującego, ale nie odnoszą się do niego bezpośrednio.
- Udzielaj rozwiniętych odpowiedzi. Podaj przynajmniej dwa argumenty lub jeden argument, ale poparty kilkoma przykładami.
- Jeśli chcesz zdobyć więcej punktów, staraj się, by twoja wypowiedź zawierała urozmaicone słownictwo i struktury gramatyczne. Nie używaj zatem ciągle tych samych słów i buduj zdania zarówno pojedyncze, jak i złożone.
- Jeśli nie dosłyszałeś/dosłyszałaś pytania, poproś o jego powtórzenie. Nie powoduje to utraty punktów. Jeśli nie rozumiesz pytania, możesz też poprosić o jego uproszczenie. W takiej sytuacji zostanie ci przyznany jeden punkt karny, ale nadal masz szanse na zaliczenie zadania.

Określanie tematyki materiału

I think the best picture for material/a brochure/a poster about … would be … . Uważam, że najlepszym zdjęciem do broszury/materiału o … byłoby …

If I were to choose a photo for material/a brochure about …, I would go for … . Gdybym miał/miała wybrać ilustrację do broszury/materiału na temat …, zdecydowałbym się/zdecydowałabym się na …

Wybór ilustracji

My choice would be photo number (1/2). Wybrałbym/Wybrałabym ilustrację (pierwszą/drugą).

I think we should choose photo number (1/2). Uważam, że powinniśmy/powinnyśmy wybrać ilustrację (pierwszą/drugą).

I think photo/poster (1/2) would be a better/the best option because … . Uważam, że ilustracja/plakat (1/2) byłaby/byłby lepszą propozycją, ponieważ…

I wouldn't pick … simply because … . Nie wybrałbym/Nie wybrałabym … po prostu dlatego, że …

Photo number (1/2) is not a good idea because … . Ilustracja (pierwsza/druga) nie jest dobrym pomysłem, ponieważ …

I don't think photo (1/2) is a good choice. Uważam, że zdjęcie (pierwsze/drugie) to niezbyt dobry wybór.

I wouldn't choose/go for photo number (1/2). Nie wybrałbym/wybrałabym ilustracji (pierwszej/drugiej).

Mówienie o wadach i zaletach

If we look at the advantages/disadvantages, we can say that … . Rozważając wady i zalety, można powiedzieć, że …

It is true that … , but … . To prawda, że …, ale …

One advantage is that … , but on the other hand … . Zaletą jest …, ale z drugiej strony …

Another (big) advantage/disadvantage of … is that … . Inna (duża) zaleta/wada … to …

Another (important) drawback of … is … . Inną (istotną) wadą jest to, że …

Wymienianie argumentów

To start with/First of all, … Zacznę od …/Przede wszystkim …

Secondly, … Po drugie …

Another thing/reason is that … . Inny powód to …

Also, … . Co więcej, …

On top of that, … . A na dodatek/I w końcu …

Finally, … . I w końcu …

Opisywanie sloganów i haseł

The slogan/advert/text suggests/implies that … . Hasło/Ogłoszenie/Tekst sugeruje, że …

I think the slogan means that … . Myślę, że to hasło oznacza, że …

According to the slogan/advert/text, … . Zgodnie z tym hasłem/ogłoszeniem/tekstem …

The slogan communicates that … . To hasło wyraża myśl, że …

Zgadzanie się z jakąś opinią

I (completely) agree (with this idea) because … . (Całkowicie) się zgadzam (z tym poglądem), ponieważ …
I agree with the people/experts who say that … . Zgadzam się z ludźmi/ekspertami, którzy uważają, że …

Niezgadzanie się z czyimś zdaniem

Actually, I don't really agree. Tak naprawdę nie mogę się zgodzić.
There might be some truth in it because … . Może być w tym trochę prawdy, ponieważ …
I don't think that's true/right/correct. Uważam, że to nie jest prawda.
Well, I'm not sure if that's true/right/correct. Nie jestem pewien/pewna, czy to jest prawda.

Parafrazowanie nieznanych wyrazów

It looks a bit like (a bed). To przypomina trochę (łóżko).
This is equipment/a thing that you use when you want to (run). Jest to sprzęt, którego/rzecz, której się używa, kiedy chce się (pobiegać).
This is a thing/These are things you might use for (making your arm muscles stronger). Jest to rzecz, która/Są to rzeczy, które można wykorzystać do (wzmacniania mięśni).
It's a kind of (ball) that you can use when you want to (exercise your muscles). Jest to rodzaj (piłki), której można użyć, aby (ćwiczyć mięśnie).

Prośba o powtórzenie lub wyjaśnienie

I'm sorry, I didn't quite catch that. What did you say? Przepraszam, nie całkiem to zrozumiałem/zrozumiałam. Co pan powiedział/pani powiedziała?
Would you mind repeating that? Czy mógłbym/mogłabym prosić o powtórzenie?
Sorry, I missed that. Przepraszam, umknęło mi to.
Could you tell me what you mean by … ? Czy mógłby pan/mogłaby pani wyjaśnić, co ma na myśli, mówiąc o …?
I am not sure what you mean by … . Nie jestem pewien/pewna, co pan/pani ma na myśli, gdy mówi o …

Speaking / Opis ilustracji i odpowiedzi na trzy pytania

Unit 1

Zadanie 2, p. 15

1 What kind of experience might have made the girl feel so upset?
2 Do you consider yourself to be an optimist or a pessimist? What makes you think so?
3 Tell us about the last time you or someone you know had to deal with a stressful situation.

Unit 3

Zadanie 2, p. 39

1 Why do you think the students are having the class in the library?
2 Do you often do project work at school? What kind of work is it?
3 Tell us about an unusual lesson you have had.

Unit 5

Zadanie 2, p. 63

1 Are the people feeling comfortable in their work environment? What makes you think so?
2 Would you prefer working in a small or a large company? Why?
3 Tell us about a situation when you successfully completed a team-based activity.

Unit 7

Zadanie 2, p. 87

1 Who do you think the man might be talking to? Why do you think so?
2 Would you rather eat out in a fine dining restaurant or in a more casual setting? Why?
3 Tell us about the last time you ate out with your friends or family.

Unit 9

Zadanie 2, p. 111

1 What do you think the people are discussing? What makes you think so?
2 Do you like sightseeing? Why? / Why not?
3 Tell us about the last time you visted an interesting tourist attraction.

Unit 11

Zadanie 2, p. 135

1 Why do you think the man is exercising?
2 Which do you prefer: working out at the gym or outdoors? Why?
3 Describe a situation when you tried a sport or activity for the first time.

Unit 13

Zadanie 2, p. 159

1 What might be the purpose of the experiment?
2 Which school subjects do you prefer: sciences or humanities? Why?
3 Tell us about a science lesson at school in which you learned something useful.

Writing Bank

List formalny

Zwrot rozpoczynający

Dear Mr Jones, Szanowny Panie Jones
Dear Sir/Madam, Szanowny Panie/Szanowna Pani
Dear Sir or Madam, Szanowny Panie/Szanowna Pani (gdy płeć adresata jest nieznana)

Rozpoczynanie podania o pracę

I am writing to apply for the position of … . Piszę, aby ubiegać się o stanowisko …
I am writing in response to/with regard to your advert … . Piszę w odpowiedzi na/w związku z Państwa ogłoszeniem …
I would like to apply for the post of/position of … . Chciałbym/Chciałabym ubiegać się o stanowisko …

Opisywanie kwalifikacji i doświadczenia

I already have some work experience with … . Mam duże doświadczenie w…
I worked as … for … (two) months/years. Pracowałem/Pracowałam jako … przez … (dwa) miesiące/lata.
My duties included … . Do moich obowiązków należało …
I have a degree/diploma in … . Posiadam wykształcenie/dyplom w zakresie …
I believe I am a good candidate for the job because … . Uważam, że jestem odpowiednim kandydatem/odpowiednią kandydatką na to stanowisko, ponieważ …

Kończenie podania o pracę

I hope you will consider my application. Proszę o rozpatrzenie mojego podania.
Thank you for considering my application. Dziękuję za rozpatrzenie mojego podania.

Reklamacja

I am writing to complain about … . Piszę do Państwa w sprawie reklamacji dotyczącej …
I wish to make a complaint. Chciałbym/Chciałabym zgłosić reklamację.
Unfortunately, … Niestety …
I'm sorry to say that … . Z przykrością stwierdzam, że …
I was very disappointed/upset about … . Jestem bardzo rozczarowany/rozczarowana/zmartwiony/zmartwiona z powodu …
I would like you to refund … . Chciałbym/Chciałabym, żebyście zwrócili koszta …
Could you possibly … ? Czy może mogliby Państwo … ?
I would be grateful if you could … . Byłbym wdzięczny/Byłabym wdzięczna, gdyby mogli Państwo …

Pytanie innych o opinię

I wonder what you think about (such events) … . Zastanawiam się, co Państwo sądzą na temat (takich imprez) …
I wonder what other readers think about … . Ciekawi mnie, co inni czytelnicy myślą o …

Zgadzanie się z jakąś opinią

I absolutely/completely agree with … . Całkowicie zgadzam się z …
I could not agree more with the opinion that … . Całkowicie zgadzam się z opinią, że …

Niezgadzanie się z jakąś opinią

I must say I disagree completely with … . Muszę powiedzieć, że zupełnie nie zgadzam się z …
I have to say, I do not agree with the idea/opinion that … . Muszę powiedzieć, że nie zgadzam się z poglądem/opinią, że …

Prośba o informacje

I am writing to enquire about … . Piszę z zapytaniem o …
I am interested in … . Interesuje mnie …
I am writing to request … . Piszę z prośbą o …
I would like to ask if … . Chciałbym/Chciałabym zapytać, czy …
Could you give me information about … ? Czy mogliby Państwo przesłać mi informacje na temat …?
Could you please send me further details about … ? Czy moglibyście przesłać mi więcej szczegółów dotyczących … ?
I would be grateful if you would send me some detailed information about … . Bardzo proszę o przesłanie mi informacji na temat …

Kończenie listu

I'd be grateful if you would let me know as soon as possible. Będę wdzięczny/wdzięczna za szybką odpowiedź.
I look forward to hearing from you soon. Z niecierpliwością czekam na Państwa odpowiedź.
I look forward to receiving your reply. Z niecierpliwością czekam na Państwa odpowiedź.

Zwrot kończący

Yours faithfully Z poważaniem (kiedy rozpoczynamy list od *Dear Sir/Madam/Editor*)
Yours sincerely Z poważaniem (kiedy rozpoczynamy list od *Dear Mr/Mrs Brown*)

Useful phrases

Unit 1

List formalny

Exercise 7, p. 14

Salutation:
Dear Editor,
Introduction:
I am writing in response to your article about role models, which was published in the latest issue.
I would like to comment on the article which was published on …
Body of the letter:
I am afraid I strongly disagree with …
I cannot agree with the statement that …
I am sure readers will agree with me when I say that …
Closing:
I look forward to seeing my letter published in the next issue.
I am requesting you to publish my letter in the next issue.
Signing off:
Yours faithfully,

Unit 2

List formalny

Exercise 8, p. 26

Salutation:
Dear Sir or Madam,
Introduction:
I am writing to complain about …
Problems:
Contrary to the description in the brochure …
I was sad/annoyed to discover that … suddenly stopped working.
As if this were not enough, …
Solutions:
I would like you to look into this matter.
I demand replacement of …
I would appreciate if you repaired …
I hope I can expect you to …
I would be grateful if you …
Closing:
I look forward to your prompt reply.
Signing off:
Yours faithfully,

Unit 3

Artykuł publicystyczny

Exercise 8, p. 38

Talking about an event from the past:
It was an exam (in maths/in music/confirming vocational qualifications) which I needed to take in order to …
I knew that it would be (easy/difficult) for me, which is why …
I arrived at school (late/on time) and was asked to …
The exam questions were …
At first, …
Meanwhile, …
After this, …
Then, …
The exam turned out to be …
As a result, I …

Giving tips:
You had better …
Have you thought about …?
If I were you, I would / would not …
I think … is worth a try.
I would also recommend …
You should …, no doubt about it.
The sooner you …, the better.

Unit 4

List formalny

Exercise 7, p. 50

Salutation:
Dear Sir or Madam,
Introduction:
I am writing to apply for the job/post advertised in …
I am writing with regard to / in response to / in reply to your advertisement in …
Experience:
As for my experience, I worked as … in …
I worked part-time/temporarily as a …
My duties included …
I was responsible for …
I took care of …
I was in charge of …
I also have experience of …
Personality:
I am convinced that I am a suitable candidate for this job/post because …
I consider myself … which makes me an ideal candidate for this job/post.
What distinguishes me from my peers is … / My strengths are …
My strengths are …
Closing:
I am available for an interview at your earliest convenience.
I look forward to hearing from you.
Signing off:
Yours faithfully,

Unit 5

Rozprawka

Exercise 6, p. 62

Introduction:
As geocaching is becoming more popular, a question whether it is beneficial or harmful arises.
Geocaching may be seen as a controversial activity, therefore both sides of the argument will be discussed below.
Advantages:
The most important advantage of … is …
One major advantage of … is …
Apart from this/that …
For example, …
Disadvantages:
The main disadvantage of … is …
Another disadvantage of … is …
Moreover, …
In particular, …
Conclusion:
Having considered both sides of the argument, …
I believe that … on the condition that …

Writing Bank

Unit 6

Rozprawka

Exercise 8, p. 74

Introduction:
More and more people are switching from buying ready meals and eating out to cooking themselves.
Although there are a lot of advantages to preparing meals at home, there are also some disadvantages which must be taken into consideration.
Advantages:
The first/main benefit of … is …
An additional advantage of … is …
Besides, … / Moreover, …
Disadvantages:
The most important disadvantage of … is …
Secondly, … / Thirdly, …
Conclusion:
All things considered, it is obvious that preparing meals at home has both pros and cons. In my opinion, …

Unit 7

Rozprawka

Exercise 9, p. 86

Introduction:
It has been announced that a new shopping centre will be built in my neighbourhood. I strongly believe that …
To my mind, …
It seems/appears to me that …
Influence on the local economy:
From an economic point of view …
The most important argument for/against … is …
As a result, …
It is widely known that …
It is true to say that …
Not only … but also …
Influence on quality of life:
As I see it, …
Many people say/believe that …
Since …
Because of / Due to …
What is more, …
This suggests/proves that …
This supports the idea that …
Another key thing to remember is that …
Conclusion:
In conclusion, I …
All things considered, I …
From my point of view …
It is clear to me that …
I am sure/convinced that …

Unit 8

Rozprawka

Exercise 7, p. 98

Introduction:
I am sure/convinced that …
It is clear to me that …
In my opinion, …
Benefits:
From the point of view of the traveller/customer, …
There are definitely …
Firstly, … / Secondly, … / Thirdly, …
To give an illustration of what I mean, …
Popularity:
In fact, this form of holiday …
Research has shown that …
In comparison with …
Since …
Because of …
Due to …
Conclusion:
To sum up, I …
To conclude, I would like to point out that …
In conclusion, …
It is obvious that …
I firmly believe that …

Unit 9

Artykuł publicystyczny

Exercise 7, p. 110

Introduction:
Do you know how to … or … ? These are only some of the things you can learn in the living history museum.
The visit:
My visit started with …
I had the chance to …
I watched how …
I decided to learn how to …
Tourist attraction:
Living history museums are growing in popularity because …
The public loves them because …
Visitors are able to …
Contrary to traditional museums, they …
Conclusion:
If you are one of many people who do not normally visit museums, I challenge you to visit a living history museum. I guarantee that from that visit your opinion about museums will change.

Unit 10

Rozprawka

Exercise 7, p. 122

Introduction:
A lot of people look up to professional athletes and dream about a career as a professional athlete.
However, there are both benefits/advantages/pros as well as downsides/disadvantages/drawbacks/cons to consider.
Advantages:
One advantage of …
In addition to this, …
Furthermore, …
What is more, …
Therefore, …
Last but not least, …
Disadvantages:
However, there are disadvantages, too. Firstly, …
In the first place, …
In spite of (the fact that) …
Despite (the fact that) …
Consequently, …
Thus, …
Finally, …
Conclusion:
On the whole, / To sum up, / Summing up, it is clear that there are both advantages and disadvantages to the issue of becoming a professional athlete. However, I believe that …

Unit 11

Artykuł publicystyczny

Exercise 6, p. 134

Introduction:
Do you know the cause of 80% of premature deaths? The answer is: diseases of civilization. Although they are non-contagious, they spread globally. That's why they are called the epidemic of the 21st century.
Reasons:
The development of civilization has given us a lot of good, but it has also …
Modern lifestyle is considered the main cause for …
… may have an impact on …
… are the major factors.
Prevention:
An important way to control the spread of the diseases is to focus on …
I suggest we should …
… is a clever idea if you want to reduce the risk of …
My favourite way of … is …
… to detect early stages of development of a dangerous disease.
Conclusion:
Diseases of civilization are undoubtedly a sign of our times and they are here to stay. Therefore, we must remember that there is a direct correlation between our lifestyle and our lifespan.

Unit 12

Rozprawka

Exercise 7, p. 146

Introduction:
For several decades there has been a dramatic acceleration in the pace of the development of science and new technologies. I think / do not think that those advances in science and technology have improved the quality of our lives.
Point of view of the individual:
The rapid development of science and technology has a huge impact on the life of every one of us.
Firstly, …
Secondly, …
Moreover, …
Because of it, …
Due to the fact that …
Therefore, …
Point of view of society:
The impact of the rapid development of science and technology on whole societies seems to be even more profound. The global economy is one of the main aspects to be discussed.
First of all, …
What is more, …
The impact on culture/medicine/transport/communication is also worth mentioning. That is why …
Conclusion:
The pace of the development of science and technology is undoubtedly astonishing. This rapid technological change affects almost every aspect of our lives.
In my opinion it …

Unit 13

Rozprawka

Exercise 7, p. 158

Introduction:
Shelters are full of dogs and cats of all shapes and sizes, which is why many people choose to adopt rather than buy an animal. However, adopting a dog or a cat from a shelter has not only supporters but also opponents.
Advantages:
From the perspective of supporters/followers, the main/first benefit of … is …
One additional/further advantage of … is …
Moreover, …
Furthermore, …
What is more, …
Last but not least, …
Finally, …
Disadvantages:
On the other hand, opponents point out that …
The main/first/most important disadvantage/drawback of … is …
There is no doubt about it that …
In addition to …
It is believed/said that …
Not only … but also …
Conclusion:
On balance, / All in all, although adopting a dog or a cat from the shelter appears to be a rational solution, it has its potential drawbacks. Therefore I believe/think/feel that …

Unit 14

Rozprawka

Exercise 10, p. 170

Introduction:
There are plans to install security cameras in my school. I am in favour of such a solution but I can also see a few drawbacks.
Students' point of view:
Taking into account the students' point of view, it must be emphasized that …
Students are convinced that …
This leads me to believe that …
It is very possible that …
School employees' point of view:
One should, nevertheless, consider the problem from the school employees' angle.
Teachers, school administrators, counsellors, psychologists and nurses argue that …
Another important aspect is that …
It is easy/difficult to believe that …
Conclusion:
Summing up, it is obvious that installing security cameras in schools will always be a subject of controversy.
The arguments I have presented prove/indicate that …
I am quite convinced that …

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Poziom rozszerzony
i dwujęzyczny



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MATURA BOOSTER

2025–2031

Poziom rozszerzony
i dwujęzyczny

Level 2 (Extended)

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Michael Duckworth

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R

Rozumienie ze słuchu

Poziom rozszerzony

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

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

Tekst 1

1 The presenter is discussing a new
- **A** radio play.
- **B** theatre production.
- **C** film at the cinema.

Tekst 2

2 What conclusion can we draw from the conversation?
- **A** The man forgot to check the website before coming.
- **B** The cafe has gone out of business.
- **C** The man and woman have come on holiday in April.

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

Tekst 3 (do zadań 3–6)

3 What point does the speaker stress about Antarctica?
- **A** the increasing frequency of extreme weather events
- **B** its proximity to Australia
- **C** the danger of icebergs
- **D** its potential to bring disastrous environmental change

4 What is true about the animals in the Antarctic?
- **A** It is difficult to catch a blue whale on camera.
- **B** Getting too close to a seal could be dangerous.
- **C** It is encouraged to interact with penguins.
- **D** Orcas fighting with each other is a common sight.

5 The speaker says that visiting Antarctica
- **A** was the best holiday she has ever had.
- **B** made her appreciate the comforts of civilisation.
- **C** helped her connect with animals better.
- **D** has changed her outlook on life.

6 The speaker's main intention is to
- **A** describe how unique Antarctica is.
- **B** persuade people to visit Antarctica.
- **C** report on how climate change is affecting Antarctica.
- **D** provide practical advice about travel to Antarctica.

2 **2** **Usłyszysz dwukrotnie pięć wypowiedzi na temat prowadzenia własnej firmy. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo.**

This speaker mentions
- **A** wanting to make a small contribution to solving a large problem.
- **B** spending money on equipment for a business.
- **C** recruiting undergraduates to provide essential help.
- **D** providing a service for older members of the community.
- **E** experiencing problems in the early stages of the business.
- **F** feeling reluctant to let a business grow too fast.

1	2	3	4	5

3 **3** **Usłyszysz dwukrotnie wypowiedź na temat pewnego koncertu. Odpowiedz po angielsku na pytania (1–5), używając informacji podanych w nagraniu.**

1 What does the speaker find doubtful about the school?

_____

2 Why did the speaker agree to drive all the way to Wells for a concert?

_____

3 How did the speaker feel when the orchestra started playing?

_____

4 According to the woman, what is necessary to achieve her daughter's level of musical ability?

_____

5 What did the speaker realise as he was on his way back home?

_____

4 **4** **Usłyszysz dwukrotnie rozmowę na temat pewnego sportowca. Uzupełnij po angielsku luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.**

Russ Cook

1 Russ Cook has succeeded in running all the way _____.

2 The main aim of Russ Cook's run was to _____.

3 He got into trouble in Angola, where someone _____.

4 On the last day, _____ accompanied him to the finish line

Poziom dwujęzyczny

1 **5** **You are going to hear four people talking about university courses. For questions 1–5, choose the right speaker (A–D) and put a cross (X) in the appropriate column in the table. One speaker must be chosen twice. You will hear the recording twice.**

Which speaker	A	B	C	D
1 claims not to have an unfair advantage on a course?				
2 emphasizes the benefits of a course focused on two areas of study?				
3 explains the logic of a seemingly unstructured course?				
4 does not consider an apparent disadvantage of the course important?				
5 mentions learning transferable skills?				

2 **6** **You are going to hear a text about a controversial invention. Based on what you hear, complete the gap in each sentence (1–4). You will hear the recording twice.**

1 Ghadiali believed it was possible to cure illnesses by _____ of the correct colour.

2 The speaker gives examples of using light in modern medicine to suggest that Ghadiali's ideas _____ they may seem at first.

3 Although the Spectro-Chrome Institute graduates were misled by Ghadiali, it would be _____ exploiting their clients.

4 As a result of his court trial, Ghadiali received _____.

3 **7** **You are going to hear a text about the Luddites. Based on what you hear, complete the gap in each sentence (1–4). You will hear the recording twice.**

1 The Luddites' revolution started as a result of the manufacturers' attempts to _____ with new machines.

2 It is not completely clear where _____ came from.

3 An example of Luddites' demands that were later adopted as the law is the idea of _____.

4 The lesson we can learn from the Luddites is that _____ and not just be limited to the rich and powerful.

4 **8** **You are going to hear two texts. For questions 1–6, choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D). Questions 1–3 are for Text 1, questions 4–6 are for Text 2.**

Text 1

1 What does curator Richard Maas say about the Pre-Raphaelites?

A They were attempting to change the course of art.

B They were remarkably old-fashioned in some respects.

C Their influence diminished rapidly after their first five years.

D They wanted to encourage links between painting and poetry.

2 Richard says that a characteristic feature of the Pre-Raphaelites was their interest in

A studying plants and animals in fine detail.

B re-interpreting the message of Biblical stories.

C drawing inspiration from written sources.

D developing innovative types of painting.

3 What conclusions can we draw about the 'establishment art critics' mentioned in the text?

A They refused to change their attitude to the Pre-Raphaelites.

B They had little influence on members of the general public.

C They were strongly condemned by the writer Charles Dickens.

D They misrepresented what the Pre-Raphaelites were trying to achieve.

Text 2

4 Which of these events occurred last?

A Henry VIII founded Christ Church College.

B Frideswide founded a church.

C The replica of the shrine was made.

D Catherine of Aragon visited St Frideswide's shrine.

5 The text suggests that Frideswide

A was reluctant to become a nun.

B was interested in gaining political power.

C was motivated by a desire for revenge.

D had a strong sense of determination.

6 What is the speaker's intention when describing the window?

A to highlight a unique detail

B to compare it with similar works of art

C to illustrate the story of St Frideswide

D to comment on the painter's use of colour

R Znajomość środków językowych

Poziom rozszerzony

1 W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania.

1 _____
We can't just leave the problem and do nothing; we have to take … .
I'm afraid the vending machine's out of … so I couldn't get you a Coke.
I prefer exciting films with lots of … to slow, romantic comedies.

2 _____
I can't understand these instructions, they just don't … sense.
You can take the motorway or the A40, it doesn't really … any difference.
I got to school late, and to … matters worse, I'd forgotten my homework.

3 _____
Start your essay with a general introduction; you don't need to go … details yet.
I didn't really want to go to London for the weekend, but John talked me … it.
I ran … Jenny the other day – it was so nice to see her!

4 _____
Of course I'll help you move house, … goes without saying.
I really liked your friend Jason – we really hit … off when we met the first time.
Well, … appears that the thieves broke in through the back door.

2 Uzupełnij zdania 1–5 podanymi wyrazami w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. <u>Uwaga</u>: w każdą lukę możesz wpisać <u>maks. pięć wyrazów</u>, wliczając w to wyrazy już podane.

1 It's such a shame you missed the concert last week – (*you / love*) _____.
2 As soon as the door slammed shut, he (*realise / he / leave*) _____ his keys inside.
3 I'm feeling terrible! I think I (*must / go*) _____ with the flu or something.
4 Dave rang and left a message. He (*want / you / tell*) _____ what your plans are for the weekend.
5 I can't find my phone – I (*remember / see*) _____ on the kitchen table this morning, so it must be here somewhere.

3 Przetłumacz na język angielski fragmenty podane w nawiasach, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

<u>Uwaga</u>: w każdą lukę możesz wpisać <u>maksymalnie sześć wyrazów</u>.

1 I'm afraid you have failed your driving test. Not only (*przekroczyłeś prędkość*) _____, you also went through a red light.
2 (*Wziąłem za pewnik*) _____ that they will share the bill with us, but I was wrong.
3 As (*jeśli o mnie chodzi*) _____, you can come back whenever you like – I'm OK with that.
4 Why didn't you call me? (*Gdybym wiedziała*) _____ you were in hospital, I would have come and visited.
5 I did actually buy Nicky a birthday card but unfortunately I (*zapomniałem ją wysłać*) _____.

4 Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać <u>maksymalnie pięć wyrazów</u>, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.

1 I promised to look after my neighbour's plants while she was away on holiday.
CARE
I promised my neighbour I _____ her plants while she was away on holiday.

2 The last time we saw Serena was years ago.
SEEN
We _____ years.

3 We're going to miss our flight – it was a mistake not to leave home much earlier.
SHOULD
We're going to miss our flight – we _____ home much earlier.

4 Sorry, but could you turn the music down? I'm trying to do my homework.
MIND
Sorry, but _____ the music down? I'm trying to do my homework.

5 I regret not learning the piano when I was at school.
WISH
I _____ the piano when I was at school.

5 **Uzupełnij każdą lukę (1–4), przekształcając wyrazy z ramki tak aby powstał spójny, poprawny językowo i logiczny tekst. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

add afford develop leave neglect recover

The Blue Cross

The Blue Cross is a UK animal charity that was founded in 1897. It is dedicated to looking after animals that are ill, homeless or [1]_____.

The organisation can provide emergency veterinary services and it operates several hospitals where animals can be cared for until they make a full [2]_____.

Another focus is the re-homing of pets, principally cats, dogs and horses. This is a key element of the charity's work, because every year thousands of pets need new homes. Reasons for this vary, sometimes an owner becomes ill or keeping an animal is no longer [3]_____ because of the high cost of looking after a pet.

[4]_____, the charity supports the education of both animal owners and the general public, and it is active in promoting a range of campaigns that focus on animal welfare.

6 **Uzupełnij każdą lukę (1–4) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst.**

The modern Olympics

When de Coubertin revived the ancient Olympic Games in the 1890s, he did so in the hope that it would not only encourage young people to take a more active interest in a wide range of sports but would also [1]_____ (**STRONG**) the ties of friendship and cooperation among nations. The first Olympic Games of the modern era took place in Athens in 1896, and since then the Games have become the most [2]_____ (**PRESTIGE**) international sporting event in the world, held every four years, with both summer and winter editions.

In de Coubertin's era, the athletes who took part were all amateurs who were never paid. However, over the course of the 20th century, the line between amateurs and professionals became blurred because of factors such as sponsorships and club or government support. As a result, the International Olympic Committee took the [3]_____ (**CONTROVERSY**) decision to change the rules in 1981 and allow professional athletes to take part.

Since then, the Games have featured a mix of amateur and professional athletes, and, [4]_____ (**CONSEQUENCE**), Olympic events such as football and tennis now attract the best and most famous players in the world.

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

Public speaking

Whether it's for a classroom presentation, a friend's wedding or for work, the [1]_____ are that at some stage you'll have to stand up in public and give a talk. It's inevitable that you'll feel a certain degree of [2]_____ in a situation like this but here are a few tips that might help.

Firstly, practise. Say your speech out loud – it will give you a good [3]_____ of how long it will take. Get to know the content so that on the day you'll only need a few notes – from the audience's point of [4]_____, there's nothing worse than having to sit through someone reading out a whole speech from a piece of paper. Stand [5]_____ and speak clearly. Rehearse what you are going to say again and again as we all have a tendency to walk about and speak too quickly when we're on edge, so rehearse in front of a mirror or record yourself on your phone to see how you look.

Lastly, try and enjoy it. Generally speaking, the audience will be on your side, so try and give the impression that you are having a great time and are feeling relaxed and confident, [6]_____ of what you might actually be feeling inside.

1 **A** opportunities **B** risks **C** occasions **D** chances

2 **A** resignation **B** anxiety **C** disturbance **D** isolation

3 **A** illusion **B** implication **C** indication **D** interpretation

4 **A** perspective **B** attitude **C** outlook **D** view

5 **A** out **B** aside **C** still **D** for

6 **A** although **B** despite **C** regardless **D** whatever

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- *Basic and Extended Matura: Use of English activities – Intermediate (B1) and Upper Intermediate (B2)* in ***Teacher's Toolkit for Secondary***

D Znajomość środków językowych

Poziom dwujęzyczny

1 Read the text. For questions 1–4, use the word given in brackets to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided.

Traffic trouble

For most of us, being stuck in a traffic jam on our daily commute will be all too familiar. And one of the principal reasons why millions of cars continually get caught up in congestion is that many of them only have one single [1](**OCCUPY**) _____, the driver. The vast majority of cities grew organically, and came into being long before cars were invented, so it is hardly surprising that they are [2](**CAPABILITY**) _____ of handling this volume of traffic.

Urban planners tend to take a 'carrot-and-stick' approach to the problem. Among the incentives designed to get drivers to abandon their cars [3](**VOLUNTEER**) _____ are facilities like underground trains, buses that travel down traffic-free lanes and special routes for cyclists and pedestrians. On the disincentive side, there are all manner of measures designed to prevent people from using their cars. Some cities have concluded that the continued growth of traffic is [4](**SUSTAIN**) _____ and simply ban cars on alternate days depending on whether their number plate is odd or even.

2 Read the text. For questions 1–4, use the word given in brackets to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided.

A cashierless society?

To a large extent, we are already living in a cashless society, but are we ready to be living in a cashierless one as well? When a fully automated store opened in our local area, I was curious to try it out.

The registration process was relatively [1](**STRAIGHT**) _____ and involved me presenting my cash card and having a photo taken, after which I grabbed a trolley and went into the shop. On the face of it, the place looked much like any other mid-sized supermarket, but I knew that I was under [2](**SURVEY**) _____ all the time, my every move being closely monitored by cameras. Everything I put in my trolley was being recorded, weighed and tracked, and all the calculations had been done automatically.

Leaving without paying was a rather [3](**NERVE**) _____ experience, and although I was aware that my card would be debited for the full amount, I felt like how I imagined a shoplifter might feel, hoping to sneak out of a store undetected with stolen goods hidden under a coat.

Whether or not this [4](**FUTURE**) _____ form of shopping will really take off is open to debate. Perhaps all this incredibly advanced technology is being installed to solve a problem that doesn't really exist. Most people seem happy to chat to a shop assistant, so investing millions to sideline them seems a bit pointless.

3 For questions 1–5, complete each gap using the words given in brackets so that the sentence is logical and correct as far as spelling and grammar are concerned. You can change the form of the words given in brackets or add other words if necessary. Use up to six words including the words given in brackets. Do not change the order of the words given in brackets.

1 You really (*tell / we*) _____ you weren't coming for the weekend. Your mother went to a lot of trouble getting things ready, and all for nothing.
2 I've had a pretty disastrous week. On Tuesday I dropped my phone in the bath and yesterday I (*have / bike / steal*) _____ I was in Oxford.
3 Unfortunately, by the time Harry asked me for help, there was (*nothing / do*) _____ by me or anyone else to save his business.
4 Look, I'm sorry about the vase, but it wasn't my fault. (*it / Jim / break*) _____ it, not me.
5 The competition, _____ (*everyone / expect / we / win*), was a complete disaster – we lost all the games!

4 **For questions 1–5, complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use the word given. Do not change the word given. Use up to six words including the word given.**

1 If they offered you the job, would you take it?
BE
Were _____ the job, would you take it?

2 Maria feels anxious when her boss is around.
EASE
Maria _____ when her boss is around.

3 According to reports, the two men are no longer in the country.
LEFT
The two men are _____ the country.

4 Emma was unable to take part in the competition because she had severely injured her wrist.
PREVENTED
Emma's severe wrist injury _____ in the competition.

5 We spent a fortune on our new house, but we really love living here.
LEG
Our new house _____, but we really love living here.

5 **For questions 1–4, complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use up to five words.**

1 Peter seems to be happy at his new school.
As _____ aware, Peter is happy at his new school.

2 Thinking about what she had done made me angrier and angrier.
The _____ she had done, the angrier I became.

3 Could you drive more slowly? You're making me really nervous.
Would _____ so fast? You're making me really nervous.

4 Unfortunately, we were forced to turn back because of the terrible weather.
Unfortunately, because of the terrible weather, we _____ but to turn back.

6 **Read the text. For questions 1–5, choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).**

Sherlock and his creator

If you are a fan of detective stories, it is almost certain that at some stage you will have come across the legendary Sherlock Holmes, either in a TV adaptation or in one of the many short stories that his creator, the author Arthur Conan Doyle, wrote.

The stories tend to follow a fairly predictable pattern. [1]_____ generally happens is that a visitor arrives at Sherlock Holmes's flat in a state of distress. They relate a strange story and plead for help. In many cases, the only apparent explanation seems to involve the supernatural. The great detective, however, is never led astray by such speculation, and sets to work, usually accompanied by his friend Dr Watson. In the [2]_____ of his investigations, he questions witnesses, observes the minutest details and picks up on the tiniest of clues. Bit by bit, he gradually [3]_____ together the real story, and in the dénouement, the utterly logical and analytical Holmes solves the mystery and then reveals an entirely rational explanation of whatever has been going on.

However logical and rational Sherlock Holmes [4]_____, his creator Conan Doyle was a different proposition. Like many of his contemporaries in Victorian England, he believed in spiritualism, and he would consult mediums, mystical individuals who could supposedly speak to the dead. In short, he [5]_____ the great detective. He was once asked to comment on a famous photograph known as the Cottingley Fairies. It appeared to show two childlike creatures with wings dancing in a garden. Although in reality the figures were just cardboard cut-outs, Conan Doyle's superstitious nature led him to believe that fairies really did exist, and he declared that the photograph was genuine, a position he maintained throughout his life.

1 **A** It **B** This **C** What **D** That

2 **A** process **B** course **C** progress **D** development

3 **A** puts **B** places **C** pieces **D** presses

4 **A** has been **B** had been **C** would have been **D** might have been

5 **A** bore little resemblance to **B** was the very picture of **C** ran counter to **D** took a few exceptions from

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- ***Bilingual Use of English Tasks*** and ***Bilingual Matura Exams*** **in *Matura 2023 Power Pack*.**

R

Modelowa wypowiedź pisemna

Rozprawka (poziom rozszerzony)

Tak zwana szybka moda to obecnie niezwykle popularny model biznesowy branży odzieżowej. Napisz rozprawkę, w której przedstawisz swoją opinię na temat negatywnych skutków tego zjawiska, uwzględniając argumenty związane z wpływem mody na środowisko naturalne oraz ze skutkami niskich cen odzieży.

Wymagana liczba słów to 200–250. Po napisaniu sprawdź, czy zmieściłeś/zmieściłaś się w limicie słów.

Używaj zwrotów wyrażających opinię, np. *in my opinion…, I (strongly) believe that…, it seems to me that…, from my point of view…* .

In my opinion fast fashion is a disaster for our planet and the people who produce it. While it enables people in richer countries to buy cheap fashionable clothes, it causes serious problems for the environment and the people who work in the industry.

We wstępie przedstaw tezę rozprawki, czyli swoją opinię na przedstawiony temat.

Stosuj pogłębioną argumentację i staraj się omówić kilka aspektów danej kwestii.

Używaj ciekawych przykładów, by wzbogacić swoją argumentację.

Stosuj różnorodne słownictwo adekwatne do tematu.

It is well known that the fashion industry causes environmental damage. It produces 10% of the total CO_2 released into the atmosphere. Moreover, it uses huge amounts of water – it takes around 20,000 litres to grow enough cotton to make one pair of jeans and one T-shirt. Because these clothes are so cheap, people often throw them away – only 1% of clothes are recycled. I believe this is a terrible waste of resources.

Podziel swoją rozprawkę na akapity. Każdy z nich powinien być poświęcony odrębnej kwestii. Ten akapit realizuje pierwszy punkt polecenia, czyli przedstawia argumentację związaną z wpływem mody na środowisko.

Stosuj różnorodne struktury gramatyczne.

The industry also causes problems for the people who work in it. They often work very long hours for very little money to keep prices low. Not only that the clothes are so cheap that people often wear them a few times, then throw them away. This 'throw-away culture' means that customers often don't realise the true cost of the items they are buying.

Przedstaw argumentację dotyczącą drugiego aspektu zawartego w poleceniu, czyli w tym przypadku skutków niskich cen odzieży.

Używaj właściwych wyrażeń wprowadzających podsumowanie, np. *to conclude, in conclusion, to sum up.*

To conclude, it is vital that we change the way we shop. We need to stop buying lots of cheap, badly made clothes and look after the clothes we have. We should also try to persuade chain stores to sell more clothes that are good quality and will last longer. As I see it, if the big brands start doing this, the rest of the fashion industry will follow.

W ostatnim akapicie (podsumowaniu) przedstaw ponownie swoją opinię, ale wyraź ją innymi słowami niż we wstępie.

Jednym z kryteriów oceny jest poprawność językowa, a więc pamiętaj o sprawdzeniu, czy tekst nie zawiera błędów.

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Rozprawka (poziom dwujęzyczny)

Młodzi ludzie często robią sobie rok przerwy w nauce przed rozpoczęciem studiów (tzw. *gap year*) w celu zdobycia doświadczenia zawodowego. Czy to dobry pomysł? Wyraź swoją opinię na ten temat w rozprawce. Omów następujące aspekty:

- rodzaje pracy
- nowe umiejętności
- samopoznanie.

Stosuj styl formalny i unikaj potocznych wyrażeń.

Teza powinna zapowiadać oczekiwaną strukturę rozprawki (w tym przypadku rozprawki opiniującej) oraz uwzględniać twoją opinię dotyczącą problemu opisanego w temacie. W tym przypadku autor wyraża aprobatę wobec zagadnienia przedstawionego w temacie i odnosi się do trzech aspektów wymienionych w temacie.

Swoją opinię możesz wprowadzić, stosując takie wyrażenia, jak: *To my mind ..., Personally, I believe (that) ..., I hold the view that ... .*

Stosuj zróżnicowane środki leksykalne na wysokim poziomie, np.: *stall, aimlessly, favourable, undoubtedly, a one of a kind opportunity, prospective employers* itp.

Stosuj wyrazy i wyrażenia łączące zdania i akapity, np.: *First of all ..., Lastly ..., To sum up ..., Having said that ..., However, ...,* itp.

Stosuj urozmaicone struktury gramatyczne, jak np.: inwersję stylistyczną i inne formy emfatyczne, zdania złożone, zaawansowane formy strony biernej itp.

Taking a year out after finishing secondary school is becoming more and more popular among young people. Some travel the world, others learn a language, however, an increasing number of graduates decide to gain work experience. To my mind, it is a great opportunity to try different career paths, learn new skills and discover what it is that graduates actually want to do in the future.

We wstępie uwzględnij tezę zgodną z tematem oraz argumentacją przedstawioną w rozwinięciu.

First of all, gap-year work opportunities for recent secondary school graduates are endless. Whether it is volunteering, taking part in an internship or undertaking paid employment, there is something for everyone. Having said that, coming into a gap year aimlessly will not provide any positive outcomes. This is why it is crucial to think about what you want to get out of it and decide on the type of employment that will allow you to achieve your goals.

W drugim akapicie skup się na rozwinięciu pierwszego elementu polecenia.

Jeśli we wstępie wyraziłeś/wyraziłaś aprobatę wobec zagadnienia przedstawionego w temacie, to w rozwinięciu konsekwentnie przedstawiaj argumenty „za".

Nawet jeśli podajesz argument „przeciw", to podaj kontrargument.

While some people say that taking a year off is a waste of time and just stalling higher education, I see it as a means of learning new skills that will look favourable on a college application or a curriculum vitae. Whether it is communication skills acquired in a café or restaurant, digital skills learned while putting together a company website, or writing skills developed while creating blog posts, all of these are valuable when applying to university or for a future job.

W trzecim akapicie skup się na rozwinięciu drugiego elementu polecenia.

Lastly, not many 19-year-olds know yet what they want to do in life, what they want to study and what career path they want to pursue. A gap year is undoubtedly a one of a kind opportunity for self-discovery. Taking on different jobs, working with a variety of people and in different environments can lead to uncovering what it is that you actually want to do in life.

W czwartym akapicie skup się na rozwinięciu trzeciego elementu polecenia.

To sum up, no matter what your learning outcomes are or what your future educational goals are, gaining work experience during a gap year can have enormous benefits. Not only will you be able to demonstrate to prospective employers all of the new skills that you have acquired, but you'll also be confident in showing what it actually is that you want from life.

W ostatnim akapicie ponownie wyraź swoją opinię, ale nie powtarzaj tych samych słów, których użyłeś/użyłaś we wstępie.

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R/D

Wypowiedź pisemna

Poziom dwujęzyczny

Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

➤ Zadanie 1

Ze względów praktycznych, wielu młodym ludziom zależy na jak najszybszym zdobyciu prawa jazdy. Napisz **rozprawkę**, w której przedstawisz plusy i minusy obniżenia wieku koniecznego do uzyskania uprawnień do samodzielnego kierowania samochodem.

➤ Zadanie 2

Sklepy z odzieżą używaną przeżywają dzisiaj swój renesans. Napisz **rozprawkę**, w której przedstawisz zalety i wady kupowania ubrań w tzw. lumpeksach.

➤ Zadanie 3

Część polskich uczniów rezygnuje z nauki w tradycyjnej szkole na rzecz edukacji domowej. Napisz **rozprawkę**, w której wyrazisz swoją opinię na temat tego modelu uczenia się, uwzględniając argumenty dotyczące postępów w nauce i rozwoju społecznego młodych ludzi.

➤ Zadanie 4

Przebywając za granicą, odwiedziłeś/odwiedziłaś restaurację, która serwuje tradycyjne dania lokalne. Napisz **artykuł** do szkolnej gazetki, w którym:

- opiszesz to doświadczenie
- wyjaśnisz, jakie znaczenie dla lokalnej społeczności mają tego typu miejsca.

➤ Zadanie 5

Władze twojego miasta planują zamknąć jedną z lokalnych bibliotek, argumentując to posunięcie wysokimi kosztami utrzymania obiektu. Napisz **list** do burmistrza miasta, w którym:

- wyrazisz i uzasadnisz swoją krytykę wobec decyzji miasta
- zaproponujesz alternatywne sposoby finansowania tego miejsca.

Poziom rozszerzony

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

➤ Zadanie 1

Wiele firm w Polsce i za granicą rozważa wprowadzenie czterodniowego tygodnia pracy. Napisz **rozprawkę**, w której przedstawisz zalety i wady takiej organizacji pracy i podasz przykłady branż, w których to rozwiązanie by się twoim zdaniem nie sprawdziło.

➤ Zadanie 2

Coraz więcej ludzi w Polsce rezygnuje z jedzenia mięsa. Napisz **rozprawkę**, w której wyrazisz swoją opinię na temat tego trendu, odnosząc się do:

- dostępności produktów wegetariańskich
- kwestii poszanowania przyrody
- konsekwencji zdrowotnych takiej decyzji.

➤ Zadanie 3

Zważywszy na łatwość, z jaką dzięki nowoczesnym technologiom można obecnie tworzyć obrazy, teksty i kompozycje muzyczne, nasuwa się pytanie, czy sztuczna inteligencja może całkowicie zastąpić artystów. Napisz **artykuł**, w którym przedstawisz swój pogląd na ten temat w kontekście jakości, oryginalności i etyczności dzieł wygenerowanych przez algorytmy.

➤ Zadanie 4

Nadużywanie betonu i rozbudowa infrastruktury kosztem terenów zielonych to jeden z najdotkliwszych problemów, z jakimi mierzą się obecnie mieszkańcy miast. Napisz **artykuł**, w którym:

- wyjaśnisz przyczyny powstawania „betonowych dżungli"
- przedstawisz konsekwencje braku zieleni w miastach
- zasugerujesz, w jaki sposób można pogodzić rozwój miast z ochroną przyrody.

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- Extra Writing activities on ***Online Practice***
- *Extended Mock Matura exams* in ***Teacher's Toolkit for Secondary***

Przykładowy egzamin ustny

Poziom dwujęzyczny

2 minuty

Odpowiedz na pytania.

1 Do you pay attention to fashion trends? Why? / Why not?
2 Which do you prefer: fiction or non-fiction books? Why?
3 Which Polish city is the most attractive for foreign tourists? Why do you think so?
4 Are you interested in politics? Why? / Why not?
5 What do you think is the hardest part of learning a foreign language? Why?
6 Are you good at keeping secrets? Why? / Why not?

4 minuty

Zadanie 1 – Rozmowa z odgrywaniem roli

Twój przyjaciel / Twoja przyjaciółka przeprowadził/przeprowadziła się właśnie do nowego mieszkania i urządza imprezę-parapetówkę. Zostałeś/Zostałaś na nią zaproszony/zaproszona, wraz z waszym wspólnym znajomym z Londynu planujecie zakup prezentu. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z egzaminującym.

- lokalizacja mieszkania i termin imprezy
- dojazd na imprezę i powrót z niej
- zainteresowania i styl życia gospodarza
- cena prezentu

Rozmowę rozpoczyna zdający.

3 minuty

Zadanie 2 – Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższe zdjęcie i odpowiedz na pytania.



1 What do you think the patient's health problems are?
2 How can you avoid having problems with back pain and poor posture?
3 Tell us about a situation when you or someone you know got injured.

5 minuty

Zadanie 3 – Rozmowa na podstawie materiału stymulującego

Zainicjowałeś/Zainicjowałaś szkolną kampanię pod hasłem "Przesiądź się na rower". Szukasz grafiki do swojego postu na szkolne konto w mediach społecznościowych, który ma zachęcić uczniów do codziennej jazdy na rowerze. Masz do wyboru trzy opcje.

- Wybierz tę propozycję, która wydaje ci się najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



Odpowiedz na pytania.

1 Why are so many people indifferent to the environmental problems that we are facing?
2 How can physical activity improve your physical and mental well-being?

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Przykładowy egzamin pisemny

Poziom rozszerzony

➤Zadanie 1 (0–6)

09 ! Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1.1 i 1.2 zakreśl jedną z liter: A, B albo C.

Tekst 1

1.1 **What does the man imply about the scene he describes?**

A The tourism industry is having a damaging effect on the countryside.

B The feeding of the lions was a staged event rather than a natural situation.

C The people on safari were taking a risk by coming too close to the animals.

Tekst 2

1.2 **Which of the following statements is presented as a fact rather than an opinion?**

A The buildings in Austria have very thick walls.

B The cost of heating a home keeps rising.

C Solar panels work well for modern buildings.

W zadaniach 1.3–1.6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3 (do zadań 1.3–1.6)

1.3 **The speaker tells the visitors that**

A it might be difficult to see the differences between the tree varieties in the orchard.

B the trees in the orchard can manage without water for long periods of time.

C they will be able to try the most popular kinds of apples.

D the trees in the orchard were chosen because they grow strong.

1.4 **The speaker explains that**

A the orchard contains other kinds of fruit trees besides apples.

B there are plants that have been grown to attract beneficial insects.

C the trees had problems with various fruit diseases in the past.

D the soil is protected against various organisms and bacteria.

1.5 **The speaker expresses a concern that**

A some of the food that is produced may be harmful to our health.

B customers aren't interested in varieties of apples they are not familiar with.

C modern farming practices will have to change.

D we are not spending enough money on protecting the environment.

1.6 **The speaker's intention at the very end of his speech is to**

A express an opinion on the economics of modern farming.

B highlight the benefits of producing food locally.

C outline the challenges posed by climate change.

D explain an important ecological principle.

➤Zadanie 2 (0–5)

10 **Usłyszysz dwukrotnie pięć wypowiedzi na temat mody i kupowania ubrań. Do każdej wypowiedzi (2.1–2.5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli.**
Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

2.1	2.2	2.3	2.4	**2.5**

This speaker mentions

A a temptation that is hard to resist.

B a situation where employees are exploited.

C a way of finding out about the ethics of local companies.

D a place to buy clothes for a special occasion.

E an advantage of buying clothes online.

F a way of overcoming a psychological problem.

➤Zadanie 3 (0–4)

11 **Usłyszysz dwukrotnie rozmowę na temat pewnego festiwalu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1–3.4 w poniższej notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

The Evenlode Festival

Ellen explains that Evenlode Festival offers **3.1** _____ than other local festivals.

The money raised by the Festival is given to **3.2** _____.

The Festival is held **3.3** _____ to make sure it stays current and interesting for the audience.

The event that Ellen particularly recommends is the **3.4** _____.

R

➤Zadanie 4 (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1–4.5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli.

Uwaga: w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

In which paragraph does the author

4.1	mention an individual who raised money to rebuild a building?	
4.2	imply that the essence of the theatre has not changed since Shakespeare's time?	
4.3	point out that a social change had serious consequences?	
4.4	describe how an important discovery was made by chance?	
4.5	explain how we know what the original Globe Theatre looked like?	

The Globe Theatre

A

The Globe Theatre in London, owned by Shakespeare and his company of actors, opened in 1599 at the height of the Elizabethan age. Contemporary drawings show that it was a circular building, open to the sky, with a stage that projected out into the audience. In many ways the architecture of the building reflected the social divisions of the time. The ground floor or 'pit', which offered standing room only, was for the poor, while wealthier patrons sat in the stalls and galleries on the upper levels of the theatre.

B

Sadly, the original Globe only lasted for a relatively short time. The theatre burned down in 1613 during a performance of *Henry VIII* after a shot from a cannon – most probably used to add a special element of excitement – set fire to the roof. It was re-built the following year by Richard Burbage and the King's Men. However, as the strictly religious Puritans gained more and more power and influence, all theatres were closed down in 1642 because they were seen as immoral. The building itself was demolished two years later, and the materials were sold off and used elsewhere.

C

All traces of the original Globe appeared to be lost until 1989, when the remains of the theatre were found during excavations for a new building at Bankside in London, and these provided important information about the theatre's layout. Thanks to a long campaign by the American actor and director Sam Wanamaker, there were sufficient funds for an accurate re-construction of the original theatre. The new Globe opened in 1997, giving audiences an authentic experience of what plays would have been like in Shakespeare's time.

D

While some venues such as the Royal Shakespeare Company's base in Stratford and the Barbican now have the technological capacity to create dramatic sets and scenery, from Roman palaces to ships caught in a tempest, those at the modern Globe remain plain and simple, and much truer to the original. Even so, a bare stage with almost no lighting or sound systems can still provide the background for fantastic performances from talented actors, just as it must have done in Shakespeare's time.

➤Zadanie 5 (0–5)

Przeczytaj tekst, z którego usunięto pięć fragmentów. Wpisz w każdą lukę (5.1–5.5) literę, którą oznaczono brakujący fragment (A–F), tak aby otrzymać spójny i logiczny tekst.

Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

John Snow and the Broad Street Pump

In the middle of the 19th century, at the height of the Industrial Revolution, London was the biggest city in the world and it was completely unable to cope with the vast numbers of people who had moved there from the countryside. **5.1** _____ One of these began in the Soho area of London in 1854, but it led to a revolution in the way that doctors and public health officials dealt with epidemics.

At the time, it was believed that cholera was caused by bacteria that were carried through the air and could be breathed in. However, one doctor, John Snow, was developing a theory that the disease came from contaminated water instead. **5.2** _____ Still, when the 1854 outbreak started, Snow immediately set to work to see what he could discover.

In a piece of pioneering research, Snow obtained a detailed map of the area and began to mark all the houses where there had been a case of cholera. **5.3** _____ They formed a circle coming out from a central point, and at that central point there was a public water pump that the families in the area used.

Snow was convinced that contaminated water from this particular pump was the source of the disease, and went to officials to raise his concerns about it. **5.4** _____ As a result, in the weeks that followed, residents had to go elsewhere to collect their water; cases of cholera in the area dropped, suggesting that Snow's theory about the origin of the disease was correct.

Snow did not restrict himself to the study of cholera and had a wide range of medical interests. **5.5** _____ He became an expert at administering it, his most famous patient being Queen Victoria, whom he helped during the births of Prince Leopold and Princess Beatrice.

If you are ever visiting London, there is an exact replica of the Broad Street pump – still missing its handle – precisely where it was in 1854, outside a pub called the John Snow.

A A clear pattern began to emerge after the positions of large numbers of them had been recorded.

B Many of them lived in terrible housing conditions, with no access to clean water, and outbreaks of diseases like cholera were all too common.

C One of these was anaesthesia, used to ease the pain in patients undergoing a surgical operation or having a baby.

D The evidence pointed to the fact that something else was probably responsible for what was happening.

E This was not widely accepted by the medical establishment. Besides, there seemed to be little evidence to support it.

F At first they were hesitant and sceptical, but it was decided that it should be put out of action by removing the handle.

R

➤Zadanie 6 (0–8)

Przeczytaj dwa teksty na temat języka. Wykonaj zadania 6.1–6.8 zgodnie z poleceniami.

Tekst 1

How languages make us what we are

In the fascinating process of a new-born child learning to speak, there is a complex relationship between language and thought. The brain of a child develops rapidly, and most will start to say their first words when they are 12 to 18 months old. Although the exact processes are not yet fully understood, this leads to further development of the brain, eventually playing a major role in shaping our identity. But what happens when more than one language is involved? Some bilingual people report that they feel different when speaking either of the two languages they are fluent in, and the same is true of some people who learn a second language later in life.

There are competing theories as to why this may be the case. One of them claims that any adult in the early stages of learning a second language is likely to find it hard to express themselves fully, so may come across as less confident and extroverted than they naturally are. Similarly, we seem to adapt our personalities to fit the context we are in, so there might be a similar situation with a bilingual speaker using one language at work and another at home. Finally, the ways in which different languages deal with abstract concepts may shape the way that we actually perceive the world itself.

Take time, for example. Most European languages are written from left to right, so when asked to organise some family photographs in chronological order, most Europeans will arrange them from left to right. A speaker of Hebrew will put the oldest on the right and the most recent on the left. The way we think of time is also affected by vocabulary. In English and in many European languages we talk about the future as being ‘ahead’ of us, and in making a gesture pointing to the future we would point in front of us. However, for the Aymara people of South America, it is the opposite. The logic behind this could be that we cannot see the future, so it must be behind us.

A recent study by economist Keith Chen of the University of California has shed some light on how grammar can have real-world consequences. He compared speakers of languages which had a distinct future tense form, such as French, with speakers of languages that just add a time word to a present tense, as in English ‘I am seeing Jane tomorrow’. He found that the latter were more likely to put money into savings, to be non-smokers and to take regular exercise; the former tended not to do these things, perhaps because they saw the future as something distant and separate from the present – something they needn’t worry about just yet.

W zadaniach 6.1–6.4 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

6.1 From the first paragraph, we learn that

A the capacity to learn a foreign language declines with age.

B our first language is the most important factor affecting our identity.

C bilingualism might change a speaker's personality.

D our understanding of how language affects the brain is incomplete.

6.2 **In making a gesture referring to the future, an Aymara person would point**

A to the left.

B to the right.

C to the front.

D to the back.

6.3 **What can we conclude from Keith Chen's study about speakers of languages with a distinct future tense?**

A They can express future concepts more precisely.

B They may face a greater risk of ill health as they grow older.

C They find it easy to learn languages with simpler future forms.

D They are generally more anxious about what will happen in the future.

6.4 **Which of the following is stated in the text as an <u>opinion</u>, not a fact?**

A Most children start speaking when they are 12 to 18 months old.

B For most Europeans chronological order runs from left to right.

C People sound less assertive than they really are when speaking a foreign language.

D The grammar of some languages influences the speakers' choices in the real world.

R

Tekst 2

"How is the Newspeak dictionary getting on?" said Winston, raising his voice to overcome the noise of the cafe.

"Slowly," said Syme. "I'm on the adjectives. It's fascinating."

He had brightened up immediately at the mention of Newspeak. "The Eleventh Edition is the definitive edition," he said. "You think that our chief job is inventing new words. But not a bit of it! We're destroying words – scores of them, hundreds of them, every day."

He bit hungrily into his bread and swallowed a couple of mouthfuls, then continued speaking, with a sort of pedant's passion. His thin dark face had become animated, his eyes had lost their mocking expression and grown almost dreamy.

"It's a beautiful thing, the destruction of words. Of course, the most of my work is with the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn't only the synonyms; there are also the antonyms. After all, what justification is there for a word which is simply the opposite of some other word? A word contains its opposite in itself. Take 'good', for instance. If you have a word like 'good', what need is there for a word like 'bad'? 'Ungood' will do just as well – better, because it's an exact opposite, which the other is not. Don't you see the beauty of that, Winston? It was Big Brother's idea originally, of course", he added as an afterthought.

Winston smiled, sympathetically he hoped, not trusting himself to speak. Syme bit off another fragment of the dark-coloured bread, chewed it briefly, and went on:

"Don't you see that the whole aim of Newspeak is to narrow the range of vocabulary? Every idea that we need will be expressed by exactly one word, with its meaning clearly defined and all its additional meanings deleted and forgotten. Already, in the Eleventh Edition, we're not far from that point. But the process will still be continuing long after you and I are dead. Every year fewer and fewer words, and the range of vocabulary always a little smaller. By 2050 – earlier, probably – all real knowledge of Oldspeak will have disappeared. The whole literature of the past will have been destroyed. Chaucer, Shakespeare, Milton, Byron – they'll exist only in Newspeak versions, not just changed into something different, but actually changed into something contradictory of what they used to be. The number of correct and usable words will be as limited as it could be. In fact, there will be no thought as we understand it now. Being a model citizen will mean not thinking – not needing to think."

Adapted from *1984* by George Orwell

Uzupełnij luki 6.5–6.8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

<u>Uwaga</u>: w każdą lukę możesz wpisać maksymalnie cztery wyrazy.

6.5 At the beginning of the conversation, Syme explains that his work on the Eleventh Edition of the Newspeak dictionary involves _____ the total number of words available.

6.6 He uses the word 'good' as an example of why _____ are unnecessary.

6.7 People will still be allowed to read literature in the future, but its message will be the _____ what it was originally intended to be.

6.8 Syme concludes by saying that the ultimate aim of Newspeak is to _____, which will turn them into model citizens.

➤Zadanie 7 (0–6)

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

A rent-free summer in the country

This summer Emily Dickinson, a second year biology student from University College London, is planning to spend six weeks of her summer holiday in Gloucestershire. She's staying in a beautiful 17th century manor house with six bedrooms, a large garden and a grass tennis court – not to **7.1** _____ a heated swimming pool. Best of all, it's not going to cost her a penny.

She has managed to **7.2** _____ by being a member of a house-sitting scheme. It works like this: when a house owner wants to go away for a holiday, they sometimes want someone to live at their house to look after any pets they have, take care of the garden and generally be around **7.3** _____ any unexpected problems crop up. The house sitter gets to live there rent-free in **7.4** _____ for providing this service, which is very much a win–win situation.

On this occasion, the owners of the Gloucestershire house **7.5** _____ to America for six weeks. They are planning to attend their daughter's wedding and then go on a tour of California, giving Emily a comfortable holiday in a traditional English cottage to look forward to – **7.6** _____ the traditional rainy British weather spoils it, that is!

7.1
A remark B mention
C speak D comment

7.2
A set this up B carry this out
C bring this round D take this in

7.3
A for instance B in case
C on condition D only if

7.4
A comparison B advance
C addition D return

7.5
A will be gone B will have been
C will be going D will have gone

7.6
A provided B since
C despite D unless

➤Zadanie 8 (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1–8.4) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

St George's does it again

Regular readers of this village newsletter will no doubt recall that last year St George's School in Church Lane was rated as being in the top 1% of small primary schools in the country, based on KS2 exam results. While exam results are by no means the only factor to take into **8.1** _____ (**CONSIDER**) when judging a school, they can certainly be an indicator that standards are high and the staff is well-qualified and knowledgeable.

This year, however, St George's has managed an even more **8.2** _____ (**IMPRESS**) achievement by coming out in the top 1% of all schools nationally. This prompted a personal letter from the Prime Minister congratulating pupils and staff on their success. The letter was **8.3** _____ (**PARTICULAR**) remarkable for its misspelling of the word 'mathametics'. Perhaps Head of English Laura Milton should be considering a trip to the PM's office in Downing Street to see if she can be of any **8.4** _____ (**ASSIST**) in raising standards there!

➤Zadanie 9 (0–4)

Uzupełnij zdania 9.1–9.4, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maks. pięć wyrazów, wliczając w to wyrazy już podane.

9.1 The actress tried *(avoid / photograph)*
_____
paparazzi, hiding her face under the cap.

9.2 Some researchers claim that the king *(may / suffer)*
_____
a rare genetic disease which led to his death in 1820.

9.3 If your superiors didn't trust you, they *(fire / you)* _____ a few months ago.

9.4 The witness said that the two *(thief / break)* _____ the car at about 2 a.m.

R

➤Zadanie 10 (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz temat wybrany przez Ciebie. Zakreśl jego numer.

1 Wiele osób deklaruje, że najlepiej wypoczywa i relaksuje się w miejscu swojego zamieszkania, i rezygnuje z dalekich podróży na rzecz tzw. *staycation*. Napisz **rozprawkę**, w której przedstawisz plusy i minusy takiej formy spędzania wakacji.

2 W ramach woluntariatu pomagałeś/pomagałaś w organizacji lokalnego turnieju koszykówki na wózkach. Napisz **artykuł** do gazety internetowej, w którym zrelacjonujesz przebieg wydarzenia i uzasadnisz, w jaki sposób tego typu imprezy przyczyniają się do poprawy sytuacji osób z niepełnosprawnością ruchową.

CZYSTOPIS

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2025–2031

Poziom rozszerzony i dwujęzyczny



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Rozumienie ze słuchu

Poziom rozszerzony

1 ▶1 ! Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.
W zadaniach 1 i 2 zakreśl jedną z liter: A, B albo C.

Tekst 1

1 How does the woman feel about her brother?
- A She's disappointed with his attitude to work.
- B She feels sorry for him.
- C She's confident that he will follow her advice.

Tekst 2

2 The couple's final decision suggests that they
- A don't mind additional costs.
- B need to get to their destination fast.
- C are going to travel by car.

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

Tekst 3 (do zadań 3–6)

3 In what way are American and British chocolate similar?
- A Their key ingredient comes from abroad.
- B They contain roughly the same amount of sugar.
- C Their manufacture involves the same processes.
- D They do not require adding salt.

4 Apparently, Swiss chocolate is unique because it
- A has a very high cocoa content.
- B involves a special manufacturing process.
- C contains vegetable fat.
- D is made with milk from a special type of cow.

5 The speaker personally prefers British chocolate because
- A it is what she is used to.
- B it is less expensive.
- C it is not particularly sweet.
- D it has a very smooth texture.

6 What is the purpose of the speaker's talk?
- A to tell students how to do their research
- B to explain to students what their assignment should include
- C to give students some background information
- D to encourage students to finish their work on time

2 ▶2 ! Usłyszysz dwukrotnie dwa teksty.
Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.
W zadaniach 1 i 2 zakreśl jedną z liter: A, B albo C.

Tekst 1

1 Why is the woman calling her mother?
- A to offer advice
- B to ask for information
- C to change an arrangement

2 What did the woman do while she was away?
- A She went for a job interview.
- B She applied for a university course.
- C She looked for a holiday home.

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

Tekst 2 (do zadań 3–6)

3 Why did the speaker start a social media account?
- A to introduce himself to future clients
- B to attract younger people to gardening
- C to keep a record of the work he had done
- D to raise additional income from advertising

4 What does the speaker feel is most effective in attracting new followers?
- A providing reliable information
- B coming up with special offers
- C wearing eye-catching clothes
- D introducing an element of humour

5 The speaker finds it annoying when the comments he gets
- A come from people who aren't interested in gardening.
- B are particularly unpleasant.
- C show a lack of basic knowledge about the world.
- D come from rude strangers on social media.

6 What is the speaker's attitude to his current success?
- A He is confident he can build on it.
- B He wants to enjoy it while it lasts.
- C He is sure that it will last a long time.
- D He regrets that it did not come earlier.

3 **3** **Usłyszysz dwukrotnie pięć wypowiedzi na temat sportu. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F).**
Uwaga: jedno zdanie zostało podane dodatkowo.

This speaker mentions

A a feeling of pleasure from the social side of their sport.
B a way of dealing with a disappointing result.
C an advantage of taking part in sporting competitions.
D a change in attitude towards their sport.
E the skills of the opponent as an important consideration during training.
F a possible reason for giving up their sport.

4 **4** **Usłyszysz dwukrotnie pięć wypowiedzi na temat literatury. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F).**
Uwaga: jedno zdanie zostało podane dodatkowo.

This speaker mentions

A the writer of a work of non-fiction.
B a text that includes a hidden message.
C a location where discussions were held.
D a room where a writer used to work.
E a struggle to be treated fairly.
F a name that might not seem appropriate.

5 **5** **Usłyszysz dwukrotnie wypowiedź związaną z tematem wykorzystywania przez zwierzęta roślin w celach leczniczych. Uzupełnij po angielsku luki 1–4 w notatce, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.**

Do animals use plants as medicine?

Horses and ragwort

- ragwort – a plant half a metre tall, yellow flowers
- not immediately poisonous, but can cause [1] _____

Why do horses avoid ragwort?

- They may not like the taste.
- Such behaviour has evolved over time and horses probably [2] _____ it.

To prove that an animal is using a plant as a medicine, make sure that:

- the animal [3] _____ this plant
- the animal stops eating the plant after it gets better

Animals using plants as medicine:

- chimpanzees eat the leaves of a certain plant for stomach ache
- American brown bears use the root of the oshá plant to [4] _____

6 **6** **Usłyszysz dwukrotnie rozmowę na temat pewnej atrakcji turystycznej. Uzupełnij po angielsku luki w zdaniach 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu.**

1 Tourists particularly enjoy _____ while they stay on the island.
2 On Margaret's island, beautiful nature makes up for the lack of _____.
3 Tourists who visit the island are worried that they won't be able to _____.
4 Other than financial issues, the delivery of new ferries has been delayed by _____.

7 **7** **Usłyszysz dwukrotnie rozmowę na temat niezwykłego hobby, jakim jest pszczelarstwo. Odpowiedz po angielsku na pytania (1–4), używając informacji podanych w nagraniu.**

1 What does the man strongly suggest that beginners to beekeeping should do?
_____
2 What do you need to spend the least money on when you take up beekeeping as a hobby?
_____
3 What is the most important thing to look for when inspecting the hive?
_____
4 Why mustn't you collect honey during the first year?
_____

8 **8** **Usłyszysz dwukrotnie rozmowę na temat pewnego projektu związanego ze środowiskiem naturalnym. Odpowiedz po angielsku na pytania (1–4), używając informacji podanych w nagraniu.**

1 What did the speaker and her husband decide to do with the land that she had?
_____
2 How did people initially react to what they were doing?
_____
3 What does the speaker think is particularly amazing about their nature reserve?
_____
4 What does the speaker say about the financial side of the project?
_____

Rozumienie ze słuchu

Poziom dwujęzyczny

1 9 **You are going to hear four people talking about different forms of reading. For questions 1–5, choose the right speaker (A–D) and put a cross (X) in the appropriate column in the table. One speaker must be chosen twice. You will hear the recording twice.**

Which speaker	A	B	C	D
1 mentions ways to make using a certain invention more effective?				
2 admits being attached to traditional books while being aware of the advantages of digital technology?				
3 expresses concern about the findings of some scientific research?				
4 comments on the limited benefits of using a specific type of reading material?				
5 wishes they had tried a modern form of media earlier?				

2 10 **You are going to hear four people talking about migration. For questions 1–5, choose the right speaker (A–D) and put a cross (X) in the appropriate column in the table. One speaker must be chosen twice. You will hear the recording twice.**

Which speaker	A	B	C	D
1 mentions a prediction that is supported by statistical data?				
2 is not convinced of the advantages brought about by a development project?				
3 stresses the benefits that came with new technological investments?				
4 refers to a place where a group of people looked after each other?				
5 points out reasons for migrating from the countryside?				

3 11 **You are going to hear a speaker talking at a careers fair. Based on what you hear, complete the gap in each sentence (1–4). You will hear the recording twice.**

1 The speaker's role is to prevent patients from _____.

2 The speaker advises the students not to put too much emphasis on _____.

3 According to the speaker, it is important to _____ at the start of your career.

4 The speaker's final piece of advice is to make sure you _____.

4 12 **You are going to hear a podcast about neologisms. Based on what you hear, complete the gap in each sentence (1–4). You will hear the recording twice.**

1 The English term *neologism* and the French word *neologisme* have _____.

2 Neologisms are usually formed when there are _____.

3 Some neologisms, such as *mansplaining*, can reflect _____ that are taking place.

4 Peter considers English to be a democratic language, because its speakers _____.

5 13 **You are going to hear two texts. For questions 1–6, choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D). Questions 1–3 are for Text 1, questions 4–6 are for Text 2. You will hear the recording twice.**

Text 1

1 The language used to talk about invasive species is intended to

A make the problem sound worse than it really is.

B suggest that the problem should be seen as a real threat.

C encourage people not to treat the problem seriously.

D inspire people to take urgent action.

2 What is TRUE about Japanese knotweed?

A It has developed a resistance to chemicals that people use to control it.

B It is especially destructive because of the damage it does to people's homes.

C It can live undetected in the soil for decades before re-growing.

D It is particularly well suited to conditions in the speaker's country.

3 What conclusion does the man come to regarding invasive species?

A We will have to learn to live with the problems they cause.

B Stricter border controls would radically reduce the problem.

C The problem is less serious when it only affects wild animals.

D The problem stems mainly from people behaving irresponsibly.

D

Text 2

4 What is the main problem with the British Museum, according to the speaker?
- **A** A visit there can be overwhelming for the visitor.
- **B** The museum tends to overcharge visitors for certain things.
- **C** The most interesting objects in the collection are not on display.
- **D** Children are allowed to run around the museum unattended.

5 The John Soane Museum is particularly interesting because
- **A** it contains several valuable paintings that were gifted to Sir John Soane.
- **B** it contains an extensive range of exhibits in a fairly small place.
- **C** it offers the visitors exceptionally good value for money.
- **D** its principal focus is on architecture.

6 The speaker compares Sir John Soane's Museum to the city of London in order to
- **A** point out that they both attract the same kind of people.
- **B** indicate that they both need re-development to regain their charm.
- **C** reflect on the factors that discourage people from visiting both places.
- **D** suggest that they are both worth visiting despite being poorly planned.

6 14 ! You are going to hear two texts. For questions 1–6, choose the answer which best matches what you have heard by circling the appropriate letter (A, B, C or D). Questions 1–3 are for Text 1, questions 4–6 are for Text 2. You will hear the recording twice.

Text 1

1 Which of the following is TRUE about modern architects?
- **A** They are entirely responsible for damaging their own reputation.
- **B** The general public resents their superior attitude.
- **C** They need to make more of an effort to help people understand them.
- **D** The hostility that the public feel towards them is beginning to fade.

2 Which structure does the woman particularly admire?
- **A** The Pompidou Centre in Paris.
- **B** The Eiffel Tower in Paris.
- **C** The Gherkin in London.
- **D** The Guggenheim Museum in Bilbao.

3 The woman uses the example of the new development in her area to suggest that
- **A** people would like to return to more traditional house designs.
- **B** modern and vintage elements in external design will be popular in the future.
- **C** the scale of housing developments is going to increase.
- **D** the future lies in the development of sustainable buildings.

Text 2

4 What does the speaker imply about calculating the number of passenger pigeons?
- **A** It is not particularly important to have an accurate figure.
- **B** Eye-witness reports provide the most important clues.
- **C** Estimates in the past were greatly exaggerated.
- **D** We can only reliably estimate the number of pigeons that died in zoos.

5 Which of the following is stated by the speaker as an <u>opinion</u>, not a fact, when talking about the reasons why the pigeons went extinct?
- **A** The pigeons' food supply was affected by people cutting down oak trees.
- **B** People hunted pigeons for food and entertainment.
- **C** The pigeon population was infected by a disease brought by settlers.
- **D** Human activity is to blame for the extinction of the pigeons.

6 The speaker concludes by saying that
- **A** timely conservation efforts can guarantee the survival of endangered species.
- **B** every species can be considered endangered to a certain extent.
- **C** we should make greater efforts to protect endangered species.
- **D** endangered species cannot be protected when their numbers fall too low.

Znajomość środków językowych

Poziom rozszerzony

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

The guitar through the ages

We are all familiar with the modern guitar, but it dates [1]___ thousands of years. Stringed instruments were played in Ancient Mesopotamia – modern day Iraq – more than 3,000 years ago. Other instruments, [2]___ similar principles, evolved through Greek and Roman civilizations up to the Middle Ages, when the eleven-string lute and the eight-string mandolin became popular at the courts of kings and queens across Europe. There is a theory that the famous traditional song *Greensleeves* [3]___ by King Henry VIII for his second wife Anne Boleyn, but there is no way of verifying whether this is true.

The first six-string instrument that we would [4]___ as a modern guitar, now on display in a museum in the Hague, comes from 1759. The design spread rapidly across Spain, France and Italy from the 1760s onwards. At the time it was often viewed as an instrument that was particularly suitable for women. However, this attitude changed in the mid-20th century with the introduction of the electric guitar, after [5]___ the instrument became more associated with men playing loud rock music.

The guitar comes in so many forms – classical, steel, electric, six-string, twelve-string – that it [6]___ to appeal to a very wide range of musicians. Nowadays, it's widely accepted that the guitar can be played by anyone.

1 **A** back **B** since **C** from **D** for

2 **A** based on **B** derived from **C** characterized by **D** connected with

3 **A** written **B** was written **C** has been written **D** had been written

4 **A** remember **B** review **C** relate **D** recognise

5 **A** what **B** which **C** that **D** when

6 **A** succeeds **B** enables **C** manages **D** allows

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

Internet research

For many university students like me, the internet has transformed the way that we carry out research and write essays. I [1]___ know anyone, for example, who regularly visits a traditional library. All the information you are ever [2]___ need is online and, in addition, searching for anything specific is much quicker and more efficient on the internet.

However, relying on the internet does come with some dangers. [3]___ is very easy, particularly if you are writing essays on a computer, to copy whole sentences and even paragraphs from websites you have visited, and then to forget about it. Using other people's ideas is not against the rules – in fact, we are encouraged to include the opinions of experts. However, we have to provide notes saying who [4]___ the original ideas and which websites, books or journals we found them in.

At my university, every essay that we submit for marking is analysed by special software. With the help of artificial intelligence, the lecturers can easily work out how much you have written yourself and how much of the text has been copied – and the penalties for trying to cheat are [5]___. So, if you [6]___ you might be able to just use an essay bank to copy your essay from, think again.

1 **A** hardly **B** rarely **C** frankly **D** simply

2 **A** bound to **B** likely to **C** meant to **D** have to

3 **A** This **B** What **C** That **D** It

4 **A** came up with **B** looked up to **C** put up with **D** made up for

5 **A** random **B** hard **C** severe **D** strict

6 **A** will ever think **B** would ever think **C** are thinking **D** have ever thought

R

3 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

Weather forecasts

In the days before modern weather forecasting, people would have to rely on old proverbs and sayings to have a clue as to what the weather might be like. One of the oldest of these is 'Red sky at night, shepherd's delight; red sky in the morning, shepherd's warning.' It [1]_____ (**ESSENCE**) means that if the sky is red when the sun goes down, the next day will be fine – shepherds and anyone else who works outside will be 'delighted'. On the other hand, a red sky at sunrise is a(n) [2]_____ (**INDICATE**) that bad weather can be expected.

According to a spokesperson from the Met Office, there is some [3]_____ (**SCIENCE**) background behind this. High-pressure systems, which are associated with fine weather, create red light in the sky. If this happens in the evening, and because weather systems in the UK move from west to east, it means that good weather will arrive the next day. If you see the red sky in the morning as the sun is rising, it means the high-pressure system is already moving away towards Europe. This means that a low-pressure system, bringing wet, windy and [4]_____ (**MISERY**) weather will probably be coming to take its place.

4 **Przeczytaj zdania. Uzupełnij każdą lukę (1–4) jednym wyrazem, przekształcając wyraz podany w nawiasie, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 The reason I called that article on the internet _____ (**LEAD**) is because I know they've got some of their basic facts wrong.
2 Jason would have _____ (**PRESENT**) us in the inter-school athletics competition, but unfortunately he was injured.
3 Please don't wait for me to serve you lunch; just help _____ (**YOU**) to whatever you want.
4 Police are looking into the mysterious _____ (**APPEAR**) of Mrs Helen Jones, who has now been missing for over three weeks.

5 **w zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 _____
Carrie won an Oscar for playing the … character in the film.
Roddy lives in … London, close to lots of theatres and restaurants.
It's getting cold these days, so we've turned our … heating on.

2 _____
Our neighbours … making a lot of noise at night – it's really annoying.
Please … off the grass for a few weeks as we've just planted some new flowers.
It's quite difficult to … a pet if you live in a block of flats.

3 _____
Tomorrow should be a nice day, with warm sunshine and … winds.
We were busy at the office, so I just had a … lunch.
At just 1200g, this new laptop feels amazingly …, but it's powerful and incredibly fast.

4 _____
The basic version of the phone only has 32GB of storage, but it has plenty of … for expansion.
My French teacher says my written work is quite good, but there is still … for improvement.
When I complained, the manager moved me to a quieter … at the back of the hotel.

6 **Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów.**
<u>Uwaga</u>: w każdą lukę możesz wpisać <u>maksymalnie pięć wyrazów</u>, wliczając w to wyrazy już podane.

1 I always (*find / hard / learn*) _____ things by heart when I was in high school, but that changed when I started university.
2 Sophie's decision (*resign / take / everyone*) _____ surprise.
3 I can't find my bank card – I (*must / leave*) _____ it at the supermarket.
4 If we hadn't been held up by the roadworks, we _____ (*arrive / much / early*).
5 When you (*get / phone / repair*) _____ last month, how much did you pay?

7 **Wykorzystując wyrazy podane dużymi literami, uzupełnij lukę w każdym zdaniu, tak aby zachować sens zdania wyjściowego (1–5). w każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna uzupełnionych zdań. Nie zmieniaj formy podanych wyrazów.**

1 Someone has just paid £10 million for a painting by van Gogh.
BEEN
A painting by van Gogh _____ £10 million.

2 It was wrong of you to speak to your mother like that.
SHOULD
You _____ to your mother like that.

3 It's a pity I didn't follow your advice.
WISH
I _____ your advice.

4 I only came top in the exam because I had worked so hard.
COME
If I hadn't worked so hard, I _____ top in the exam.

5 Don't worry, I'm sure the weather will get better soon.
UP
Don't worry, I'm sure _____ soon.

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

1 I managed to find my passport, so I (*nie musiałam aplikować*) _____ for a new one, which would have taken a long time.

2 Red sky in the morning? You'd better take an umbrella (*na wypadek gdyby padał deszcz*) _____ later on.

3 When good quality mirrors became available in the 15**th** century and artists (*mogli się w nich zobaczyć*) _____ more clearly, self-portraits became more common.

4 I don't know what happened to the birthday card my sister says she sent me. I suppose (*musiała zaginąć*) _____ in the post.

5 I know that we're going to Rob and Jane's for dinner, but do you know what time they (*chcieliby, żebyśmy przyjechali*) _____?

9 **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), 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.

astonish chat describe
discuss imitate show

Sherlock Holmes at home

In his 56 stories and four novels about Sherlock Holmes, the writer Sir Arthur Conan Doyle provided readers with extensive details about the great detective – including his London address, Flat 221B Baker Street. In a curious case of life [1] _____ art, the building is now the site of the Sherlock Holmes Museum and is one of the city's many fascinating tourist attractions.

If you come and visit, you will climb up the narrow staircase to the first floor, where the housekeeper will greet you and show you to Sherlock's Victorian study, which is just as [2] _____ in the books. You will be able to imagine the great detective in an armchair by the fire, [3] _____ to his colleague Dr Watson about an intriguing new mystery. If you look around the room, you may notice Holmes's chemistry set, his violin, and perhaps a medical book belonging to Dr Watson lying on the table.

In a recent survey, it was discovered that a truly [4] _____ number of people actually believe that Sherlock Holmes was a real person. For anyone who thinks like that, a visit to 221B Baker Street is almost certain to convince them that they were absolutely right all along.

D Znajomość środków językowych

Poziom dwujęzyczny

1 Read the text. For questions 1–4, use the word given in brackets to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided.

Proverbs

Proverbs are figurative expressions that tend to contain general truths, observations or pieces of advice. A typical example might be 'Birds of a feather flock together,' which suggests that people are likely to be friends with people with whom they share certain [1]_____ (**CHARACTER**) and who are similar to them. However, for learners of English it is not [2]_____ (**ADVICE**) to litter your speech and writing with proverbs as they can be something of a minefield. Many classic proverbs are [3]_____ (**ORDINARY**) old-fashioned and are only appropriate for speakers from a much older generation. Idioms are constantly changing, so determining whether any particular proverb is out of date can be difficult. It is also worth noting that native speakers often just use the first half of a proverb, assuming that their interlocutor can fill in the rest. Perhaps the best advice is quite simply to avoid using proverbs if you are [4]_____ (**CERTAIN**) of their exact meaning. Also, it's crucial to check that you understand the ones whose meaning is not immediately transparent. Do not overuse them in speech or writing – as they say, you can have too much of a good thing.

2 Read the text. For questions 1–4, use the word given in brackets to form a word that fits the gap. The text must be logical and correct in both grammar and spelling. Write the missing word in the space provided.

Cargo

Thousands of tankers and container ships criss-cross the oceans of the globe day and night using the world's shipping lanes. The great sailing ships of the past have long been replaced, first by steamships, and then by ships with diesel engines – and therein lies the problem.

Shipping forms a(n) [1]_____ (**SUBSTANCE**) part of international trade, carrying over 80% of the world's goods from country to country, but it is far from being an environmentally friendly industry. In total, shipping contributes about 3% of the world's carbon emissions, the equivalent of a large industrial country like Germany, and this is a(n) [2]_____ (**SUSTAIN**) situation that has to change.

In an ironic twist, some experts believe that the future of shipping in the 21st century lies in a return to traditional wind power. There are already some companies that can transport cargo on sailing boats, although these are still relatively small. Another way the industry might develop is to design wind-assisted cargo ships. These would have huge sails that could take advantage of the power of the wind, leading to [3]_____ (**CONSIDER**) lower fuel costs. They would also be powered by engines in case the wind does not blow, meaning that their [4]_____ (**RELY**) would not be affected.

3 Read the text and fill in each gap (1–4) with one word only. The text must be logical and correct in both grammar and spelling.

Getting a pet

As a vet, I would never advise anyone to get a pet. It's not that I think it's a bad idea, it's more that if someone were asking me for advice, it might mean they were having second [1]_____, and potential pet owners need to be completely and utterly committed to the idea. I have no time or patience for people who buy a pet only to get bored of it after a while and hand it over to an animal shelter.

When you decide to have a pet, you are taking [2]_____ a huge responsibility, and one that can last well over a decade. Getting a dog will involve training it, taking it for walks, cleaning up after it and making [3]_____ that it is safe when you are not there. The expense can be significant as well. Besides the obvious costs like food, there are things like medical bills, insurance, and kennel costs if you have to be away overnight or longer, all of which need to be taken into [4]_____. On the other hand, owning a pet can be an immensely rewarding experience. From an emotional point of view, having a pet can feel like having a new member of the family, and pets will respond with unconditional affection.

4 **For questions 1–5, complete each gap using the words given in brackets so that the sentence is logical and correct as far as spelling and grammar are concerned. You can change the form of the words given in brackets or add other words if necessary. Use up to six words including the words given in brackets. Do not change the order of the words given in brackets.**

1 After escaping from prison, the gangster is (*think / leave*) _____ the country on a private plane, and he may now be living somewhere in Spain.

2 I was rather frustrated by (*she / unwilling / agree*) _____ to any form of compromise.

3 Let's change the subject. I'm sure you must (*fed / hear*) _____ my problems all the time.

4 The only good thing about our holiday was our guide, Claudia. If (*not be / she*) _____, we would have cut it short and come home early.

5 Hardly (*I / arrive / office*) _____ when the budget meeting started.

5 **For questions 1–5, complete the second sentence so that it is as similar in meaning as possible to the first sentence and it is correct in both grammar and spelling. Use the word given. Do not change the word given. Use up to six words including the word given.**

1 "I would like to see Taylor Swift's concert, but it is sold out!", said Jane.
LIKED
Jane _____ Taylor Swift's concert, but it was sold out.

2 From my point of view, you can stay with us as long as you like.
CONCERNED
_____, you can stay with us as long as you like.

3 I wasn't expecting Helen to say she wanted to share a house with us next year.
TAKEN
I _____ when Helen said she wanted to share a house with us next year.

4 I find playing the piano a bit of a struggle but it is easy for my sister.
NATURALLY
I find playing the piano a bit of a struggle but it _____ my sister.

5 Jim said that I could use his car anytime I liked.
DISPOSAL
Jim said that his car _____ any time I liked.

6 **Read the text. For questions 1–5, choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).**

The German Expressionists

Wassily Kandinsky and Gabriele Münter were key figures in the 'Blaue Reiter' group of German Expressionists, which was formed in the early years of the 20th century. They were both recognised painters and [1]___ with a diverse and cosmopolitan range of other artists from France, Germany and Russia who came to stay at their base in Munich.

The circle [2]___ to discuss theories of art and their aim was bold and ambitious – nothing less than to reject what had come before and take modern art in a completely new direction. Out were all attempts at realism; instead, Expressionist art focused on portraying inner feelings and spiritual states. Kandinsky [3]___ complex theories on the nature of art, and Expressionist paintings are often characterised by vibrant primary colours, swirling brushstrokes and primitive, almost child-like imagery.

Kandinsky and his circle also experimented with other forms of art. The composer Arnold Schönberg, who met Kandinsky in 1911, was highly [4]___ in the development of a revolutionary form of harsh, noisy modern music; Gabriele Münter was an experienced photographer as well as a painter, and in the open-minded, internationalist spirit of the Expressionists, travelled widely in Europe and beyond to share ideas and learn from other artists.

But storm clouds were looming over Europe, which was soon [5]___ apart by the convulsions of the First World War. The group split up, never to reform, but their influence lived on and traces of it could be seen in the works of many other artists later in the century.

1 **A** constituted **B** collaborated
C commuted **D** consented

2 **A** could meet **B** could have met
C would meet **D** would have met

3 **A** set off **B** brought about
C came up **D** put forward

4 **A** renowned **B** influential
C distinctive **D** exceptional

5 **A** to tear **B** to be torn
C to have torn **D** to being torn

D

7 **Read the text. For questions 1–4, use the words given in the box to form words that fit the gaps. The text must be logical and correct in both grammar and spelling. There are two extra words that do not fit any of the gaps.**

approve crime develop
incident just mine

Ian Fleming's characters

The writer Ian Fleming, the creator of James Bond, would occasionally use real people that he disliked or [1]_____ of when it came to naming the villains in his novels.

Goldfinger, his seventh Bond book, pits the secret agent against the mysterious millionaire Auric Goldfinger, who has hatched a secret plan to steal all the gold from Fort Knox. This will allow him to control the world's gold reserves, thereby [2]_____ the global economy and leaving himself in a position of great power. The book came out in 1959 at a time when architects in London and elsewhere were developing a style of building that was deeply unpopular with the public. Known as Brutalism, it involved constructing appallingly ugly concrete tower blocks with no aesthetic appeal, and this was [3]_____ on the grounds that the buildings were 'honest'. In the leafy London suburb of Hampstead, where Ian Fleming had a house, one of these architects built an unashamedly modern Brutalist building which looked utterly out of place among the elegant homes that surrounded it. The architect, who would go on to build the Trellick and Balfron towers elsewhere in the city, was named Ernő Goldfinger. Ernő took legal action against Ian Fleming's publishers to try and get the name of the book and its villain changed. Ultimately, he was unsuccessful, and the book went ahead, although there is a note at the front saying that all the characters in the book are fictional and any resemblance to real people is entirely [4]_____.

8 **For questions 1–4, think of one word which can be used to complete all three sentences. Write the missing word in the space provided.**

1 _____

There's so much new information on my course that it's hard to … it all.

Plants are particularly beneficial to the environment because they … carbon dioxide.

That new computer game seems to … most of Jack's attention.

2 _____

You need to make a … decision to exercise every day.

I'm … of the fact that Sally has broken up with her boyfriend, and I'm trying to be as tolerant and understanding as I can.

James has had an accident and is in hospital, but he's … so he'll be out in no time.

3 _____

You ought to take the job – amazing opportunities like that don't … up very often.

As a freelance journalist, I often … under a lot of pressure to meet tight deadlines.

Whenever we announce plans for a new building project, we always seem to … up against a lot of local opposition.

4 _____

I never need to use my satnav because I have such a good sense of … .

He was an amazing boss, and under his … the company went from strength to strength.

After my brother moved to America, his career went in a completely new … .

9 **For questions 1–5, translate the phrases in brackets into English so that the sentences are logical and correct as far as grammar and spelling are concerned. You can use up to six words.**

1 Could you tell me (*jaki samochód poleciłabyś kupić*) _____ for someone who just wanted to do school runs and trips to the supermarket?

2 Luckily, I only sprained my ankle when I fell off the ladder, but it (*mogło być o wiele gorzej*) _____.

3 I told the police that (*pamiętam, że widziałem, jak ktoś wychodził z*) _____ the building late that night.

4 In many Asian countries, walking into a house with your shoes on (*uważa się za brak*) _____ good manners.

5 (*To właśnie Paul nauczył mnie*) _____ the basics of graphic design.