

04 Praca



► Check it out

- 1 Look at the pictures. Work in pairs. Discuss the questions.**
- 1 Where do these people work?
 - 2 Who do they work with?
 - 3 What kind of tools do they need?

- 2 Name**
- 1 five jobs that didn't exist 20 years ago.
 - 2 five jobs that you think will disappear in 10 years' time.
 - 3 three highly-paid blue collar jobs.
 - 4 a job that is **a)** repetitive, **b)** manual, **c)** stressful.
 - 5 a job that people can do **a)** part-time, **b)** from home.

► Zawody i czynności z nimi związane

3 Match people's comments (1–8) with the correct jobs (A–H). Write the answers in your notebook.

- | | | | |
|---------------------|--------------------------|---------------------------|-----------------------|
| A editor | C chief executive | E graphic designer | G nutritionist |
| B counsellor | D handyman | F carpenter | H doorman |

1 I do any sort of small jobs around the house and garden.

5 I control who goes into big hotels and clubs.

2 I am in charge of everything!

6 I give people advice about different problems.

3 I make things from wood.

7 I check and comment on writers' work.

4 I create things on the computer.

8 I give advice to people about what they should eat.

4 Complete the sentences with the correct adjectives. Some letters have been given. Write the answers in your notebook.

- 1 A job that is very satisfying is re .
- 2 A job that is repetitive and boring is mo .
- 3 A job that is difficult, but enjoyable and interesting is ch .
- 4 A job that brings you a lot of money is lu .
- 5 A job that gives you no chance of promotion is d .
- 6 A job that isn't very difficult is unde .

5 Complete the names of jobs with the correct words in the box. Write the answers in your notebook.

security care refuse
personal spin personnel

1 collector

I remove the rubbish from outside people's houses on the streets.

2 officer

I make sure company premises are safe.

3 doctor

I work with and help politicians to create a positive image.

4 worker

I work with older people who need help.

5 assistant

I organise my boss's working life.

6 officer

I recruit employees for my company.

► Warunki pracy i zatrudnienia; rynek pracy

6 Complete the sentences with the correct prepositions. Write the answers in your notebook.

- Our company **takes** extra staff every summer.
- I work best when I'm **working** a deadline. I enjoy the pressure!
- Hannah couldn't **take** her new position in the department because of health issues.
- Because of the downturn in the economy, a lot of people's jobs are **risk**.
- I don't have to explain my actions to you – I only **answer** my immediate boss.
- I'd like to work somewhere where there are -house **training opportunities**.
- If there is no **improvement** industrial relations, I think the company will close.
- Can you **fill me** on what happened while I was on holiday?
- I would like to spend some time in another department so that I can **pick** some new skills.
- The chairman is going to **step** later this year and no one knows who will take his place.

7 Choose the correct words to complete the blog. Write the answers in your notebook.

BLOG

21st May

Today started really early. I swapped (1) **changes / shifts** with another driver, so I was on the road at 5:30! I picked up three fares (2) **in / on** succession who wanted long trips – two right out to the airport, so that was good (3) **at / for** business. This time of year it isn't easy to (4) **make / do** ends meet so I've been (5) **making / taking** on some extra hours. But it seems as though I'm (6) **in / at** a rush all the time. I'm always (7) **running / going** late for a pick up and then having to (8) **make / take** up for lost time. It gets stressful. So, maybe the time has come to work (9) **by / for** myself. My best mate, also a cabbie, wants us to (10) **begin / start** up our own online business which he says will give us better working (11) **circumstances / conditions**. No more getting up or going to bed at all (12) **hours / times**! And more profit going into our own (13) **trousers / pockets**. I'm a heavy goods vehicle driver by (14) **career / profession** and an office job wouldn't be easy, but I feel as if I'm in a (15) **hole / rut** and just about on the (16) **breadlimit / breadline**! Well, those are my thoughts today ... I'll keep you in the (17) **circle / loop**!



8 Match the parts of the sentences. Write the answers in your notebook.

- I get anxious every year when I **have**
 - My dad decided to **take**
 - If you really need some time off, you can **take**
 - People need to start **paying into**
 - My brother hates working at night but sometimes he has to **do**
 - Instead of going to university, some students choose to **serve**
 - It's important for employees to **get**
- A** an apprenticeship.
B a pension scheme when they begin work.
C the graveyard shift.
D my appraisal with the boss.
E early retirement when he was fifty.
F unpaid leave.
G regular feedback on their performance.

9 Match the words in boxes A and B to make compound nouns. Write the answers in your notebook.

A

career
job
public
minimum
working
hourly
probation
pay
business

B

description
wage
trip
period
rise
prospects
rate
holiday
conditions

10 Complete the article with the correct words in the box. Write the answers in your notebook.

tracked role headhunted perks sense
path world face basis ladder ceiling
over interpersonal odds head

Jane Marks is a (1) model for many young people today who are not following the traditional academic career (2) of going to university. She holds one of the top jobs in a company that runs a chain of restaurants and clubs all over the UK. Jane wasn't (3) fast- into a good position but started off as a waitress. The company soon recognised that she had an excellent (4) for figures and very good (5) skills and promoted her (6) other more experienced colleagues. She quickly climbed the career (7) within the company. However, it wasn't long before she was (8) by another chain who were willing to pay over the (9) for someone with her exceptional management abilities. When asked what continues to motivate her, Jane cites the (10) of achievement she gets almost on a daily (11) . 'It isn't the money or the (12) , ' says Jane, 'It's the need to (13) continual challenges that keeps me focused.' She smiles wickedly and adds, 'It's also the satisfaction of having broken through the glass (14) and being the only woman in what is generally speaking a man's (15) !'

11 Complete the sentences with the correct prepositions. Write the answers in your notebook.

- 1 Always take **on / up** at least one of your candidate's references.
- 2 It's a good idea to check **out / off** a company before your interview so that you know what questions to ask.
- 3 If you feel that you would be happier in another job, you should hand **out / in** your notice.
- 4 If you've been made redundant, sign **over / on** immediately to avoid losing benefit.
- 5 It is usually better to negotiate with your boss than to go **for / on** strike.

12 Work in pairs. Which advice in exercise 11 do you think is for a) an employer b) an employee? Why?

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

stick sit collect fold follow make
develop shake catch take maintain

Before a job interview

- 1 a really good first impression!
- 2 hands firmly when you meet your interviewer(s).
- 3 upright during the interview, don't lean back in your chair.
- 4 Don't your arms or look too relaxed.
- 5 a rapport with the interviewer(s) and make small talk before or after the official interview.
- 6 every opportunity to point out your strengths that would help the company.
- 7 Take time to your thoughts before answering difficult questions.
- 8 Do some preparation beforehand so that the interviewer does not you off-guard with questions.
- 9 eye contact with the person or people asking the questions.
- 10 to the point when giving answers and don't talk vaguely about something you're not sure of.
- 11 up your interview with an email to thank the interviewers for their time and the opportunity.





Zoom in

- 1** Work in pairs. You have five minutes to make a list of jobs beginning with each letter of the alphabet. When you finish, work with another pair. Read out the names of the jobs. You get 5 points for every job which repeats and 10 points for every job which doesn't repeat.

Practise

GET SMARTER

Gdy rozwiązujesz zadanie testowe polegające na dobieraniu wypowiedzi do podanych zdań, zwróć uwagę na to, czy występują w nich zwroty z wyrazami zawężającymi kontekst, np. *the most, the least, especially, particularly, exclusively, primarily, mainly, mostly, essential, necessary, crucial, significant* itd. To one często pozwalają dokonać wyboru właściwej odpowiedzi i odrzucić te nieprawidłowe.

- 2** CD 1.07 MP3 07 **Decide how you could rephrase the underlined fragments. Listen and say what words or expressions are used by the speaker.**
- Finding a satisfying job is essential for me.
 - A high salary is something I can't do without.
 - My dad's new contract states that he can only work for this company.
 - My dad accepted the job mainly because of all the perks.

TEST IT!

Dobieranie

- 3** CD 1.08 MP3 08 **Usłyszysz dwukrotnie cztery wypowiedzi na temat podejścia młodych ludzi do pracy zawodowej. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker

- A** is advised against choosing a particular career.
- B** would like his / her job to make use of his / her strengths.
- C** only wants a very lucrative and creative job.
- D** worries about the costs of getting a qualification the most.
- E** finds one type of job especially unattractive.

Fish for words

- 4** Read the sentences and explain the meaning of the underlined words or expressions in your own words.
- He gets a lot of perks on top of his salary.
 - I have no clue what to do with my life. I need some advice.
 - I won't last long in a job which is dull. I hate boredom!
 - I'm ready to devote myself to my work. I don't mind working hard.
 - Some new professions, like a digital architect, are likely to emerge in the future.
- 5** Read the audioscript on pages 255–256 and find words with the endings below. Then write more words with each of the endings. Use these words to write your own sentences.

-wise -oriented
-generated -minded

- 6** Complete the sentences with the correct prepositions. Write the answers in your notebook. Decide which sentences are true for you and discuss your choices in pairs.

- I don't have to get satisfaction my job. I just want to be well-paid.
- My brain switches when I have to do dull things.
- I'm ready to work pressure.
- I know I'll be passionate my job in the future.
- It's not easy for me to make my mind about my future career.

- 7** Match the parts of the sentences and translate them into Polish. Write the answers in your notebook.

- I must get a proper job
 - I can't imagine
 - I've enjoyed every minute of
 - I wouldn't last
 - I dream of landing
- A** long in a job which is not creative.
 - B** a lucrative job.
 - C** myself working as a bank clerk.
 - D** my summer job.
 - E** to support myself.

Wrap it up

- 8** Read the interview questions and think of your answers. Work in pairs and interview each other. In your opinion, how your answers to these questions could help you get the job?

- If there was a film produced about your life, who would play you and why?
- If you could be a superhero, what would you want your superhuman abilities to be?
- If someone wrote a biography about you, what do you think the title should be?
- If you could compare yourself with any animal, which would it be and why?
- What would you like to happen to you in the first week of work?



Zoom in

1 Work in pairs. Discuss the questions.

- 1 What sort of tasks do you find easy and enjoyable that might influence your choice of career in the future?
- 2 Which is more important to creating a good environment to work in – colleagues or facilities? Why?

Practise

GET SMARTER

Gdy rozwiązujesz zadanie testowe polegające na doborze zdań do luk w tekście, pamiętaj, że zdanie wyjęte z tekstu może rozwijać myśl wyrażoną w zdaniu poprzedzającym lukę lub zawierać przykłady, które ilustrują coś, o czym ogólnie wspomniano.

2 Match sentences 1–5 with A–E. Write the answers in your notebook. Explain how the sentences are connected.

- 1 My new duties were quite monotonous.
 - 2 The company received a large number of complaints from customers.
 - 3 The candidate's body language was quite revealing during the interview.
 - 4 The company I first worked for organised a lot of in-house training for the staff.
 - 5 My boss valued his employees' feedback on new projects.
- A** There were memorable team building days and regular seminars.
B I had to check the shelves and continually restock them.
C Comments and suggestions were always welcomed and considered.
D Looking down is often a sign of discomfort and lack of confidence.
E Apparently, many products had been damaged during transport and delivery.

3 Read the texts and complete the gaps (1–5) with the missing sentences (A–E). Write the answers in your notebook. What helped you choose the correct sentences?

Marty 212

For me, when I start looking for a job, my highest priority will be job satisfaction. (1) I'm not saying that the salary won't be important. You have to have sufficient income to get by at least. However, it won't be top of my list.

SonjaD

I would ideally like to spend a lot of my working day in the open air, although I think this may be a little unrealistic. (2) I suppose I could be a landscape gardener like my uncle. I just can't bear the thought of being cooped up in a stuffy office for hours on end. (3) No, that's not for me.

JaKob8

The big thing for me when I get a job is promotion prospects. (4) So, I don't want to get stuck doing the same thing day in day out. In my opinion it's important to keep pushing yourself to try new things. (5) Well, at least I hope it would.

- A** There aren't that many careers to choose from that would allow me that kind of freedom.
B Neither could I stand days with continual boring meetings and long hours in front of computers or on the phone.
C I can't see the point in spending such an enormous percentage of your life at work doing something that doesn't inspire you.
D The challenge of getting a higher position in a company would make me do this.
E I guess you'd say that I'm quite ambitious and I also get bored relatively easily.

4 Read the text and complete the gaps (1–6) with the correct words or phrases in the box. Write the answers in your notebook. Then say what these words or phrases refer to.

which it's this means in this
in addition to all this this choice

Would you like to work abroad? More and more people these days are deciding that they'd enjoy the experience of living and working in another country. Experts point out that there are enormous benefits (1) for everyone – the workers, the foreign country and the home country too. People who make (2) contribute to the economy of the foreign country and bring back skills that can help the economy of their own country, so (3) really a win-win situation. (4) , working abroad can help people learn about the culture of other countries and bring different nationalities greater understanding of each other. (5) that we can become closer instead of growing further apart, (6) has got to be a good thing.

TEST IT!

Dobieranie

- 5** Przeczytaj tekst, z którego usunięto cztery fragmenty. Do każdej luki (1–4) dopasuj brakujący fragment (A–E), tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszytcie. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

YES – I LOVE MY WORK!

There has been a large increase in the amount of attention companies are giving to the happiness of their employees. Research has shown that happy employees affect the productivity of the company.

(1) The big question is how to put this knowledge into practice and create better (and happier) workplaces.

Big companies like Google and Pixar have made the headlines with their extreme approaches to improving the physical aspects of the workplace.

(2) One famous meeting room is shaped like an egg, with the interior covered completely in whiteboard material so that people can write all over the walls, floor and ceilings! Pixar famously allows its employees to travel around the offices on rollerblades for speed and fun!

As well as making the office a more fun place to work, employers are using other methods to encourage positive thinking amongst their workers.

It is now accepted that yearly appraisals should focus

on the positive rather than the negative aspects of an employee's performance and more should be done to use a person's strengths to help the workforce than to try to improve weaknesses. (3) One company actually starts meetings with a two-minute activity where people tell each other what they are most proud of having done that day.

To improve staff morale companies are also encouraged to hire people who are naturally happy, not grumpy or negative. Happiness is contagious but unhappiness is even more so. (4) If, during their probation month, they find that they are not completely happy working for the company, they are given a large amount of money to quit! This ensures that only truly content workers stay with the company.

Many people still believe that work and happiness do not go together. However, these new approaches make a lot of business sense and may result in more people actually looking forward to going to work.

- A** Another famous company, Zappos, is one of the only companies in the world to make its new workers a special offer.
B Lunchtime should be time shared by colleagues, with entertainment provided by the company.
C A happy employee means a happy customer and a happy customer means more business.
D Modern practice encourages celebrating company successes and praising personal achievements.
E Their investments range from installing slides for employees to travel between floors, minigolf and pool tables for quick, relaxing breaks and specially designed consulting spaces.

Fish for words

- 6** Find the words in the text that match meanings 1–5. Write the answers in your notebook.

- 1 became famous by being reported in the news (expression) (paragraph 2)
 2 annually (paragraph 3)
 3 the amount of enthusiasm that the employees feel at a time (compound noun) (paragraph 4)
 4 passing easily from one person to another (paragraph 4)
 5 happy, satisfied (paragraph 4)

- 7** Complete the sentences with the words or expressions from exercise 5. Write the answers in your notebook.

- 1 is very low at the moment because several employees have been made redundant.
 2 The boss of our company a few years ago because he gave everyone a pay rise of fifty per cent!
 The story was in every newspaper.
 3 Laughter is definitely and telling jokes in the office makes for a good atmosphere.
 4 I am perfectly with a part-time job.

Wrap it up

- 8** Work in pairs. Discuss the question.

What are you most proud of having done this week?



Zoom in

1 Complete the sentences with the correct words. Write the answers in your notebook.

- I wish I worked harder. I wouldn't lost my job.
- If I didn't have to work so much! I have more time for my hobbies.
- It's high you decided the career you want to follow.
- I'd work for myself for someone else's company.
- If I were in your , I'd sign for that English course to get some language qualifications.
- I wish you not keep interrupting me all the time! It's about you got down to work yourself.
- If I take some time off work tomorrow, I go to the cinema.

Practise

GET SMARTER

W zadaniu testowym polegającym na układaniu fragmentów zdań z podanych wyrazów często sprawdzana jest umiejętność posługiwania się zdaniami warunkowymi, w tym również z użyciem inwersji, a także *I wish ...*, *If only ...*, *I'd rather ...* oraz innymi konstrukcjami wyrażającymi życzenia. Należy pamiętać, że oprócz zastosowania odpowiedniego czasu czy konstrukcji niekiedy trzeba uzupełnić utworzone fragmenty zdań niezbędnymi, ale niepodanymi w ćwiczeniu przedimkami (*a, an, the*) i przyimkami (np. *about, with*).

2 Read the sentences. Decide what is the time reference and how many words are missing in each one. Then write complete sentences in your notebook.

- I didn't realise I'd have to work with youngsters. They (should / tell / me) that.
time reference: past / present / future
number of elements missing:
- What personal qualities (you / suppose / have) to get this job? I wonder if I could apply.
time reference: past / present / future
number of elements missing:
- (the company / look for) a suitable candidate for a couple of months now with no success.
time reference: past / past continued till present / future
number of elements missing:
- I (get / job) if I had had the right qualifications. Unfortunately, I didn't.
time reference: past / present / future
number of elements missing:
- I don't like my boss too much. I wish (he / shout) me all the time!
time reference: past / present / future
number of elements missing:

GET SMARTER

Gdy tworzysz zdanie warunkowe, zastanów się, czy nie musisz użyć mieszanego okresu warunkowego, i pamiętaj, że w części zdania z *if*, *provided*, *as long as*, *on condition that* czy *unless* nie używa się zwykle ani *will*, ani *would*. Gdy tworzysz zdanie z *I'd rather* lub *I'd sooner*, zwróć uwagę, czy osoba wyrażająca życzenie odnosi je do siebie, czy – do innego podmiotu, i wybierz zgodną z tym konstrukcję. Przykład zdania, w którym osoba mówiąca odnosi życzenie do siebie, to np. *I'd rather not do any work now* lub *I'd rather have taken more time off*. Takie samo życzenie wyrażone przez osobę mówiącą w odniesieniu do kogoś innego to np. *I'd rather you didn't do any work now* i *I'd rather you had taken more time off*. Gdy tworzysz zdanie za pomocą konstrukcji *I wish ...*, pamiętaj o tym, że istnieje możliwość użycia w zdaniu *would / wouldn't*, żeby wyrazić dezaprobatę i irytację wobec czyjegoś zachowania, np. *I wish you wouldn't keep interrupting me all the time*. Zwróć uwagę, żeby wyrazić krytykę o sobie samym, mówimy: *I wish I was / wasn't ...*. W tym kontekście *I wish I would ...* jest niepoprawne.

3 Read the sentences and rewrite them, making sure that the meaning is similar. Write the answers in your notebook.

- I don't like my boss criticising me all the time. I wish .
- They should really start the work now. It's high time .
- I don't want you to use my office. I'd rather .
- It's a shame you didn't get on with the rest of the team. If only .
- Everybody argued during the meeting, and we didn't reach any conclusions. If .
- I don't speak any foreign languages. I didn't get the job. If .
- I'd prefer to work for a multinational company than a local one. I'd rather .
- I regret not accepting the job you offered me. I wish .
- If you need my help, please contact me. Should .
- If you help me with the project, I'll help you with yours. As long as .

4 Complete the sentences using the verbs in brackets in the correct form. Write the answers in your notebook.

- 1 Don't you think it's about time you (find) a proper job? I'd rather you (start) looking for one.
- 2 If we (not save) up some money in the past, we (be) in trouble at the moment.
- 3 Tom (come) with us to lunch if he (not have) so much work. He stayed in the office all by himself.
- 4 We'd sooner you (not talk) about work all the time. If you (keep) on doing this, I (leave).
- 5 If you (work) harder, you (get) a pay rise, but because you're lazy, you won't.
- 6 I wish I (be) more communicative. From what I can see, finding a job (be) much easier.
- 7 Were you (change) your job, what kind of job (go) for?
- 8 It's high time Karen (be promoted). I wish her boss (notice) her hard work!
- 9 Unless Frank (find) a summer job, he (not have) any money for his holidays this year.
- 10 I (not be able) to pay all my bills unless I (earn) more. It'd be simply impossible.

5 Add two missing words in each sentence. Write the answers in your notebook.

- 1 If I earned more! I afford to go on a proper holiday.
- 2 You'll get paid condition that you complete the project time.
- 3 I wish my boss not watch me all the time! I'd like him trust me.
- 4 I'd rather you told me the truth the job I'd applied for.
- 5 I wish I attended the course on IT skills. It would have helped me my job.
- 6 My mum would sooner I had left my summer job, but I resigned it was badly paid.
- 7 Were I do something else, I become a lawyer.
- 8 Had known this job would be so demanding, I would never taken it.



TEST IT!

Układanie fragmentów zdań

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

- 1 I'm not sure he's communicative enough to work as a shop assistant. I'd (he / look) a job somewhere else.
- 2 I'm sorry I didn't answer the phone. When you rang, (I / work) my first CV.
- 3 I think my first day at work will be stressful. I (not / use / work) for eight hours a day!
- 4 My sister (be employed) this company if she could speak German, but she can't, so someone else got the job.
- 5 (only / I know) that this job was on offer, I would have applied.

Grammar ▶ s. 202, 210, 222, 228, 229

TEST IT!

Układanie fragmentów zdań

- 7** 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. Zapisz odpowiedzi w zeszycie. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1 It (be / better) me now if I hadn't taken up this job. I've got no time for my friends.
- 2 He's old enough to start earning his own living. It is (time / apply) a job.
- 3 Unless he (prepare / interview) , he won't get the position. They ask really tough questions.
- 4 I wish I (not / fire) my last job. I made some bad financial decisions and my boss wouldn't give me another chance.
- 5 He says he will stay at the company (provided / he / pay) more for the work he does.

Grammar ▶ s. 202, 210, 222, 228, 229

Wrap it up

- 8** Imagine you have the worst job in the world. Think about what job it could be and what it would involve. Work in pairs and complain about it to your partner using the following structures. Ask your partner to guess what job it is. I'd rather .

I'd rather my boss .

I'll go mad unless .

I wish / If only this job .

Zoom in

1 Work in pairs. Choose a job or a profession. Use the questions below to interview each other.

- 1 Why did you choose to do this job?
- 2 What do you find the most and least enjoyable about it?
- 3 How useful is your work to society? What makes you say that?
- 4 Is your job ever dangerous or stressful? In what ways?
- 5 Describe the greatest moment in your career.
- 6 Describe the moment you first earned some money.

KNOW YOUR PHRASES

- **It happened not so long ago.**
To wydarzyło się nie tak dawno temu.
- **It happened while I was doing my summer job.**
To wydarzyło się, gdy pracowałam/pracowałem w czasie wakacji.
- **First, I didn't know what to do.**
Początkowo nie wiedziałem/wiedziałam, co robić.
- **In the end, everything was fine.**
Ostatecznie wszystko dobrze się skończyło.
- **As soon as I met the actor, I knew he was very nice.**
Jak tylko poznałem/poznałam tego aktora, wiedziałem/wiedziałam, że jest bardzo miły.
- **To my surprise, the job was very easy.**
Ku mojemu zdziwieniu praca była bardzo prosta.
- **I didn't earn much, but it made me feel proud of myself.**
Nie zarabiałem/zarabiałam dużo, ale (praca) dawała mi poczucie dumy.
- **I was quite stressed out before that.**
Wcześniej byłem/byłam bardzo zestresowany/zestresowana.
- **What's worse, the job was badly paid and very stressful.**
Co gorsza, praca była słabo płatna i bardzo stresująca.

Activate

2 Powiedz, że:

- 1 to wydarzyło się rok temu.
- 2 to wydarzyło się, kiedy przeprowadzałeś/przeprowadzałaś wywiad ze znaną osobą podczas wakacji.
- 3 na początku nie wiedziałeś/wiedziałaś, co robić.
- 4 ku Twojemu zaskoczeniu praca była dość stresująca.
- 5 zarobiłeś/zarobiłaś na nowy komputer i byłeś/byłaś z siebie dumny/dumna.
- 6 w ogóle nie czułeś się zestresowany / nie czułaś się zestresowana.

Practise

GET SMARTER

W zadaniu tego typu należy opisać ilustrację i odpowiedzieć na trzy pytania. Trzecie pytanie wymaga zrelacjonowania jakiegoś wydarzenia, np. *Describe a situation when you had to do some physical work.* Pomyśl, co mogło się wydarzyć w tej sytuacji, kim, oprócz Ciebie, byli uczestnicy tego zdarzenia i jak się wtedy czułeś/czułaś. Pytanie to może dotyczyć sytuacji, w której się wcześniej nie znalazłeś / nie znalazłaś. Opisz wówczas doświadczenia znajomych czy kogoś z rodziny lub wymyśl własną historię.

3 Complete a story with the fragments in the box. Write the answers in your notebook.

I felt very proud of myself At first
I was a bit unsure It happened not so long ago.
to my surprise I had prepared

(1) _____ Our English teacher asked us to interview someone who already worked to find out how it felt to earn your own money. (2) _____, I didn't know what to do but then I had an idea. My neighbour is a photographer and I thought he would be a good candidate. (3) _____ if he was going to agree, but fortunately, he did. (4) _____ some questions before I went to see him. I was quite stressed out, but (5) _____, our conversation was just great. I learned a lot about his work and (6) _____. My teacher liked my interview, too.

4 Read the task and invent a short story. Write down your ideas first, if it helps you. Then present your story to your partner.

Describe the time you had to interview someone about their work for a school project.

uczucia
bohaterowie
wydarzenia krok po kroku

TEST IT!

Rozmowa na podstawie ilustracji

5 Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A

- 1 Do you think the students find the lesson interesting? What makes you say that?
- 2 What job would you like to do in the future? Why?
- 3 Describe the first time you or someone you know earned some money.



Uczeń B

- 1 What do you think this photographer enjoys the most about his work? Why?
- 2 Do you think your hobby could become your job in the future? Why? Why not?
- 3 Describe a situation when you or your friend did some work for free.



Speaking bank ▶ s. 246

Wrap it up

6 Work in pairs. Discuss the questions.

- 1 Why do you think so many young people want to be celebrities in the future?
- 2 Who should be hired first: an employee with a lot of experience or an employee with a lot of education? Why do you think so?

Mówienie – zestaw zadań 04 ▶ s. 234



Zoom in

1 Work in pairs. Discuss the questions.

- 1 Have you ever had a weekend or a summer job? What did you do? Did you enjoy it? Why? Why not?
- 2 'Find a job you like, and you won't work a day in your life.' How far do you agree with this statement?

KNOW YOUR PHRASES

- **I sat in on meetings with the managers.**
Byłem obecny / Byłam obecna na spotkaniach z menadżerami.
- **I was given a clear plan for the week.**
Dostałem/Dostałam jasny plan pracy na tydzień.
- **The first week I simply observed one colleague at work.**
Przez pierwszy tydzień po prostu obserwowałem/obserwowałam kolegę/koleżankę podczas pracy.
- **There are two ways of looking at this.**
Można spojrzeć na to na dwa sposoby.
- **It's quite clear to me that it's a useful experience.**
Jest dla mnie całkiem oczywiste, że to przydatne doświadczenie.
- **From my point of view, it's very interesting.**
Z mojego punktu widzenia to bardzo interesujące.
- **The things you learn are invaluable.**
Rzeczy, których się uczysz, są bezcenne.
- **It gives students a taste of real working life.**
To daje uczniom przedsmak prawdziwego życia zawodowego.
- **You can develop a lot of useful work skills.**
Można rozwinąć wiele umiejętności zawodowych.

Activate

2 Powiedz, że:

- 1 byłeś obecny / byłaś obecna na lekcjach z dziećmi ze szkoły podstawowej.
- 2 na początku tylko obserwowałeś/obserwowałaś nauczyciela.
- 3 można spojrzeć na ten problem na dwa sposoby.
- 4 z Twojego punktu widzenia to jest przydatna umiejętność.
- 5 odpowiedzialność, jakiej się uczysz, jest bezcenna.
- 6 w tej pracy można rozwinąć wiele praktycznych umiejętności zawodowych.

Practise

GET SMARTER

Ważnym elementem artykułu jest wstęp, którego celem jest zainteresowanie czytelnika poruszaną tematyką i zachęcenie go do dalszej lektury. Artykuł możesz rozpocząć od intrygującego pytania, przedstawienia ciekawych faktów lub zakwestionowania ogólnych prawd.

3 Read the task and introductions A–C below. Which introduction do you think is the best? Explain your answer.

Czy z punktu widzenia pracodawcy szukającego nowego pracownika ważniejsze jest doświadczenie zawodowe, czy – kwalifikacje kandydata? Napisz artykuł, w którym opisz ten problem i przedstawisz związane z nim doświadczenia swoje lub znajomej osoby.

A

My brother applied for a job last month. He has very good qualifications, but unfortunately he hasn't had the opportunity to get any work experience. He had an interview and he thought he had answered all the questions very well. He didn't get the job and I think that was wrong. I shall tell you why.

B

We are always told by parents, teachers and careers advisors that we should focus on getting as many good qualifications as possible in order to get a good job. But how true is this? Does having a good degree impress bosses more than having a lot of work experience in the job they are offering? My brother thought that getting a good degree was the best thing to do. How wrong he was!

C

Is experience more important than qualifications? It's an interesting question. I don't think so. Why not? Well, I'll tell you. My brother didn't get a job because he didn't have any experience. But how could he get experience when he was studying so hard? Should he have had a part-time job? Probably not, because he wanted to concentrate on his studies. That's not wrong, is it? This is what happened.

TEST IT!

Artykuł

4 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Właśnie ukończyłeś/ukończyłaś tydzień praktyk zawodowych, podczas których pomagałeś/pomagałaś słabszym uczniom szkoły podstawowej w nauce. Napisz **artykuł** na stronę internetową Waszej szkoły, gdzie omówisz, na czym polegała Twoja praca, i przedstawisz swoją opinię na temat wartości zdobywania doświadczenia zawodowego w trakcie nauki.

Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing bank ▶ s. 251

Jobs and responsibilities /

Zawody i czynności z nimi związane

Jobs / Zawody

accountant /ə'kaʊntənt/ księgowy/księgowca
app developer /'æp di'veləpə/ autor/autorka aplikacji
beautician /bju:'ti:ʃ(ə)n/ kosmetyczka
care worker /'keə,wɜ:kə/ pracownik/pracownica opieki społecznej
carpenter /'kɑ:pɪntə/ stolarz
cashier / checkout assistant /kæ'ʃiə/'tʃekəʊt ə,sɪstənt/ kasjer/kasjerka (w sklepie)
chef /ʃef/ szef kuchni
chief executive /tʃi:f'ɪg'zɛkju:tɪv/ dyrektor generalny / dyrektorka generalna
counsellor /'kaʊnsələ/ doradca/doradczyni
director /dɪ'rektə/ reżyser/reżyserka, dyrektor/dyrektorka
doorman /'dɔ:mən/ portier
editor /'editə/ redaktor/redaktorka
flight attendant /'flaɪt ə'tendənt/ steward/stewardesa
graphic designer /græfɪk di'zajnə/ grafik/graficzka
handyman /'hændi,mən/ majster, złota rączka
landscape gardener /'lændskeɪp,gɑ:d(ə)nə/ projektant/projektantka ogrodów
lecturer /'lektʃərə/ wykładowca/wykładowczyni
lifeguard /'laɪf,gɑ:d/ ratownik/ratownicza
nutritionist /nju:'tri:ʃ(ə)nɪst/ dietetyk/dietetyczka
paramedic /,pærə'medɪk/ ratownik medyczny / ratownicza medyczna
personal assistant /,pɜ:s(ə)nəl ə'sɪst(ə)nt/ osobisty asystent / osobista asystentka
personnel officer /,pɜ:sə'nel ə'fɪsə/ pracownik/pracownica działu kadr
plumber /'plʌmə/ hydraulik
psychiatrist /saɪ'kaɪətrɪst/ psychiatra
refuse collector /'refju:s kə'lektə/ śmieciarz
security officer /sɪ'kjʊərətɪ ə'fɪsə/ pracownik/pracownica ochrony
social media editor /,səʊʃɪəl 'mi:diə ,editə/ redaktor/redaktorka serwisów społecznościowych
spin doctor /'spɪn ,dɒktə/ rzecznik prasowy, specjalista od PR
surgeon /'sɜ:dʒən/ chirurg
tour guide /'tʊə gaɪd/ przewodnik/przewodniczka
travel agent /'trævəl ,eɪdʒənt/ pracownik/pracownica biura podróży

Job adjectives / Przymiotniki opisujące pracę

badly-paid /,bædli 'peɪd/ słabo płatny
challenging /'tʃælɪndʒɪŋ/ ambitny, stanowiący wyzwanie
dead-end /,ded 'end/ bez perspektyw
full-time /,fʊl 'taɪm/ na pełen etat
lucrative /'lu:kɹətɪv/ opłacalny
manual /'mænjuəl/ fizyczny
monotonous /mə'nɒtənəs/ monotony
part-time /,pɑ:t 'taɪm/ na część etatu
permanent /'pɜ:mənənt/ stały
rewarding /rɪ'wɔ:dɪŋ/ satysfakcjonujący
skilled /skɪld/ wykwalifikowany
undemanding /,ʌndɪ'mɑ:ndɪŋ/ niewymagający, łatwy
vocational /vəʊ'keɪʃ(ə)nəl/ zawodowy
well-paid /wel 'peɪd/ dobrze płatny

Employment and work conditions; job market / Warunki pracy i zatrudnienia; rynek pracy

answer to the immediate boss /,ɑ:nswə tə ði 'ɪmɪ'diət 'bɒs/ podlegać bezpośrednio szefowi
appraisal /ə'preɪzəl/ coroczna ocena pracownika
at all hours /ət ,ɔ:l 'aʊəz/ późną nocą

attach a CV /ə'tætʃ ə ,si: 'vi:/ załączyć CV
be at risk /,bi ət 'rɪsk/ być zagrożonym (o miejscu pracy)
be cooped up in a stuffy office /,bi ku:pt ,ʌp ɪn ə ,stʌfɪ 'ɒfɪs/ gnieździć się w dusznym biurze
be fired / get sacked /,bi 'faɪəd/,get 'sækt/ zostać zwolnionym z pracy
be in a rush /,bi ɪn ə 'rʌʃ/ być w pośpiechu
be in a rut /,bi ɪn ə 'rʌt/ popaść w rutynę
be in charge of sth /,bi ɪn 'tʃɑ:dʒ əv ,sʌmθɪŋ/ zarządzać czymś, odpowiadać za coś
be made redundant /,bi ,meɪd rɪ'dʌndənt/ zostać zwolnionym w ramach redukcji etatów
be on the breadline /,bi ɒn ðə 'bredlaɪn/ być na skraj ubóstwa
be passionate about one's job /,bi 'pæʃj(ə)nət ə ,bæʃt wʌnz ,dʒɒb/ kochać swoją pracę
be running late /,bi ,rʌnɪŋ 'leɪt/ być spóźnionym, zaczynać się z opóźnieniem
be sb by profession /,bi ,sʌmbədi baɪ prə'feʃj(ə)n/ być kimś z zawodu
bonus /'bɒnəs/ premia
break through the glass ceiling /breɪk θru: ðə ,glɑ:s 'si:lɪŋ/ przełamać bariery rozwoju zawodowego
business trip /'bɪznəs trɪp/ podróż służbowa
career prospects /kə'riə ,prɒspekts/ perspektywy rozwoju zawodowego
change jobs /tʃeɪndʒ ,dʒɒbz/ zmienić pracę
check out a company /tʃek ,aʊt ə 'kʌmpəni/ sprawdzić informacje o firmie
climb the career ladder /,klaɪm ðə kə'riə ,lædə/ piąć się po szczeblach kariery
colleague /'kɒli:ɡ/ koleżanka/kolega z pracy
covering letter /,kʌvəɪŋ 'letə/ list motywacyjny
develop a rapport with the interviewer /di'veləp ə ræ,pə: wɪð ði 'ɪntə,vju:ə/ nawiązać dobry kontakt z osobą przeprowadzającą rozmowę kwalifikacyjną
do / work overtime /,du: ,wɜ:k ə'ɒvə,tɑɪm/ pracować po godzinach
do / work shifts /,du: ,wɜ:k 'ʃɪfts/ pracować na zmianę
do something for a living /,du: ,sʌmθɪŋ fɔə ə 'lɪvɪŋ/ utrzymywać się z czegoś
do the graveyard shift /,du: ðə 'ɡreɪv,jɑ:d ʃɪft/ pracować na nocną zmianę
downsize /'daʊn saɪz/ redukować (np. zatrudnienie)
duties /'dju:tɪz/ obowiązki
earnings /'ɜ:nɪŋz/ zarobki
enclose /ɪn 'kleʊz/ załączyć
entrepreneur /,ɒntrəprəʊ'nɜ:/ przedsiębiorca
face challenges /,feɪs 'tʃæləndʒɪz/ stawiać czoła wyzwaniom
fast-track sb into a position /,fɑ:stɹæk ,sʌmbədi ,ɪntə ə pə'zɪʃj(ə)n/ awansować kogoś szybko na stanowisko
fill sb in /,fɪl ,sʌmbədi 'ɪn/ wprowadzić kogoś w zagadnienie, sprawę, udzielić informacji
fill sth in /,fɪl ,sʌmθɪŋ 'ɪn/ wypełnić coś
follow the career path /,fɒləʊ ðə kə'riə ,pɑ:θ/ iść ścieżką kariery
follow up /,fɒləʊ 'ʌp/ to follow up an interview with an email – wysłać wiadomość po odbyciu rozmowy kwalifikacyjnej
freelancer /'fri:lɑ:nə/ wolny strzelec, freelancer
get / land a job /,get/,lənd ə 'dʒɒb/ dostać pracę
get a pension /,get ə 'penʃj(ə)n/ dostać emeryturę
get by /,get 'baɪ/ radzić sobie
get careers advice /,get kə'riəz əd,vaɪs/ skorzystać z doradztwa zawodowego
get promotion /,get prə'məʊʃj(ə)n/ dostać awans
get regular feedback /,get ,regjʊlə 'fi:dbæk/ otrzymywać regularną ocenę (np. swojej pracy)
get satisfaction from one's job /,get ,sætɪs'fækʃj(ə)n frəm wʌnz ,dʒɒb/ czerpać satysfakcję z pracy
go bankrupt /,gəʊ 'bæŋkrɒpt/ zbankrutować

go freelance /,gəʊ 'fri:lɑ:nz/ zacząć pracować jako freelancer
go on strike /,gəʊ ɒn 'straɪk/ strajkować
good for business /,ɡʊd fɔə 'bɪznəs/ korzystny, dobry dla firmy
good interpersonal skills /ɡʊd ,ɪntə'pɜ:s(ə)nəl ,skɪlz/ wysokie umiejętności interpersonalne
hand in one's notice /hænd ,ɪn wʌnz 'nəʊtɪs/ wręczyć wypowiedzenie
hand over information /hænd əʊvə ,ɪnfə'meɪʃj(ə)n/ przekazać informację
have a complaints procedure /hæv ə kəm'pleɪnts prə'sɪ:dʒə/ mieć procedurę składania reklamacji
have an interview /hæv ən 'ɪntə,vju:/ odbyć rozmowę kwalifikacyjną
have excellent head for sth /hæv ,eksələnt 'hed fɔə ,sʌmθɪŋ/ mieć do czegoś doskonałą głowę
have expenses /hæv ɪk'spensɪz/ mieć wydatki
headhunt sb /hedhʌnt ,sʌmbədi/ znaleźć i zatrudnić pracownika (najczęściej z konkurencyjnej firmy)
hourly rate /aʊəli 'reɪt/ stawka godzinowa
human resources /hju:mən rɪ'zɔ:sɪz/ dział personalny
improvement in relations /ɪm ,pru:vmənt ɪn rɪ'leɪʃj(ə)nz/ poprawa relacji
in the open air /ɪn ði ,əʊpən 'eə/ na świeżym powietrzu
in-house training opportunities /ɪn ,haʊs 'treɪnɪŋ ,ɒpɔ:tju:nə'tɪz/ możliwość szkoleń wewnętrznych
income /'ɪnkʌm/ dochód
job description /dʒɒb di ,skɹɪpʃj(ə)n/ zakres obowiązków
join a union /,dʒɔɪn ə 'ju:niən/ zapisać się do związku zawodowego
keep a record /,ki:p ə 'rekɔ:d/ prowadzić rejestr
lack (of experience) /,læk (əv ɪk'spiəriəns)/ brak (doświadczenia)
leave / quit one's job /,li:v/,kwɪt wʌnz 'dʒɒb/ odejść z pracy
make a good first impression /,meɪk ə ,ɡʊd ,fɜ:st ɪm'preɪʃj(ə)n/ zrobić dobre pierwsze wrażenie
make ends meet /,meɪk endz 'mi:t/ wiązać koniec z końcem
make up for lost time /meɪk ,ʌp fɔə ,lɒst 'taɪm/ nadrobić stracony czas
minimum wage /,mɪnɪməm 'weɪdʒ/ płaca minimalna
offer a job /ɒfə ə 'dʒɒb/ zaproponować pracę
paid holiday /peɪd 'hɒlɪdeɪ/ płatny urlop
pay into a pension scheme /,peɪ ,ɪntə ə 'penʃj(ə)n ,ski:m/ płacić na fundusz emerytalny
pay rise /'peɪ ,raɪz/ podwyżka pensji
pay sb over the odds /,peɪ ,sʌmbədi ,əʊvə ði 'ɒdz/ płacić komuś więcej niż inni
per hour / week / month /pɜə 'aʊə/ 'wi:k/ 'mʌnθ/ na godzinę / tygodniowo / miesięcznie
perk /pɜ:k/ korzyść, bonus
pick up new skills /pɪk ,ʌp nju: 'skɪlz/ zdobyć nowe umiejętności
position / post /pə'zɪʃj(ə)n/pəʊst/ pozycja, stanowisko
probation / trial period /prə'beɪʃj(ə)n/ 'traɪəl ,prɪəriəd/ okres próbny
productivity /,prɒdʌk'tɪvəti/ wydajność, efektywność
profit goes into one's own pocket /,prɒfɪt gəʊz ,ɪntə wʌnz ,əʊn 'pɒkɪt/ zysk trafia do czyjejs kieszeni
promote /prə'məʊt/ dać awans
promote sb over sb else /prə'məʊt ,sʌmbədi ,əʊvə ,sʌmbədi 'els/ awansować kogoś na niekorzyść innego pracownika
public holiday /,pʌblɪk 'hɒlɪdeɪ/ dzień ustawowo wolny od pracy
qualifications /,kwɒlɪfɪ'keɪʃj(ə)nz/ kwalifikacje
recruitment /rɪ'kru:tmənt/ rekrutacja

reference /'refərəns/ referencje
 reject /rɪ'dʒekt/ odrzucić
 resign /rɪ'zain/ złożyć rezygnację
 retire /rɪ'taɪə/ przejść na emeryturę
 retirement /rɪ'taɪəmənt/ przejście na emeryturę, emerytura
 run sb's own business /rʌn,səmbədɪz əvən 'bɪznəs/ prowadzić własną firmę
 salary /'sæləri/ pensja
 seasonal work /,si:zənəl 'wɜ:k/ praca sezonowa
 self-employed /,selfɪm'plɔɪd/ samozatrudniony
 sense of achievement /,sens əv ə'tʃi:vmənt/ poczucie spełnienia
 serve an apprenticeship /,sɜ:v ən ə'prentɪsʃɪp/ odbyć praktyki
 short list /'ʃɔ:t,lɪst/ lista wyselekcjonowanych kandydatów branych pod uwagę w procesie rekrutacji
 sick leave /'sɪk,lɪ:v/ zwolnienie lekarskie
 sick pay /'sɪk,pet/ zasiłek chorobowy
 sign on (the dole) /,saɪn 'ɒn (ðə 'dəʊl)/ zarejestrować się jako bezrobotny
 Situations Vacant /,sɪtʃu,eɪʃ(ə)nz 'veɪkənt/ oferty pracy (rubryka w gazecie)
 staff /stɑ:f/ personel, kadra
 staff morale /,stɑ:f mə'reɪl/ morale w zespole
 start up a business /stɑ:t,ʌp ə 'bɪznəs/ założyć firmę
 step down /,step 'daʊn/ ustąpić (z zajmowanej pozycji / zajmowanego stanowiska)
 summer job /,sʌmə 'dʒɒb/ praca sezonowa (w lecie)
 support oneself /sə'pɔ:t wʌn, self/ samemu się utrzymywać
 swap shifts /,swɒp 'ʃɪfts/ zamienić się na zmianę z innym pracownikiem
 take early retirement /,teɪk ,ɜ:li rɪ'taɪəmənt/ przejść na wcześniejszą emeryturę
 take every opportunity to do sth /,teɪk ,evri 'ɒpə'tju:nəti tə 'du: ,sʌmθɪŋ/ korzystać z każdej okazji, by coś zrobić
 take sb on / hire sb /,teɪk ,səmbədi 'ɒn / 'haɪə ,səmbədi/ zatrudnić kogoś
 take on / up a new position /,teɪk ,ɒn / ,ʌp ə ,nju: pə'zɪʃ(ə)n/ objąć nowe stanowisko
 take on extra hours /,teɪk ,ɒn ,ekstrə 'aʊəz/ pracować w godzinach nadliczbowych

take over from sb /,teɪk 'əʊvə frəm ,səmbədi/ przejąć od kogoś obowiązki
 take responsibility for sth /,teɪk rɪ ,spɒnsə'bɪləti fə ,sʌmθɪŋ/ wziąć za coś odpowiedzialność
 take time off /,teɪk taɪm 'ɒf/ wziąć wolne
 take unpaid leave /,teɪk ʌn,petd 'li:v/ wziąć urlop bezpłatny
 take up a reference /,teɪk ,ʌp ə 'refərəns/ sprawdzić referencje kandydata
 tax /tæks/ podatek
 teamwork /'ti:m,wɜ:k/ praca zespołowa
 tip /tɪp/ napiwek
 unemployed /,ʌnɪm'plɔɪd/ bezrobotny
 up-to-date /,ʌp tə 'deɪt/ aktualny
 vacancy /'veɪkənsɪ/ wakat, wolne stanowisko
 wages /'weɪdʒɪz/ płaca, dniówka
 work flexitime /,wɜ:k 'fleksɪ,tajm/ mieć elastyczne godziny pracy
 work for a company /,wɜ:k fə ə 'kʌmpəni/ pracować w firmie
 work for oneself /,wɜ:k fə: wʌn'self/ pracować na własny rachunek
 work in sales /,wɜ:k ɪn 'seɪlz/ pracować w dziale sprzedaży
 work long hours /,wɜ:k lɒŋ 'aʊəz/ pracować do późna
 work on sth /,wɜ:k ɒn ,sʌmθɪŋ/ pracować nad czymś
 work to a deadline /,wɜ:k tə ə 'dedlaɪn/ mieć wyznaczony termin na wykonanie pracy
 work under pressure /,wɜ:k ʌndə 'preʃə/ pracować pod presją
 working conditions /,wɜ:kɪŋ kən'dɪʃ(ə)nz/ warunki pracy
 workplace /'wɜ:k,pleɪs/ miejsce pracy

Other / Inne

at some point /ət ,sʌm 'pɔɪnt/ w którymś momencie
 attract investment /ə ,trækt ɪn'vestmənt/ przyciągać inwestycje
 catch sb off-guard /,kætf ,səmbədi ,ɒf'gɑ:d/ zaskoczyć kogoś
 collect one's thoughts /kə ,lekt wʌnz 'θɔ:ts/ zebrać myśli
 computer-generated /kəm ,pjʊ:tə 'dʒenəreɪtɪd/ zaprojektowany za pomocą komputera

contagious /kən'teɪdʒəs/ zaraźliwy
 content /kən'tent/ zadowolony
 devote oneself to sth /dɪ'vəʊt wʌn, self tə ,sʌmθɪŋ/ poświęcić się czemuś
 drop out of sth /,drɒp 'aʊt əv ,sʌmθɪŋ/ rzucić, przzerwać coś
 emerge /ɪ'mɜ:dʒ/ pojawić się
 fold one's arms /fəʊld wʌnz 'ɑ:mz/ skrzyżować ramiona
 for hours on end /fə ,aʊəz ɒn 'end/ bez końca
 go together /,gəʊ tə'geðə/ pasować do siebie, współistnieć
 grumpy /'grʌmpɪ/ zrzędlawy
 have no clue /hæv nəʊ 'klu:/ nie mieć pojęcia
 in succession /ɪn sək'sesj(ə)n/ kolejno
 inheritance /ɪn'hɪrɪtəns/ spadek
 interior /ɪn'tɪəriə/ wnętrze
 keep sb in the loop /,ki:p ,səmbədi ɪn ðə 'lu:p/ informować kogoś na bieżąco
 last long /lɑ:st 'lɒŋ/ przetrwać, utrzymać się
 launch /lɔ:ntʃ/ wprowadzić produkt na rynek
 maintain eye contact /meɪn'teɪm 'aɪ ,kɒntækt/ utrzymywać kontakt wzrokowy
 make the headlines /,meɪk ðə 'hed,lajnz/ trafić na czołówki gazet
 make up one's mind /meɪk ,ʌp wʌnz 'maɪnd/ zdecydować się
 man's world /,mænz 'wɜ:ld/ męski świat
 money-minded /'mʌni,mændɪd/ dbający tylko o pieniądze
 on a daily basis /ɒn ə ,deɪli 'beɪsɪs/ na co dzień
 on top of /ɒn 'tɒp əv/ poza, oprócz
 one's brain switches off /wʌnz breɪn ,swɪtʃɪz 'ɒf/ czyjś umysł się wyłączy
 role model /'rəʊl ,mɒd(ə)l/ wzór do naśladowania
 shake hands firmly /,ʃeɪk hændz 'fɜ:mli/ mocno uścisnąć sobie dłonie
 sit upright /,sɪt 'ʌpraɪt/ siedzieć prosto
 smile wickedly /,smaɪl 'wɪkɪdli/ uśmiechać się szelmowsko
 stick to the point /,stɪk tə ðə 'pɔɪnt/ mówić na temat
 technology-oriented /tek,nɒlədʒi 'ɔ:rientɪd/ zainteresowany techniką
 work-wise /'wɜ:kwaɪz/ w związku z pracą
 yearly /'jɪəli/ coroczny

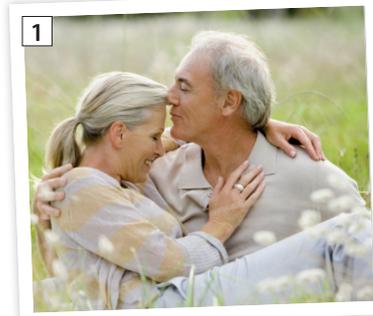
VOCABULARY OVERVIEW

Complete the text with the correct words in the box. Write the answers in your notebook.

offered lucrative income tax freelancer experience living mind vacancies promotion
 salaries run part-time tips colleagues pension on rewarding boss permanent

Good morning, everyone. As you know, this 'careers day' is designed to give you the chance to find out a bit more about the world of work. You'll hear from speakers where to look for job (1) _____, but also how to (2) _____ your own business and what (3) _____ you can expect to earn in different professions. There's also advice about things like getting bank accounts and paying (4) _____. I'm your first speaker and I'm here to talk to you a bit about my work (5) _____ and tell how I made up my (6) _____. I'm a journalist. I write articles for different newspapers and magazines. Some of my (7) _____ have (8) _____ jobs with one newspaper or magazine. They like the security. Also, they have the chance to get (9) _____ and their (10) _____ is regular. What's more, they know that when they retire, they will get a good (11) _____. However, I prefer to be a (12) _____ and not to work for one (13) _____. I like the excitement of going anywhere to find a story. And when it is accepted by a paper, it's a very (14) _____ feeling! But it's taken me a long time to get to this position. I didn't know when I was younger that I wanted to do this for a (15) _____. When I left university after getting a degree in English, I couldn't find a job. My local restaurant was taking (16) _____ extra staff for the summer and they (17) _____ me the job of a waiter. It was only (18) _____ but I earned enough money (including (19) _____ from happy customers) to take a holiday in Cyprus. While I was there, I wrote some articles about the country and sent them to a travel magazine. They liked them and I just carried on from there. In the beginning, it wasn't a very (20) _____ job, but it's got a lot better! I love my job and that's the most important thing.

05 Życie rodzinne i towarzyskie



Check it out

- 1 Work in pairs. Look at the pictures and name the family members and stages of life that you can see.
- 2 Work in pairs (A and B). In two minutes A writes down as many male relatives as possible and B writes down female relatives. Compare lists and see who has the most.

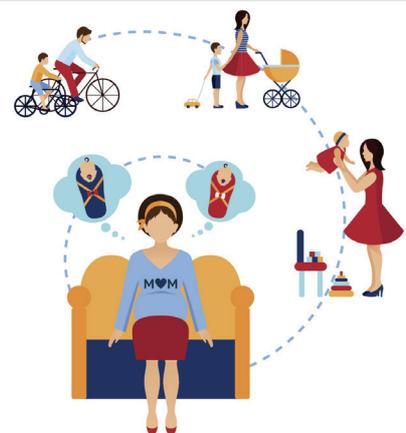
Etapy życia

- 3 Translate the words in brackets into English. Write the answers in your notebook.
 - 1 My brother was quite small for a [] (noworodek) but when he became a [] (małe dziecko), he filled out quickly.
 - 2 I had a great [] (dzieciństwo) growing up on the south coast near the sea.
 - 3 My dad always says that in his [] (młodość) he used to wear very fashionable outfits.
 - 4 In [] (wiek dojrzewania), we have to cope with body changes as mood swings – it's a hard time!
 - 5 In the UK, a person's tax benefits depend on the number of [] (krewni na utrzymaniu) he or she has.
 - 6 In [] (ciąża), women should drink less coffee.
 - 7 Teenagers usually want to become [] (dorośli) and in later life [] (emeryci) want to become teenagers again!

- 4 Complete the sentences with the correct words in the box. Write the answers in your notebook.

turned late heart
age twenty-five-ish getting

- 1 My aunt wasn't young when she got married. She was in her [] forties.
- 2 My grandad's seventy-five but he's still very young at [].
- 3 How old would you say Tom is? I think he's [], but I don't know his exact age.
- 4 Helen has just [] forty but she certainly doesn't look her [].
- 5 My uncle is [] on a bit now. He can't walk for long without a break.



► Członkowie rodziny, koledzy i przyjaciele

5 Choose the correct words to complete the sentences. Write the answers in your notebook.

- My parents asked Paul to be my because they had known him since they were all at school.
A uncle B godfather C partner
- Mark and Anna are my and we all have blond hair.
A twins B brothers C siblings
- Mike sometimes invites his wife to parties because they still get on very well.
A ex- B late C step
- My best mate Ruth is a(n) child and wishes her parents would give her a brother or a sister!
A single B orphan C only
- My aunt Helena has been a(n) since her husband died in an accident ten years ago.
A fiancée B widow C in-law
- I have a great relationship with my brother, even though we don't have the same dad!
A half B foster C adopted

6 Complete the sentences with the correct adjectives in the box. Write the answers in your notebook.

identical sworn distant family
best complete immediate

- My cousin and I are enemies. We can't stand each other.
- Kathy is definitely my mate. We do everything together.
- My sister and I are opposites. We like and hate very different things.
- There are only five people in my family but we've got lots of aunts and uncles, who live in the USA.
- That's amazing! Will and Tony are twins and I can't tell them apart.
- I don't know her very well, but Rose is a cousin on my father's side of the family.
- I've got a very interesting tree which goes back hundreds of years.

► Czynności życia codziennego, formy spędzania czasu wolnego

7 Choose the correct verbs to complete the sentences. Write the answers in your notebook.

- I usually **freshen / refresh** up after school before I meet my mates.
- Mum often gets me to **race / run** some errands for her.
- I must **make / put** on a wash when I get home. These jeans are really dirty.
- My dad asked me to **pick / choose** up some fruit from the shop on my way home.
- My brother is lazy and never **helps / assists** out my parents.

8 Complete the sentences with the correct words in the box. Then add the name of someone in your family or someone you know at the beginning of each sentence. Write all answers in your notebook.

catch-up checks browsing
chores chill does fills goes

- ... out the news first thing every morning.
- ... watches TV at every opportunity.
- ... spends ages the web.
- ... up with petrol every couple of days.
- ... never does his / her .
- ... his / her hair more than five times a day.
- ... does nothing but out after school every day.
- ... always up on Facebook.

9 Work in pairs. Compare your answers to exercise 8 with a partner and tell them another detail about person's activities.

e.g. My dad checks out the news first thing every morning. He watches the latest headlines on the TV in the kitchen.

10 Choose the correct words to complete the blog. Write the answers in your notebook.

BLOG
12 July

MY WEEKENDS

A hard week at school really (1) **takes / lets** it out of you so it's important to make (2) **more / the most** of your free time to (3) **recharge / fill** your batteries ready for the next week! However, it can be quite difficult to (4) **turn / switch** off when your brain's been working overtime all week. Some people, like my dad, just put their (5) **legs / feet** up as soon as they get home and then (6) **take / make** it easy all weekend, not moving from their chair, computer or TV. My older sister just retreats to her room for some peace and (7) **calm / quiet** and sticks her (8) **head / eyes** in a book for the whole time! I mean, there's no harm in (9) **whiling / using** away the time with a good book, but I guess I try to (10) **unwind / lighten** in a different way. For me, it's important to get a change of (11) **place / scene** and engage in other activities to take my (12) **brain / mind** off the pressures of the week. So, I like to go out and (13) **round / about** and get in some exercise, meet up with mates and generally loosen (14) **off / up**. It's not as though we're out partying to the (15) **early / first** hours every weekend but we have our fair (16) **portion / share** of fun.



Święta i uroczystości

11 Match the names of celebrations (1–9) with the correct comments (a–i). Write the answers in your notebook.

- 1 christening 4 wedding reception 7 hen party
2 school prom 5 cocktail party 8 housewarming party
3 stag do 6 tea party 9 coming of age party

- A Girls only! We're going to hit the town! Only two nights before the wedding!
B Such a special day – I get to drive and vote after this!
C This is a week after we move in, so we should be sorted out by then!
D Four o'clock – no later! There'll be sandwiches, small cakes and biscuits. A lovely English tradition.
E Tom and his mates are going to London – probably a meal and a club.
F It's only going to be quite small, with the godparents and the immediate family. I just hope she doesn't cry all the time!
G Mum's saying she's got to buy a new dress and shoes! It's just for the company executives and their wives. Pretty boring, I guess.
H It's costing a fortune! 100 guests at a top hotel with a five course meal and champagne! They could go round the world for their honeymoon instead!
I Brad's invited me and I am so excited. Mum's bought me a beautiful dress and dad's paying for me, Brad and six of our mates to arrive in a limo! The others will be green!

12 Complete the sentences with the correct words. Write the answers in your notebook.

- 1 When grandad retired, he got a golden h[redacted] from his company.
2 For a birthday t[redacted], my parents took me to an important football match.
3 My kid sister dressed up as a robot for the f[redacted] dress party.
4 My cousin designs g[redacted] cards.

Styl życia, konflikty i problemy

13 Match the verbs in box A with the expressions in box B to make collocations. Write the answers in your notebook.

A
talk
stop
lay
go
push
be against
get
give

B
one's point across
things through
sb's allowance
down some ground rules
sb the silent treatment
the limits
ballistic
one's better judgement

14 Match the collocations in exercise 13 with the Polish translations. Write the answers in your notebook.

- 1 testować granice
2 wyznaczać podstawowe zasady
3 bardzo się zdenerwować
4 nie odzywać się do kogoś
5 przedyskutować sprawę
6 wbrew czyjemuś zdrowemu rozsądkowi
7 wstrzymać komuś wypłatę kieszonkowego
8 wytłumaczyć swój punkt widzenia

15 Complete the magazine article with the correct form of the expressions from exercise 14. Write the answers in your notebook.

DEALING WITH CONFLICT

Children always want to (1) [redacted], so it is very important to make things clear for them early on. You can (2) [redacted] about bedtime, things they must do to help out in the house, homework and so on. As they get older, it gets harder! You're bound to get conflicts. The main thing to remember is not to (3) [redacted] whenever your teenager does something you don't agree with. They will just retreat to their room and (4) [redacted]! So, try to (5) [redacted] and take their opinions seriously, even if it's (6) [redacted]. If you (7) [redacted] every time there's an argument, you're going to get even bigger problems. On the other hand, you need to (8) [redacted], too. Good luck!

Czasowniki frazowe

16 Complete the sentences with the correct prepositions. Write the answers in your notebook.

This week's SOAP news!

- 1 Amanda split [redacted] with Barry because she found out that he'd been going [redacted] with another girl behind her back. He got [redacted] with it for a long time ... but not any more!
2 Sylvie walked [redacted] on Mark after they'd fallen [redacted] about the amount of time he spends on his car.
3 Jack's been skipping school a lot but his dad caught him [redacted] when he saw him in the park at 2.30! He's cut [redacted] his allowance until he gets [redacted] on track.
4 Ellie's put up [redacted] Ben's sarcasm for a long time but she finally decided to have it [redacted] with him last Saturday. It was time she stood [redacted] to him.
5 Marty and Jan broke [redacted] their engagement two months ago but they finally made [redacted] and got [redacted] together again last weekend.
6 Tino fell [redacted] with a bad crowd last year but he now regrets letting [redacted] his parents and has pulled himself [redacted] again. Everyone hopes he won't go [redacted] on his promise to steer clear of trouble for a while.



Zoom in

1 Work in pairs and say what these acronyms stand for. Which do you use the most often?

English: **OMG LOL YOLO**
CU THX B4N BRD IDK PLS

Polish: **ZW JJ NWM**
BDB CT? CTR? KC NMZC

Practise

GET SMARTER

Pamiętaj, że niektóre pytania w zadaniu mogą dotyczyć opinii wypowiadających się osób. W trakcie słuchania zwróć uwagę na zwroty, których używają rozmówcy, aby zgodzić się lub nie zgodzić z jakąś opinią, np. *Yes, sure. / Absolutely! / I guess I agree. / You couldn't be more wrong.* W nagraniu możesz też usłyszeć sformułowania, za pomocą których rozmówcy przytaczają poglądy odmienne od swoich, np. *while experts disagree with this, I believe ..., many people think that ..., however, in my opinion ...*

2 CD 1.09 MP3 09 Listen to a conversation between a man and a woman. Decide whose opinions are expressed in statements 1–5: the man's, the woman's or some other people's. What expressions do the speakers use to show their agreement or disagreement?

- 1 Teenagers don't know how to interact with each other now.
- 2 The majority of young people are quite talkative.
- 3 We should make more effort to help young people talk without the use of technology.
- 4 It's very difficult to make young people abandon technology for communication purposes.
- 5 It's a good idea for adults to talk to young people about communication problems.

TEST IT!

Wybór wielokrotny

3 CD 1.10 MP3 10 Usłyszysz dwukrotnie rozmowę przyjaciół na temat zjawiska określanego jako *phubbing*. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz odpowiedzi w zeszycie.

- 1 What does the girl say about phubbing at first?
 - A She was not aware of this type of behaviour before.
 - B She has heard the term *phubbing* before.
 - C She believes there should be a social campaign against phubbing.
 - D She does not consider phubbing a major problem.
- 2 According to the man, phubbing is
 - A worrying only for older people.
 - B harmless.
 - C common only among young people.
 - D bad manners.
- 3 Which of these statements is true of the girl's attitude towards phubbing?
 - A She hasn't changed her opinion about the campaign.
 - B She would like people to think more about the problem of phubbing.
 - C She agrees now that technology destroys relations between people.
 - D She doesn't understand why people don't see the problem of phubbing.
- 4 According to both speakers, phubbing manifests
 - A being less bored with technology than with people.
 - B young people's serious emotional problems.
 - C lack of social skills among most people.
 - D a real addiction to modern technology.
- 5 The conversation is mainly about
 - A the influence of technology on human interaction.
 - B the generation gap between the young and the old.
 - C experts' views on issues like phubbing.
 - D the reasons why people choose technology to interact with others.

Fish for words

4 Replace the underlined fragments in sentences 1–6 with the verbs in the box in the correct form. Write the answers in your notebook.

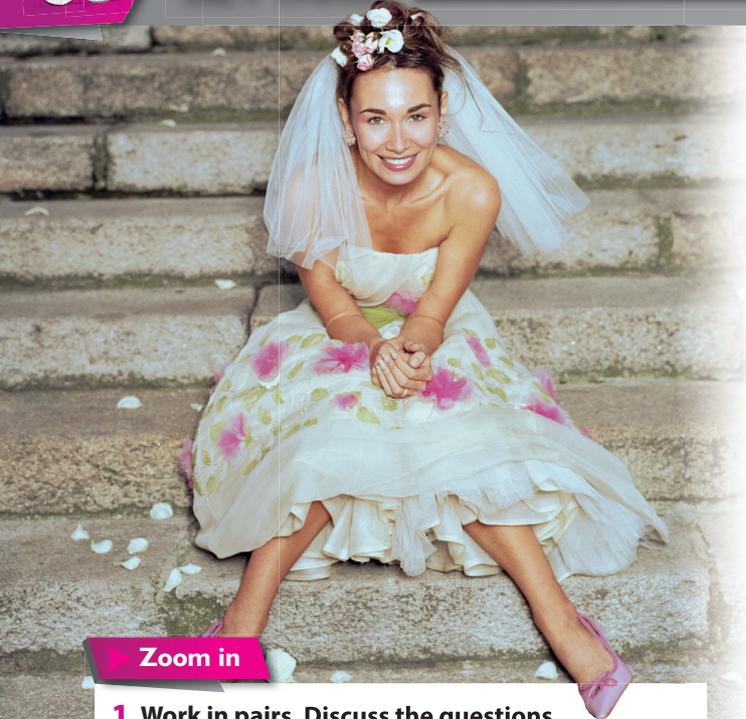
snub fiddle value consider
socialise reflect on

- 1 Playing with your phone while chatting to a friend is rude.
- 2 We often ignore people who are different from us.
- 3 We don't spend time with people as often as before.
- 4 It's time for everyone to think about our habits.
- 5 Most young people find phubbing acceptable.
- 6 We should appreciate our friends more than any technology.

Wrap it up

5 Work in pairs. Discuss the questions.

- 1 Why do most young people find online communication so addictive?
- 2 Should teachers and students invite one another to become friends on Facebook? Why? Why not?
- 3 Imagine services like Facebook, Snapchat or Instagram stopped being free of charge. Would you be prepared to pay for them like you pay for your phone rental fee? Why? Why not?



Zoom in

1 Work in pairs. Discuss the questions.

- 1 What's the most famous celebrity wedding that has taken place recently?
- 2 What would be your ideal setting for a wedding? Why?
- 3 If someone invited you today to go to a wedding next weekend, what would you wear and what would you get for a present?

Practise

GET SMARTER

Zadanie testowe polegające na dopasowywaniu akapitów do pytań sprawdza umiejętność wyszukiwania w tekście szczegółowych informacji. Znajdź w pytaniach kluczowe wyrazy, aby wiedzieć, na czym skupić się w trakcie czytania. W tekstach mogą występować pojedyncze wyrazy lub całe fragmenty, które są identyczne jak te użyte w pytaniach – co nie oznacza, że pytanie pasuje do danego tekstu. Pamiętaj, że te same treści są zwykle przekazane za pomocą innych sformułowań.

2 Read the text and find

- A an example of a good reason to use a wedding planner.
- B an example of a reason not to use a wedding planner.
- C a synonym for 'expense'.
- D a synonym for 'disadvantage'.

These days, it is popular for couples who are planning to get married to use the services of a wedding planner in order to organise the big day. Those who decide to do everything themselves can find themselves spending a lot of time and getting extremely stressed by the effort. The downside is that using a wedding planner is an additional cost on top of an already expensive occasion. However, the peace of mind it brings is definitely worth it.

TEST IT!

Dobieranie

3 Przeczytaj trzy teksty (A–C) oraz pytania ich dotyczące (1–4). Do każdego pytania dopasuj właściwy tekst. Zapisz odpowiedzi w zeszycie. Uwaga: jeden tekst pasuje do dwóch pytań.

In which post does the writer

- 1 suggest that the event was slightly disorganised?
- 2 comment on a change of mind regarding the venue?
- 3 mention that the costs for the author were covered?
- 4 talk about the wedding being accessible to many non-family members?

A



Pam



By far the most exciting wedding I have attended (locationwise that is) was my best mate's last October in Hawaii. I imagine it must have cost her and her fiancé an absolute fortune because the arrangements they had made for the ten of us who went to the ceremony were very generous indeed. However, I think it was worth it. I would spend a lot too to get married in the earthly equivalent of Paradise, though I think I'd like more people to be able to come to my wedding. But they had their minds set on Hawaii and no one could persuade them otherwise!

B



Chris



My sister had always insisted that she would not have an ostentatious wedding. She wanted to settle for something quiet, intimate and inexpensive, with just close friends and family. However, when it actually came down to it, she went for something grander than even I could have imagined. Last weekend she got married in an ancient (but modernised) Scottish castle on the edge of a lake, and fifty guests, including me, paid for transport there and a two-night stay. I didn't mind paying – it was my sister after all. However, the day definitely didn't go as smoothly as it could have done. The photographer was late and they ran out of champagne during the reception. But, of course, the backdrop was magnificent.

C



Jake



A wedding in the family is always a special occasion and people had been looking forward to my cousin's recent marriage for a long time. He'd been with his partner for fifteen years before they decided to tie the knot. They didn't want a lot of fuss and they opted to get married in the small church in their village. I think that was a good decision because it meant that local people who had known them for years could come along without spending a fortune. They also spent well under the average £12,000 that couples are reported to be spending on their weddings these days. Also, everything went according to plan – apart from the weather!

Fish for words

4 Find the fragments of the texts in exercise 3 which helped you to choose the correct answers.

5 Replace the underlined fragments with words or phrases from the texts. Write the answers in your notebook.

1 I can't buy a diamond ring. It would cost a lot of money.
(text A) 

2 My mum's wedding dress cost her about fifty pounds, which is the same as about five hundred pounds today.
(text A) 

3 We preferred a quiet celebration to a big, extravagant one.
(text B) 

4 I thought choosing the location would be easy but when we actually had to make the decision, it was really hard.
(text B) 

5 I chose the red roses because they looked so beautiful.
(text B) 

6 We had the photos taken against a background of the mountains and the lake.
(text B) 

7 So, you've finally decided to get married!
(text C) 

8 I don't want anything special for my birthday – just a quiet meal at a nice restaurant.
(text C) 

6 Work in pairs. Tell your partner about

- 1 something you've **set your mind on buying**.
- 2 a recent **event that went smoothly**.

- 3 a recent **event that didn't go according to plan**.
- 4 the **best holiday** you've had **locationwise**.

TEST IT!

Dobieranie

7 Przeczytaj trzy teksty (A–C) oraz pytania ich dotyczące (1–4). Do każdego pytania dopasuj właściwy tekst. Zapisz odpowiedzi w zeszytcie. Uwaga: jeden tekst pasuje do dwóch pytań.

In which post does the writer

- 1 comment on the benefits that age provides when finding your soulmate?
- 2 quote statistics to support a view that marriage is no longer useful?
- 3 believes that marriage should be a lifelong commitment?
- 4 mention a concern that marriage can place restrictions on your life?

<p>A</p>  <p>Jane</p> 	<p>I believe that there's no such thing as the 'right' time to get married. Surely it all depends on a variety of factors, including the essential one which is that of finding someone that you would be happy to spend the entire remaining period of your life with! Perhaps I'm living in the past but for me the idea of marriage is to stay with your chosen partner for ever, and not as now seems to be happening more and more often to divorce at the drop of a hat! Having said that, recent statistics show that, although they are still high, divorce rates are dropping and are twenty per cent down than a decade ago.</p>
<p>B</p>  <p>Jake</p> 	<p>OK, so what's a good age to marry? For me, personally, and I know everyone is different, I would rather get married later than sooner. I have my sights set on a career and I would prefer to get established in my profession before I decide to marry. Don't get me wrong – I believe in marriage – but I think marriage is most important when you want to start a family, and I would like to reach a certain point in my career before I start to think about the ties that that would entail. In addition to this, I think that maturity brings experience and wisdom and I would hope that when I'm older I shall be more discerning and recognise true love when I find it.</p>
<p>C</p>  <p>Juls</p> 	<p>Not a good question for me! I, actually, don't believe that I shall ever get married. In my opinion, marriage is an outdated institution that was designed to provide stability for society and protection for children. Today, it is really no longer necessary. Should two people wish to stay together, they will, should they wish to separate, they will. Marriage and divorce only provide a good income for people in the legal profession! An estimated 42 per cent of marriages in the UK will end in divorce so that seems to me a very good indicator that the institution of marriage is really not working well.</p>

Wrap it up

8 Work in pairs. Discuss the question.

Fewer people are getting married these days. Do you think this trend will continue or change in the future? Why?



Zoom in

1 Read the sentences. Work in pairs and decide why the words in bold are incorrect. Can you think of a better expression?

- The food we had at the party was very **tasteful**.
- Frank was never the type of a **careful** man who would show much affection for his wife.
- In his spare time, my dad listens to **classic** music.
- Jennifer's parents are very **pride** of her.
- I like people with whom I can discuss things in **deep**.
- I get on with people who are **confidential**.
- Adam is so **reliant**. You can always count on him.

GET SMARTER

W zadaniu testowym polegającym na uzupełnianiu luk wyrazami utworzonymi od podanego rdzenia sprawdzana jest umiejętność przekształcania części mowy podanej w nawiasie na inną, czyli np. tworzenia przymiotnika od podanego rzeczownika lub rzeczownika od podanego przymiotnika. Zwróć uwagę na to, że często można utworzyć więcej niż jeden przymiotnik od podanego rzeczownika, co się wiąże ze zmianą jego znaczenia, np. *taste* – *tasty* (smaczny) lub *tasteful* (w dobrym guście). Zwykle tylko jeden z przymiotników okazuje się poprawnym uzupełnieniem podanego zwrotu np. *mówimy lend someone a helping hand*, a nie *lend someone a helpful hand*.

2 Work in pairs and make two (or more) different adjectives from each of the words in the box. Do not use negative prefixes and suffixes. Say what the difference in meaning between the adjectives is. Use a dictionary if necessary.

sense	break	trust	history	love	child
extend	argue	inform	consider	care	
regret	use	addict	freeze	like	need

3 Complete the sentences with the adjectives you made in exercise 2. The first letters have been given. Write the answers in your notebook.

- Alan is such a s_____ man. He gets hurt really easily. He's also very c_____, always thinking about the feelings of other people.
- Before I met Keith, I was f_____ with fear. He had the reputation for being a really a_____ man who shouted at people for no reason.
- This was not a s_____ decision. It was actually quite c_____ to break up with your girlfriend just because she smiled at another boy.
- Some old people are quite r_____ about the past, but some think they have done a lot of u_____ things in their lives.
- Emily is such a t_____ girl, almost naive. That's why she has a b_____ heart again.
- I believe it's absolutely n_____ to keep in touch with your family, including your e_____ family. That's why I ring my cousins on a regular basis.
- The book I've just read was about some h_____ figures. It was an i_____ and entertaining read.
- Rita is a friendly, l_____ girl. She has a l_____ smile and a great sense of humour.

4 Read the sentences. Decide if the words in yellow are correct or incorrect. Then write corrected sentences in your notebook.

- I don't think they are **likely** to get married. (like)
- I just love doing Sudoku. It's **addictive!** (addict)
- People like Sylvia a lot because she's very **social**. (society)
- Sonya is a **middle-age** woman, but she looks like a 20-year old! (age)
- Mrs Brim has two **loving** children who look after her really well. (love)
- Cathy's decision to leave her boyfriend was really **regretful**. (regret)
- Young people often delay getting married for **economic** reasons. (economy)
- You can use fresh or **freezing** fish for the party. (freeze)
- No one gets on with people who are **arguable**. (argue)
- Some scientists have carried out **extensive** research into why people fall in love. (extend)

5 Copy the table into your notebook and complete it with the correct forms of the words given.

	adjective	noun	verb
1	deep		
2	wide		
3		length	
4	broad		
5			heighten
6			die
7	born		
8			choose
9			pride oneself on
10	hot		

6 Take turns and use the words from exercise 5 to test each other.

Make the noun and the verb from *deep*.

Depth and deepen.

7 Complete the sentences with the correct words from exercise 5. Write the answers in your notebook. Then work in pairs and discuss the questions.

- 1 What advice would you give to a shy person who wants to _____ his / her circle of friends?
- 2 How many people do you know whose _____ is in the same month as yours? Are they similar to you?
- 3 If you had the _____ to spend the weekend in any European capital, which city would you choose? Why? Who would you go with?
- 4 In what way can your friends _____ your horizons?
- 5 Are there any topics you can discuss with your friends at _____ and which you never get tired of? If so, what are they?
- 6 Are emails a _____ form of communication among young people? Why do you think so?

TEST IT!

Słowotwórstwo

8 Przeczytaj tekst. Uzupełnij każdą lukę (1–6), przekształcając wyrazy podane w nawiasach tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Zapisz odpowiedzi w zeszycie.

It seems obvious that we make our (1) _____ (choose) about our friends because of who they are. However, it's also true that we make these decisions because of the way these individuals support who we are. Psychologists confirm that we make friends more easily with people who show (2) _____ (approve) of our opinions, social behaviour and even the clothes we wear. We're quite (3) _____ (like) to feel attracted to someone whose ideas about life are completely different from ours. We just don't connect (4) _____ (emotion) with people who we feel are not our soulmates. So, we're actually quite (5) _____ (self) when it comes to selecting who we want to befriend and who we find (6) _____ (trust). It isn't just attraction, it's also manipulation!

Grammar ► s. 204, 206, 210

TEST IT!

Słowotwórstwo

9 Przeczytaj tekst. Uzupełnij każdą lukę (1–7), przekształcając wyrazy podane w nawiasach tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Zapisz odpowiedzi w zeszycie.

Most people would agree that male and female friendships are totally different. Women prefer relationships which are based on shared activities and verbal expression. They find talking and listening to each other extremely (1) _____ (value) and can't understand why their male counterparts are less willing to do the same. Women want all their relationships to (2) _____ (deep) and appreciate (3) _____ (intimate), so you'll often catch them sharing secrets. What's more, the (4) _____ (long) of female relationships often depends on how close they are to each other. On the other hand, men are into doing things with their mates. They'll pass their time practising or watching sports rather than engaging in prolonged (5) _____ (discuss) about feelings or everyday problems. As a result, they often come across as less (6) _____ (sense) than women. Someone once described it very (7) _____ (precision): women meet up to 'plug into' while men get together to 'unplug'. Men just value each other's company without plugging into each other's problems.



Grammar ► s. 204, 206, 210

Wrap it up

10 Choose 6–8 words from this lesson and write sentences with them, leaving a gap for the letters though you have to include the suffix. When you are ready, swap your sentences with your partner, and complete the missing words.

e.g. Laura is not a very _____ considerate girl.
She never thinks of others.

Zoom in

- 1 Work in pairs. Do you agree or disagree with the following statements? Give reasons.

Experts say the more free time you have, the lazier you become!

Teenagers spend their free time studying, statistics say!

PSYCHOLOGISTS WARN: MOST TEENS HAVE NO REAL PASSIONS EXCEPT THEIR COMPUTER!

MOST FREE TIME ACTIVITIES COST A FORTUNE

KNOW YOUR PHRASES

- **Why not join our gym? It's fun to work out together.**
A może zapiszesz się do naszej siłowni? Przyjemnie jest ćwiczyć razem.
- **If I were you, I'd take up basketball. It's ideal for tall people.**
Na Twoim miejscu zacząłbym/zacząłabym grać w koszykówkę. Jest idealna dla wysokich osób.
- **I suggest you (should) choose an activity which you'll find enjoyable.**
Powinieneś/Powinnaś wybrać zajęcie, które sprawi Ci przyjemność.
- **Why don't you bring your friend along? It's much easier to exercise together.**
A może przyprowadzisz kolegę/koleżankę? O wiele łatwiej jest ćwiczyć razem.
- **My advice is to attend yoga classes. They're perfect for your mind and your body.**
Polecam udział w zajęciach jogi. Są doskonałe dla ciała i ducha.
- **I think / I guess dance classes would be a perfect / the best option for you.**
Myślę/Zakładam, że lekcje tańca byłyby idealną/najlepszą propozycją dla Ciebie.

Activate

- 2 Powiedz koledze/koleżance, że:

- 1 na jego/jej miejscu zapisałbyś/zapisałabyś się na kurs fotografii, ponieważ jest on idealny dla ludzi twórczych.
- 2 proponujesz, aby zapisał/zapisała się na karate ze znajomym, ponieważ we dwoje łatwiej jest zmobilizować się do chodzenia na treningi.
- 3 uważasz, że kurs grafiki komputerowej byłby dla niego/niej najlepszą propozycją.
- 4 doradzasz mu/jej zapisanie się na kurs pilatesu, ponieważ jest dobry dla ciała i ducha.

Practise

GET SMARTER

Jeżeli w zadaniu należy coś komuś zaproponować lub udzielić komuś rady, pamiętaj, aby wyjaśnić, dlaczego coś proponujesz lub doradzasz. Unikaj banalnych sformułowań, takich jak *It's good / nice / interesting*.

- 3 What advice would you give to these people? Give reasons.

- 1 Your friend would like to find a new hobby.
- 2 You work at the reception of a sports club. A client wants a suggestion on which sports class to attend.
- 3 You want to advise secondary school students which leisure activities are the best for them.

TEST IT!

Rozmowa z odgrywaniem roli

- 4 Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.

Uczeń A

W trakcie ferii zimowych pracujesz w kręgielni. Odbierasz telefon od obcokrajowca, który jest zainteresowany wynajęciem kręgielni w celu zorganizowania przyjęcia urodzinowego. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

termin wynajmu
i liczba gości

czas trwania
przyjęcia

koszt przyjęcia
i zasady płatności

przekąski

Uczeń B

Jesteś Anglikiem, który mieszka z rodziną w Polsce. Chcesz zorganizować swoje przyjęcie urodzinowe w kręgielni w Twoim mieście. Dzwonisz do kręgielni, żeby ustalić szczegóły. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej **wszystkie/ wybrane punkty**:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- poproś ucznia A, aby doradził Ci w jakiejś kwestii,
- zapytaj o możliwość uzyskania rabatu,
- dowiedz się, czy jest możliwość przedłużenia przyjęcia.

Speaking bank ► s. 245

Wrap it up

- 5 Make a list of top five most exciting and boring free time activities. Compare with your partner. Are your lists similar or different?



Mówienie – zestaw zadań 05 ► s. 235



Practise

GET SMARTER

W wypowiedzi pisemnej stosuj różnorodne struktury gramatyczne, słownictwo na zaawansowanym poziomie, związki frazeologiczne oraz idiomy. Pamiętaj jednak, by w pracy używać słów i zwrotów, których znaczenie znasz i które potrafisz zastosować odpowiednio do kontekstu.

3 Replace the underlined words with the correct words in the box. Write the answers in your notebook.

are aware beneficial considered
gain instance offers relatively

- You can get useful experience by doing this.
- This happens quite often.
- People know that this can be a problem.
- This advice is thought to be very valuable.
- Advice like this can be good for us.
- People sometimes lie to their friends, for example when the truth might hurt them.
- One website I know gives very good advice indeed.

4 Read the task and the model answer. Find phrases referring to the two aspects you should include in your essay.

Wielu młodych ludzi w dzisiejszych czasach szuka porady w internecie, zamiast poprosić o pomoc rodziców. Napisz **rozprawkę**, w której wyrazisz swoje zdanie na temat tego zjawiska, przedstawiając argumenty zarówno z perspektywy dzieci, jak i rodziców.

MODEL ANSWER

Today, if you have a problem, it is possible to find advice online from a variety of sources. A lot of teenagers browse the Internet to get advice instead of asking their parents. I personally believe, however, that there is no substitution for advice from someone who knows you well.

From the teenagers' point of view, the main advantage of asking your parents' advice is that they know you well and therefore know the best advice to give you. They are aware of how you have dealt with similar problems in the past. Above all, they care about you and only want what is best for you in the long run. Of course, some people might think that online advice is more objective than parental advice but it is not always reliable and doesn't take into account individual issues.

From the parents' point of view, there's nothing more important than sharing things with their children. Firstly, the teenage years are a time when parents and children can grow apart and discussing problems brings them closer. What is more, parents also benefit from knowing about the sort of problems that their children face as it helps them to understand teenagers' actions and opinions better.

To sum up, in my opinion, getting parental advice on the majority of problems benefits both teenagers and their parents and brings them closer together. I remain wholly in favour of reaching out to the people nearest to us when we need help.

Zoom in

1 Work in pairs. Discuss the questions.

- Who would you talk to if you needed advice about
 - a problem in your career?
 - a problem in your personal life?
- On what occasions might you not tell a friend or your family the truth? Why not?
- Is it better to have children when you're still very young or wait until you've started a career? Why?

KNOW YOUR PHRASES

- Nowadays / today / these days, it's easy to get advice online.** W dzisiejszych czasach łatwo uzyskać poradę przez internet.
- In my opinion, it is better to talk things over.** Według mnie lepiej jest omówić sprawę.
- I personally believe that confidentiality is a big issue.** Osobiście uważam, że poufność jest ważną sprawą.
- What is more, there is the benefit from sharing our secrets.** Co więcej, istnieje korzyść z tego, że dzielimy się swoimi tajemnicami.
- Of course there are people who prefer not to discuss personal things with their family.** Oczywiście niektórzy wolą nie omawiać swoich osobistych spraw z innymi członkami rodziny.
- From the parents' point of view, it's the issue of trust.** Z punktu widzenia rodziców to kwestia zaufania.
- I remain wholly in favour of discussing things over.** Pozostaję zwolennikiem/zwolenniczką omawiania problemów.
- To sum up / All in all / In conclusion, I think that it's better to talk to people.** Podsumowując, uważam, że lepiej rozmawiać z ludźmi.

Activate

2 Powiedz, że:

- w dzisiejszych czasach wszystko można znaleźć w internecie.
- uważasz, że rodzice nie muszą wiedzieć o wszystkich Twoich problemach.
- oczywiście niektórzy nie ufają internetowi.
- z punktu widzenia nastolatka dorośli nie są świadomi problemów dzieci.

TEST IT!

Rozprawka

5 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Wielu młodych ludzi przesuwają w czasie decyzję o założeniu rodziny i posiadaniu dzieci i podejmuje ją w starszym wieku niż ich rodzice. Napisz **rozprawkę**, w której wyrazisz swoje zdanie na temat tego zjawiska, uwzględniając zarówno argumenty dotyczące możliwości rozwijania kariery zawodowej, jak i wieku rodzica z punktu widzenia dziecka.

Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Writing bank ▶ s. 250

Stages of life / Etapy życia

adolescence /ˌædəˈles(ə)ns/ wiek dojrzewania
adolescent /ˌædəˈles(ə)nt/ dorastający chłopak /
 dorastająca dziewczyna
adult /ˈædʌlt/ dorosły
adulthood /ˈædʌlt,hʊd/ dorosłość
be born /biːˈbɔːn/ urodzić się
be getting on /biːˈɡetɪŋ ˈɒn/ starzeć się, posuwać
 się w latach
birth /bɜːθ/ narodziny
bring sb up /ˌbrɪŋ ˌsʌmbədi ˈʌp/ wychować kogoś
childhood /ˈtʃɪld,hʊd/ dzieciństwo
grow up /ˌɡrəʊ ˈʌp/ dorastać
grown-up /ˈɡrəʊnʌp/ dorosły
in one's early / mid / late twenties /ɪn wʌnz ˌɜːli/
 ˌmɪd/ ˌleɪt ˈtwentɪz/ w wieku dwudziestu kilku /
 około dwudziestu pięciu / niespełna trzydziestu
 lat
mature / immature /məˈtʃʊə / ˌɪməˈtʃʊə/ dojrzały/
 niedojrzały
newborn /ˈnjuːˈbɔːn/ noworodek
pensioner /ˈpenʃ(ə)nə/ emeryt/emerytka
pregnancy /ˈpregnənsi/ ciąża
toddler /ˈtɒdlə/ małe dziecko (w wieku gdy
 zaczyna się chodzić)
turn forty /ˌtɜːn ˈfɔːti/ skończyć czterdzieści lat
twenty-five-ish /ˌtwenti ˈfaɪvɪʃ/ około dwudziestu
 pięciu lat
young at heart /ˌjʌŋ ət ˈhɑːt/ młody duchem
youth /juːθ/ młodość

Family and friends /

Członkowie rodziny, koledzy i przyjaciele

best mate /ˌbest ˈmeɪt/ najlepszy przyjaciel /
 najlepsza przyjaciółka
brother-in-law /ˈbrʌðəɪn,lɔː/ szwagier
close friend /ˌkləʊs ˈfrend/ bliski przyjaciel / bliska
 przyjaciółka
colleague /ˈkɒliːg/ kolega/koleżanka z pracy
dependant /dɪˈpendənt/ osoba na czyimś
 utrzymaniu
distant cousin /ˌdɪstənt ˈkʌz(ə)n/ daleki kuzyn /
 daleka kuzynka
ex-husband / ex-wife /ˌeks ˈhʌzbənd/ ˌeks ˈwaɪf/
 były mąż / była żona
extended family /ɪkˌstendɪd ˈfæm(ə)li/ rodzina
 wielopokoleniowa
fiancé / fiancée /fiˈnænsi/ narzeczony/narzeczona
foster a child /ˌfɒstə ə ˈtʃɪld/ przyjąć dziecko do
 rodziny zastępczej
fostered /ˈfɒstəd/ umieszczony w rodzinie zastępczej
godfather /ˌɡɒd ˈfɑːðə/ ojciec chrzestny
great-grandparent /ˌɡreɪt ˈɡrænd ˌpeərənt/
 prababcia lub pradziadek
half-brother / half-sister /ˌhɑːf ˌbrʌðə/ ˌhɑːf ˌsɪstə/
 brat przyrodni / siostra przyrodnia
identical twins /aɪˌdentɪkəl ˈtwɪnz/ bliźnięta
 jednojajowe
immediate family /ɪˌmiːdiət ˈfæm(ə)li/ najbliższa
 rodzina
marriage /ˈmæɪdʒ/ małżeństwo
nephew /ˈnefjuː/ siostrzeniec, bratanek
niece /niːs/ siostrzenica, bratanica
only child /ˌɒnli ˈtʃɪld/ jedynak/jedynaczka
orphan /ˈɔːfən/ sierota
sibling /ˈsɪblɪŋ/ brat lub siostra
single parent /ˌsɪŋɡ(ə)l ˌpeərənt/ samotny rodzic
soulmate /ˈsəʊlmeyt/ bratnia dusza
stepfather / stepmother /ˌstep ˈfɑːðə/ ˌstep ˌmʌðə/
 ojczym/macocha
stepson / stepdaughter /ˌstep ˌsʌn/ ˌstep ˌdɔːtə/
 pasierb/pasierbica
sworn enemy /ˌswɔːn ˈenəmi/ śmiertelny wróg
widow / widower /ˈwɪdəʊ/ ˈwɪdəʊə/ wdowa/wdowiec

Routines and free time activities /

Czynności życia codziennego
i formy spędzania czasu wolnego

browse the web /ˌbraʊz də ˈweb/ przeglądać
 strony internetowe
check out the news /tʃek ˌaʊt də ˈnjuːz/
 sprawdzać wiadomości
chill out /tʃɪl ˈaʊt/ relaksować się
clear the table /ˌkliə də ˈteɪb(ə)l/ sprzątać ze stołu
confide in sb /kənˈfaɪd ɪn ˌsʌmbədi/ zwierzać się
 komuś
do a course /ˌduː ə ˈkɔːs/ pójść na kurs
do a crossword /ˌduː ə ˈkrɒs,wɜːd/ rozwiązywać
 krzyżówkę
do one's chores /ˌduː wʌnz ˈtʃɔːz/ wykonywać
 swoje obowiązki w domu
do one's hair /ˌduː wʌnz ˈheə/ układać włosy
eat out /iːt ˈaʊt/ jeść na mieście
fill up with petrol /fɪl ˌʌp wɪð ˈpetrəl/ napelnić
 auto benzyną
follow a routine /ˌfɒləʊ ə ruːˈtiːn/ wykonywać
 rutynowe czynności
for peace and quiet /fɔː ˌpiːs ənd ˈkwaɪət/ do ciszy
 i spokoju
freshen up /ˌfrefʃ(ə)n ˈʌp/ odświeżyć się
get a change of scene /ˌget ə ˈtʃeɪndʒ əv ˈsiːn/
 zmienić otoczenie
get an early night /ˌget ən ˌɜːli ˈnaɪt/ pójść
 wcześniej spać
get dressed /ˌget ˈdrest/ ubierać się
get on well with sb /ˌget ɒn ˈwel wɪð ˌsʌmbədi/
 mieć dobre stosunki z
go on Facebook /ˌɡəʊ ɒn ˈfeɪsbʊk/ wejść na
 Facebooka
go out and about /ˌɡəʊ ˌaʊt ənd ə ˈbaʊt/ wyjść na
 miasto, wyjść do ludzi
go out for a meal /ˌɡəʊ ˌaʊt fɔː ə ˈmiːl/ pójść do
 restauracji
go round with sb /ˌɡəʊ ˈraʊnd wɪð ˌsʌmbədi/
 zadawać się z kimś, spędzać z kimś czas
gossip /ˈɡɒsɪp/ plotki
have a lie-in /hæv ə ˈlaɪ ɪn/ późno wstać, położyć
 dłużej w łóżku
have / organise / throw a party /hæv / ɔːɡənaɪz/
 ˌθrəʊ ə ˈpɑːti/ zorganizować imprezę
have one's fair share of fun /hæv ˌwʌnz feə ˌʃeə
 əv ˈfʌn/ bardzo dobrze się bawić
have sth in common with /hæv ˌsʌmθɪŋ ɪn
 ˈkɒmən wɪð/ mieć coś wspólnego z
help out /ˌhelp ˈaʊt/ pomagać
hit the town /hɪt ðə ˈtaʊn/ wyskoczyć na miasto
lay the table /ˌleɪ ðə ˈteɪbəl/ nakrywać do stołu
lie down /ˌlaɪ ˈdaʊn/ położyć się
load the dishwasher /ˌləʊd ðə ˈdɪʃ ˌwɒʃə/ ładować
 zmywarke
look up to sb /ˌlʊk ˈʌp tə ˌsʌmbədi/ podziwiać
 kogoś
loosen up /ˌluːs(ə)n ˈʌp/ wyluzować się
make one's bed /ˌmeɪk wʌnz ˈbed/ ścielić łóżko
make the most of sth /ˌmeɪk ðə ˈməʊst əv
 ˌsʌmθɪŋ/ wykorzystać coś do maksimum
party to the early hours /ˌpɑːti tə ðɪ ˌɜːli ˈaʊəz/
 imprezować do bladego świtu
pick sth up /ˌpɪk ˌsʌmθɪŋ ˈʌp/ kupić coś; odebrać
 coś
put on a wash /pʊt ɒn ə ˈwɒʃ/ nastawić pranie
put one's feet up /pʊt wʌnz ˈfiːt ˌʌp/ wyciągnąć
 się (odpocząć)
put out the rubbish /pʊt ˌaʊt ðə ˈrʌbɪʃ/ wynosić
 śmieci
recharge one's batteries /ˌriːtʃɑːdʒ wʌnz
 ˈbæt(ə)rɪz/ naładować baterie, zregenerować się
retreat to one's room /rɪˌtriːt tə wʌnz ˈruːm/ pójść
 do swojego pokoju
run errands /ˌrʌn ˈerənz/ załatwiać sprawy

run out of sth /ˌrʌn ˈaʊt əv ˌsʌmθɪŋ/ *sb ran out of*
sth – komuś coś się skończyło
set the alarm /ˌset ðɪ ə ˈlɑːm/ nastawić budzik
socialise /ˌsəʊʃəlaɪz/ udzielać się towarzystwo
stick one's head in a book /ˌstɪk wʌnz ˌhed ɪn ə
 ˈbʊk/ wsadzić nos w książkę
switch off /ˌswɪtʃ ˈɒf/ wyłączyć się
take a break /ˌteɪk ə ˈbreɪk/ zrobić sobie przerwę
take after sb /ˌteɪk ˈɑːftə ˌsʌmbədi/ być
 podobnym do kogoś
take it easy /ˌteɪk ɪt ˈiːzi/ nie przemęczać się
take one's mind off sth /ˌteɪk wʌnz ˌmaɪnd ˈɒf
 ˌsʌmθɪŋ/ oderwać myśli od czegoś
(sth) takes it out of you /(sθ) teɪks ɪt ˈaʊt əv
 jə/ (coś) cię męczy, wyczerpuje
unwind /ˌʌn ˈwaɪnd/ odprężyć się
watch catch-up TV /ˌwɒtʃ ˌkætʃ ˌʌp ˌtiː ˈviː/ oglądać
 catch-up TV (usługa pozwalająca na oglądanie
 programów telewizyjnych w późniejszym
 terminie przez internet)
while away the time /waɪl ə ˌweɪ ðə ˈtaɪm/
 uprzyjemnić sobie czas

Holidays and celebrations /
Święta i uroczystości

anniversary /ˌæniˈvɜːs(ə)rɪ/ rocznica
best man /ˌbest ˈmæn/ druhna
birthday treat /ˈbɜːθdeɪ ˌtriːt/ niespodzianka,
 prezent z okazji urodzin
bride /braɪd/ panna młoda
bridesmaid /ˈbraɪdz ˌmeɪd/ druhna
carnival parade /ˈkɑːnɪvəl pə ˌreɪd/ parada
 karnawałowa
christening /ˈkrɪs(ə)nɪŋ/ chrzest
cocktail party /ˈkɒk teɪl ˌpɑːti/ koktajl
coming of age party /ˌkʌmɪŋ əv ˈeɪdʒ ˌpɑːti/
 przyjęcie z okazji osiągnięcia pełnoletności
family tradition /ˌfæm(ə)li trə ˈdɪʃ(ə)n/ tradycja
 rodzinna
fancy dress party /ˌfænsi ˈdres ˌpɑːti/ bal
 przebierańców
funeral /ˈfjuːn(ə)rəl/ pogrzeb
golden handshake /ˌɡəʊld(ə)n ˈhænd ˌʃeɪk/
 wysoka odprawa
greetings card /ˌɡriːtɪŋz ˌkɑːd/ kartka z
 życzeniami
groom /ɡruːm/ pan młody
hen party /ˈhen ˌpɑːti/ wieczór panieński
honeymoon /ˈhʌni ˌmuːn/ miesiąc miodowy
housewarming party /ˈhaʊs ˌwɔːmɪŋ ˌpɑːti/
 parapełówka
school prom /ˌskuːl ˈprɒm/ studniówka, bal na
 zakończenie szkoły
stag do /stæg ˌduː/ wieczór kawalerski
street party /ˈstriːt ˌpɑːti/ impreza uliczna
tea party /ˈtiː ˌpɑːti/ podwieczorek
tie the knot /ˌtaɪ ðə ˈnɒt/ pobrać się
wedding reception /ˌwedɪŋ ɪ ˌsepʃ(ə)n/ wesele

Lifestyle, conflicts and problems /
Styl życia, konflikty i problemy

against sb's better judgement /ə ˌɡenst ˌsʌmbədʒ
 ˌbetə ˈdʒʌdʒmənt/ wbrew czyjemuś zdrowemu
 rozsądkowi
argue / argument /ˈɑːɡjuː ˈɑːɡjʊmənt/ kłócić się /
 kłótnia
be complete opposites /bi ˌkəm plɪt ˈɒpəzɪts/
 bardzo różnić się od siebie, być jak ogień i woda
behave / behaviour /bi ˈheɪv ˌbi ˈheɪvjə/
 zachowywać się / zachowanie
broad-minded /ˌbrɔːd ˌmaɪndɪd/ tolerancyjny
confront / confrontation /kən ˈfrʌnt/
 ˌkɒnfrʌn ˌteɪʃ(ə)n/ stawić czoła, skonfrontować /
 konfrontacja

disagree / disagreement /ˌdɪsəˈɡriː/ /ˌdɪsəˈɡriːmənt/ nie zgadzać się / różnica zdań
discipline /ˈdɪsəplɪn/ dyscyplina
divorce rates /dɪˈvɔːs ˌreɪts/ odsetek rozwodów
dump /dʌmp/ rzucić (kogoś)
end a relationship /ˌend ə rɪˈleɪʃ(ə)nʃɪp/ zakończyć związek
family values /ˌfæm(ə)li ˈvæljuːz/ wartości rodzinne
fellowship /ˈfeləʊʃɪp/ koleżeństwo, braterstwo
get a divorce /ˌget ə dɪˈvɔːs/ rozwieść się
give sb the silent treatment /ˌɡɪv ˌsʌmbədi ðə ˌsaɪlənt ˈtriːtmənt/ nie odzywać się do kogoś
go ballistic /ˌɡəʊ bəˈlɪstɪk/ bardzo się zdenerwować
ground /ɡraʊnd/ uziemić, dać (dziecku) szlaban na wychodzenie z domu
have a difference of opinion /ˌhæv ə ˌdɪfərəns əv ə ˈpɪnjən/ mieć różne zdania
have a fight /ˌhæv ə ˈfaɪt/ pokłócić się
have a fling /ˌhæv ə ˈflɪŋ/ zaszaleć
have an affair /ˌhæv ən ə ˈfeə/ mieć romans
intolerant /ɪnˈtɒlərənt/ nietolerancyjny
lay down some (ground) rules /leɪ ˌdaʊn səm (ˌɡraʊnd) ˈruːlz/ wyznaczać (podstawowe) zasady
learn right from wrong /lɜːn ˈraɪt frəm ˈrɒŋ/ rozróżniać dobro od zła
lifelong commitment /ˌlaɪflɒŋ kəˈmɪtmənt/ zobowiązanie na całe życie
narrow-minded /ˌnærəʊ ˈmaɪndɪd/ ograniczony, o wąskich horyzontach
push the limits /ˌpʊʃ ðə ˈlɪmɪts/ testować granice
rebel / rebellion /ˈrebəl/riˈbeɪljən/ buntować się / bunt
respect other people /rɪˌspekt ˌʌðə ˈpiːp(ə)l/ szanować innych ludzi
row /rəʊ/ kłótnia
sarcastic /ˈsɑːkæstɪk/ sarkastyczny
separated /ˈseɪpəˌreɪtɪd/ w separacji
set boundaries /ˌset ˈbɑːndərɪz/ stawiać granice
snub /snʌb/ lekceważyć
stick to the rules /ˌstɪk tə ðə ˈruːlz/ trzymać się zasad
take a dislike to sb /teɪk ə dɪsˈlaɪk tə ˌsʌmbədi/ powziąć niechęć do kogoś
take sb's side /teɪk ˌsʌmbədɪz ˈsaɪd/ wziąć czyjąś stronę
uptight /ʌpˈtaɪt/ spięty, nerwowy
virtues and vices /ˌvɜːtʃuːz ənd ˈvaɪsɪz/ cnoty i przywary

Phrasal verbs / Czasowniki frazowe

break off engagement /ˌbreɪk ɒf ɪnˈɡeɪdʒmənt/ zerwać zaręczyny
break up /ˌbreɪk ˈʌp/ zerwać z kimś
catch sb out /ˌkætʃ ˌsʌmbədi ˈaʊt/ przyłapać kogoś (np. na kłamstwie)
cheat on sb /ˈtʃiːt ɒn ˌsʌmbədi/ zdradzić kogoś
cut off / stop an allowance /kʌt ˌɒf ˌstɒp ən ə ˈlɑːəns/ wstrzymać wypłatę kieszonkowego
fall in with a bad crowd /fɔːl ɪn wɪð ə ˌbæd ˈkraʊd/ wpaść w złe towarzystwo
fall out with sb /fɔːl ˈaʊt wɪð ˌsʌmbədi/ pokłócić się z kimś
get away with sth /ˌget ə ˈweɪ wɪð ˌsʌmθɪŋ/ uniknąć kary za coś
get back on track /ˌget ˌbæk ɒn ˈtræk/ wrócić na dobrą drogę
get back together /ˌget ˌbæk təˈɡeðə/ wrócić do siebie
get on (well) with /ˌget ɒn ˈwel wɪð/ mieć dobre stosunki z
get one's point across /ˌget wʌnz ˈpɔɪnt ə ˌkrɒs/ wytłumaczyć swój punkt widzenia
go back on one's promise /ɡəʊ ˌbæk ɒn wʌnz ˈprɒmɪs/ nie dotrzymać obietnicy
go on about sth /ɡəʊ ɒn ə ˌbəʊt ˌsʌmθɪŋ/ ciągle mówić o czymś
go out with sb /ɡəʊ ˈaʊt wɪð ˌsʌmbədi/ umawiać się z kimś
have it out with sb /ˌhæv ɪt ˈaʊt wɪð ˌsʌmbədi/ wyjaśnić coś sobie
let sb down /ˌlet ˌsʌmbədi ˈdaʊn/ zawieść kogoś
make up with sb /ˌmeɪk ˈʌp wɪð ˌsʌmbədi/ pogodzić się z kimś
pull oneself together /ˌpʊl wʌnz ˌself təˈɡeðə/ wziąć się w garść
put up with sb /ˌpʊt ˈʌp wɪð ˌsʌmbədi/ tolerować kogoś, znosić kogoś
split up /ˌsplɪt ˈʌp/ rozstać się
stand up to sb /ˌstænd ˈʌp tə ˌsʌmbədi/ sprzeciwić się komuś
talk things through /ˌtɔːk θɪŋz ˈθruː/ przedyskutować sprawę
tell sb off /ˌtel ˌsʌmbədi ˈɒf/ zbesztać kogoś, zrugać
walk out on sb /wɔːk ˈaʊt ɒn ˌsʌmbədi/ odejść od kogoś

Other / Inne

at the drop of a hat /ət ðə ˌdrɒp əv ə ˈhæt/ natychmiast, bez wahania
backdrop /ˈbæk ˌdrɒp/ tło
be aware /bi ə ˈweə/ być świadomym
be green /bi ˈɡriːn/ zzielenieć z zazdrości
beneficial /ˌbenɪˈfɪʃ(ə)l/ korzystny
come down to /ˌkʌm ˈdaʊn tə/ *when it came down to it* – kiedy przyszło co do czego
come to (a place) /ˌkʌm tə (ə ˈpleɪs)/ przybyć do
consider /kənˈsɪdə/ uważać za
cost an absolute fortune /ˌkɒst ən ˌæbsəluːt ˈfɔːtʃən/ kosztować majątek
discerning /dɪˈsɜːnɪŋ/ przenikliwy, bystry
drop /drɒp/ spadać
equivalent /ɪˈkwɪvələnt/ odpowiednik
family tree /ˌfæm(ə)li ˈtriː/ drzewo genealogiczne
fiddle with sth /ˈfɪdəl wɪð ˌsʌmθɪŋ/ bawić się czymś
for instance /fɔː ˈɪnstəns/ na przykład
fuss /fʌs/ zgiełk, zamieszanie
gain /ɡeɪn/ zyskać
get established in one's profession /ˌget ɪ ˌstæblɪʃt ɪn wʌnz prəˈfeʃ(ə)n/ zdobyć uznanie w swoim zawodzie
go according to plan /ɡəʊ ə ˌkɔːdɪŋ tə ˈplæn/ iść zgodnie z planem
go for sth /ɡəʊ fɔː ˌsʌmθɪŋ/ zdecydować się na coś
in question /ɪn ˈkwɛstʃ(ə)n/ wymieniony
indicator /ˈɪndɪˌkeɪtə/ wskaźnik
intimate /ˈɪntɪmət/ kameralny
locationwise /ləʊ ˈkeɪʃ(ə)n ˌwaɪz/ biorąc pod uwagę lokalizację
look one's age /ˌlʊk wʌnz ˈeɪdʒ/ wyglądać na swój wiek
offer /ˈɒfə/ oferować
ostentatious /ˌɒstənˈteɪʃəs/ pretensjonalny
outdated /ˌaʊtˈdeɪtɪd/ przestarzały
permission /pəˈmɪʃ(ə)n/ pozwolenie
reflect on sth /rɪˈflekt ɒn ˌsʌmθɪŋ/ zastanowić się nad czymś
relatively /ˈrelətɪvli/ stosunkowo
remain /rɪˈmeɪn/ pozostać
retirement /rɪˈtaɪəmənt/ emerytura
run away /rʌn ə ˈweɪ/ uciec
set one's mind on doing sth /ˌset wʌnz ˌmaɪnd ɒn ˈduːɪŋ ˌsʌmθɪŋ/ być zdeterminowanym, aby coś zrobić
smoothly /ˈsmuːðli/ płynnie, bez problemów
treasure /ˈtreʒə/ pieczołowicie przechowywać, cenić sobie
value /ˈvæljuː/ doceniać
wisdom /ˈwɪzdəm/ mądrość

VOCABULARY OVERVIEW

Complete the text with the correct words. Some letters have been given. Write the answers in your notebook.

VINCE'S NEW YEAR FAMILY BLOG

Hi everyone and a happy New Year! Hope you like the photograph – it's from grandad's (1) r_____ party (after forty years at work!), which took place just before Christmas. There are a couple of new faces there. The red-haired lady is my brother Dan's (2) f_____, Daisy. They'd been (3) g_____ out together for a year and finally got (4) e_____ this year. Dan sadly (5) b_____ up with his previous girlfriend last year. It's been an eventful year for the Brown family. It was my twenty first birthday in August, so mum and dad (6) t_____ an enormous party for me and invited half the college. One of my (7) t_____ was that I didn't have to do any housework for two weeks. What a present! I didn't have to (8) t_____ my room or do any (9) w_____ up. I just had long (10) l_____ at the weekends and (11) c_____ out with my mates. Very cool! Another piece of news it that my cousin Kate got married to Dave in September and the whole family went to the wedding and the (12) r_____ at the Forest Dale Hotel. Brilliant. You may know that my parents have had a (13) f_____ child, Lionel, for five years. Well, he's now (14) a_____, which is great. So now I have another brother! On the downside, my younger sister (15) w_____ out after a big (16) a_____ with my parents and she's now living with my aunt and uncle in Scotland. They've never got (17) o_____ well, and I guess she's happier now. But I miss her. Anyway, that's it for this year. Hope your year has been good and that the next one is, too!

06 Żywnienie



Check it out

- 1 Work in pairs. Look at the pictures and name as many food items as you can.
- 2 Work in pairs. In your notebook, write three items that are not in the pictures for each of the categories 1–6.

1 vegetables	4 sea food
2 fruit	5 dairy
3 meat	6 snacks

Artykuły spożywcze

- 3 Put the words in the box into the correct columns. Write the answers in your notebook.

blueberry spinach scone offal mussel
 pineapple watercress gooseberry doughnut
 herring prune shallot apricot crumpet
 mackerel game cheesecake rocket veal

fruit	vegetables	meat and sea food	bread and cakes

- 4 Match words 1–11 with words A–K to form collocations. Write the answers in your notebook.

- 1 ground / instant / powdered
- 2 sliced / crusty / wholemeal
- 3 soft / fizzy / still
- 4 dry / medium dry / sweet
- 5 rare / medium / well-done
- 6 blue / full-fat / cream
- 7 home-made / shop-bought / microwavable
- 8 garlic / salad / French
- 9 chicken / cheese / beef
- 10 scrambled / poached / boiled
- 11 vanilla / chocolate / Neapolitan

- | | |
|-------------|-------------|
| A steak | G wine |
| B apple pie | H ice cream |
| C coffee | I eggs |
| D dressing | J cheese |
| E bread | K burger |
| F drink | |

5 Look at the pictures and complete the words. Some letters have been given. Write the answers in your notebook.

- 1 a deep red vegetable: b █ █ t █ █ █ t
- 2 the meat from a deer: █ █ n █ s █ █ █
- 3 seafood in a shell: █ y █ █ █ █ r
- 4 a small red salad vegetable: r █ d █ █ █ █
- 5 a shiny purple vegetable: █ u █ █ █ █ g █ █ █ █
- 6 sea fish: c █ █ █



6 Unscramble the words to complete expressions 1–8. Write the answers in your notebook.

- 1 a TRAONC █ █ █ █ of orange juice
- 2 a UJG █ █ █ █ of milk
- 3 a ICEEP █ █ █ █ of cake
- 4 a HERRSA █ █ █ █ of bacon
- 5 a TOP █ █ █ █ of tea
- 6 a FLOPUNOS █ █ █ █ of sugar
- 7 a OXB █ █ █ █ of tea bags
- 8 a BUTE █ █ █ █ of tomato paste

7 Work in pairs. Discuss the questions.

- 1 What are the most and least popular types of meat / fish eaten in Poland? Why do you think this is?
- 2 Which types of meat / fish do you like? Why?

► Posiłki i ich przygotowanie

8 Complete the health tips with the correct verbs in the box. Write the answers in your notebook.

sip gulp chew spread rinse
slice swallow squeeze

- 1 Try to █ █ █ █ your food thoroughly before you █ █ █ █ it.
- 2 █ █ █ █ some lemon juice onto your salad instead of adding dressing.
- 3 Always █ █ █ █ fruit before you eat it.
- 4 █ █ █ █ low-fat margarine on your bread instead of butter.
- 5 █ █ █ █ bread thinly and you won't eat so much.
- 6 You should █ █ █ █ your drinks, not █ █ █ █ them.

9 Choose the correct words to complete the recipe extracts. Write the answers in your notebook. Tell your partner what dishes the instructions might be from.

- 1 Peel / Skin and dice / pour the vegetables. Then let them chill / simmer for twenty minutes on the hob.
- 2 Empty / Break three eggs into a bowl, salt / season to taste and then whisk / squeeze them with a fork.
- 3 Line / Place a cake tin with greaseproof paper and then fill / spoon in the cake mixture.
- 4 Remove the outer wrapping and drill / prick the film lid with a fork.
- 5 Knead / Press the dough until firm and then smooth / roll out quite thinly.
- 6 Roast / Steam the fish over a pan of boiling water or wrap / tie in tinfoil and bake in the oven.
- 7 Boil / Strain the pasta when cooked and serve with the shallow grilled / fried scallops.
- 8 Skin / Peel the chicken and chop it into bite / mouth-sized chunks, add to the sauce and drown / marinate it overnight in the fridge.
- 9 Grease / Spread butter icing over the tops and season / sprinkle them with chocolate flakes.

10 Complete the definitions with the correct words in the box. Write the answers in your notebook.

tin opener corkscrew sieve
wooden spoon chopping board
cutlery crockery ladle

- 1 a collective noun for plates, cups, bowls, etc.: █ █ █ █
- 2 we use this to take corks out of wine bottles: █ █ █ █
- 3 we use this to drain boiled potatoes and pasta: █ █ █ █
- 4 we use this to serve a helping of soup: █ █ █ █
- 5 we use this to stir hot sauces: █ █ █ █
- 6 a collective noun for knives, forks, spoons, etc.: █ █ █ █
- 7 we use this to cut vegetables on: █ █ █ █
- 8 we use this to open tins / cans: █ █ █ █



▶ Lokale gastronomiczne

11 Complete the online restaurant reviews with the correct words in the box. Write the answers in your notebook.

portions advance set exorbitantly attentive
mouth-watering fusion die priced service

BLOG 25th May

 **The Three Elves**

My recent meal at the two Michelin-starred restaurant in Burgess Road was outstanding. *The Three Elves* is conveniently situated just off the High Street and serves a (1) of French and Asian cooking and I was expecting the food to be (2) expensive. However, for dinner I could choose from a (3) menu or à la carte and all the dishes were reasonably (4) . I had excellent (5) throughout the meal by very (6) waiting staff and the level of cooking was extremely high. The dishes were well-presented, the smells from the kitchen were (7) and the taste of the desserts was to (8) for! The (9) were generous and I thoroughly enjoyed the meal. I can highly recommend *The Three Elves* but make sure that you make a reservation well in (10) .

smears inedible poor cutlery
overpriced heavily main

BLOG 28th May

 **The Hyde**

Unhappily, my visit to *The Hyde* in Salton Street was not so enjoyable. All the meals on the menu looked (11) and mine was almost (12) . My starter was tasteless and my (13) course was much too (14) seasoned. In addition to the bad food, the (15) on my table was dirty, the glasses (16) and the tablecloth stained. However, if you don't mind (17) service, salty food and you're on a diet then maybe it's the place for you!

12 Complete the questionnaire about Polish cuisine and compare your answers with your partner.

Can you name

- 1 a typical starter?
- 2 a typical main course?
- 3 a typical dessert?
- 4 a delicacy from your region?
- 5 a Polish celebrity chef?
- 6 a popular takeaway food in Poland?

13 Choose the correct words to complete the sentences. Write the answers in your notebook.

- 1 I think a **culinary** / **gastronomic** critic must have the best job in the world!
- 2 You can order local **delicacies** / **delicatessen**, which are shown on the specials board.
- 3 I love going to *Tony's* because they serve really large **pieces** / **portions**!
- 4 I ordered the roast lamb with several side **plates** / **dishes**.

▶ Diety

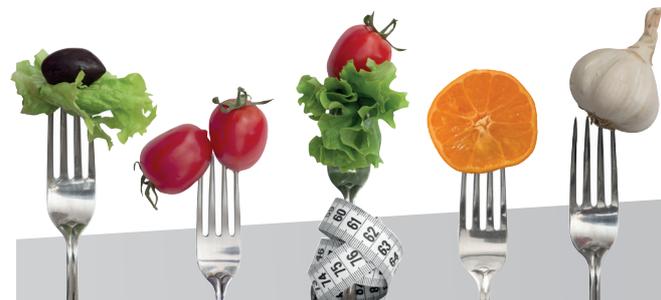
14 Choose the correct words to complete the sentences. Write the answers in your notebook. Do you agree with these statements?

- 1 I could never eat a **full** / **complete** English breakfast. It's much too big!
- 2 We usually have several **ready** / **immediate** meals during the week.
- 3 I try not to eat too much **rubbish** / **junk** food because I know it's bad for my health.
- 4 I think I have a well-balanced **diet** / **menu** and eat loads of fruit and vegetables.
- 5 I've been on a couple of **speed** / **crash** diets but they don't work very well.
- 6 I like **do-it-yourself** / **self-service** restaurants and cafés because you can choose exactly what you want and how much you want.

15 Complete the sentences with the correct words in the box. Write the answers in your notebook.

cholesterol fibre preventing
supplements protein bones
boost nutritional diabetes

- 1 People with have to be careful how much sugar they eat.
- 2 Today you can read about the value of a product on its label.
- 3 Goji berries are a superfood that helps the immune system.
- 4 The wrong type of fat increases the level of in the blood.
- 5 We need to eat certain foods to give us the our bodies need to grow and repair.
- 6 Some people take vitamin and mineral every day.
- 7 Diets with too little have a bad effect on the digestive system.
- 8 Some common superfoods are brightly coloured, like aubergines and tomatoes, and are important for some diseases. Others, like seaweed, are less common but full of calcium to build strong and teeth.





TEST IT!

Wybór wielokrotny

4 CD 1.12 MP3 12 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz odpowiedzi w zeszyte.

Tekst 1.

1 What is the advert for?

- A a meat dish B a vegetarian dish C a dessert

Tekst 2.

2 What could be the title of the presentation?

- A *The Negative Aspects of the Slow Food Movement*
- B *The Questionable Aspects of the Slow Food Movement*
- C *The Positive Aspects of the Slow Food Movement*

Tekst 3.

3 Which of the following is stated as a **fact**, not an opinion?

- A La Tomatina is a wasteful event.
- B La Tomatina is considered to be the most interesting event in Spain.
- C La Tomatina has been supported by most people.

Zoom in

1 Work in pairs. Discuss the questions.

- 1 Which food products would best represent the following tastes: salty, sweet, bitter, sour and spicy?
- 2 Which food items could you not imagine your life without? Which food items can you not stand the sight / taste / smell of?
- 3 Who in your family is the fastest / slowest / biggest / smallest eater? Who is the fussiest one?

Practise

GET SMARTER

Poprawna interpretacja zdania często zależy od znajomości wyrażen dotyczących ilości lub liczby czegoś, takich jak *a fraction of the population, an increasing / decreasing number, a sharp fall / rise, the best part, the lion's share, approximately / roughly itp.* Zwróć uwagę, że autor może przytaczać dane liczbowe lub statystyczne nie tylko po to, żeby opisać fakty, lecz także po to, by wyrazić swoją opinię na jakiś temat, używając takich zwrotów, jak: *I think, in my opinion, according to this expert itp.*

2 CD 1.11 MP3 11 Listen and explain why the answers A and C are incorrect. Think of an answer that would be correct.

- How many people support the idea of cookery lessons at school?
- A only a minority X
 - B
 - C about twenty five per cent X

3 Listen again and decide if any of the information in the recording was stated as an opinion.

Fish for words

5 Match the words (1–5) with their definitions (A–E).

Then use the words to complete the sentences. Write the answers in your notebook.

- | | |
|----------------|------------------------------|
| 1 aroma | A easy to cut and eat |
| 2 sip | B drink slowly |
| 3 tender | C deserves admiration |
| 4 nutritious | D strong but pleasant smell |
| 5 praiseworthy | E full of healthy substances |

- 1 The idea of slow food is but it doesn't always seem practical.
- 2 Children must eat well-balanced, meals to grow up healthy.
- 3 The beef we ordered was really . Just delicious!
- 4 The of the curry soon filled our nostrils and made our mouths water.

6 Replace the pictures with the words to complete the idioms. Write the answers in your notebook. What do these idioms mean?

- 1 I saw the waiter out of the corner of my .
- 2 This dish was out of this , really mouth-watering!
- 3 The couple were over the  about the meal they were served.
- 4 In a , I approve of the Slow Food movement.
- 5 Food festivals are not my  of tea.

Wrap it up

7 Work in pairs. Give examples of

- 1 a light but filling snack.
- 2 an out of this world dessert.
- 3 an idea you feel doubtful about.
- 4 a hugely popular festival.
- 5 food which isn't your cup of tea.



Zoom in

1 Work in pairs. Discuss the questions.

- 1 What is your worst food guilty pleasure?
- 2 How have the types of food that you love and hate changed since you were a child?

Practise

GET SMARTER

Gdy odpowiadasz na pytanie o intencje autora tekstu, uważnie przeczytaj wszystkie odpowiedzi. Pamiętaj, że czasowniki określające intencje mogą mieć podobne lub nawet takie samo znaczenie, np. *point out, indicate, show*, ale to informacje następujące po nich nadają odpowiedziom odmienny sens.

2 Read the short extract and choose the correct answer (A or B).

When Grant arrived home, he went into the kitchen. There was flour and rice all over the table top. The sink was full of dirty dishes and there were puddles of spilt milk on the floor.

'Mike!' he shouted angrily up the stairs.

Why does the writer mention the state of the kitchen?

- A to show how proud Grant was of Mike
- B to show why Grant was cross with Mike

TEST IT!

Wybór wielokrotny

3 Przeczytaj dwa teksty związane z jedzeniem słodczy. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

Tekst 1.

In Search of Chocolate

It was the early hours of the morning and the house was totally silent. Even outside, nothing was stirring. There was no traffic – not the low rumble of a single car or the wheels of a bicycle climbing the hill outside our house. It was still dark and silent, completely silent.

And then my stomach growled. It was loud and demanding. In fact it was so loud and demanding that I thought it would wake the neighbourhood, let alone the household.

And I knew what my stomach was saying to me. 'I want chocolate! Give me chocolate!' But it was two weeks since I had decided to cut chocolate out of my diet. This was after a lifetime of indulgence and, to put it mildly, it had not been an easy decision. I adored chocolate in every shape or form – bars, cakes, puddings, boxes of Belgian chocolates and the list goes on ... However, my doctor had ordered me to lose weight and that meant the chocolate had to go. For two very long weeks I had resisted the temptation.

But it wasn't getting any easier. The longing was as strong as ever and that night in the battle between my head and my stomach – my stomach won. I quietly got out of bed. I was going to break the rules and I was filled with almost childish glee at doing so.

I was careful. No lights, and I avoided the creaky floorboards. As I passed my parents' room, I heard the faint sounds of my dad snoring. Good. Then I was in the kitchen. The excitement and anticipation built as I opened the cupboard where I knew my mother kept a couple of bars for my sister's packed lunches. My hand was actually trembling as I reached in the dark and touched the glossy cover.

'What do you think you're doing?' The kitchen light came on suddenly and my heart leapt in my chest. The chocolate bar landed on the floor at my mother's feet. Her lips were thin with anger. In one moment fifteen years had disappeared and I was a small three-year-old child again, caught with her hand in the biscuit tin!

1 The writer mentioned the time and the atmosphere

- A to show how long it was since she had last eaten.
- B to point out that she never slept very well.
- C to emphasise the sound of her body's reaction to hunger.
- D to indicate how isolated she was feeling.

2 The writer was careful to be quiet because

- A she didn't want to disturb anyone unnecessarily.
- B she didn't want to have to share her treat with anyone.
- C she was ashamed of what she was doing.
- D she knew someone might be in the kitchen.

3 How did the writer feel when she got caught?

- A Sorry for her mother.
- B Embarrassed by the situation.
- C Grateful that she was stopped.
- D Nostalgic for a time when she was younger.



Zoom in

1 Work in pairs. Decide if the fragments in yellow are correct or not. Introduce any changes necessary to correct them. Write the answers in your notebook.

- I **won't able to make** this dish. It's too complicated.
- We tend not to eat food which is **high with calories**.
- Karen **needn't have cooked** all this food. Only three people were at her party.
- I'm afraid I've got **no room for** a dessert.
- I **may not have gone out**. My dad didn't let me **do it**.
- What should I **take under account** when I want to go on a diet?

GET SMARTER

Zadanie testowe polegające na uzupełnianiu luk sprawdza często znajomość czasowników frazowych oraz wyrażen przyimkowych. Gdy rozwiązujesz takie zadanie, pamiętaj, że nie wszystkie z wyrażen przyimkowych można przetłumaczyć z języka polskiego na angielski dosłownie, np. w karcie dań – **on the menu**. Ponadto, niektóre zwroty z obowiązkowym przyimkiem w języku polskim tłumaczymy na język angielski bez użycia przyimka, np. wejść **do** pokoju – enter **a room**, oraz odwrotnie, czyli np. pełen smaku – **full of flavour**.

2 Choose the correct prepositions to complete the sentences. Write the answers in your notebook.

- Pasta dishes are typical **for / of** Italian cuisine.
- We arrived **to / at** the restaurant late, so there were no tables left.
- Experts have noticed a significant rise **of / in** vegetarian restaurants.
- A vegan diet is different **from / than** a vegetarian one.
- Let's divide this cake **into / on** half. The whole cake is too big for me to eat.
- I'd love to be married **with / to** a chef. Imagine what my dinners would be like!
- Some people spend lots of money **on / for** takeaways.
- I'll eat anything except **to / for** Brussels sprouts.
- I don't think I'll ever develop a taste **for / to** herrings.
- What would you like **for / on** your first course?

3 Use the prompts to write sentences. Add all the necessary words. Write the answers in your notebook.

- cut / tomatoes / thin slices / make this salad
- put / kettle / to make some tea
- if you want / add / flavour / this dish / stir / some garlic
- serve / salad / some toasted bread
- turn / heat / if you don't want / burn / sauce
- add / olive oil / season / salad / salt and pepper / taste

4 Complete the sentences with the correct prepositions. Write the answers in your notebook. Translate the prepositional expressions into Polish.

- We've run **of** milk, so I'll go to get some.
- You should cut **on** sugar if you want to stay fit.
- Don't eat this! It's **of** date.
- Ready-made meals take just a few minutes to heat **to**.
- My mother tends to buy food which is low **in** fat and rich **in** vitamins.
- The prawns I had were really horrible. They put me **off** eating any seafood for a long time.
- I didn't put the milk in the fridge and, as a result, it has gone **bad**.
- Celebrities are **obsessed with** dieting.

GET SMARTER

Zadanie testowe z lukami może też sprawdzać znajomość gramatyki, jak choćby czasowników modalnych (*can, could, may, might, ought to, should, must, itd.*) czy posiłkowych (*do, have, be* w funkcjach gramatycznych). Gdy uzupełniasz lukę, pamiętaj, że czasowniki modalne w czasach przeszłych i przyszłych zastępowane są innymi czasownikami o tym samym znaczeniu, np. *must* → *had to / will have to*.

5 Complete each pair of sentences with the same word. Write the answers in your notebook.

- I wasn't **able to** cook even when I was at university. I simply hadn't learnt how to do it. We haven't been **able to** contact them for a week now. It worries me a lot.
- She **can't** have cooked this. She has no idea about cooking at all. George **can't** cook anything. It's just unbelievable!
- You **ought to** reduce the amount of sweets you have every day. We **ought to** have eaten something before the journey. Now we're starving.
- I've been grounded, so I won't be **allowed to** go out with my friends. Why aren't you **allowed to** drink Coke? You're not a child anymore.
- I added a bit too much pepper, so the dish **isn't** be slightly too spicy. You **isn't** have told me you were coming. I would have cooked something.
- You **shouldn't** use my tablet if you want to find the recipe. Sheila **shouldn't** have cooked something for dinner, but I'm not sure.
- Be careful! You **could have** burnt yourself. I **could have** make pancakes when I was only six.

Zoom in

1 Work in pairs. How far do you agree with these statements? (0 – completely disagree; 10 – completely agree)

- Eating together as a family is extremely important.
- Eating fast food will kill you.
- Everybody should know how to cook well.
- There's nothing wrong with eating in front of the TV.

KNOW YOUR PHRASES

- In my opinion, families should always eat together.**
Moim zdaniem rodziny powinny zawsze jeść razem.
- Eating together is important. However, / But it's difficult to find the time for it.**
Wspólne spożywanie posiłków jest ważne. Jednak trudno znaleźć na to czas.
- As far as I'm concerned, family meals are an old-fashioned idea.**
Jeśli o mnie chodzi, posiłki rodzinne to przestarzały pomysł.
- I only agree with this statement to some extent.**
Zgadzam się z tym stwierdzeniem tylko do pewnego stopnia.
- I believe this statement is only partly true.**
Uważam, że to stwierdzenie jest tylko częściowo prawdziwe.
- One of the advantages of eating out is that you don't have to cook and wash up afterwards.**
Jedną z korzyści jedzenia poza domem jest to, że nie trzeba gotować, a potem zmywać.
- Another plus / positive aspect is the fact that you can relax in the restaurant and talk to your friends.**
Kolejnym plusem / pozytywnym aspektem jest fakt, że w restauracji można się rozluźnić i porozmawiać z przyjaciółmi.
- One of the disadvantages of eating out is the cost of meals.**
Jedną z wad jedzenia poza domem jest koszt posiłków.
- Another minus / negative side is that it isn't easy to find a restaurant which will suit everybody.**
Innym minusem / Inną wadą jest to, że nie jest łatwo znaleźć restaurację, która będzie odpowiadać każdemu.

Activate

2 Powiedz, że:

- Twoim zdaniem jedzenie w restauracjach może być niezdrowe.
- jeżeli o Ciebie chodzi, to wspólne posiłki rodzinne są bardzo ważne.
- zgadzasz się z tym stwierdzeniem tylko do pewnego stopnia.
- zaletą jedzenia w domu jest fakt, że posiłki są tańsze.
- gotowanie w domu ma mnóstwo zalet.
- kolejnym minusem jedzenia w restauracjach są wysokie ceny posiłków.

Practise

GET SMARTER

Gdy wyrażasz swoją opinię, pamiętaj, aby:

- podać co najmniej jeden argument na jej poparcie,
- używać zwrotów, takich jak *I think, I guess, to my mind,*
- powiedzieć, do jakiego stopnia zgadzasz się lub nie zgadzasz z jakimś stwierdzeniem, np. *I completely agree with this because ..., I totally disagree with this because ...,*
- omawiając wady lub zalety, przedstawić więcej niż jedną z nich.

3 Answer the question using the ideas below.

What are the advantages of inviting your friends home for your birthday meal rather than to a restaurant?

Introduction: what you are going to talk about

Advantage 1: cheaper

Advantage 2: you feel more relaxed

Advantage 3: can play your own music

Short summary: a sentence wrapping up what you have said

TEST IT!

Rozmowa na podstawie materiału stymulującego

4 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

Uczysz się w Wielkiej Brytanii. W trakcie przerwy na lunch chciałbyś/chciałabyś kupić i zjeść jakiś gotowy posiłek. Masz do wyboru trzy miejsca.

- Wybierz miejsce, które będzie dla Ciebie najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- How important is a healthy diet to you? Why?
- What are the disadvantages of eating in fast food restaurants?

Speaking bank ▶ s. 247

Wrap it up

5 Work in pairs. Look at the picture and write a dialogue between the people. Make it as funny and interesting as possible.



Mówienie – zestaw zadań 06 ▶ s. 236



Zoom in

1 Work in pairs. Discuss the questions.

- 1 Do you pay attention to nutrition labels on food items that you buy? Why? Why not?
- 2 What have you eaten so far today?
- 3 Are you going to eat or drink anything when this lesson ends?
- 4 What snacks are best for concentration?

KNOW YOUR PHRASES

- **This is quite a controversial issue.**
To jest bardzo kontrowersyjna sprawa.
- **The main advantage of banning snacks from school is improving** students' health.
Główną korzyścią z zakazania niezdrowych przekąsek w szkole jest poprawa zdrowia uczniów.
- **Some parents will support this decision, whereas others will protest against it.**
Niektórzy rodzice poprą tę decyzję, podczas gdy inni będą przeciw niej protestować.
- **An obvious drawback is that you don't have a choice.**
Oczywista wada to brak możliwości wyboru.
- **One disadvantage of the regulation is that no one listens to what students want.**
Jedną z wad tego rozwiązania jest to, że nikt nie słucha, czego chcą uczniowie.
- **It will be interesting to see what the results show.**
Ciekawe, co pokażą wyniki.
- **The outcome of the ban will depend on how strictly the school enforces it.**
Wynik zakazu będzie zależał od tego, jak surowo szkoła będzie go egzekwować.

Activate

2 Powiedz, że:

- 1 zakazywanie niezdrowych przekąsek w szkole jest sprawą kontrowersyjną.
- 2 główną zaletą uczenia nastolatków gotowania w szkole jest to, że nauczą się wiele o zdrowym odżywianiu.
- 3 niektórzy uczniowie posłuchają rady na temat zdrowego odżywiania, podczas gdy inni posłuchają swoich żołądków!
- 4 oczywistą wadą zakazywania niezdrowego jedzenia w szkole jest to, że trudno będzie to wyegzekwować.
- 5 rezultat zakazu spożywania czekolady i ciupków będzie zależał od tego, jak surowo szkoła będzie ten zakaz egzekwować.

Practise

GET SMARTER

Zanim zaczniesz pisać wypracowanie, przemyśl jego kompozycję, tak aby osoba, która będzie czytać Twoją pracę, nie miała problemu ze zrozumieniem argumentów przedstawianych przez Ciebie oraz by struktura tekstu była przejrzysta. Zanonuj, co chcesz umieścić we wstępie, w poszczególnych akapitach i podsumowaniu wypowiedzi pisemnej.

3 Read the task and the model answer. The writer has included different advantages and disadvantages in the paragraphs of the main body of the essay. Find them and list them down in your notebook.

Obecnie większość produktów spożywczych musi mieć szczegółowe informacje o składzie i wartościach odżywczych na opakowaniu. Napisz **rozprawkę** na ten temat, w której przedstawisz wady i zalety takiego rozwiązania z punktu widzenia klientów.

MODEL ANSWER

In recent years, food companies have had to include a lot of detailed nutritional information on the labels for their products. From the consumers' point of view, it may bring both advantages and disadvantages.

On the one hand, this is very good for people because they can immediately see the health value of what they buy, eat and cook. They can read exactly, for example, how much of the average person's daily intake of salt or sugar is in the product. Undoubtedly, this information will be used by many to eat a more balanced diet and to avoid the food that perhaps they previously ate in excess, unaware of what it contained.

On the other hand, there are some drawbacks, including the fact that currently the information on the product can be so detailed that it is difficult for consumers to understand it quickly. Many people argue that a simple, straightforward indication of the health value of a product would be more effective. Another drawback is that it might make people become too obsessive about what they eat. It is also common knowledge that scientific advice about healthy eating can change quickly.

In conclusion, to benefit the consumer most, food labelling needs to be addressed carefully. Although detailed information may benefit a large number of people and encourage healthier eating habits, this may not always be the case. If the information is unclear, consumers may be confused or irritated and ignore it completely.

TEST IT!

Rozprawka

4 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Mając na uwadze zdrowie uczniów, Ministerstwo Zdrowia wprowadziło zakaz sprzedaży niezdrowego jedzenia, takiego jak ciupki czy napoje gazowane, na terenie szkoły. Napisz **rozprawkę** na ten temat, w której przedstawisz wady i zalety takiego rozwiązania.

Wypowiedź powinna zawierać **od 200 do 250 słów** i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Food products / Artykuły spożywcze

Fruit / Owoce

apricot /'eɪprɪkət/ morela
 blackberry /'blækberi/ jeżyna
 blackcurrant /'blæk'kʌrənt/ czarna porzeczka
 blueberry /'blu:b(ə)ri/ jagoda
 coconut /'kəʊkə'naʊt/ kokos
 date /deɪt/ daktyl
 gooseberry /'gʊsb(ə)ri/ agrest
 pineapple /'paɪn'æp(ə)l/ ananas
 prune /'pru:n/ śliwka suszona
 raspberry /'rɑ:zberi/ malina

Vegetables / Warzywa

aubergine /'æbə'ʒi:n/ bakłażan
 beans /bi:nz/ fasola
 beetroot /'bi:tru:t/ burak
 broccoli /'brɒkəli/ brokuły
 cabbage /'kæbɪdʒ/ kapusta
 cauliflower /'kɒli'flaʊə/ kalafior
 celery /'seləri/ seler
 cucumber /'kju:ˌkʌmbə/ ogórek
 garlic /'gɑ:lik/ czosnek
 green peas /'grɪn'pi:z/ zielony groszek
 leek /li:k/ por
 lettuce /'letɪs/ sałata
 mushroom /'mʌʃru:m/ grzyb, pieczarka
 olive /'ɒlɪv/ oliwka
 onion /'ɒnjən/ cebula
 parsley /'pɑ:slɪ/ zielona pietruszka
 pepper /'pepə/ papryka
 radish /'rædɪʃ/ rzodkiewka
 rocket /'rɒkɪt/ rukola
 shallot /'ʃɔ:'lɒt/ szalotka
 spinach /'spɪnɪdʒ/ szpinak
 sweetcorn /'swi:t'kɔ:n/ kukurydza
 watercress /'wɔ:tə'kres/ rukiew wodna

Meat, fish and seafood /

Mięso, ryby i owoce morza

bacon /'beɪkən/ boczek
 beef /bi:f/ wołowina
 cod /kɒd/ dorsz
 crayfish /'kreɪ'fɪʃ/ rak
 game /geɪm/ dziczyzna
 herring /'herɪŋ/ śledź
 lamb /læm/ jagnięcina
 lobster /'lɒbstə/ homar
 mackerel /'mækərəl/ makrela
 mussel /'mʌsəl/ omulek
 mutton /'mʌtən/ baranina
 octopus /'ɒktəpəs/ ośmiornica
 offal /'ɒf(ə)l/ podroby
 oyster /'ɔɪstə/ ostryga
 prawn /'pra:n/ krewetka
 sardine /'sɑ:'di:n/ sardynka
 sausage /'sɔ:sɪdʒ/ kiełbasa, kielbaska
 turkey /'tɜ:ki/ indyk
 veal /vi:l/ cielęcina
 venison /'venɪsən/ sarnina

Cereal products / Produkty zbożowe

cereal /'sɪəriəl/ płatki śniadaniowe
 dumplings /'dʌmplɪŋz/ pierogi, knedle
 flour /flaʊə/ mąka

Sweets / Słodycze

biscuit / cookie /'bɪskɪt/'kʊki/ ciasteczko
 butter icing /'bʌtə'aɪsɪŋ/ krem masłany
 candy /'kændi/ cukierki, słodycze
 cheesecake /'tʃi:z'keɪk/ sernik
 chocolate bar /'tʃɒklət'bɑ:/ baton czekoladowy
 crumble /'krʌmbəl/ owoce zapiekane z kruszonką
 crumpet /'krʌmpɪt/ racuch
 dessert /'desət/ pudding /'dɪ:zɪt/'pʊdɪŋ/ deser
 doughnut /'dəʊ'nʌt/ pączek
 lollipop /'lɒlɪ'pɒp/ lizak
 Neapolitan ice cream /ni:ə'pɒlɪtən'aɪs'kri:m/ blok lodowy w trzech smakach
 pancake /'pæŋkeɪk/ naleśnik
 scone /skɒn/ ciastko, bułeczka
 tart /tɑ:t/ tarta

Describing food and drink /

Opisywanie potraw i napojów

baked /'beɪkt/ pieczony, zapiekany
 boiled /'bɔɪld/ gotowany
 chocolate /'tʃɒklət/ czekoladowy
 crusty /'krʌsti/ chrupiący
 dried /draɪd/ suszony
 dry /draɪ/ suchy; wytrawny (o winie)

fizzy /'fɪzi/ gazowany
 fresh /'freʃ/ świeży
 frozen /'frɒzən/ mrożony
 full-fat /'fʊl'fæt/ pełnotłusty
 ground /'graʊnd/ mielony
 home-made /'həʊm'meɪd/ domowej roboty
 instant /'ɪnstənt/ rozpuszczalny (np. o kawie)
 medium /'mi:diəm/ średnio wysmażony (o steku)
 medium dry /'mi:diəm'draɪ/ półwytrawny (o winie)
 microwavable /'maɪkrə'veɪvəb(ə)l/ do podgrzania w mikrofalówce
 poached egg /'pəʊtʃt'eg/ jajko w koszulce
 powdered /'paʊdəd/ w proszku
 rare /reə/ krwisty (o steku)
 scrambled eggs /'skræmb(ə)ld'egz/ jajecznicza
 shop-bought /'ʃɒp'bɔ:t/ kupny, kupiony w sklepie
 skimmed /'skɪmd/ odtłuszczony (o mleku, jogurcie)
 sliced /'sleɪst/ pokrojony w plastry
 soft drink /'sɒft'drɪŋk/ napój bezalkoholowy
 soft scoop /'sɒft'sku:p/ miękkie, łatwe do nakładania (o lodach)
 stale /steɪl/ czerstwy
 (still/sparkling/bottled) water /('sti:l,'spɑ:klɪŋ/ 'bɒt(ə)ld) 'wɔ:tə/ woda (niegazowana/ gazowana/butelkowana)
 vanilla /və'nɪlə/ waniliowy
 well-done /'wel'dʌn/ dobrze wysmażony (o steku)
 wholemeal /'həʊl'mi:l/ razowy

Extras / Dodatki

blue / cream cheese /'blu:ˌkri:m'tʃi:z/ ser pleśniowy / kremowy
 (sour) cream /'saʊə'kri:m/ (kwaśna) śmietana
 French dressing /'frentʃ'dresɪŋ/ sos winegret
 gravy /'ɡreɪvi/ sos do pieczenia
 herbs /'hɜ:bz/ zioła
 mayo /'meɪəʊ/ majonez
 pepper /'pepə/ pieprz
 pickle /'pɪk(ə)l/ marynata; kiszonka, warzywo marynowane
 salad dressing /'sæləd'dresɪŋ/ sos sałatkowy
 seasoning /'si:zənɪŋ/ podstawowe przyprawy, takie jak sól i pieprz
 spices /'speɪsɪz/ przyprawy
 vinegar /'vɪnɪgəl/ ocet

Quantities of food / Porcje żywności

bar of chocolate /'bɑ:rəv'tʃɒklət/ tabliczka czekolady
 bottle of water /'bɒt(ə)ləv'wɔ:tə/ butelka wody
 box of tea bags /'bɒksəv'ti:'bægz/ pudełko herbaty ekspresowej
 carton of orange juice /'kɑ:tənəv'ɒrɪndʒ'dʒu:s/ karton soku pomarańczowego
 jar of honey /'dʒɑ:rəv'hʌni/ słoik miodu
 jug of milk /'dʒʌgəv'mɪlk/ dzban mleka
 loaf of bread /'ləʊfəv'bred/ bochenek chleba
 packet of crisps /'pæktəv'krɪspz/ paczka czipsów
 piece of cake /'pi:səv'keɪk/ kawałek ciasta
 pot of tea /'pɒtəv'ti:/ dzbanek herbaty
 rasher of bacon /'ræʃərəv'beɪkən/ plaster boczku
 spoonful of sugar /'spu:nfʊləv'ʃʊgə/ łyżeczka cukru
 tub of ice cream /'tʌbəv'aɪs'kri:m/ pudełko lodów
 tube of tomato paste /'tju:bəv'tə'mɑ:təs'peɪst/ tubka koncentratu pomidorowego

Meals and their preparation /
Posiłki i ich przygotowanie

Meals / Posiłki

barbecue /'bɑ:bɪkju:/ grill
 brunch /'brʌntʃ/ późne śniadanie
 packed lunch /'pækt'lʌntʃ/ drugie śniadanie do szkoły/pracy
 snack /sneɪk/ przekąska
 supper /'sʌpə/ kolacja
 tea /ti:/ podwieczorek

Cooking and eating verbs /

Czasowniki związane z gotowaniem i jedzeniem

add /æd/ dodać
 bake /beɪk/ piec (np. chleb, ciasto)
 beat /bi:t/ ubić
 boil /bɔɪl/ gotować
 break (eggs) /'breɪk('egz)/ rozbić (jajka)
 burn /bɜ:ɪn/ przypalić
 butter /'bʌtə/ posmarować masłem
 chew /tʃu:/ żuć, gryźć
 chill /tʃɪl/ schłodzić
 chop in bite-sized chunks /'tʃɒpɪn'bɑ:tsaɪzd'tʃʌŋks/ posiekać w kawałki wielkości jednego kęsa

cook (in the oven) /'kʊkɪn'di'ʌvən/ upiec (w piekarniku)
 cool /ku:l/ schłodzić
 cut /kʌt/ przeciąć, ukroić, pokroić
 dice /daɪs/ pokroić w kostkę
 flash fry /'flæʃ'fraɪ/ szybko usmażyć na dużym ogniu
 follow a recipe /'fɒləʊə'resɪpi/ postępować według przepisu
 freeze /fri:z/ zamrozić
 go off /'gəʊ'ɒf/ zepsuć się (o jedzeniu)
 grate /ɡreɪt/ zetrzeć na tarce
 grease the pan /'ɡri:sðə'pæn/ natłuścić patelnię
 grill /ɡrɪl/ opiekać, piec na grillu
 gulp /ɡʌlp/ tyknąć
 heat up /'hi:t'ʌp/ podgrzać
 knead (the dough) /'ni:dðə'dəʊ/ wyrabiać (ciasto)
 lick /lɪk/ polizać
 line /laɪn/ wyłożyć (np. formę papierem do pieczenia)
 lose one's appetite /'lu:z'wʌnz'æpətaɪt/ stracić apetyt
 marinate /'mærɪneɪt/ zamarynować
 melt /melt/ roztopić (się)
 mix /mɪks/ wymieszać (kilka składników ze sobą)
 overeat /'əʊvər'i:t/ przejeść się
 peel /pi:l/ obrać
 pour /pɔ:/ wlać
 prick /prɪk/ nakłuć
 put on a low heat /'pʊtɒnə'ləʊ'hɪ:t/ ustawić na małym ogniu, włączyć niską temperaturę
 rinse /rɪns/ opłukać
 roast /rəʊst/ piec (mięso lub warzywa)
 roll out /'rɒl'aʊt/ rozwałkować
 run out of sth /'rʌn'aʊtəv'sʌmθɪŋ/ we've run out of milk – skończyło się nam mleko
 season to taste /'si:z(ə)n'tə'teɪst/ doprawić do smaku
 serve /sɜ:v/ podawać
 set the oven /'setði'ʌvən/ ustawić piekarnik
 shake /ʃeɪk/ wstrząsnąć
 shallow fry /'ʃæləʊ'fraɪ/ smażyć na płytkim tłuszczu
 simmer /'sɪmə/ gotować na wolnym ogniu
 sip /sɪp/ sączyć
 skin (the chicken) /'skɪn(ðə'tʃɪkɪn)/ zdjąć skórę z (kurczaka)
 slice /sleɪs/ pokroić na plastry
 spoon in (the cake mixture) /'spu:nɪn(ðə'keɪk'mɪkstʃə)/ nałożyć (ciasto) łyżką
 spread /spreɪd/ rozsmarować
 sprinkle /'sprɪŋk(ə)l/ posypać, pokropić
 squeeze /skwi:z/ wycisnąć (np. sok)
 steam /sti:m/ ugotować na parze
 stir /stɜ:/ zamieszać, wymieszać
 stock up on sth /'stɒk'ʌpɒn'sʌmθɪŋ/ zgromadzić coś, zaopatrzyć się w coś
 strain (the pasta) /'streɪn(ðə'pæstə)/ odcedzić (makaron)
 swallow /'swɒləʊs/ połknąć
 undercook /'ʌndə'kʊk/ nie dogotować, nie dopiec
 use sth up /'ju:z'sʌmθɪŋ'ʌp/ zużyć coś
 whisk /wɪsk/ roztrzepać, ubić (np. jajka)
 wrap /ræp/ zawinąć, owinać

Utensils / Przybory

bowl /bɔ:l/ miska
 chopping board /'tʃɒpɪŋ'bɔ:d/ deska do krojenia
 corkscrew /'kɔ:k'skru:/ korkociąg
 crockery /'krɒkəri/ naczyeria
 cutlery /'kʌtləri/ sztućca
 frying pan /'fraɪŋ'pæn/ patelnia
 jug /dʒʌg/ dzban
 kettle /'ket(ə)l/ czajnik
 ladle /'leɪd(ə)l/ łyżka wazowa
 mug /mʌg/ kubek
 sieve /sɪv/ sitko
 teaspoon /'ti:spu:n/ łyżeczka
 tin/can opener /'tɪn'kæən'əʊpənə/ otwieracz do puszek
 wooden spoon /'wʊdən'spu:n/ drewniana łyżka

Describing flavours / Opisywanie smaków

appetising / unappetising /'æpə'taɪzɪŋ/ 'ʌn'æpə'taɪzɪŋ/ apetyczny/nieapetyczny
 bitter /'bɪtə/ gorzki
 bland /blænd/ mdły

chewy /'tʃu:ɪ/ gumowaty, ciągnący się
 delicious /dɪ'ljʃəs/ pyszny
 disgusting /dɪs'gʌstɪŋ/ obrzydliwy
 edible /'edɪbl/ jadalny/niejadalny
 fatty /'fæti/ tłusty
 gristly /'grɪsli/ żyłasty (o mięsie)
 hot /hɒt/ ostry
 mild /maɪld/ łagodny
 mouth-watering /'maʊθ 'wɔ:tərɪŋ/ apetyczny
 off-putting /'ɒf 'pʊtɪŋ/ odpychający
 salty /'sɔ:lti/ słony
 sour /'saʊə/ kwaśny
 spicy /'spaɪsi/ pikantny
 strong /strɒŋ/ mocny (o herbacie, kawie)
 sweet /swi:t/ słodki
 tasteless /'teɪstləs/ bez smaku
 tender /'tendə/ miękki, kruchy
 to die for /tə 'daɪ fɔ:/ wyśmienity
 too heavily seasoned /,tu: 'hevɪli 'si:z(ə)nd/ zbyt mocno przyprawiony
 tough /tʌf/ twardy
 weak /wi:k/ słaby (o herbacie, kawie)
 yucky /'jʌki/ ohydny
 yummy /'jʌmi/ pyszny

Eating places / Lokale gastronomiczne

(menu) à la carte /('menju: a: la: 'kɑ:t/ wybór z karty
 attentive waiting staff /ə'tentɪv 'weɪtɪŋ stɑ:f/ staranna obsługa w restauracji
 bill /bɪl/ rachunek
 cafeteria/canteen /,kæfə'tɔ:riə/kæn'ti:n/ stołówka, kantyna
 celebrity chef /sə'lebrəti 'ʃef/ znany kucharz/znana kucharka
 cuisine /kwi:'zi:n/ kuchnia (danego regionu)
 culinary critic /'kʌlɪn(ə)rɪ 'krɪtɪk/ krytyk kulinarny
 delicacy /'delɪkəsi/ przysmak
 eat out /i:t 'aʊt/ jeść w restauracji
 excellent /'ɛlənt/ doskonała/bez nadziei obsługa
 exorbitantly expensive /ɪg,zɔ:'bɪtəntli ɪk'spensɪv/ niebotycznie drogi
 fish and chips /fɪʃ ən 'tʃɪps/ ryba z frytkami
 full English breakfast /fʊl 'ɪŋɡlɪʃ 'brekfəst/ pełne angielskie śniadanie
 fusion (of French and Asian cooking) /,fju:z(ə)n (əv 'frentʃ ənd 'eɪzjən 'kʊkɪŋ)/ połączenie smaków (kuchni francuskiej i azjatyckiej)
 leave a tip /li:v ə 'tɪp/ zostawić napiwek
 main course /meɪn 'kɔ:s/ danie główne
 make reservation in advance /meɪk 'rezə'veɪʃ(ə)n ɪn əd'vɑ:ns/ zarezerwować stolik z wyprzedzeniem
 overpriced /'əʊvə'praɪst/ zbyt drogi, zawyżony (o cenie)
 portion /'pɔ:ʃ(ə)n/ porcja
 professional /prə'feʃ(ə)nəl/ zawodowy, profesjonalny

reasonably priced /,ri:z(ə)nəbli 'praɪst/ w umiarkowanej cenie
 review /ri'vju:/ recenzja
 rise in (vegetarian restaurants) /raɪz ɪn (,vedʒɪ'teəriən 'restɒrənts)/ wzrost liczby (restauracji wegetariańskich)
 self-service /,self'sɜ:vɪs/ samoobsługa; samoobsługowy
 service included /,sɜ:vɪs (ɪn 'klu:dɪd)/ obsługa wliczona w cenę
 set menu /,set 'menju:/ zestaw, gotowe menu
 side dish /'saɪd 'dɪʃ/ dodatek do dania głównego
 smeared glasses /smɪəd 'glɑ:sɪz/ umazane szklanki
 stained tablecloth /steɪnd 'teɪb(ə)lkloθ/ poplamiony obrus
 starter /'stɑ:tə/ przystawka
 takeaway /'teɪkə'veɪ/ danie na wynos
 typical of (Italian) cuisine /,tɪpɪk(ə)l əv (ɪ,tæljən) 'kwɪ'zi:n/ typowy dla kuchni (włoskiej)
 wine list /'waɪn 'lɪst/ karta win

Dieting / Diety

boost the immune system /,bu:st ðɪ 'ɪmjju:n 'sɪstəm/ wzmacnić system odpornościowy
 crash diet /,kræʃ 'daɪət/ intensywna dieta odchudzająca
 cut down on sth /kʌt 'daʊn ɒn ,səmθɪŋ/ ograniczyć coś
 cut sth out of one's diet /kʌt ,səmθɪŋ 'aʊt əv wʌnz 'daɪət/ wyeliminować coś ze swojej diety
 diabetes /daɪə'bi:tɪz/ cukrzyca
 fattening /'fæt(ə)nɪŋ/ tuczący
 fibre /'faɪbə/ błonnik
 follow a diet /fɒləʊ ə 'daɪət/ stosować dietę
 go / be on a diet /,gəʊ/ bɪ ɒn ə 'daɪət/ przejść na dietę / być na diecie
 high / low in calories /haɪ/ ləʊ ɪn 'kælərɪz/ wysokokaloryczny/niskokaloryczny
 home-grown food /,həʊm grəʊn 'fu:d/ żywność z własnej uprawy
 increase the level of cholesterol /ɪn,kri:s əð 'lev(ə)l əv kə'lestərɒl/ zwiększać poziom cholesterolu
 junk food /'dʒʌŋk 'fu:d/ niezdrowe jedzenie
 lose weight /,lu:z 'weɪt/ schudnąć
 low in fat /ləʊ ɪn 'fæt/ niskotłuszczowy
 low-carbohydrate /ləʊ 'kɑ:bəʊs haɪdreɪt/ niskowęglowodanowy
 nutritional value /nju:'trɪʃ(ə)nəl 'vælju:/ wartość odżywcza
 nutritious /nju:'trɪʃəs/ pożywny
 prevent diseases /prɪ'vent dɪ 'zi:zɪz/ zapobiegać chorobom
 proper nutrition /,prɒpə nju:'trɪʃ(ə)n/ właściwe odżywianie
 protein /'prəʊti:n/ białko
 put on weight /pʊt ɒn 'weɪt/ przytyć
 ready meals /redi 'mi:lz/ dania gotowe
 rich in (vitamins) /,rɪʃ ɪn ('vɪtəmɪnz)/ bogaty w (witaminy)
 strong bones /strɒŋ 'bəʊnz/ mocne kości

vitamin and mineral supplements /vɪtəmɪn ənd 'mɪnərəl ,sʌplɪmənts/ suplementy diety – witaminy i minerały
 well-balanced diet /wel,bælənst 'daɪət/ zrównoważona dieta

Other / Inne

addictive /ə'dɪktɪv/ uzależniający
 anticipation /æn'tɪsɪ'peɪʃ(ə)n/ radośne oczekiwanie
 apron /'eɪprən/ fartuch
 aroma /ə'rəʊmə/ aromat, zapach
 be obsessed with sth /bi'ɒb'sest wɪð ,səmθɪŋ/ mieć obsesję na punkcie czegoś
 be out of date /bi' aʊt əv 'deɪt/ być przestarzałym
 be over the moon /bi' əʊvə ðə 'mu:n/ być zachwyconym
 benefit /'benɪfɪt/ korzyść; odnieść korzyść
 circulation /,sɜ:kjʊ'seɪʃ(ə)n/ krążenie
 creaky /'kri:kɪ/ skrzypiący
 demanding /dɪ'mɑ:ndɪŋ/ wymagający
 develop a taste for (herrings) /dɪ'veləp ə ,teɪst fɔ: ('herɪŋz)/ polubić smak (śledzi)
 dispel a myth /dɪ'spel ə 'mɪθ/ obalić mit
 divide sth into half /dɪ'vaɪd ,səmθɪŋ ɪntə 'hɑ:f/ podzielić coś na pół
 early hours /,ɜ:li 'aʊəz/ wczesne godziny
 except for /ɪk'sept fɔ:/ oprócz
 glossy /'ɡlɒsi/ błyszczący
 go along with sth /,gəʊ ə'lɒŋ wɪð ,səmθɪŋ/ zgodzić się z czymś
 growl /graʊl/ burczeć
 harm /hɑ:m/ krzywda, szkoda; wyrządzić krzywdę
 in a nutshell /ɪn ə 'nʌtʃəl/ krótko mówiąc
 in every shape or form /ɪn 'evri 'ʃeɪp ə: 'fɔ:m/ w każdej postaci
 indulgence /ɪn'dʌldʒəns/ pobyżanie, dogadanie sobie
 infer /ɪn 'fɜ:/ wywnioskować, wydedukować
 insistent /ɪn'sɪstənt/ uporczywy
 let alone /let ə'ləʊn/ nie wspominając o
 longing /'lɒŋɪŋ/ tęsknota, ochota
 nostalgic /nɒ'stældʒɪk/ feel nostalgic for something – tęsknić za czymś
 not my cup of tea /nɒt maɪ 'kʌp əv 'ti:/ nie w moim guście
 out of the corner of one's eye /aʊt əv ðə ,kɔ:nə əv wʌnz 'aɪ/ kątem oka
 out of this world /aʊt əv ðɪs 'wɜ:ld/ nie z tej ziemi
 praiseworthy /'preɪz,wɜ:ði/ godny pochwały
 reasonable /ri:zənb(ə)l/ rozsądny; sensowny
 reassure /ri:ə'sʊə/ uspokajać
 resist temptation /rɪ,zɪst temp'teɪʃ(ə)n/ oprzeć się pokusie
 rumble /'rʌmb(ə)l/ dudnienie
 snore /snɔ:/ chrapać
 sympathy /'sɪmpəθi/ współczucie
 trigger /'trɪgə/ wywołać, spowodować
 urge /ɜ:dʒ/ pragnienie, chęć

VOCABULARY OVERVIEW

Complete the text with the correct words. Some letters have been given. Write the answers in your notebook.

MY BRITISH FOOD ADVENTURE

I know British food doesn't have the greatest reputation in the world, but I've just got back from a week in a lovely English country hotel and we had some really (1) **d** _____ **s** meals! We had an early breakfast every day and my dad went for the (2) _____ English! It was (3) **s** _____-**s** _____ and he had three (4) **h** _____ **g**s of fried eggs, (5) _____ **k** _____ beans, and sausages covered in half a bottle of tomato ketchup! Mum and I only had one (6) **r** _____ of bacon and a couple of (7) **s** _____ s of toast each, and my sister is a vegetarian, so she just had cereal and fruit. We did a lot of walking during the day, and the hotel gave us a (8) _____ **c** _____ lunch to take with us, with sandwiches, (9) _____ **f** _____ drinks, some fruit – usually an apple or a banana – and a (10) _____ **t** of crisps. Oh yes, and some (11) _____ **m** _____ - _____ **d** _____ biscuits. The Brits have (12) _____ **e** _____ about 4.30 in the afternoon, where you drink tea (of course!) and eat small cakes and (13) _____ **s** _____ **u** _____. Then it was more food again with dinner in the hotel restaurant at 8.30. Every night there were three (14) _____ **u** _____, including a starter and a dessert, and mum and dad had a bottle of local (15) _____ **y** white wine too. Yes, the British do produce wine! My favourite meal was the chicken curry (not too (16) _____ **p** _____) and the apple (17) _____ **i** _____ with fresh cream! It was my birthday during the week and the chef (18) _____ **e** _____ me a special birthday cake. Back home now and no surprise – I've put on a lot of weight – so it's a (19) _____ **s** _____ diet before school starts!

Review 01-06

Czytanie

Dobieranie

Słuchanie

Wybór wielokrotny

CD 1.13 MP3 13 **Usłyszysz dwukrotnie rozmowę na temat Święta Dziękczynienia. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz odpowiedzi w zeszytcie.**

- 1 What does the presenter say in the introduction to the programme?**
A The programme is broadcast once a fortnight.
B Thanksgiving has been a rare choice in the survey.
C Independence Day is less popular than Thanksgiving.
D Not many people took part in the survey.
- 2 Alex chose Thanksgiving mainly because**
A it is more fun than the other holidays.
B it is more important than Independence Day.
C it is a religious holiday.
D it is not common in other parts of the world.
- 3 Which of these sentences is true according to the text?**
A There is some disagreement as to the origins of the holiday.
B Abraham Lincoln declared the first national Thanksgiving Day.
C The pilgrims wanted to thank God for ending the floods.
D The November date was not chosen until 1789.
- 4 What has remained the same about Thanksgiving over the centuries?**
A The atmosphere of the holiday.
B The type of food eaten.
C The holiday's religious nature.
D The duration of the holiday.
- 5 This time the programme is about**
A the personal view on Thanksgiving.
B the results of the survey.
C the popularity of Thanksgiving.
D the most important American holidays.



Przeczytaj artykuł na temat urządzania sypialni. Do każdego pytania (1-4) dopasuj właściwą część tekstu (A-C). Zapisz odpowiedzi w zeszytcie. Uwaga: jedna część tekstu pasuje do dwóch pytań.

Which paragraph

- 1 mentions a device which may negatively affect your sleep?
- 2 says when you should start the makeover of your bedroom?
- 3 recommends where to get ideas for the makeover?
- 4 explains why improving your bedroom should become your priority?



Sweet Dreams

- A** Makeover mania seems to have swept the nation. People either go for extreme home renovations or at least re-decorate their homes. However, it looks like everyone is looking for ways to make their living space present itself much better forgetting that it is their bedroom which should be looked after in the first place. The environment in your bedroom, according to experts, has a major bearing on the quality and quantity of sleep, so enhancing it should be taken seriously! Your bedroom ought to become the most relaxing personal space in your house and it's worth knowing where to start to achieve this aim.
- B** Before you decide to make your bedroom over, you need to decide what does and does not guarantee quality sleep. First of all, consider light or to be more precise, the amount of sunlight you get in your bedroom. Think whether or not your sleeping sanctuary is dark enough and how much light there is around you, e.g. brightly illuminated alarm clock may potentially disturb your nightly rest. Secondly, give some thought to the comfort of your bed and bedlinen. Ask yourself how often you wake up with aches and pains and count how many years you've slept on the same mattress as seven is your top limit! Finally, analyse the smell and the general decor in your bedroom. Is your sleeping area aired often enough, are there any smells there you don't like or is it furnished to your taste? These are the questions you've got to be able to answer before you start revamping your bedroom.
- C** When you realise your sleep habits and the actual environment are not exactly suitable, it's time you thought about some changes. You need to sit down and think carefully about what exactly you wish to improve and take your time to get inspired. Browse through magazines, visit your friends' bedrooms, experiment with different fabrics and colours – you can get samples from most shops – and draw what your ideal bedroom should look like. When you're ready, go for it. Make your bedroom really special because it's worth all the effort.

Znajomość środków językowych

Układanie fragmentów zdań

Uzupełnij zdania 1–4, 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 maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- (soon / I / leave) _____ home, I realised I'd forgotten to take my mobile phone.
I had to go back to get it.
- Our family has a lot of long-standing traditions and I (take / pride / tell) _____ others about them.
- If I were you, (I / tell) _____ him off yesterday.
He deserved to be told off for behaving like that so why didn't you?
- Jeremy doesn't like it when people treat him like a child. He (hate / talk) _____ as if he wasn't mature enough to understand things.



Pisanie

Artykuł

Przeczytaj polecenie i wypowiedz się na poniższy temat.

Twój nauczyciel języka angielskiego ogłosił konkurs na najciekawszy **artykuł** zatytułowany *Friends are your modern family*. Napisz artykuł, w którym przedstawisz swój punkt widzenia i opisz rolę rodziny i przyjaciół w Twoim życiu.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Mówienie

Rozmowa na podstawie ilustracji (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie pytania i odpowiadajcie na nie.

Uczeń A



- How is the girl feeling? Why?
- Is it easy for you to buy presents for other people? Why? Why not?
- Describe the last time you or someone you know received an unexpected present.

Uczeń B



- What do you think is going to happen next?
- Do you like getting surprise gifts? Why? Why not?
- Describe the last time you felt very surprised about something.