

Język angielski

POZIOM PODSTAWOWY  
i ROZSZERZONY

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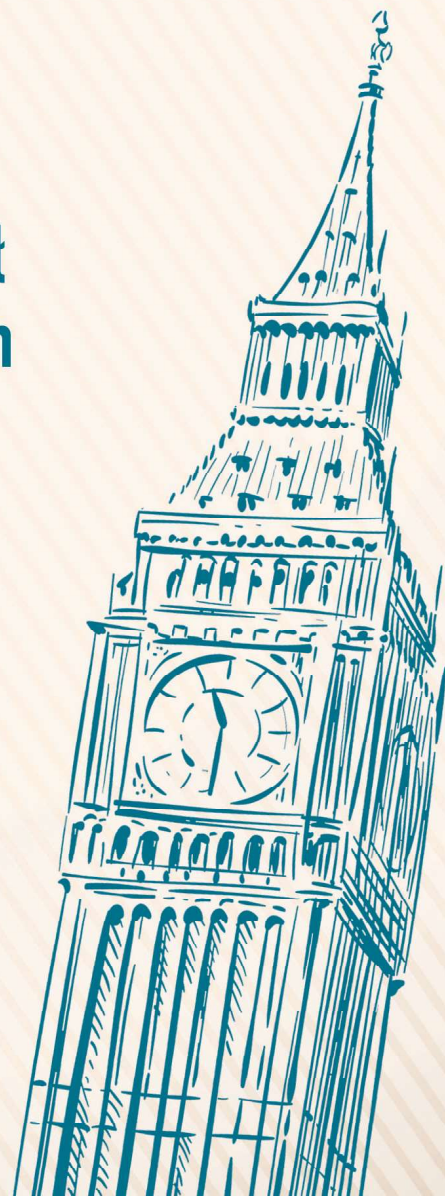
Podręcznik dla szkół  
ponadpodstawowych

Cathy Dobb  
Ken Lackman  
Jenny Dooley

Konsultacja:  
Monika Michalak



Express Publishing



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# SPIS TREŚCI

Moduł	Tematy i słownictwo	Rozumienie tekstów pisanych	Znajomość środków językowych
<b>1</b> <b>Człowiek</b> Vocabulary Bank Grammar Bank 8–22 23–25 GR1–GR4	<b>PP PR</b> <ul style="list-style-type: none"> <li>dane personalne</li> <li>wygląd zewnętrzny</li> <li>ubrania i rzeczy osobiste</li> <li>cechy charakteru</li> <li>uczucia i emocje</li> <li>umiejętności i zainteresowania</li> <li>wzory do naśladowania i autorytety</li> <li>okresy życia</li> <li>osobisty system wartości</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>społeczny system wartości</li> <li>poczucie tożsamości</li> </ul>	<b>PP</b> zadania zamknięte: dobieranie nagłówków do części tekstu, wybór wielokrotny <b>PR</b> zadanie otwarte: tekst z lukami (streszczenie)	<b>PP</b> zadania otwarte: transformacje ze słowem kluczem, gramatykalizacja, słowotwórstwo, set leksykalny, zadanie z lukami (bez podanych wyrazów) <b>PR</b> zadania otwarte: gramatykalizacja, transformacje bez słowa kluczowego, tłumaczenie fragmentów zdań, tekst z lukami i wyrazami w ramce, set leksykalny (trio), transformacje ze słowem kluczem
<b>2</b> <b>Miejsce zamieszkania</b> Vocabulary Bank Grammar Bank 26–40 41–43 GR5–GR8	<b>PP PR</b> <ul style="list-style-type: none"> <li>pomieszczenia i wyposażenie domu</li> <li>prace domowe</li> <li>dom i jego okolica</li> <li>wynajmowanie, kupno i sprzedaż mieszkania</li> <li>przeprowadzka</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>architektura</li> </ul>	<b>PP</b> zadania zamknięte: dobieranie zdań do luk w tekście; <b>zadanie zamknięte i otwarte</b> (4 teksty): dobieranie i odpowiedzi na pytania <b>PR</b> zadanie zamknięte: dobieranie zdań do luk w tekście	<b>PP</b> zadanie zamknięte: wybór wielokrotny (minidialogi); <b>zadania otwarte</b> : transformacje ze słowem kluczem, tłumaczenie fragmentów zdań, tekst z lukami i wyrazami w ramce, słowotwórstwo <b>PR</b> zadanie zamknięte: wybór wielokrotny; <b>zadania otwarte</b> : set leksykalny, gramatykalizacja, tłumaczenie fragmentów zdań, tekst z lukami i wyrazami w ramce
<b>Exam Skills Check I (Modules 1–2) 44–45</b>			
<b>3</b> <b>Edukacja</b> Vocabulary Bank Grammar Bank 46–60 61–63 GR9–GR10	<b>PP PR</b> <ul style="list-style-type: none"> <li>przedmioty nauczania</li> <li>przybory szkolne</li> <li>osoby w szkole</li> <li>szkoła i jej pomieszczenia</li> <li>system oświaty</li> <li>życie szkoły</li> <li>oceny szkolne</li> <li>zajęcia pozalekcyjne</li> <li>uczenie się przez całe życie</li> </ul>	<b>PP</b> zadania zamknięte: dobieranie nagłówków do części tekstu, wybór wielokrotny <b>PR</b> zadanie zamknięte: dobieranie części tekstu do pytań	<b>PP</b> zadania zamknięte: wybór wielokrotny (parafrazy, minidialogi); <b>zadania otwarte</b> : transformacje ze słowem kluczem, gramatykalizacja, tekst z lukami (bez podanych wyrazów), set leksykalny, tekst z lukami i wyrazami w ramce <b>PR</b> zadania otwarte: tekst z lukami i wyrazami w ramce, gramatykalizacja, set leksykalny (trio)
<b>4</b> <b>Praca</b> Vocabulary Bank Grammar Bank 64–78 79–81 GR11–GR14	<b>PP PR</b> <ul style="list-style-type: none"> <li>zawody i związane z nimi czynności i obowiązki</li> <li>miejsce pracy</li> <li>wybór zawodu</li> <li>poszukiwanie pracy</li> <li>warunki pracy i zatrudnienia</li> <li>praca dorywcza</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>kariera zawodowa</li> <li>rynek pracy</li> <li>mobilność zawodowa</li> </ul>	<b>PP</b> zadanie zamknięte: dobieranie zdań do luk w tekście; <b>zadanie zamknięte i otwarte</b> (4 teksty): dobieranie i tekst z lukami (mediacja) <b>PR</b> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i zdania z lukami	<b>PP</b> zadanie zamknięte: wybór wielokrotny (pary zdań); <b>zadania otwarte</b> : tekst z lukami (bez podanych wyrazów), transformacje ze słowem kluczem, tłumaczenie fragmentów zdań, słowotwórstwo, set leksykalny <b>PR</b> zadanie otwarte: tłumaczenie fragmentów zdań; <b>zadanie zamknięte</b> : wybór wielokrotny
<b>Exam Skills Check II (Modules 3–4) 82–83</b>			
<b>5</b> <b>Życie prywatne</b> Vocabulary Bank Grammar Bank 84–98 99–101 GR15–GR18	<b>PP PR</b> <ul style="list-style-type: none"> <li>rodzina, znajomi i przyjaciele</li> <li>czynności życia codziennego</li> <li>określanie czasu</li> <li>formy spędzania czasu wolnego</li> <li>święta i uroczystości</li> <li>styl życia</li> <li>konflikty i problemy</li> </ul>	<b>PP</b> zadania zamknięte: dobieranie nagłówków do części tekstu, wybór wielokrotny <b>PR</b> zadanie otwarte: tekst z lukami (streszczenie)	<b>PP</b> zadanie zamknięte: wybór wielokrotny (minidialogi); <b>zadania otwarte</b> : transformacje ze słowem kluczem, tekst z lukami (bez podanych wyrazów), set leksykalny, gramatykalizacja <b>PR</b> zadania otwarte: transformacje bez słowa kluczowego, set leksykalny (trio), wybór wielokrotny, gramatykalizacja, tłumaczenie fragmentów zdań, transformacje ze słowem kluczem



	Rozumienie ze słuchu	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank & Grammar Notes
	<p><b>PP</b> zadania zamknięte: wybór wielokrotny, dobieranie</p> <p><b>PR</b> zadanie otwarte: tekst z lukami</p>	<p><b>PP</b> e-mail/list nieformalny (opis osoby)</p>	<ul style="list-style-type: none"> <li>rozmowa wstępna</li> <li>opis ilustracji i odpowiedzi na pytania</li> </ul>	<p>Czasy teraźniejsze</p> <p><b>PP</b> <b>PR</b> Grammar Bank s. GR1–GR4</p> <ul style="list-style-type: none"> <li><i>present simple</i></li> <li><i>present continuous</i></li> <li><i>present perfect</i></li> <li><i>present perfect continuous</i></li> <li>czasowniki statyczne</li> <li>przysłówki częstotliwości</li> </ul> <p><b>PR</b> Grammar Note s. 20</p> <ul style="list-style-type: none"> <li><i>present simple, present continuous, present perfect</i> i <i>present perfect continuous</i></li> </ul>
	<p><b>PP</b> zadanie zamknięte: dobieranie; zadania otwarte: tekst z lukami, odpowiedzi na pytania</p> <p><b>PR</b> zadanie zamknięte: zdania z lukami</p>	<p><b>PP</b> e-mail/list nieformalny (opis miejsca)</p> <p><b>PR</b> rozprawka wyrażająca opinię</p>	<ul style="list-style-type: none"> <li>rozmowa wstępna</li> <li>wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> </ul>	<p>Czasy przeszłe</p> <p><b>PP</b> <b>PR</b> Grammar Bank s. GR5–GR8</p> <ul style="list-style-type: none"> <li><i>past simple</i></li> <li>wyrażenie <i>used to</i></li> <li><i>past continuous</i></li> <li><i>past perfect</i></li> <li><i>past simple</i> i <i>present perfect</i> – porównanie</li> </ul> <p><b>PR</b> Grammar Note s. 38</p> <ul style="list-style-type: none"> <li><i>past perfect</i> i <i>past perfect continuous</i></li> <li>konstrukcje z <i>used to</i> i <i>would</i></li> </ul>
	<p><b>PP</b> zadanie zamknięte: wybór wielokrotny (2 teksty); zadania otwarte: zdania z lukami, odpowiedzi na pytania</p> <p><b>PR</b> zadanie zamknięte: wybór wielokrotny</p>	<p><b>PP</b> e-mail/list nieformalny (prośba o radę)</p>	<ul style="list-style-type: none"> <li>rozmowa z odgrywaniem roli</li> <li>opis ilustracji i odpowiedzi na pytania</li> </ul>	<p>Formy przyszłe</p> <p><b>PP</b> <b>PR</b> Grammar Bank s. GR9–GR10</p> <ul style="list-style-type: none"> <li><i>future simple</i></li> <li><i>future continuous</i></li> <li>wyrażenie <i>be going to</i></li> </ul> <p><b>PR</b> Grammar Note s. 58</p> <ul style="list-style-type: none"> <li><i>future perfect</i> i <i>future perfect continuous</i></li> </ul>
	<p><b>PP</b> zadania zamknięte: wybór wielokrotny (3 teksty), dobieranie</p> <p><b>PR</b> zadanie zamknięte: dobieranie</p>	<p><b>PP</b> e-mail/list nieformalny (przedstawianie zalet i wad podejmowanej pracy)</p> <p><b>PR</b> list formalny (list motywacyjny)</p>	<ul style="list-style-type: none"> <li>wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> <li>rozmowa z odgrywaniem roli</li> </ul>	<p>Czasowniki modalne i półmodalne</p> <p><b>PP</b> <b>PR</b> Grammar Bank s. GR11–GR14</p> <ul style="list-style-type: none"> <li><i>can, could, may, might, shall, will, would, should, ought to, must, have to, need, needn't, didn't need to, mustn't, can't</i></li> </ul> <p><b>PR</b> Grammar Note s. 76</p> <ul style="list-style-type: none"> <li>konstrukcje z <i>must, can't, may, might, could, needn't</i> i <i>past participle</i></li> </ul>
	<p><b>PP</b> zadanie zamknięte: dobieranie; zadania otwarte: tabela z lukami, zdania z lukami</p> <p><b>PR</b> zadanie zamknięte: wybór wielokrotny</p>	<p><b>PP</b> e-mail/list półformalny (zapraszanie)</p>	<ul style="list-style-type: none"> <li>opis ilustracji i odpowiedzi na pytania</li> <li>wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> </ul>	<p>Przymiotniki i przysłówki oraz konstrukcje porównawcze</p> <p><b>PP</b> <b>PR</b> Grammar Bank s. GR15–GR18</p> <ul style="list-style-type: none"> <li>przymiotniki – ich funkcja, kolejność, miejsce w zdaniu; przymiotniki złożone</li> <li>przysłówki – ich funkcja, rodzaje, tworzenie i miejsce w zdaniu</li> <li>stopniowanie regularne i nieregularne przymiotników i przysłówków</li> <li>zdania okolicznikowe porównawcze</li> </ul> <p><b>PR</b> Grammar Note s. 95</p> <ul style="list-style-type: none"> <li>przymiotniki w funkcji rzeczownika</li> <li>miejsce przysłówka w zdaniu</li> <li>zdania okolicznikowe porównawcze</li> </ul>

Moduł	Tematy i słownictwo	Rozumienie tekstów pisanych	Znajomość środków językowych
<b>6</b> <b>Żywnie</b> Vocabulary Bank 117–119 Grammar Bank GR19–GR24	<b>PP PR</b> <ul style="list-style-type: none"> <li>artykuły spożywcze</li> <li>pośliki i ich przygotowywanie</li> <li>akcesoria kuchenne</li> <li>navyki żywieniowe – w tym diety</li> <li>lokale gastronomiczne</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>zaburzenia odżywiania</li> </ul>	<b>PP</b> zadanie zamknięte: dobieranie zdań do luk w tekście; <b>zadanie zamknięte i otwarte</b> (4 teksty): dobieranie i odpowiedzi na pytania <b>PR</b> zadanie zamknięte i otwarte: wybór wielokrotny i tekst z lukami	<b>PP</b> zadanie zamknięte: wybór wielokrotny (parafrazy); <b>zadania otwarte</b> : transformacje ze słowem kluczem, tłumaczenie fragmentów zdań, tekst z lukami i wyrazami w ramce, słowotwórstwo, set leksykalny <b>PR</b> zadanie zamknięte: wybór wielokrotny; <b>zadania otwarte</b> : set leksykalny, tłumaczenie fragmentów zdań, tekst z lukami (bez podanych wyrazów)

### Exam Skills Check III (Modules 5–6) 120–121

<b>7</b> <b>Zakupy i usługi</b> Vocabulary Bank 137–139 Grammar Bank GR25–GR29	<b>PP PR</b> <ul style="list-style-type: none"> <li>rodzaje sklepów</li> <li>korzystanie z usług</li> <li>towary i ich cechy,</li> <li>sprzedawanie i kupowanie</li> <li>środki płatnicze</li> <li>reklamacja</li> <li>promocja i reklama</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>finanse, korzystanie z usług – w tym usług bankowych i ubezpieczeniowych</li> <li>prawa konsumenta</li> </ul>	<b>PP</b> zadanie zamknięte: wybór wielokrotny; <b>zadanie zamknięte i otwarte</b> (4 teksty): dobieranie zdań do tekstów i tekst z lukami (mediacja) <b>PR</b> zadanie zamknięte: dobieranie zdań do luk w tekście	<b>PP</b> zadania zamknięte: wybór wielokrotny (minidialogi, tłumaczenie fragmentów zdań); <b>zadania otwarte</b> : transformacje ze słowem kluczem, gramatyzacja, tekst z lukami (bez podanych wyrazów), set leksykalny <b>PR</b> zadania otwarte: tłumaczenie fragmentów zdań, transformacje bez słowa klucza, set leksykalny, tekst z lukami i wyrazami w ramce, transformacje ze słowem kluczem
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<b>8</b> <b>Podróżowanie i turystyka</b> Vocabulary Bank 155–157 Grammar Bank GR30–GR32	<b>PP PR</b> <ul style="list-style-type: none"> <li>środki transportu i korzystanie z nich</li> <li>orientacja w terenie</li> <li>baza noclegowa</li> <li>zwiedzanie</li> <li>ruch uliczny</li> <li>awarie i wypadki w podróży</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>bezpieczeństwo w podróży</li> </ul>	<b>PP</b> zadanie zamknięte: dobieranie nagłówków do części tekstu, dobieranie zdań do luk w tekście <b>PR</b> zadanie zamknięte: dobieranie części tekstu do pytań	<b>PP</b> zadanie zamknięte: wybór wielokrotny (pary zdań, tłumaczenie fragmentów zdań); <b>zadania otwarte</b> : transformacje ze słowem kluczem, tekst z lukami i wyrazami w ramce, tłumaczenie fragmentów zdań, słowotwórstwo <b>PR</b> zadanie zamknięte: wybór wielokrotny; <b>zadanie otwarte</b> : set leksykalny, gramatyzacja, tekst z lukami (bez podanych wyrazów), tekst z lukami i wyrazami w ramce
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### Exam Skills Check IV (Modules 7–8) 158–159

<b>9</b> <b>Kultura</b> Vocabulary Bank 175–177 Grammar Bank GR33–GR36	<b>PP PR</b> <ul style="list-style-type: none"> <li>diedziny kultury</li> <li>media</li> <li>uczestnictwo w kulturze</li> <li>tradycje i zwyczaje</li> <li>twórcy i ich dzieła</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>ochrona praw autorskich</li> </ul>	<b>PP</b> zadanie zamknięte: wybór wielokrotny; <b>zadanie zamknięte i otwarte</b> (4 teksty): dobieranie i odpowiedzi na pytania <b>PR</b> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i zdania z lukami	<b>PP</b> zadanie zamknięte: wybór wielokrotny (tłumaczenie fragmentów zdań, parafrazy); <b>zadania otwarte</b> : transformacje ze słowem kluczem, gramatyzacja, tekst z lukami (bez podanych wyrazów), set leksykalny <b>PR</b> zadania otwarte: set leksykalny (trio), transformacje ze słowem kluczem, tłumaczenie fragmentów zdań, tekst z lukami i wyrazami w ramce
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<b>10</b> <b>Sport</b> Vocabulary Bank 193–195 Grammar Bank GR37–GR41	<b>PP PR</b> <ul style="list-style-type: none"> <li>dyscypliny sportu i sprzęt sportowy</li> <li>uprawianie sportu</li> <li>obiekty sportowe</li> <li>imprezy sportowe</li> <li>pozytywne i negatywne skutki uprawiania sportu</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>problemy współczesnego sportu</li> </ul>	<b>PP</b> zadania zamknięte: dobieranie nagłówków do części tekstu, dobieranie zdań do luk w tekście <b>PR</b> zadanie otwarte: zadanie z lukami (streszczenie)	<b>PP</b> zadanie zamknięte: wybór wielokrotny (pary zdań); <b>zadania otwarte</b> : tekst z lukami i wyrazami w ramce, transformacje ze słowem kluczem, tłumaczenie fragmentów zdań, słowotwórstwo <b>PR</b> zadanie zamknięte: wybór wielokrotny; <b>zadania otwarte</b> : transformacje bez słowa klucza, set leksykalny, zadanie z lukami (bez podanych wyrazów), tłumaczenie fragmentów zdań
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### Exam Skills Check V (Modules 9–10) 196–197

	Rozumienie ze słuchu	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank & Grammar Notes
	<p><b>PP</b> zadania zamknięte: wybór wielokrotny (3 teksty), dobieranie</p> <p><b>PR</b> zadanie otwarte: tekst z lukami</p>	<p><b>PP</b> wpis na forum internetowym (udzielanie rady)</p>	<ul style="list-style-type: none"> <li>rozmowa z odgrywaniem roli</li> <li>opis ilustracji i odpowiedzi na pytania</li> </ul>	<p>Zdania względne, zdania okolicznikowe (cz.1)</p> <p><b>PP PR</b> Grammar Bank s. GR19–GR24</p> <ul style="list-style-type: none"> <li>zdania względne ograniczające i nieograniczające</li> <li>zaimki względne</li> <li>zdania okolicznikowe czasu, celu, przyczyny i skutku</li> </ul> <p><b>PR</b> Grammar Note s. 115</p> <ul style="list-style-type: none"> <li>zdania okolicznikowe celu</li> </ul>
	<p><b>PP</b> zadania zamknięte: wybór wielokrotny (3 teksty), dobieranie</p> <p><b>PR</b> zadanie zamknięte: dobieranie</p>	<p><b>PP</b> wpis na blogu (skarga na produkt lub usługę)</p>	<ul style="list-style-type: none"> <li>wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> <li>rozmowa z odgrywaniem roli</li> </ul>	<p>Strona bierna i forma kazuatywna</p> <p><b>PP PR</b> Grammar Bank s. GR25–GR29</p> <ul style="list-style-type: none"> <li>strona bierna</li> <li>konstrukcja: <i>have/get something done</i></li> </ul> <p><b>PR</b> Grammar Note s. 134</p> <ul style="list-style-type: none"> <li>strona bierna</li> <li>konstrukcja: <i>have sb do sth/get sb to do sth</i></li> </ul>
	<p><b>PP</b> zadanie zamknięte: wybór wielokrotny; zadania otwarte: tekst z lukami, odpowiedzi na pytania</p> <p><b>PR</b> zadanie otwarte: zdania z lukami</p>	<p><b>PP</b> e-mail/list nieformalny (przepraszenie)</p> <p><b>PR</b> rozprawka za i przeciw</p>	<ul style="list-style-type: none"> <li>opis ilustracji i odpowiedzi na pytania</li> <li>wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> </ul>	<p>Mowa zależna</p> <p><b>PP PR</b> Grammar Bank s. GR30–GR32</p> <ul style="list-style-type: none"> <li>przekształcanie mowy niezależnej w zależną</li> <li>czasowniki <i>say</i> i <i>tell</i></li> <li>zdania oznajmujące, pytające i rozkazujące w mowie zależnej</li> </ul> <p><b>PR</b> Grammar Note s. 152</p> <ul style="list-style-type: none"> <li>mowa zależna – czasowniki wprowadzające</li> </ul>
	<p><b>PP</b> zadanie zamknięte: dobieranie; zadania otwarte: tabela z lukami</p> <p><b>PR</b> zadanie otwarte: dobieranie</p>	<p><b>PP</b> wpis na blogu (recenzja)</p>	<ul style="list-style-type: none"> <li>rozmowa z odgrywaniem roli</li> <li>opis ilustracji i odpowiedzi na pytania</li> </ul>	<p>Zdania warunkowe, zdania wyrażające życzenie lub preferencję</p> <p><b>PP PR</b> Grammar Bank s. GR33–GR36</p> <ul style="list-style-type: none"> <li>zdania warunkowe: typ 0, I, II, III</li> <li>zdania wyrażające życzenie lub preferencję (<i>wish/if only</i>)</li> </ul> <p><b>PR</b> Grammar Note s. 172</p> <ul style="list-style-type: none"> <li>zdania warunkowe mieszane</li> </ul>
	<p><b>PP</b> zadania zamknięte: wybór wielokrotny (4 teksty), dobieranie</p> <p><b>PR</b> zadanie zamknięte: wybór wielokrotny</p>	<p><b>PP</b> e-mail/list nieformalny (przedstawianie zalet i wad)</p> <p><b>PR</b> list formalny</p>	<ul style="list-style-type: none"> <li>wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> <li>rozmowa z odgrywaniem roli</li> </ul>	<p>Rzeczowniki, liczebniki</p> <p><b>PP PR</b> Grammar Bank s. GR37–GR41</p> <ul style="list-style-type: none"> <li>liczba mnoga rzeczowników</li> <li>rzeczowniki określające rodzaj</li> <li>rzeczowniki policzalne i niepoliczalne</li> <li>rzeczowniki zbiorowe</li> <li>liczebniki główne i porządkowe, ułamki zwykłe i dziesiętne</li> </ul> <p><b>PR</b> Grammar Note s. 189</p> <ul style="list-style-type: none"> <li>liczba mnoga rzeczowników złożonych</li> </ul>



Moduł	Tematy i słownictwo	Rozumienie tekstów pisanych	Znajomość środków językowych
<b>11</b> <b>Zdrowie</b> Vocabulary Bank 213–215 Grammar Bank GR42–GR52	<b>198–212</b> <b>PP PR</b> <ul style="list-style-type: none"> <li>• tryb życia</li> <li>• samopoczucie</li> <li>• choroby, ich objawy i leczenie</li> <li>• niepełnosprawność</li> <li>• uzależnienia</li> <li>• pierwsza pomoc w nagłych wypadkach</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>• choroby cywilizacyjne</li> </ul>	<b>PP</b> zadanie zamknięte: wybór wielokrotny; <b>zadanie zamknięte i otwarte</b> (4 teksty): dobieranie i odpowiedzi na pytania <b>PR</b> zadanie zamknięte: dobieranie nagłówków do części tekstu	<b>PP</b> zadanie zamknięte: wybór wielokrotny (parafrazy); <b>zadania otwarte</b> : transformacje ze słowem kluczem, gramatykalizacja, tłumaczenie fragmentów zdań, tekst z lukami (bez podanych wyrazów), set leksykalny, słowotwórstwo <b>PR</b> zadanie otwarte: gramatykalizacja, set leksykalny, transformacje bez słowa klucza, tekst z lukami i wyrazami w ramce, tłumaczenie fragmentów zdań <b>zadanie zamknięte</b> : wybór wielokrotny
<b>12</b> <b>Nauka i technika</b> Vocabulary Bank 231–233 Grammar Bank GR53–GR58	<b>216–230</b> <b>PP PR</b> <ul style="list-style-type: none"> <li>• ludzie nauki</li> <li>• odkrycia naukowe</li> <li>• wynalazki</li> <li>• korzystanie z (podstawowych) urządzeń technicznych i technologii</li> <li>• informacje i zagrożenia z tym związane</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>• korzyści i zagrożenia wynikające z postępu naukowo-technicznego</li> </ul>	<b>PP</b> zadania zamknięte: dobieranie nagłówków do części tekstu, dobieranie zdań do luk w tekście <b>PR</b> zadanie zamknięte: dobieranie części tekstu do zdań; <b>zadanie otwarte</b> : odpowiedzi na pytania	<b>PP</b> zadanie zamknięte: wybór wielokrotny (pary zdań); <b>zadania otwarte</b> : transformacje ze słowem kluczem, tekst z lukami i wyrazami w ramce, tłumaczenie fragmentów zdań, słowotwórstwo <b>PR</b> zadanie zamknięte: wybór wielokrotny; <b>zadania otwarte</b> : tłumaczenie fragmentów zdań, transformacje bez słowa klucza, set leksykalny (trio), tekst z lukami (bez podanych wyrazów)
<b>Exam Skills Check VI (Modules 11–12) 234–235</b>			
<b>13</b> <b>Świat przyrody</b> Vocabulary Bank 251–253 Grammar Bank GR59–GR62	<b>236–250</b> <b>PP PR</b> <ul style="list-style-type: none"> <li>• pogoda</li> <li>• pory roku</li> <li>• klimat</li> <li>• rośliny i zwierzęta</li> <li>• krajobraz</li> <li>• zagrożenia i ochrona środowiska naturalnego</li> <li>• kłęski żywiołowe</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>• katastrofy ekologiczne</li> <li>• przestrzeń kosmiczna</li> </ul>	<b>PP</b> zadanie zamknięte: wybór wielokrotny; <b>zadanie zamknięte i otwarte</b> (4 teksty): dobieranie i tekst z lukami (mediacja) <b>PR</b> zadanie zamknięte i otwarte (2 teksty): wybór wielokrotny i zdania z lukami	<b>PP</b> zadania zamknięte: wybór wielokrotny (minidialogi, tłumaczenia); <b>zadania otwarte</b> : transformacje ze słowem kluczem, tekst z lukami (bez podanych wyrazów), set leksykalny, gramatykalizacja <b>PR</b> zadanie otwarte: set leksykalny, transformacje ze słowem kluczem, tekst z lukami i wyrazami w ramce
<b>14</b> <b>Państwo i społeczeństwo</b> Vocabulary Bank 269–271 Grammar Bank GR63–GR66	<b>254–268</b> <b>PP PR</b> <ul style="list-style-type: none"> <li>• wydarzenia i zjawiska społeczne</li> <li>• urzędy</li> <li>• organizacje społeczne i międzynarodowe</li> <li>• problemy współczesnego świata</li> </ul> <b>PR</b> <ul style="list-style-type: none"> <li>• struktura państwa i polityka</li> <li>• gospodarka</li> <li>• prawa człowieka</li> <li>• religie</li> <li>• ideologie</li> </ul>	<b>PP</b> zadania zamknięte: dobieranie nagłówków do części tekstu, dobieranie zdań do luk w tekście <b>PR</b> zadanie otwarte: tekst z lukami (streszczenie)	<b>PP</b> zadanie zamknięte: wybór wielokrotny (parafrazy); <b>zadania otwarte</b> : transformacje ze słowem kluczem, tłumaczenie fragmentów zdań, tekst z lukami i wyrazami w ramce, słowotwórstwo <b>PR</b> zadanie zamknięte: wybór wielokrotny; <b>zadania otwarte</b> : gramatykalizacja, transformacje bez słowa klucza, set leksykalny, tekst z lukami (bez podanych wyrazów), tłumaczenie fragmentów zdań

**Exam Skills Check VII (Modules 13–14) 272–273**

**Extra Speaking Practice** 276–287

**Speaking Bank** 288–291

**Writing Bank** 292–301

**Grammar Bank** GR1–GR66

**Appendix I: Phrasal Verbs** APP1–APP2

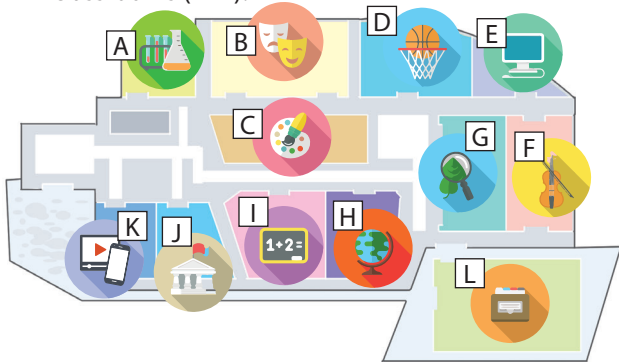
**Appendix II: Verbs/Adjectives/Nouns with Prepositions** APP3–APP4

**Irregular Verbs** IV1–IV2

	Rozumienie ze słuchu	Wypowiedź pisemna	Wypowiedź ustna	Grammar Bank & Grammar Notes
	<p><b>PP</b> zadania zamknięte: wybór wielokrotny; zadania otwarte: tekst z lukami</p> <p><b>PR</b> zadanie otwarte: zdania z lukami</p>	<p><b>PP</b> wpis na blogu (przedstawianie różnych rozwiązań problemu)</p>	<ul style="list-style-type: none"> <li>• opis ilustracji i odpowiedzi na pytania</li> <li>• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> </ul>	<p>Przedimki, określniki, zaimki, formy dzierżawcze, zdania z podmiotem <i>there</i> oraz <i>it</i>, tryb łączący</p> <p><b>PP PR</b> Grammar Bank s. GR42–GR52</p> <ul style="list-style-type: none"> <li>• przedimek nieokreślony <i>a/an</i></li> <li>• przedimek określony <i>the</i></li> <li>• przedimek zerowy</li> <li>• wyrażenia określające ilość</li> <li>• określniki</li> <li>• zaimki</li> <li>• formy dzierżawcze</li> <li>• zdania z podmiotami <i>there</i> oraz <i>it</i></li> </ul> <p><b>PR</b> Grammar Note s. 209</p> <ul style="list-style-type: none"> <li>• tryb łączący</li> </ul>
	<p><b>PP</b> zadanie zamknięte: dobieranie; zadania otwarte: tekst z lukami</p> <p><b>PR</b> zadanie otwarte: tekst z lukami</p>	<p><b>PP</b> e-mail/list półformalny (opis przedmiotu)</p> <p><b>PR</b> artykuł</p>	<ul style="list-style-type: none"> <li>• rozmowa z odgrywaniem roli</li> <li>• opis ilustracji i odpowiedzi na pytania</li> </ul>	<p>Przymyki, zdania okolicznikowe (cz. 2), formy emfaticzne</p> <p><b>PP PR</b> Grammar Bank s. GR53–GR58</p> <ul style="list-style-type: none"> <li>• przymyki miejsca, ruchu i czasu</li> <li>• zdania okolicznikowe sposobu, miejsca i przyzwolenia</li> </ul> <p><b>PR</b> Grammar Note s. 228</p> <ul style="list-style-type: none"> <li>• inwersja stylistyczna i inne formy emfaticzne</li> </ul>
	<p><b>PP</b> zadania zamknięte: wybór wielokrotny (3 teksty), dobieranie</p> <p><b>PR</b> zadanie zamknięte: wybór wielokrotny (3 teksty)</p>	<p><b>PP</b> e-mail/list nieformalny (wyrażanie i uzasadnianie opinii)</p>	<ul style="list-style-type: none"> <li>• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> <li>• opis ilustracji i odpowiedzi na pytania</li> </ul>	<p>Konstrukcje bezokolicznikowe i gerundialne, imiesłowy, tryb rozkazujący</p> <p><b>PP PR</b> Grammar Bank s. GR59–GR62</p> <ul style="list-style-type: none"> <li>• bezokolicznik</li> <li>• czasownik z końcówką <i>-ing</i></li> <li>• wyrażenia z przysłówkami <i>too</i> oraz <i>enough</i></li> <li>• imiesłowy</li> <li>• zdania rozkazujące</li> </ul> <p><b>PR</b> Grammar Note s. 249</p> <ul style="list-style-type: none"> <li>• konstrukcje bezokolicznikowe i gerundialne</li> </ul>
	<p><b>PP</b> zadanie zamknięte: wybór wielokrotny (3 teksty); zadania otwarte: tekst z lukami, zdania z lukami</p> <p><b>PR</b> zadanie otwarte: zdania z lukami</p>	<p><b>PP</b> wpis na blogu (relacjonowanie wydarzenia)</p> <p><b>PR</b> artykuł</p>	<ul style="list-style-type: none"> <li>• rozmowa z odgrywaniem roli</li> <li>• wypowiedź na podstawie materiału stymulującego i odpowiedzi na pytania</li> </ul>	<p>Pytania i odpowiedzi, zdania wykrzyknikowe, spójniki</p> <p><b>PP PR</b> Grammar Bank s. GR63–GR66</p> <ul style="list-style-type: none"> <li>• pytania ogólne</li> <li>• pytania szczegółowe</li> <li>• pytania o podmiot i dopełnienie</li> <li>• pytania pośrednie</li> <li>• pytania rozłączne (<i>question tags</i>)</li> <li>• zdania wykrzyknikowe</li> </ul> <p><b>PR</b> Grammar Note s. 265</p> <ul style="list-style-type: none"> <li>• spójniki: <i>on condition that, supposing, provided/ providing that, so as, even though, whereas, as if, as though, in case</i></li> </ul>

School subjects

1 a) Match the school subjects (1–12) to the classrooms (A–L).



- |  |  |
|--|--|
| 1 <input type="checkbox"/> history .....       | 8 <input type="checkbox"/> PE (physical education) ..... |
| 2 <input type="checkbox"/> chemistry .....     | 9 <input type="checkbox"/> computing & IT .....          |
| 3 <input type="checkbox"/> geography .....     | 10 <input type="checkbox"/> business studies .....       |
| 4 <input type="checkbox"/> drama .....         | 11 <input type="checkbox"/> biology .....                |
| 5 <input type="checkbox"/> music .....         | 12 <input type="checkbox"/> maths .....                  |
| 6 <input type="checkbox"/> art & design .....  |  |
| 7 <input type="checkbox"/> media studies ..... |  |

b) Listen and tick (✓) the school subjects in Ex. 1a referred to by the speakers.

c) What other school subjects can you add to the list?

School accessories

2 Label the pictures. Use *textbook, lunch box, uniform, water bottle, pencil case, backpack*.



1 .....



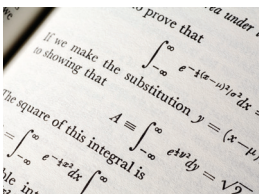
2 .....



3 .....



4 .....



5 .....



6 .....

3 Match the school subjects (1–5) to the accessories needed (A–E).

- |                                      |   |
|--------------------------------------|---|
| 1 <input type="checkbox"/> maths     | 4 <input type="checkbox"/> art              |
| 2 <input type="checkbox"/> PE        | 5 <input type="checkbox"/> computing and IT |
| 3 <input type="checkbox"/> geography |   |

- A paintbrush, markers, coloured pencils
- B monitor, keyboard, mouse
- C map, globe, atlas
- D calculator, graph paper, ruler
- E trainers, shorts, T-shirt

People in school

4 Complete the definitions using *pupil, classmate, headmaster/headmistress, librarian, dinner lady, bully, secretary, caretaker*.

- 1 A(n) ..... maintains the school building and ground.
- 2 Your ..... has the same teacher as you.
- 3 ..... is a synonym for student.
- 4 A(n) ..... is mean and rude to other people.
- 5 The ..... helps you find a book.
- 6 The ..... is the 'boss' of the school.
- 7 A(n) ..... answers phones and does paperwork in the office.
- 8 A(n) ..... prepares and serves food.

Note: Synonyms for *headmaster/headmistress* include *principal* and *school director*.

School rooms & areas

5 Fill in the gaps using *staffroom, changing, computer, music, common, art, science, headmaster's*.

- 1 After the fight, the teacher sent George to the ..... office.
- 2 We practice the piano in the ..... room.
- 3 Before PE class, we all get dressed in the ..... room.
- 4 I hang out on one of the couches in the ..... area if I have a free period between lessons.
- 5 Please remember to clean your paintbrushes before you leave the ..... room.
- 6 Our ..... lab has microscopes for biology classes and equipment for chemistry experiments.
- 7 The ..... where teachers relax and eat their lunch is on the first floor next to the office.
- 8 We are raising money to buy new monitors and keyboards for the ..... lab. It really needs an upgrade.



6 Listen to the sentences (1–6) and match them to the places (A–F).

- |                            |                |                            |               |
|----------------------------|----------------|----------------------------|---------------|
| <input type="checkbox"/> A | playing field  | <input type="checkbox"/> D | cafeteria     |
| <input type="checkbox"/> B | nurse's office | <input type="checkbox"/> E | library       |
| <input type="checkbox"/> C | assembly hall  | <input type="checkbox"/> F | school office |

Note: Common synonyms for *cafeteria* include *canteen* and *lunchroom*.

7 Work with a partner to draw a map of your school and label it. Where are the places from Exs 5 & 6 located? Write five sentences, then tell the class. Use words like *beside*, *next to*, *near*, *close to*, *across from*, *behind*, *in*.

1 *The gym is in the basement next to the changing rooms.*

### Education system

8 Look at the types of schools. Which type has the youngest pupils? Which has the oldest? What age do children go to the different types of school in your country?

- secondary school
- nursery school
- primary school

9 a) Listen to two people describing their education in English schools and circle the correct answers.

Christina

- attended / didn't attend a nursery school.
- goes to a primary / secondary school.
- is at a state / private school.

Harold

- attended / didn't attend a nursery school.
- goes to a primary / secondary school.
- is at a state / private school.

b) Listen again and complete the sentences.

- ..... schools are paid for by the government and are free to attend.
- In the UK, ..... or public schools are not free and you must pay to attend them.

c) Write a description of your education similar to the ones you heard. Tell the class.

10 Complete the words.

- Both boys and girls can attend a m \_ x \_ school.
- Sarah is learning French at a l \_ \_ g \_ \_ g \_ school.
- Learning skills which will prepare you for work is the focus of a v \_ c \_ t \_ \_ n \_ \_ school.
- Only boys go to St. Michaels. It's a s \_ m \_ - s \_ x / s \_ n \_ \_ \_ - s \_ x school.
- Secondary school is sometimes referred to as g \_ \_ m \_ \_ r school.
- To focus on subjects such as computing, science or maths, choose a t \_ \_ h \_ \_ c \_ l college.
- Greg attends a b \_ \_ r \_ \_ n \_ school where he lives during the school term.
- Many high school graduates in Poland go to university to get a d \_ g \_ \_ e.

11 Finish the sentences with your own ideas.

- In my opinion, mixed schools are better because .....
- I would like to attend a vocational school that focuses on .....
- If I could attend any type of language school, I would choose .....
- It would be interesting to go to a technical college and study .....

12 Work with a partner and discuss the questions.

- Do you enjoy having a substitute teacher? Why?/Why not?
- Who is your school's head teacher? What does his/her job involve?
- Do you think religious education should be taught at schools? Why?/Why not?
- Is higher education free in your country? Do you think higher education should be free?
- Which foreign language classes are offered at your school? Which language would you like to learn and why?
- Would you like to attend a boarding school? Why?/Why not?

### School life

13 Choose the word that does not belong in the list.

- take:** a break – an exam – a class – an effort
- make:** an exam – an effort – progress – a mistake
- do:** homework – an exercise – a mistake – a test
- have:** a class – a break – homework – progress

**14** Complete the dialogues with *over, out (x2), back, up, in*. Use the phrasal verbs to write six sentences.

- 1 A: When do we hand ..... our music projects?  
B: They are due on the 21<sup>st</sup>.
- 2 A: Did you pass?  
B: I'm not sure. The teacher hasn't handed ..... our exams yet.
- 3 A: I'm missing that sheet of paper.  
B: Mr P. gave ..... copies yesterday. Ask him if he has an extra one.
- 4 A: I got marked absent again today.  
B: That's what happens when you turn ..... half an hour late!
- 5 A: Peter wants to join the swim team.  
B: He will need to try ..... first. There is a limited number of spots.
- 6 A: What are you doing during the break?  
B: I have to look ..... my notes. I have a science test in the fifth lesson.

**Collocations**

**15** Match the verbs (1–8) to the options (A–H) to form phrases.

- |                            |          |   |                    |
|----------------------------|----------|---|--------------------|
| 1 <input type="checkbox"/> | memorise | A | school             |
| 2 <input type="checkbox"/> | skip     | B | late               |
| 3 <input type="checkbox"/> | show up  | C | a poem             |
| 4 <input type="checkbox"/> | take     | D | an exam            |
| 5 <input type="checkbox"/> | pay      | E | notes              |
| 6 <input type="checkbox"/> | fail     | F | attention          |
| 7 <input type="checkbox"/> | copy     | G | on a test          |
| 8 <input type="checkbox"/> | cheat    | H | someone's homework |

**16** Use collocations from Ex. 15 to complete the sentences. Put the verbs in the correct forms.

- 1 We have to ..... and present it to the whole drama class!
- 2 I ..... yesterday, and Headmistress Nowak caught me. I'm in trouble.
- 3 Has Viktor ..... for class every day this week? It's 9:15!
- 4 You really need to ..... in our chemistry lessons. It's a very complicated subject.
- 5 While the teacher was talking, I was ..... of what she was saying.
- 6 One of my classmates got caught ..... and got a zero.

**Marks & requirements**

**17** Complete the sentences with: *pass, curriculum, basic, qualifications, terms, cheating, application, advanced, fail, certificate*.

- 1 Students take the general ..... of secondary education (GCSE) exams at around the age of 16.
- 2 After two further years of study, Kate was about to sit her ..... school exams or 'A levels'.
- 3 Gary got a C on his maths exam, which is a minimum ..... grade of 50-60%.
- 4 In Scotland a D is a close ..... grade of between 40% and 49%.
- 5 You should take the ..... level exam for French if you feel it's not your strongest subject.
- 6 The academic year in the UK is divided into three ..... – Autumn, Spring and Summer.
- 7 Passing these exams will give you the ..... you need to go to university abroad.
- 8 I've already filled out the ..... and sent it off to Greenfield College.
- 9 Design and technology classes were added to the school ..... last year.
- 10 The teacher caught him ..... in the exam.

**18** Choose the correct word.

- 1 I hope I get a good mark **for/on** the English literature test.
- 2 You need 60% or higher to receive a passing mark **at/in** this class.
- 3 The teacher separated our desks so we couldn't cheat **at/on** the exam.
- 4 She worked very hard and did well **with/in** the class.
- 5 Mr. Simon wrote some comments **on/for** my essay.
- 6 She is a dedicated student **with/at** very good grades.
- 7 I failed the test **with/by** 3 points! 47 out of 100!
- 8 They got a fantastic grade **with/on** the group assignment.

**Note:** *Grade* and *mark* are synonyms. Both can be used in singular or plural form.

*What mark/grade did you receive in the geography quiz? She got good grades/marks all through secondary school.*

**Note:** *Cheat on* – American English, *cheat in* – British English.

### After-school activities

- 19** Read the post in an advice forum and fill in the gaps using *band, club, practise, field, charity, participate, volunteer, raise*.

Dear Abby,  
I **1)** ..... in a lot of different after-school activities. I play violin in the school **2)** ....., and I am a member of the chess **3)** ..... This year, I also signed up to help organise our annual **4)** ..... trip to the National Art Gallery and a **5)** ..... event we are doing to help **6)** ..... money for homeless people living in our community. After school on Tuesdays and Thursdays, I **7)** ..... karate, and on Sundays I do **8)** ..... work at an animal shelter where I take the dogs for walks. I love keeping busy, but I worry that I'm missing out on just hanging around with friends. Is there such a thing as too many after-school activities?

- 20** Complete the notices with: *artificial intelligence, high jump, relations, programming, martial art, debate, code, field*.

### School Olympic Team

Do you want to get fit and have fun competing with other students around your age? Then join the School Olympic Team and try a track and **1)** ..... event like running, **2)** ..... or long jump. Or perhaps you'd prefer to learn a **3)** ..... like karate, judo or Taekwondo. The best thing is you can try each event before deciding which your favourite is.



### Model United Nations

Become a member of the Model United Nations to learn all about diplomacy, international **4)** ..... and the inner workings of the United Nations. Each student represents a country and must **5)** ..... with the other students in order to resolve an international problem of some kind.

### Computer Science Classes

Come and join us to enter the exciting world of virtual reality, **6)** ..... and robotics. Or you can learn how to write computer **7)** ..... and start learning basic **8)** ..... in the three major languages: Javascript, Python, and CSS. For more information on all of the above, visit the school website [www.adamsgrammar.uk/extraclasses](http://www.adamsgrammar.uk/extraclasses).

### Lifelong learning

- 21** Fill in the sentences with the correct form of the verbs: *tutor, mark, qualify, join*.

- Once her kids were grown up, Judy went back to university and ..... as a lawyer.
- After his football career, Andy found that ..... the coaching staff without a degree is not easy.
- Lisa started ..... mature students to make extra money while studying for her PhD.
- At the end of the course, your papers will be ..... by your teacher.

- 22** Complete the description on a college's website with *potential, engaged, development, experiences, competitive, academic*.

### Romford Community College

### Lifelong Learning Programme



At Romford we believe the learning process should go beyond school and university and be an important part of a person's ongoing **1)** ..... In many professions, a continuing education is important to stay **2)** ..... in today's job market. In our twenty years of running courses we've found that mature students are the best students, because of their life **3)** ..... that they bring with them to our college. All of our mature students tell us that they love staying **4)** ..... with active learning to keep their minds sharp and help them stay relevant in a fast moving world. Our vast selection of courses will help you to reach your full **5)** ..... and of course learning is its own reward. Whether you're interested in **6)** ..... studies or professional vocational training, we've got a course for you! To find out more, click on the following link and go to our FAQs section [www.romfordcc.uk/faqs](http://www.romfordcc.uk/faqs).

### Culture Spot



In England more than 90% of secondary schools have a compulsory uniform. School uniforms called "bluecoats" (long blue trench-coat-style jackets) were first introduced in the 16th century during the reign of King Henry VIII.

Although school uniforms are not compulsory in Poland, some schools do require them. In 2008 it was decided that school uniforms would be a matter decided upon by the principal of each individual school.





## READING

- 1 What factors are most important when choosing which university to attend? Put a tick (✓). Order the ideas from most to least important.

**reputation:** is it a good university offering high-quality education?

**location:** is it located in a place you want to live for the next five years?


**cost:** how much money will you need?

**courses offered:** does the university have the subjects and programs you are interested in?

**social factors:** where are your friends going to study?

## Dobieranie nagłówków do części tekstu

**Exam Tip:** Przeczytaj nagłówki i podkreśl w nich słowa kluczowe. Potem spróbuj znaleźć w tekście synonimy tych słów. Dzięki temu będzie Ci łatwiej wykonać zadanie.

- 2 **M** Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Wpisz odpowiednią literę w każdą kratkę. **Uwaga:** dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.
- A ACCEPT THE CHALLENGE  
B YOU HAVE TO START SOMEWHERE  
C CONSIDER ALL POSSIBILITIES  
D YOUR PAST CAN HELP YOU CHOOSE YOUR FUTURE  
E WHAT CAN YOU AFFORD?  
F BE REALISTIC
- 3 a) Discuss with a partner which words or phrases in the text helped you choose the correct headings.  
b) Explain the words in bold.
- 4  **Think** Do you think it is better for university students to live with their families or on their own? Why do you feel that way? In three minutes, write a few sentences. Then tell the class.



To: mirko@mail.net  
From: stefany@mail.net  
Re: Choosing a university

Hey Mirko! How's it going?

I'm so glad you got in touch with me about choosing a university. I went through the same thing last year, so I know what a tough decision it is. Here are some things to consider:

1

First of all, you need to think about the **academic** side of things. Deciding what to study can be difficult if you don't have a clear idea in mind. In my case, I knew I wanted to study science, but I had a hard time choosing between biology and chemistry. In the end, I chose biology for a couple of reasons. I'd really enjoyed biology classes during secondary school. It was a subject I got good grades in, and I was interested in a career working with animals.

2

Once you know what program you're interested in, and you've found a university that offers it, the next step is finding out what **requirements** the university has. Are your final exam marks high enough to be accepted? Is the university interested in the after-school activities you've participated in? The best universities are very **competitive** and more students apply than will be accepted. There is a possibility you won't get in, so make sure you apply to several universities.

3

Another big consideration is location. Some students are eager to move to a different city while others prefer to attend university in their hometowns. Moving to a new city will cost more compared to living with your family. You will need to pay for a place to live on campus, or if you rent a flat. You'll have to buy food, and travelling back and forth to visit family can really **add up**. So, when you're choosing where to study, **keep** costs in **mind**.

4

Are you considering any specific university **degrees** or maybe a **college diploma**? The last time we spoke, you mentioned you were interested in robotics. Maybe engineering programs are something you should **look into**? Think about everything and write back to me. I'm always happy to help.

Stefany

- 5 What do you most like about online school? What do you least like?



During the pandemic, schools everywhere closed their doors to students. For some pupils, that meant their education came to a sudden stop. For others like me, lessons moved online, and school continued in another form. While online learning had existed before the pandemic, as far as I knew, it was mainly limited to continuing education and it was only used by adults. Covid-19 changed all of that, and **overnight**, students and teachers from primary to university levels found themselves in a whole new world of virtual education.

I can't imagine what would have happened if I'd just missed school during the pandemic. Online classes enabled me to continue my education and stay connected to my classmates and teachers. Although some schools are open again, online learning benefits students who may not be able to attend a traditional classroom for other reasons. Students who live in rural areas, for example, can receive a quality education even if the nearest school is hours away. Students who can't attend classes due to **medical issues** can join online. And, to be honest, it was kind of nice not having to get dressed or take a bus to school. I rarely worried about turning up late for class!

That being said, after a couple weeks of virtual lessons, I'd **had enough**. Online lessons just weren't the same. I'm usually a **relatively** good student and have always got **decent** marks, but I was getting bored. I had a hard time focusing for more than ten or fifteen minutes. I know the teachers were doing their best, but lessons were so different, and there were often technical issues. The worst thing was I felt lonely. I missed hanging out in the common area and joking around in drama class. I wasn't in danger of failing any of my subjects, but my marks fell quite a bit during that period of time.


Now that I've been back at regular school for a while, I have a more positive **attitude**. I don't mind waking up, getting dressed and taking the bus to school in the morning. I'm even enjoying Mr. Wilson's chemistry class, which I didn't think was possible! So, I guess I'm saying it's **fortunate** that online learning exists, but I'm definitely **overjoyed** to be back at school.

### Wybór wielokrotny

**Exam Tip:** Najpierw przeczytaj tekst szybko, żeby ogólnie zrozumieć, czego dotyczy. Potem przeczytaj pytania i podkreśl w nich słowa kluczowe. Następnie przeczytaj tekst ponownie, tym razem szukając fragmentów, które zawierają odpowiedzi na poszczególne pytania. Na koniec wróć do podanych opcji odpowiedzi i wybierz te, które najlepiej pasują do treści tekstu.

- 6 a) **M** Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.
- According to the author, before the pandemic
    - some schools closed down.
    - children didn't use online learning.
    - he didn't know about online learning.
    - universities had online classes.
  - Which is NOT mentioned as a benefit of online education?
    - no commuting necessary
    - access to education for students who don't live near schools
    - not being marked late for school
    - allows sick students to participate
  - What was the author's biggest complaint about online school?
    - technical problems
    - teachers not doing their best
    - hard to pay attention
    - not social enough
  - What is the author surprised about?
    - he likes his chemistry class
    - he is waking up early
    - he is more positive
    - he is happy to return to regular classes
  - The best alternative title for this blog entry is
    - Online learning: a brief history
    - My online learning experience
    - The benefits of online education
    - Can virtual school replace the real thing?

b) Explain the words in bold.

- 7  **Think** Do you think learning online can provide you with the same quality of education you receive in a classroom? In three minutes, write a few sentences. Tell the class.

### Formy przyszłe See pp. GR9-GR10

1 Match the sentences (A–E) to the uses of future forms in bold (1–5).

- 1  I have a prediction.  
 2  I promise.  
 3  Here's an instant decision.  
 4  I have a plan.  
 5  It will be in progress.

- A I'll be writing my exam at 1:30.  
 B I will help you with your assignment.  
 C I'm going to take chemistry next semester.  
 D You will get an A on your test.  
 E I'll pay for your lunch today.

### Transformacje ze słowem kluczem

2 **M** Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

- 1 Alessandra has decided not to go to university.  
 IS Alessandra .....  
 ..... to university.
- 2 At 10 pm, he'll be in the middle of preparation for his test.  
 PREPARING He .....  
 ..... for his test at 10 pm.
- 3 Sure, let me hold the door open for you.  
 I Sure, .....  
 ..... open for you.
- 4 I predict poor attendance for Mr. Park's class.  
 NOT I think there .....  
 ..... many students in Mr. Park's class.
- 5 Do you have an arrangement to eat lunch with Erik today?  
 BE Will .....  
 ..... with Erik today?
- 6 Your textbook is half off the desk and sure to fall off.  
 TO Your textbook .....  
 ..... off the desk.
- 7 We have a plan to sign up for the science club.  
 JOIN We .....  
 ..... the science club.
- 8 I warn you that not studying will lead to failure of the exam.  
 FAIL If you don't study, you .....  
 ..... the exam.

### Gramatykalizacja

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

- 1 The bus (arrive/school/8:15) .....  
 ..... every morning.
- 2 Some students (are/go/to) .....  
 ..... the museum after school tomorrow.
- 3 Will you call me (when/finish/homework) .....  
 .....?
- 4 Is (Jack/play/football) .....  
 .....tomorrow?
- 5 I'm sure (you/enjoy/Ms Talbot) .....  
 ..... class.

### Zadanie z lukami (bez podanych wyrazów)

4 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–3) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



This school, named after the founder of Apple, is located in the Netherlands. Its approach to the education of children from the 4th to 12th grade is completely 1) ..... from what most elementary and secondary students experience. The school provides all of its students with iPads, which have all the apps they will need for their lessons. That one electronic tablet is used 2) ..... of textbooks. Each student starts with their own Individual Development Plan (IDP), which is their own particular plan suited to what they will learn. The plan is approved 3) ..... their teacher and their parents, and it is checked every six weeks after that. What makes the school really different is that every student learns at their own speed.

## Set leksykalny

5 **M** W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- .....
  - Someone made a black ... on the classroom wall.
  - I didn't get a good ... on the physics test.
- .....
  - I don't know what these words ... in English.
  - Don isn't a bully; I'm sure he didn't ... to hurt you.
- .....
  - Her parents don't want her to go to a ... school.
  - You should ... the reason why you are writing.
- .....
  - We need to go to a different ... today.
  - There isn't ... in my bag for that big textbook.

## Wybór wielokrotny (parafrazy i minidialogi)

6 **M** W zadaniach 1–3 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania. Zakreśl jedną z liter: A, B albo C.

- You should check out the drama club.
  - A You should cancel the drama club.
  - B Why not go and see what the drama club is about?
  - C You have to register to join the drama club.
- It was my pleasure.
  - A I was happy to help.
  - B I enjoy what I do.
  - C Pleased to meet you.
- Why don't you choose art & design?
  - A Definitely don't choose art & design.
  - B I'd recommend you choose art & design.
  - C Why did you not choose art & design?

7 **M** Uzupełnij poniższe minidialogi (1–2). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- X: Do you like the art class?  
Y: .....  
X: I thought so.
  - A Yes, I think you should.
  - B No, not at all.
  - C I'm sorry about that.
- X: How did the exam go?  
Y: .....
  - A It was worth waiting for.
  - B It's going to be on the exam.
  - C It went well, actually.

8 Fill in the gaps with the correct preposition.

- If you don't arrive ..... time, you need to get a late slip from the office.
- I'm going to the library after school to study ..... the biology exam.
- Josef was absent ..... PE today because of his broken foot.
- Ms. Frida is teaching us ..... photography in art class.
- Come to the front of the class and write your answer ..... the smart board.
- I was sitting ..... my desk when the teacher walked in.
- She told us to turn to page 72 ..... our textbooks.
- I asked to be excused ..... class to go to the toilet.

## Zadanie z lukami i wyrazami w ramce

9 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–3), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

begin learn interest try profession



Just because you have finished school doesn't mean you have to stop learning! Here at the Adult Learning Centre of Griffin College, we believe in lifelong learning and are proud to offer our community members:

- a wide variety of **1)** ..... classes including Fine Arts, Creative Writing, Furniture Repair and Auto Mechanics
- 2)** ..... development courses to help you upgrade your work skills
- group and solo language classes including English, Russian and German
- parenting classes for new mums and dads
- part-time certificate programs running during evenings and weekends
- we offer courses for students of all ages and all levels from **3)** ..... to advanced learners.

Contact our office or visit our website to learn more.



## LISTENING

- 1 Think about one of your first days of school when you were in a new class or a new school. Write down two positive things about that day and two negative ones. Tell your partner about your first day of school and include the two positive and two negative things.

## Wybór wielokrotny

**Exam Tip:** Słuchaj uważnie, gdy osoba wypowiadająca się mówi coś, co wydaje się pasować do jednej z podanych odpowiedzi. W dalszej części wypowiedzi może powiedzieć coś, co sprawi, że nie będzie to prawda. Na przykład, jedna z odpowiedzi do wyboru to: *The speaker enjoyed their first day of school.* Nagrana wypowiedź brzmi: *I expected to have a great first day.* Wydaje się zatem, że jest to prawidłowa odpowiedź, ale następnie pada zdanie, które wszystko zmienia: *My first day was actually terrible.*

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

Text 1

- 1 After looking at the sculpture, where did they go next?  
A the kitchen  
B the cafeteria  
C the art rooms
- 2 What is the speaker's main purpose?  
A to talk about students who became famous  
B to explain the food service  
C to show some parents how good the school is

Text 2

- 3 What does the student think she is good at?  
A singing  
B acting  
C chemistry and maths
- 4 What problem did the student say she had?  
A A teacher gave her special treatment.  
B She got too much attention from other students.  
C She was not very prepared for school.
- 5 Who is Harry?  
A Her history teacher  
B Her tutor  
C Her father
- 6 What will the student do about her problem with teachers?  
A ask to be moved to a different school  
B write a song about it  
C ask her parents to talk to them

- 3 a) Listen to the second recording again and complete the bolded phrases with the missing words.

- 1 Do you think you are **good at** .....? Why?/Why not?  
2 Were you **completely** ..... for your first day of school? Why?/Why not?  
3 Do you want **special** ..... from your teachers? Why?/Why not?  
4 Would you like to learn **with** ..... **tutoring**? Why?/Why not?  
5 Was it **really** ..... for you to start school for the first time? Why?/Why not?

b) Ask and answer the questions from Ex. 3a with a partner.

- 4 Ask a partner what after-school activities they have done in the past and why, and what after-school activities they would like to do in the future and why.

## Zadanie z lukami i odpowiedzi na pytania

**Exam Tip:** Zanim wysłuchasz nagrania, szybko przejrzyj podane notatki. Dzięki temu będziesz wiedzieć, jakiego rodzaju informacje należy wpisać w luki.

- 5 **M** Usłyszysz dwukrotnie nauczyciela mówiącego o zajęciach pozalekcyjnych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w tabeli, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

<b>Monday</b>	Table Tennis Club Room 1) ....., 3:30-4:45
<b>Tuesday</b>	Board Game Club Room 214, 3:30-5:00
<b>Wednesday</b>	2) ..... Room 312, 3:30 to 4:45 don't need to 3) .....
<b>Thursday</b>	Swimming Club 3:30 to 4:30
<b>Friday</b>	4) ..... clubs

- 6 **M** Wysłuchaj ponownie nagrania z ćw. 5. Na podstawie zawartych w nim informacji odpowiedź krótko na pytania 1–4, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Na pytania należy odpowiedzieć w języku angielskim.

- 1 What is the main reason the teacher is telling the students about the schedule? .....
- 2 What should students do before September 15th? .....
- 3 What club did the teacher say students need to try out for? .....
- 4 Where does the Running Club meet? .....

## E-mail/List nieformalny (prośba o radę)

## Prepare for the task

## Writing Tip:

E-maile/Listy nieformalne z prośbą o radę piszemy do przyjaciół lub krewnych, gdy potrzebujemy pomocy w rozwiązaniu problemu, z którym się borykamy. W takich wiadomościach używamy języka nieoficjalnego (ściągniętych form czasowników, wyrażeń potocznych, idiomów, czasowników frazowych, krótkich spójników itd.).

E-mail/List nieformalny z prośbą o radę zawiera:

- nieoficjalny zwrot do adresata (np. *Hi, Hello* oraz imię)
- wstęp ze zwrotem otwierającym (np. *How are you doing?*) i wyjaśnieniem, z jakiego powodu piszemy
- rozwinięcie, w którym w spójny i logiczny sposób przedstawiamy problem
- zakończenie z prośbą o radę i zwrotem zamykającym (np. *I look forward to hearing from you*)
- nieoficjalny zwrot kończący (np. *Cheers, Bye, Write back soon*) i podpis nadawcy (Twoje imię).

- 1 Read the email and select from ideas (A–G) the reason it was written. What style has been used? Why?

Hi Roger,

**A** How are you doing? I haven't heard from you in a while. I just wanted to ask you if you have some ideas about making presentations.

**B** I have to prepare a five-minute presentation for my English class. It has to be on the topic of home education. The prep is no problem. I'm almost done with the slides, and it looks really cool.

**C** My problem is I've never spoken in front of a large group of people before. I'm really nervous. I'm afraid I won't be able to do a good job. The more I think about it, the more scared I get!

**D** Do you have some advice for me about how I can relax when I do the presentation? I know you're really ace at presentations. I'd really appreciate your help. Let me know what you think. I look forward to hearing from you.

Cheers,  
Paweł

- A to share some news
- B to ask about something
- C to remind someone about something
- D to thank someone for something
- E to ask someone if they want to do something
- F to respond to someone's bad news
- G to find out how someone is

- 2 Read the opening sentences below and match them to the reasons for writing (A–G) from Ex. 1.

Opening sentences

- 1 I wondered if you'd like to ...
- 2 I'm sorry to hear about...
- 3 I got some bad/good news that I wanted to share with you.
- 4 I just wanted to thank you for ...
- 5 I just wanted to ask (you) about/if ...
- 6 I just want to remind you that ...
- 7 I was a bit worried and wanted to see if you're OK.

- 3 Read the email in Ex. 1 and the rubric below and cross off (X) the two items that are NOT included in the sample email.

You have an assignment to do for your English class. You write to your English friend about it. Write an email (100–150 words) in which you:

- explain the assignment
- ask your friend how they learned a skill
- explain why you are having problems
- describe the problems you have
- complain about the length of the assignment
- ask for some advice to solve the problems

- 4 Match each paragraph (A–D) from the email in Ex. 1 with the items in Ex. 3 to discover how the writer organised the information into paragraphs.

- 5 Find three examples of very informal language in the email.

## Your turn

## Exam Strategy

Każdy akapit zacznij zdaniem, które informuje, o czym będzie mowa w tej części tekstu. Potem rozwiń myśl, podając szczegóły i, jeśli to możliwe, przykłady.

- 6 Read the topic sentence of the second and third paragraphs in the model in Ex. 1. What details are included to support each topic sentence?
- 7 **M** Masz problem ze zrobieniem szkolnego zadania. W e-mailu (100–150 wyrazów, nie licząc wyrazów już podanych) do kolegi z Anglii:
- wyjaśnij, na czym polega to zadanie
  - przedstaw, co udało Ci się zrobić do tej pory
  - opisz, z czym nie możesz sobie poradzić i jak się z tego powodu czujesz
  - poproś o radę, jak rozwiązać ten problem.

*Hi Patrick,*

*How are things? It's been a while. I hope you're well. I wonder if I could ask your advice on an assignment I have for school.*

## Vocabulary

### Education system

1 Match, then use the phrases to complete sentences A–E.

1 <input type="checkbox"/>	postgraduate	a	fees
2 <input type="checkbox"/>	gap	b	school
3 <input type="checkbox"/>	home	c	loan
4 <input type="checkbox"/>	student	d	studies
5 <input type="checkbox"/>	tuition	e	schooling
6 <input type="checkbox"/>	drop out of	f	year

- A My brother's finished his bachelor's degree and begins his ..... in October.
- B A graduate must start paying back their ..... as soon as they get a high-paying job.
- C The university has put up its ..... by 10%! It's outrageous!
- D I'm trying ..... with my kids, but it's hard to be a mother and a teacher.
- E Before university, I'm going to take a ..... to travel and do volunteer work in Africa.
- F Jared Parker decided to ..... at 17 and pursue his acting career full-time.

### Marks & requirements

2 Complete the text with the verbs in the list in the correct form.

- expel • submit • retake • credit • learn

## Advice to NEW students

- At university, you are expected to understand the meaning of what you study, and not just 1) ..... what various experts say by heart.
- Any student who copies somebody else's work or is caught cheating on a test or an examination will be 2) ..... from the university immediately.
- All essays must be 3) ..... by the deadline given, or their marks will not count towards your final degree. Extensions can only be given in exceptional circumstances.
- Students must 4) ..... any source they use in essays they complete, and failure to do so will be considered plagiarism.
- If you do not pass your final exams, you will have an opportunity 5) ..... them in October. If you fail again, you must repeat the course.

## School life

3 Complete the gaps with the nouns from the list.

- admission • assignment • feedback • gown  
• lecture

- 1 My teacher gave me some great ..... on what was wrong with my essay.
- 2 You need to study hard and get good grades to gain ..... to top universities.
- 3 Graduates rent the cap and ..... that they wear to their graduation ceremony.
- 4 I couldn't make it to the ....., so I asked my friend if I could borrow the notes he'd taken.
- 5 Your ..... this week is to re-read *Macbeth* for a pop quiz on Monday.

## Extracurricular activities

4 Read what six students say about their extracurricular activities and complete the gaps with: *strategic, hand-eye, decision-making, educational, fun-filled, physical*.

- 1 "I study hard, so after-school activities are all about ..... health – swimming, running and working out."
- 2 "Chess club really improved my ..... thinking."
- 3 "They say gaming is a waste of time, but it makes your ..... coordination so much better!"
- 4 "Hiking through the countryside with just a map to guide me has given me great ..... skills."
- 5 "Relaxing is fine, but I need extracurricular activities to be ..... – I want to learn something!"
- 6 "After a hard day at school, there's nothing like a couple of ..... hours paintballing!"

## Lifelong learning

5 Complete the definitions with the nouns from the list.

- internship • master's • seminar • diploma  
• dissertation

- 1 A(n) ..... is an unpaid position at a company you take to gain experience.
- 2 A(n) ..... is a discussion group a professor has with a small number of students.
- 3 A(n) ..... is a long piece of academic writing based on research, usually written as part of a PhD programme.
- 4 A(n) ..... is the degree you do after completing your bachelor's degree.
- 5 A(n) ..... is the certificate a graduate gets.



## Reading

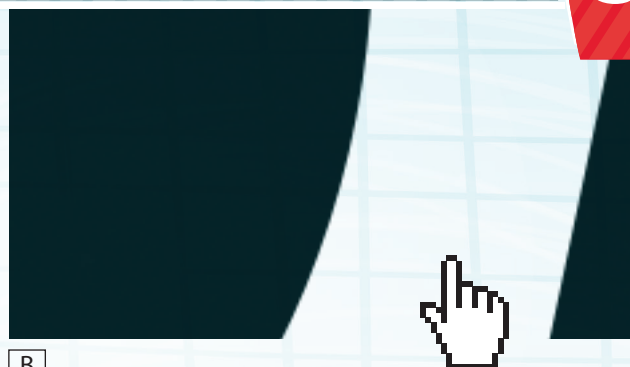
## Dobieranie części tekstu do pytań

- 6 **M** Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. **Uwaga:** w jednej części tekstu znajdują się odpowiedzi na dwa pytania.

	In which paragraph does the author	Answer
1	state that the success of edX's early efforts went beyond all expectations?	
2	describe an alternative route to official certification that edX offers?	
3	suggest that financial considerations played a role in the edX board's decision-making?	
4	refer to the difficulty people of average income have in gaining qualifications from top US universities?	
5	mention an educational institution's proof of the benefit to students of using the edX platform?	



- **A** University education at any of the top American institutions is so exorbitantly expensive as to make it inaccessible to all but the wealthiest of students, or those with such undeniable academic strengths that they win a scholarship. But in 2012, MIT (the Massachusetts Institute of Technology) and Harvard, both of which are generally ranked in the top five universities nationally, teamed up to create an online platform that offered their courses absolutely for free – edX. And its success has led to many followers and imitators, and the explosion of what have become known as MOOCs – massive open online courses.



- **B** The platform was created by Gerry Sussman, Anant Agarwal and Chris Terman, and the first course was launched in May 2012. Its subject matter was circuits and electronics, and it was taught by MIT's Piotr Mitros. The response was so staggering that everybody knew immediately they were onto a winner – 155,000 students from 162 different countries around the world had put their names down as participants in the course. By the following year, Stanford University, another of the top five, had thrown its hat into the edX ring, and the educational platform had hit the 1-million-student mark.


- **C** EdX uses open source software, which allows other educational institutions worldwide to use it for their own digital education courses. On March 2021, it was announced that edX was cooperating with 150 different ones from countries as far apart as China, France and Jordan. Other universities have opted for blended classroom models, where students follow edX's virtual lessons as well as physically attend lectures and seminars on campus. This approach has shown to be a success, with San Jose State University reporting a 32-point drop in the number of students failing an *Introduction to Computer Science and Programming* course after the introduction of edX cooperation.

- **D** Though participation in and completion of modules and courses is registered, students will not gain official degrees from MIT, Harvard or Stanford, as this, it is believed, would take value from the highly-regarded academic qualifications gained by students of in-person courses of those universities. Not only this, but it would also cut into their profits, since nobody would pay hundreds of thousands of dollars to attend Harvard in person if they could gain the same degree certificate for nothing and from the comfort of their own couch. There is, however, the option of paying for certification from the universities on completion of online course components, which can eventually lead to a recognised degree.



## Listening

## Wybór wielokrotny

- 7 **M**  Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

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

## Text 1

- 1 Sally is  
 A a head teacher                      B a top executive  
 C a teacher

## Text 2

- 2 Which of the following is stated in the dialogue as a fact, NOT an opinion?  
 A Students who fail an examination can retake in September.  
 B Examinations this year are easier than in previous years.  
 C The teacher overseeing the examination hasn't got much experience.

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

## Text 3

- 3 To introduce the subject of the talk, the speaker  
 A draws a comparison with her student days.  
 B uses the head teacher as an example.  
 C briefly explains how she got where she is today.  
 D admits she knows a member of the audience.
- 4 Which of the following reflects the speaker's feelings?  
 A She is proud of what the students have already achieved.  
 B She is concerned that the students lack the knowledge to succeed.  
 C She is confident that all the students know what to expect.  
 D She is worried that some students are not ready.
- 5 The speaker used the story of a schoolfriend in order to  
 A show how far determination can take you.  
 B warn against feeling satisfied with easy successes.  
 C draw attention to the personal plight of a peer.  
 D encourage a spirit of competition in her audience.
- 6 What is the message of the quotation the speaker uses at the end?  
 A When something isn't broken, don't try to fix it.  
 B If you get knocked down, get up again.  
 C For you to succeed, others must fail.  
 D Sometimes you need to know when to quit.

## Use of English

## GRAMMAR NOTE!

*Future perfect & Future perfect continuous*

Czasu *future perfect* (*will have* + imiesłów bierny) używamy do opisywania czynności, która zakończy się przed określonym momentem w przyszłości.

Czasu *future perfect continuous* (*will have been* + czasownik główny z końcówką *-ing*) używamy do opisywania czynności, która w określonym momencie w przyszłości będzie ciągle trwać lub właśnie się kończyć.

## Porównaj:

*Future perfect: By June we will have finished our final exams.*

*I won't have finished the book until Sunday.*

*Future perfect continuous: By the end of the month, Fiona will have been studying here for two years.*

## 8 Choose the correct option.

- 1 He **will have dropped/ will have been dropping** out of university before the term ends unless he gets help.  
 2 By the time we arrive, the professor **will have waited/ will have been waiting** for two hours!  
 3 **Will** the weather **have cleared/ have been clearing** up by the time the school sports day starts tomorrow?  
 4 I **won't have handed/ won't have been handing** in my project until Monday.

## 9 Complete each gap with the verbs in brackets in the future perfect.

- 1 By the time the first term is over, I .....  
 ..... (find) new friends.  
 2 ..... (you/catch up)  
 with the work you missed by next Friday?  
 3 Bill ..... (not/make)  
 enough progress to pass the exam in June.  
 4 ..... (the students/learn)  
 the poem by heart by tomorrow?  
 5 On 8th June, this university .....  
 ..... (exist) for 400 years!

## 10 Complete the gaps with words from the list in the future perfect continuous.

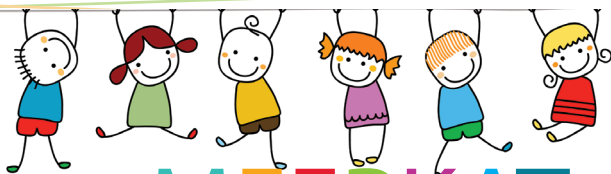
• you/learn • teach • pay • play

- 1 By the time her student loan is paid off, Megan .....  
 ..... it back for thirty years.  
 2 By July, I .....  
 in the school band for 12 months.  
 3 By this time next month, how long .....  
 ..... English?  
 4 When Sean retires, he .....  
 ..... in the same school for forty years.

## Zadanie z lukami i wyrazami w ramce

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

education actual similar get vocation win



## MEERKAT KINDERGARTEN

An old joke says that the only animals with **1)** ..... institutions are fish, because a group of fish is a school. But the truth is that, though animals often teach their young, they do not really have classrooms, teachers and lessons. There are animals, however, that have something which bears great **2)** ..... to a kindergarten!

Meerkats are highly social animals that look a bit like squirrels with thin tails and live in large groups under the ground in southern Africa. When they go out to find food every day, one adult will stay behind and look after all the youngsters, whether they are **3)** ..... related to the adult or not. This babysitter will make sure their play is safe and that they don't go too far from the burrows. When the adults return with food, the one who has been looking after their kids **4)** ..... a share – a kind of fee for their work at the meerkat daycare centre!

## Gramatykalizacja

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

- By June, Simon ..... (already/pass) three of his exams.
- At what time ..... (you/study) in the library tomorrow?
- I ..... (go/be) a teacher when I grow up.
- According to these results, the university ..... (not/award/he) a degree.

## Set leksykalny

**13 M** W zadaniach 1–3 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- .....
  - When you don't understand a word, ... it up in your dictionary.
  - You ... very tired – have you been studying too hard?
  - The student gave the teacher a ... of great confusion.
- .....
  - The boy was sometimes naughty, but he had a good ... .
  - Your grandma had a ... attack, but she's fine now.
  - Learn the new words from the text by ... and I'll give you a test on them tomorrow.
- .....
  - My brother holds three bachelor's ... !
  - It's very hot out today - 30 ... Celsius!
  - Both cheating and stealing are wrong, but to different ... .

**14** In questions 1–5, choose the correct words. Then answer the questions.

- What is your favourite subject at school? Why? Do you do **well/good** in it?
- What kind of seminars would you like to **submit/attend** at university? Why?
- What qualities does a great teacher have to **possess/assess**?
- Is remote education better than going to school **by/in** person? Why?/Why not?
- Do you like doing sports **while/during** at school? Why?/Why not?

**15** Look at the picture and fill in the gaps in the description.



The picture shows a group of students who are wearing protective **1)** ..... on their faces. It looks like they are using some test tubes and flasks, so they are probably in the **2)** ....., conducting some **3)** ..... They seem to be **4)** ..... themselves as they are all smiling.

"There are a thousand ways to play any role."

Val Kilmer, American actor

- 1 With a partner, discuss what the actor Val Kilmer meant by what he said. Then discuss which way (A–C) you would play each role (1–3) and why.

1 <input type="checkbox"/>	school headmaster	A	kind and helpful
2 <input type="checkbox"/>	maths teacher	B	strict and serious
3 <input type="checkbox"/>	your classmate	C	friendly and funny

### Rozmowa z odgrywaniem roli

#### Exam Strategy

Wykonując zadanie polegające na odgrywaniu roli, pomyśl, w jaką postać się wcielasz. Zastanów się także, w jakiej sytuacji się znajdujesz i w jakim stylu masz się wypowiadać: oficjalnym, nieoficjalnym czy neutralnym.

- 2 **ROLE PLAY** Read the rubric below and think about how you should act in the situation, and if you should use formal, informal or just neutral language.

Opuściłeś (lub opuściłaś) pierwszy tydzień zajęć w szkole z powodu choroby. Po powrocie rozmawiasz przed lekcjami z nauczycielem. Poniżej podano 4 kwestie, które musisz omówić w rozmowie.

- Powód Twojej nieobecności.
- Wymagania obowiązujące w bieżącym roku szkolnym dotyczące zadań domowych i testów lub egzaminów.
- Co Cię ominęło w ciągu pierwszego tygodnia.
- Co musisz zrobić, aby nadrobić zaległości.

### USEFUL LANGUAGE

- Good morning/afternoon, I am ... (your name)
- I want to apologise for -ing ...
- The reason I ...
- Could you tell me what ...?
- I'd like to know ...
- Will I need to ...?
- Is there anything else I should know about ...?

- 3 **M** In pairs, act out the dialogue in Ex. 2 twice so each of you has a chance to be the student.

- 4 Ask four different students in your class (S1, S2, S3 and S4) the following questions. Look at the chart and make notes for each student's answers.

	Would you like to be in a high school band or orchestra?		If you had to be in a band or orchestra, which instrument would you choose?
S1	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
S2	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
S3	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
S4	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

- 5 With a partner, compare the answers you got. Were some answers more popular than others? Why do you think they were popular?

### Opis ilustracji i odpowiedzi na pytania

#### Exam Strategy

Do opisywania tego, co dzieje się na ilustracji, używaj czasu *present continuous*. Tego samego czasu możesz użyć, opisując, w co ludzie są ubrani. Porównaj:  
*He's got a navy blue cap.* (czas *present simple*)  
*He's wearing a navy blue cap.* (czas *present continuous*)

### USEFUL LANGUAGE

#### Picture description

- There is a man/woman/student/etc. (who is) wearing ...
- He/She/The student is sitting (on a chair/at a desk).
- There is a man/woman/student/etc. wearing a black suit/white shirt/etc.
- The man/woman/student/etc. in the blue shirt is talking to/writing/holding/looking at ...
- In the background/foreground/top left-hand corner/bottom right-hand corner/central part of the photo, I can see ...
- The man/woman/student/etc. on the left/right seems practising/discussing .../might be explaining .../may have been playing ...

- 6 **M** Describe the picture below.



- 7 **M** Answer these questions.

- 1 How do you think the teacher feels about his job?
- 2 Would you like to be in this class? Why?/Why not?
- 3 Tell us about a situation when you or someone you know tried to learn a musical instrument.

**School subjects – Przedmioty nauczania**

art and design (phr) = plastyka  
 biology /baɪˈɒlədʒi/ (n) = biologia  
 business studies /ˈbɪznəs ˌstʌdiz/ (n)  
 = przedsiębiorczość (przedmiot szkolny)  
 computing and information technology (IT) (phr)  
 = informatyka  
 drama /ˈdrɑ:mə/ (n) = zajęcia teatralne  
 foreign language /ˈfɔ:rn ˈlæŋɡwɪdʒ/ (n) = język obcy  
 geography /dʒiˈɒɡrəfi/ (n) = geografia  
 history /ˈhɪstri/ (n) = historia  
 mathematics/maths /ˌmæθəˈmætiks//mæθs/ (n)  
 = matematyka  
 media studies /ˈmi:diə ˌstʌdiz/ (n)  
 = medjoznawstwo  
 music /ˈmju:zɪk/ (n) = muzyka  
 physical education (PE) /ˈfɪzɪkəl ˌedʒuˈkeɪʃn/ (n)  
 = wychowanie fizyczne  
 religious education (RE) /rɪˈlɪdʒəs ˌedʒuˈkeɪʃn/  
 (n) = religia  
 science (physics, chemistry or biology)  
 /ˈsaɪəns/ (n) = przedmioty ścisłe (fizyka, chemia lub biologia)

**School accessories – Przybory i akcesoria szkolne**

atlas /ætləs/ (n) = atlas  
 backpack /ˈbækpæk/ (n) = plecak  
 calculator /ˈkælkjuleɪtə/ (n) = kalkulator  
 coloured pencils /ˈkɒləd ˌpensəlz/ (pl n) = kredki  
 globe /ɡləʊb/ (n) = globus  
 graph paper /ˈɡrɑ:f ˌpeɪpə/ (n) = papier milimetrowy  
 keyboard /ˈki:bɔ:d/ (n) = klawiatura  
 lunch box /ˈlʌntʃ bɒks/ (n) = pojemnik na drugie śniadanie  
 map /mæp/ (n) = mapa  
 marker /ˈmɑ:kə/ (n) = pisak, flamaster  
 microscope /ˈmaɪkrəskəʊp/ (n) = mikroskop  
 monitor /ˈmɒnɪtə/ (n) = monitor  
 mouse /maʊs/ (n) = myszka komputerowa  
 paintbrush /ˈpeɪntbrʌʃ/ (n) = pędzel do malowania  
 pencil case /ˈpensəl keɪs/ (n) = piórnik  
 ruler /ˈru:lə/ (n) = linijka  
 shorts /ʃɔ:ts/ (pl n) = szorty, spodenki (gimnastyczne)  
 smart board /ˈsmɑ:t ˌbɔ:d/ (n) = tablica interaktywna  
 textbook /ˈtekstbʊk/ (n) = podręcznik  
 trainers /ˈtreɪnəz/ (n) = obuwie sportowe  
 T-shirt /ˈti: ʃɜ:t/ (n) = koszulka z krótkim rękawem  
 uniform /ˈju:nɪfɔ:m/ (n) = mundurek (np. szkolny)  
 water bottle /ˈwɔ:tə ˌbɒtl/ (n) = manierka, bidon

**People in school – Osoby związane ze szkołą**

bully /ˈbʊli/ (n) = osoba znęcająca się nad słabszymi  
 caretaker /ˈkeəteɪkə/ (n) = dozorca, woźny  
 classmate /ˈklɑ:smeɪt/ (n) = kolega z klasy  
 dinner lady /ˈdɪnə ˌleɪdi/ (n) = kucharka (w szkole)  
 head teacher /hed ˈti:tʃə/ (n) = dyrektor szkoły  
 librarian /laɪˈbreəriən/ (n) = bibliotekarz  
 pupil /ˈpju:pəl/ (n) = uczeń  
 secretary /ˈsekrətri/ (n) = sekretarka, pracownik sekretariatu

student /ˈstju:dənt/ (n) = uczeń, student  
 substitute teacher /sʌbstɪtju:t ˈti:tʃə/ (n)  
 = nauczyciel na zastępstwie

**School rooms & areas – Pomieszczenia w szkole**

art room /ɑ:t ru:m/ (n) = pracownia plastyczna  
 assembly hall /əˈsembli ˌhɔ:l/ (n) = aula, hala  
 cafeteria /ˌkæfəˈtɛəriə/ (n) = stołówka  
 canteen /ˈkænti:n/ (n) = stołówka  
 changing room /ˈtʃeɪndʒɪŋ ru:m/ (n) = szatnia, przebieralnia  
 common area (phr) = część wspólna  
 common room /ˈkɒmən ru:m/ (n) = świetlica  
 computer lab /kəmˈpjju:tər læb/ (n) = pracownia komputerowa  
 headmaster's office /hedˈmɑ:stəs ˈɒfɪs/ (n)  
 = gabinet dyrektora  
 library /laɪbrəri/ (n) = biblioteka  
 lunchroom /ˈlʌntʃru:m/ (n) = stołówka  
 maintain /meɪnˈteɪn/ = utrzymywać, konserwować  
 music room /ˈmju:zɪk ru:m/ (n) = pracownia muzyczna  
 nurse's office /nɜ:sɪz ˈɒfɪs/ (n) = gabinet pielęgniarki/higienistki  
 playing fields /ˈpleɪɪŋ ˌfi:ldz/ (n) = boiska sportowe  
 science lab /saɪəns læb/ (n) = laboratorium naukowe, pracownia naukowa  
 staffroom /ˈstɑ:fru:m/ (n) = pokój nauczycielski

**Education system – System oświaty**

boarding school /ˈbɔ:diŋ ˌsku:l/ (n) = szkoła z internatem  
 competitive /kəmˈpetətɪv/ (adj) = zmuszający do rywalizacji, ambitny  
 equal opportunities (phr) = równe szanse (np. edukacyjne)  
 focus (on sth) /ˈfəʊkəs/ (n/v) = nacisk (na coś)/ koncentrować uwagę (na czymś)  
 grammar school /ˈɡræmə ˌsku:l/ (n) = tu: szkoła średnia dla uczniów powyżej 11 roku życia  
 language school /ˈlæŋɡwɪdʒ ˌsku:l/ (n) = szkoła językowa  
 mixed school /mɪksɪd ˌsku:l/ (n) = szkoła koedukacyjna  
 nursery school /ˈnɜ:səri ˌsku:l/ (n) = przedszkole  
 primary school /ˈpraɪməri ˌsku:l/ (n) = szkoła podstawowa  
 private school /praɪvət ˌsku:l/ (n) = szkoła prywatna  
 public school /ˈpʌblɪk ˌsku:l/ (n) = tu: prywatna szkoła ponadpodstawowa (często z internatem)  
 referred to as (phr) = nazywany  
 secondary school /sekəndəri ˌsku:l/ (n) = szkoła średnia  
 state school /ˈsteɪt ˌsku:l/ (n) = szkoła państwowa/publiczna  
 technical school/college /tekni:kəl ˌsku:l/kɒlɪdʒ/ (n) = technikum  
 virtual education /ˈvɜ:tʃuəl ˌedʒuˈkeɪʃn/ (n)  
 = edukacja online  
 vocational school /vəʊˈkeɪʃənəl ˌsku:l/ (n)  
 = szkoła zawodowa/branżowa

**PR**

blended classroom (phr) = połączenie nauczania tradycyjnego z e-learningiem  
 charter school /ˈtʃɑ:tə ˌsku:l/ (n) = szkoła społeczna (w USA)  
 daycare centre /ˈdeɪkeə ˈsentə/ (n) = żłobek; świetlica  
 educational platform (phr) = platforma edukacyjna  
 exorbitantly expensive (phr) = niebotycznie kosztowny  
 home schooling /ˈhəʊm ˈsku:lɪŋ/ (n) = edukacja domowa, nauczanie w domu  
 inaccessible /ˌɪnəkˈsesəbəl/ = niedostępny, nieosiągalny  
 in-person classes /ɪnˈpɜ:sn ˌklɑ:sɪz/ (n) = zajęcia stacjonarne  
 launch /lɔ:ntʃ/ (v) = tu: rozpocząć, uruchomić  
 postgraduate studies /ˌpɒstˈɡrædʒuət ˌstʌdiz/ (pl n) = studia podyplomowe  
 tuition fees /tju:ɪʃən ˌfi:z/ (pl n) = czesne (opłata za studia)  
 undeniable academic strengths (phr)  
 = niezaprzeczalny potencjał naukowy

**School life – Życie szkoły**

arrive/be late/early/on time (phr) = przybywać/ być późno/wczesnie/na czas (punktualnie)  
 assignment /əˈsaɪnmənt/ (n) = zadana praca (np. w szkole)  
 attend school (phr) = uczęszczać do szkoły  
 attendance /əˈtendəns/ (n) = frekwencja, obecność  
 be absent from school (phr) = opuścić lekcję/ być nieobecny w szkole  
 mark sb absent from school (phr) = wpisać/ zaznaczyć komuś nieobecność w szkole  
 campus /ˈkæmpəs/ (n) = miasteczko uniwersyteckie  
 compulsory /kəmˈpʌlsəri/ (adj) = obowiązkowy  
 copy sb's homework (phr) = przepisywać/ odpisywać czyjaś pracę domową  
 do a class/lesson (phr) = prowadzić zajęcia/ lekcję  
 do a project (phr) = wykonać projekt  
 do an essay (phr) = napisać esej/wypracowanie/ rozprawkę  
 do an experiment (phr) = zrobić doświadczenie  
 do homework (phr) = odrabiać pracę domową  
 do an exercise (phr) = wykonać ćwiczenie  
 free period /ˈfri: ˈpiəriəd/ (n) = okienko w czasie zajęć  
 give (sth) out /ɡɪv ˈaʊt/ (phr v) = rozdawać/ wręczać (coś) (grupie osób)  
 hand in (an essay) /hænd ˈɪn/ (phr v) = oddawać (wypracowanie)  
 hand out (exam papers) /hænd ˈaʊt/ (phr v) = rozdawać (arkusze egzaminacyjne)  
 hand (sth) back (phr v) = zwrócić (coś)  
 hang out /hæŋ ˈaʊt/ (phr v) = przesiadywać, spędzać czas  
 have a break (phr) = mieć/ zrobić sobie przerwę  
 have a lesson/class (phr) = mieć lekcję/zajęcia  
 have a lot to learn (phr) = musieć się dużo nauczyć  
 have homework (phr) = mieć pracę domową, musieć odrobić lekcje  
 look over /lʊk ˈəʊvə/ (phr v) = przeglądać, sprawdzać (np. notatki)  
 look (sth) up (phr v) = wyszukiwać/sprawdzać (coś) (np. w słowniku)



## Edukacja

lunch break /'lʌntʃ breɪk/ (n) = przerwa obiadowa/ na lunch  
 make a mistake (phr) = popełnić błąd  
 make progress (phr) = robić postępy  
 make notes (phr) = robić notatki  
 make an effort (phr) = podejmować wysiłek  
 memorise (sth) (phr) = uczyć się (czegoś) na pamięć, zapamiętywać  
 pay attention to (phr) = zwracać uwagę na, uważnie słuchać  
 practice (the piano) /'præktɪs/ (v) = ćwiczyć (grę na pianinie)  
 school curriculum /'sku:l kə'rɪkjələm/ (n) = szkolny program nauczania  
 show up late for class (phr) = spóźnić się na zajęcia  
 skip a lesson/school (phr) = opuścić lekcję/zajęcia w szkole; wagarować  
 stand out /stænd 'aʊt/ (phr v) = wyróżniać się  
 take a break (phr) = zrobić sobie przerwę, wyjść na przerwę  
 take notes (phr) = robić notatki  
 take an exam (phr) = przystępować do egzaminu  
 take a class (phr) = zapisać się na zajęcia, wziąć lekcje  
 take a test (phr) = pisać test/sprawdzian  
 teach (sb about sth) (phr) = uczyć (kogoś o czymś)  
 term /tɜ:m/ (n) = semestr  
 try out for (sth) (phr) = próbować się dostać do (czegoś, np. drużyny, klubu)  
 turn up (late/early/on time) /tɜ:n 'ʌp/ (phr v) = pojawić się (późno/wczesnie/na czas)

## PR

be out of one's depth (phr) = być zagubionym  
 cap and gown /'kæp ən 'ɡaʊn/ (n) = (AmE) strój akademicki (biret i toga)  
 design a lesson (phr) = opracować/przygotować lekcję  
 drop out of school /drɒp 'aʊt əv sku:l/ (idm) = porzucić (szkołę)  
 feedback /'fi:dbæk/ (n) = opinia, informacja zwrotna  
 gap year /gæp jɪə/ (n) = rok przerwy (np. przed pójściem na studia)  
 graduate /'grædʒuət/ (n) = absolwent  
 graduation ceremony /'grædʒu'eɪʃən 'serəməni/ (n) = uroczystość wręczenia dyplomów ukończenia studiów/szkoły  
 in-crowd /ɪn kraʊd/ (n) = klika, paczka, banda  
 institution /ɪn'stɪtju:ʃn/ (n) = instytucja  
 lecture /'lektʃə/ (n) = wykład  
 pay off/repay a loan (phr) = spłacić pożyczkę/kredyt  
 shortcomings /'ʃɔ:t,kʌmɪŋ/ (n) = wady, mankamenty  
 spirit of competition (phr) = duch rywalizacji  
 student loan /stju:dənt 'ləʊn/ (n) = kredyt studencki  
 top of the class (phr) = prymus  
 tuition /tju:'ɪʃn/ (n) = czesne

## Marks and requirements – Oceny i wymagania szkolne

Advanced School Exams (A levels) /əd'vɑ:nst 'sku:l ɪg'zæms/ (n) = egzaminy końcowe w szkole średniej w Wlk. Brytanii

certificate /sə'tɪfɪkət/ (n) = świadectwo, dyplom; zaświadczenie  
 cheat in/on a test/an exam (phr) = ściągać na teście/egzaminie  
 fail an exam (phr) = nie zdać egzaminu, oblać egzamin  
 fail the test by 3 points (phr) = zabraknąć 3 punktów do zaliczenia testu  
 fill out an application (phr) = wypełnić formularz podania  
 GCSE (General Certificate of Secondary Education) (abbr.) = egzamin zdawany przez uczniów w wieku 16 lat  
 get bad/good marks/results (phr) = uzyskać złe/dobre stopnie/wyniki  
 pass an exam (phr) = zdać/zaliczyć egzamin  
 pass/passing grade/mark (phr) = ocena dopuszczająca  
 qualifications /'kwɒlɪfɪk'eɪʃn/ (n) = kwalifikacje  
 receive a passing mark (phr) = otrzymać zaliczenie  
 (university) degree /dɪ'grɪ:/ (n) = stopień (uniwersytecki)

## PR

bachelor's degree /'bætʃələz dɪ'grɪ:/ (n) = tytuł/stopień licencjata  
 bring the level down (phr) = obniżyć wymagania  
 catch up with /kætʃ 'ʌp wɪð/ (phr v) = nadrobić  
 certification /sɜ:tɪfɪ'keɪʃn/ (n) = uwierzytelnienie; zaświadczenie  
 complete a bachelor's degree (phr) = ukończyć studia licencjackie  
 credit a source (phr) = podać źródło informacji  
 deadline /dedlaɪn/ (n) = ostateczny termin  
 earn a scholarship (phr) = dostać stypendium  
 expel (sb from school) /ɪk'spel/ (v) = wywalić/wyrzucić (kogoś ze szkoły)  
 extension /ɪk'stenʃn/ (n) = przedłużenie (np. terminu)  
 final degree /faɪnəl dɪ'grɪ:/ (n) = ocena końcowa  
 gain admission (phr) = uzyskać wstęp/przyjęcie  
 learn (sth) by heart (phr) = uczyć się (czegoś) na pamięć  
 plagiarism /'pleɪdʒɪəzɪzəm/ (n) = plagiat  
 repeat a course (phr) = powtórzyć kurs  
 retake /ri:'teɪk/ (v) = zdawać ponownie, ponownie podejść (do egzaminu)  
 retake/resit /ri:'teɪk/'ri:sɪt/ (n) = egzamin poprawkowy, poprawka  
 scholarship /'skɒləʃɪp/ (n) = stypendium  
 submit /sə'bɪt/ (v) = oddać (np. wypracowanie)

## After-school/ Extracurricular activities – Zajęcia pozalekcyjne

charity event /tʃærəti ɪ'vent/ (n) = wydarzenie charytatywne  
 chess club /tʃes klʌb/ (n) = klub szachowy  
 debate /dɪ'beɪt/ (v) = debatować, dyskutować  
 do voluntary work (phr) = pracować jako wolontariusz  
 join a club (phr) = wstąpić/zapisać się do klubu  
 martial arts /mɑ:ʃəl 'ɑ:ts/ (n) = sztuki walki  
 organise an event (phr) = zorganizować wydarzenie/imprezę  
 participate in activities (phr) = brać udział w aktywnościach/zajęciach  
 play an instrument (phr) = grać na instrumencie  
 raise money for (sth) (phr) = zbierać pieniądze na (coś)

schedule /'skedju:l/ (n) = harmonogram, terminarz, plan  
 school band /'sku:l ,bænd/ (n) = zespół szkolny  
 (go on a) school/field trip (phr) = (pojechać na) wycieczkę szkolną  
 sign up /saɪn 'ʌp/ (phr v) = zapisać/zarejestrować się  
 track event /træk ɪ'vent/ (n) = konkurencja biegowa  
 field event /fi:ld ɪ'vent/ (n) = konkurencja techniczna (w lekkiej atletyce)  
 volunteer to do (sth) (phr) = zgłosić się na ochotnika do zrobienia (czegoś)

## PR

decision-making skills (phr) = umiejętność podejmowania decyzji  
 educational activity (phr) = działalność edukacyjna/oświatowa  
 fun-filled /'fʌn fɪld/ (adj) = zapewniający wiele rozrywki  
 hand-eye coordination (phr) = koordynacja wzrokowo-ruchowa  
 physical health (phr) = zdrowie fizyczne  
 strategic thinking (phr) = myślenie strategiczne

## Lifelong learning – Uczenie się przez całe życie

academic /ækə'demɪk/ (adj) = akademicki  
 beginner /brɪ'ɡɪnə/ (adj) = początkujący  
 higher education /haɪə 'edʒʊ'keɪʃn/ (n) = szkolnictwo wyższe  
 join the staff (phr) = dołączyć do personelu/zespołu (pracowników)  
 mature student /mə'tju:stju:dnt/ (n) = dorosły student (zwykle powyżej 25 roku życia)  
 ongoing development (phr) = ciągły/stały rozwój  
 PhD (in Physics) (abbr.) = stopień doktora (z fizyki)  
 professional development courses (phr) = kursy dokształcające  
 qualify (as an engineer) /'kwɒlɪfaɪ/ (v) = uzyskać dyplom (inżyniera)  
 requirement /rɪ'kwaɪəmənt/ (n) = wymóg  
 tutor /tju:tə/ (v) = uczyć kogoś, udzielać korepetycji, dawać lekcje  
 upgrade your skills (phr) = podnosić swoje umiejętności/kwalifikacje  
 work skills (phr) = kwalifikacje zawodowe

## PR

diploma /dɪ'plɒmə/ (n) = dyplom, świadectwo  
 discussion group /dɪ'skʌʃn ,gru:p/ (n) = grupa dyskusyjna  
 gain experience (phr) = zdobyć doświadczenie  
 internship /ɪn'tɜ:nɪʃp/ (n) = praktyka (studencka), staż  
 learn to take the knocks (phr) = nauczyć się zbierać cięgi  
 persevere (in sth) /pɜ:sə'veɪə/ (v) = wytrwać (w czymś)  
 readjust /ri:'ædʒʌst/ (v) = dostosować się (do nowych okoliczności)  
 seminar /se'mɪnɑ:/ (n) = seminarium (zajęcia z małą grupą studentów)  
 setback /setbæk/ (n) = problem, niepowodzenie

**1 Choose the correct item.**

- George is two years old and really enjoys going to ..... school.  
A primary      B nursery      C grammar      D secondary
- You should ..... a break from looking at a screen every two hours.  
A skip      B give      C take      D sit
- I think I will ..... a club for something to do after school.  
A join      B participate      C enter      D practice
- Please keep your voices down and take your seats in the ..... hall.  
A assembly      B common      C science      D changing
- I love animals and really want to ..... as a vet one day.  
A pass      B register      C qualify      D assess
- Colin went back to university as a mature ..... in his thirties.  
A tutor      B classmate      C pupil      D student
- Mindy, can you get the sharpener and sharpen the coloured ....., please?  
A boards      B brushes      C pencils      D markers
- The exam was very difficult, so Mark was happy to ..... a passing mark.  
A receive      B gain      C attend      D raise

**Collocations****2 Fill in: common, higher, playing, physical, lunch, dinner, substitute.**

- Team sports and ..... education are an important part of young people's development.
- If you have a free period between lessons, you can spend it in the ..... room.
- Let's meet at the farthest ..... field at 5 o'clock for football training.
- I like to spend my ..... break outside when the weather is fine.
- Ask the ..... lady and she'll tell you what the day's special is.
- This is Miss Benson, your ..... teacher for the week.
- Most of the students in my class plan to go on to ..... education.

**Prepositions/Phrasal verbs****3 Choose the correct item.**

- Go to the music room to sign **up/in** for the school band.
- Keith, can you give **in/out** these worksheets to the class, please?
- Make sure not to show **off/up** late for the exam tomorrow.
- Karen got caught cheating **on/off** the geography test.
- If you don't know the word, you can look it **at/up** in the dictionary.

**Words often confused****4 Choose the correct item.**

- Damien goes to an all-boys **mixed/single** sex school in the suburbs.
- This is a **state/private** school so it's free for all children to attend.
- Write your answers in pencil in case you **make/do** a mistake.
- You have to **upgrade/debate** with the other students to find a solution.
- My plan is to do an Arts **certificate/degree** next year in Berlin.

**1 PR Choose the correct item.**

- Don't be too upset if you fail an exam. You can **resit/attend** it.
- Please **submit/retake** your essay by 5 pm on Friday.
- Kate's excellent grades earned her a **scholarship/internship** to Oxford.
- This is a two year course for a **certification/diploma** in business studies.
- The topic of this **lecture/assignment** is chemistry and the speaker is Miss Ivory.
- Remember you have to **credit/register** the source when you use published information.
- The first part of **strategic/decision-making** thinking is planning ahead.
- I've just finished repaying my student **loan/fee** after many years.

**2 PR Fill in: daycare, home, bachelor's, blended, academic, discussion, graduation.**

- Kenny is doing a ..... degree in history and classical studies.
- Everyone looked great in their gowns at the ..... ceremony.
- The ..... year runs from September until the exams in June.
- Our ..... classroom combines online learning and in-class lessons.
- Alison is doing work experience at a local ..... centre.
- You're welcome to join our ..... group. Today's topic is climate change.
- After two years of ..... schooling, Daniel went to attend an academy.

**3 PR Choose the correct item.**

- I'm really hoping to gain admission **at/to** a top university.
- We are proud that no student has ever been expelled **from/for** our school.
- There will be a test on the material upon the completion **of/is** each module.
- I know the formulas because I learned them **for/by** heart last term.
- I'll email you the notes so you can catch **up/on** with what you missed in class.

**Jobs**

1 a) Complete the chart by placing a tick (✓) in the correct columns.

JOB	works inside	works outside	both	requires university or college education	no formal education required	both
lawyer						
postal worker						
chef						
mechanic						
scientist						
driving instructor						
receptionist						
builder						
carpenter						
cashier						

b) Which job would be the most difficult for you? Which would be the easiest? Why?

2 Label the pictures by adding the correct suffix to the words from the list. Change the spelling when necessary. Use *-ant, -ian, -er, -or*.

- account • act • bake • electric • farm • music
- photograph



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....

3 a) Match the words to create jobs.

- |                                      |             |
|--------------------------------------|-------------|
| 1 <input type="checkbox"/> flight    | A jockey    |
| 2 <input type="checkbox"/> shop      | B teacher   |
| 3 <input type="checkbox"/> disc      | C officer   |
| 4 <input type="checkbox"/> lorry     | D agent     |
| 5 <input type="checkbox"/> police    | E guard     |
| 6 <input type="checkbox"/> security  | F driver    |
| 7 <input type="checkbox"/> travel    | G attendant |
| 8 <input type="checkbox"/> preschool | H assistant |

b) Which of the jobs from Exs 1–3 would you most like to have? Which would you least like to have? Why?

4 a) Complete the job descriptions using the adjectives *temporary, full-time, low-paid, manual, unskilled, part-time, permanent, well-paid*.

- I have a(n) ..... job in a factory. It's very boring, I just put things in boxes all day.
- Diana was employed on a(n) ..... basis to help with the busy season. This is her last week working at the shop.
- Students often end up with ..... jobs, which makes it difficult for them to save money.
- As I'm still at university, I can only work .....; maybe 10-15 hours a week.
- Carpenter, gardener, builder and cook are examples of ..... labour, as opposed to desk or office jobs.
- People may think that electricians don't make much money, but in my country it's a(n) ..... profession.
- My mother has a(n) ..... position in her company and has worked there for over 20 years.
- It's a(n) ..... job; 9-5, five days a week.

b) There are three sets of opposites in the adjectives listed in Ex. 4a. Write them in your notebook.

c) Discuss:

- Which jobs are well-paid?
- Which are unskilled?
- Which are low-paid?

## VOCABULARY

5 a) Translate the adjectives describing jobs into Polish. Then write examples using the adjectives in English.

- 0 challenging *ambitny, wymagający, stanowiący wyzwanie; He had a challenging career as a teacher.*
- 1 competitive .....
- 2 tiring .....
- 3 responsible .....
- 4 dangerous .....
- 5 difficult .....
- 6 stressful .....
- 7 boring .....
- 8 satisfying .....

b) Think of jobs that match the words from Ex. 5a. Discuss with a partner.

## Job activities &amp; duties

6 Choose the correct verbs to complete the dialogues.

- 1 A: Tell me about your new job!  
B: I'm working part-time as a receptionist at a doctor's office. I'm **providing/responsible** for answering the phone and **dealing/attending** to patients when they first come in.
- 2 A: My job is unskilled. I **operate/file** a machine which makes rulers. Then I **produce/prepare** them to be packed in boxes.  
B: That doesn't sound very exciting, but I guess it's only a temporary position.
- 3 A: My aunt found me an amazing job. It's **taking over/looking after** animals at a vet's office at the weekends. I get to play with cats and dogs and **organise/hire** the supplies while I'm there so they are ready on Monday morning.  
B: That's fantastic! Too bad it's not full-time.
- 4 A: My family owns a restaurant. My father **manages/ confirms** the kitchen, and my mother **performs/runs** the business side of things.  
B: Let me know if they need a dishwasher. I need more work experience.

7 Who's talking? Match the sentences (a–h) to the jobs (1–8).

- |   |                 |   |               |
|---|-----------------|---|---------------|
| 1 | taxi driver     | 5 | businesswoman |
| 2 | archaeologist   | 6 | comedian      |
| 3 | photojournalist | 7 | window washer |
| 4 | lecturer        | 8 | psychologist  |

- a "My job is pretty easy, unless I'm working outside on the 50th floor!"
- b "I knew it was risky to start my own company, but I don't regret it."
- c "I teach Creative Writing at a university."
- d "I actually get paid to make people laugh."
- e "People pay me to take them where they want to go."
- f "I always feel so proud when I see my images next to a news story."
- g "I help people with their problems."
- h "I love literally digging up the past."

## Workplaces

8 Label the pictures by unscrambling the letters. Who works there?



- 1 ctofyra = .....  
.....
- 2 ginulibd iets = .....  
.....
- 3 nlcici = .....  
.....



- 4 focfie = .....  
.....
- 5 oistdu = .....  
.....



- 6 ggaer = .....  
.....
- 7 rehuoaswe = .....  
.....



### Choosing a job

**9** Which qualities from box A does each of the jobs listed in box B require? Discuss with a partner

**A** reliable, imaginative, easygoing, good with people, tough, communicative, brave, hardworking, efficient, able to meet deadlines, persuasive, clever, creative, intelligent

**B** fashion designer, firefighter, police inspector, builder, secondary school teacher, computer programmer, nurse, politician

*A fashion designer needs to be imaginative, creative and good at drawing.*

### Looking for a job

**10** Imagine you are looking for work. Where do you begin your job hunt?

**11** Fill in the gaps in the text. Use *CV, references, form, application, advertisements, interview, promotion, contract*.

**1** You need an up-to-date **1)** ..... that lists your education and work experience. You should also include the contact information for one or two **2)** ..... These are people you have worked for in the past but could also be someone who knows you.

**2** Find a vacancy for a job you are interested in. Job **3)** ..... can be found online and in shop windows. Ask your friends and family if they know of anyone who is hiring new employees.

**3** Prepare a letter of **4)** ..... This is a short document that mentions who you are, and why you are interested in the job. This should be dropped off, posted or emailed along with the completed application **5)** ..... if one is required for the position.

**4** Get ready for the **6)** ..... What clothes will you wear? What do you know about the job or the company? It's good to prepare a few questions to ask the employer as well. Asking about **7)** ..... and moving up within the company shows you are ambitious.

**5** Congratulations! You got the job! Make sure to read the details of the **8)** ..... closely before you sign it.

**12** Match the definitions (A–F) to the words (1–6).

<b>1</b> <input type="checkbox"/>	help wanted sign	<b>4</b> <input type="checkbox"/>	online advert
<b>2</b> <input type="checkbox"/>	employment agency	<b>5</b> <input type="checkbox"/>	job fair
<b>3</b> <input type="checkbox"/>	social network	<b>6</b> <input type="checkbox"/>	job search website

- A an online forum connecting employers and job seekers
- B a paper posted in a shop or restaurant window advertising a job vacancy
- C a notice posted on the Internet
- D an organisation which helps people find a job
- E an event where employers can connect with job seekers
- F friends and family


**13** Choose the correct preposition.

- 1 Mateus has been out **of/from** work for six months.
- 2 The politician held the position **to/of** prime minister for many years.
- 3 What does her mother do **as/for** a living?
- 4 Do you think I should apply **for/to** a job at the bank?
- 5 Our teacher was **out/off** sick today.
- 6 Unemployed people can go **on/by** benefits and collect money from the government while they look for a new job.
- 7 I'd like to have a career **in/with** law.
- 8 Can I speak to the person **in/of** charge today?
- 9 Kelly is well qualified **for/to** the job at the hospital.
- 10 Tom doesn't have to commute to work, he works **by/from** home.

**14** Complete the sentences using the verbs *resign, quit, hire, employ, fire, lose* in the correct forms.

- 1 The successful company currently ..... more than 1,500 people across the country.
- 2 During the pandemic, many workers ..... their jobs because companies closed, not because they were bad employees.
- 3 Once Miranda had found a better job, she ..... from her current position.
- 4 My coworker had a terrible argument with our boss, so she ..... her job and walked out the door!
- 5 The new factory is ..... people. You should drop off your CV.
- 6 If you show up late again, Mr Jenkins will ..... you and you'll be out of work!

### Conditions of work and employment

**15** a)  Translate the nouns, then listen and use the English words to fill in the gaps.

- 1 pension .....
- 2 wage .....
- 3 bonus .....
- 4 pay rise .....
- 5 salary .....
- 6 pay .....

- 1 The warehouse workers' ..... is £12.75 per hour.
- 2 After three months, employees will get a .....
- 3 The office employees are paid a .....
- 4 Workers receive their ..... every other Friday.
- 5 A ..... will be awarded to the best employees.
- 6 Staff members who retire will get a ..... based on how many years they worked.

b) Read the questions and write your answers. Then discuss them with a partner.

- 1 What's the difference between a salary and a wage?
- 2 What types of jobs pay a salary? Which jobs pay a wage?
- 3 When does a worker get a pension?

### Verb phrases

**16** Read the advert of an employment agency and fill in the gaps with the correct forms of the verbs *do, drop, start, consider, work, look, meet, apply*.

## Sutton Employment Services

Do you feel stuck in a low-paid, unskilled or stressful job? Are you tired of **1)** ..... under pressure and **2)** ..... tight deadlines? Does your boss ask you to **3)** ..... overtime hours more often than you'd like to? Are you generally bored at work and need a change? If you answered yes to any of these questions, it might be time to **4)** ..... a new job. Whether you're a working professional **5)** ..... for a new career, or a young person **6)** ..... for your first job, we're here to help. At Sutton Employment Agency, your job is our business. Services and information are also available for individuals who'd like to **7)** ..... their own business through our Self-Employment program.

Contact us today online or **8)** ..... by our downtown office 10 am – 4 pm, Monday – Friday.

**17** a) Look at the descriptions of people's working conditions. Who do you think has the best job? Who has the worst job? Discuss with a partner.

Hannah	Mika	Petr
• looks after elderly people	• operates a machine in a factory	• runs a small business
• works under a lot of pressure	• has to do overtime hours regularly	• must meet tight deadlines every day
• has a permanent position	• does manual work	• has a temporary job
• receives a yearly bonus	• gets a pay rise every year	• is well-paid
• loves her work	• is bored with his job	• is stressed about work

b) Use vocabulary from the unit to form three 'would you rather' questions as in the example. Then ask three classmates to answer your questions. Make sure they include reasons and details to support their answers.

*Would you rather have more time or more money?*

## Temporary and part-time jobs

**18** a) Read the sentences and choose the correct words.

- 1 In the summer, I work for families with young children as a **pet sitter/babysitter**.
- 2 My best friend Michael is an assistant to a **bookseller/librarian** and helps people find the books they're looking for and check them out.
- 3 At the weekend, my friend Tom works at a bank as a **cleaner/clerk** and his duties include vacuuming, mopping and dusting.
- 4 One of my classmates works with a **butcher/chef** and helps him cut up meat that he sells in his shop.
- 5 My cousin Sara likes working at the **greengrocer's/grocer's** because they sell everything from food to things for the home.
- 6 Mia lives next door to me and one day she wants to be a manager, but right now she's working part-time learning the job as a **tutor/trainee**.
- 7 This summer, my brother Kevin will work at an office as a **teller/secretary** and he'll answer the phone and set up appointments.
- 8 Most of the time at work, Tim measures people who want to have their clothes mended or altered by the **designer/tailor** he works for.

b) With a partner, discuss which three jobs in Ex. 18a you would like to do to earn some extra pocket money and then discuss which three jobs you would not like to do. Make sure you explain why you would/would not like to do a particular job.

## Culture Spot



In a business meeting in the UK, people usually start by talking about what is going right. They like to begin the meeting on a positive note and highlight the good aspects. Then they move on to what problems need to be addressed and fixed.

In a business meeting in Poland, people often begin by mentioning what is going wrong. Later they may mention the parts that are satisfactory. The thought behind it is that if something is going right, there is no reason to waste time talking about it.



## READING

- 1 a) Many older teens and university students work during the summer. What are the advantages/disadvantages of having a summer job?
- b) Quickly look at the texts from Ex. 2. In which text does David find a job vacancy *through a member of his social network?* *in an advert?* *on a job search website?*

## Dobieranie i zadanie z lukami

**Exam Tip:** Dobierając teksty do zdań, najpierw przeczytaj podane zdania i podkreśl w nich słowa kluczowe. Potem szybko przeczytaj teksty, szukając fragmentów odnoszących się do zdań. Następnie jeszcze raz przeczytaj zdania i udziel odpowiedzi zgodnych z treścią tekstów. Pamiętaj, że niektóre informacje mogą być sparafrazowane.

- 2 **M** Przeczytaj cztery teksty (A–D) związane z pracą. Wykonaj zadania 1–7 zgodnie z poleceniami.

Przeczytaj zdania 1–3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.  
**Uwaga:** jeden tekst nie pasuje do żadnego zdania.

1	The author of the text thinks the job is boring.	
2	This text mentions the job is enjoyable.	
3	This text mentions the job will require training.	

## Text A

## Work4You.org

**Position:** Summer Camp Counsellor

**Employer:** Wellington District School Board

**Part-time:** weekdays 9 am–2 pm

**Pay:** £11–13

**Duties and responsibilities**

Camp counsellors plan, organise and lead age-appropriate activities for campers aged 6–11 years old. Counsellors are responsible for the safety of children in their group at all times.

**What we're looking for**

Counsellors should be positive, caring, and keen to have fun. You must be good with children and have the ability to be both an authority figure and a friend. Please mention any special skills such as a knowledge of sports, games, arts or crafts in your letter of application.

**Qualifications**

This position is suited to a secondary school student looking for summer employment. No university or college education is necessary, but all successful candidates must complete a one-day first-aid training course.

Send a letter of application, CV and completed employment form to [hr@wdsb.org](mailto:hr@wdsb.org). Please include 'Camp Counsellor' in the subject line.

## Text B

## Wellington Times: Local Job Vacancies

Our busy downtown hairdresser's, *Fringe*, is looking for a part-time secretary. The position is currently temporary, but there is a possibility of hiring the right person on a permanent basis. Responsibilities include answering calls, booking appointments and registering new clients. The ideal candidate should be reliable, well-organised and friendly. No formal education is required. Previous experience in a similar role is a plus, but if necessary, we are willing to train the right candidate. Email your CV to [Fringe@mail.net](mailto:Fringe@mail.net).

## Text C

**To:** david@mail.net  
**From:** leona@mail.com  
**Re:** Job?

Hi David,

I was talking to your mother the other day and she said now that you've finished school, you're looking for work. Your Uncle Bill mentioned there are a few positions open in the warehouse attached to the factory where he works. It's manual labour that involves a lot of heavy lifting. Basically, you'd be moving boxes from the shelves onto delivery lorries. Nothing very exciting. I can't remember the exact hourly wage, but I think it's relatively well-paid all things considered. If you're curious to know more, give Uncle Bill a ring and I'm sure he'd be happy to give you all the details. Much love,  
Aunt Leona

## Text D



Are you still job hunting?

Tina

Yes. Why? Did you hear of a vacancy?



The dog walking business I work for is looking for more people.

David



Interesting. I'm not sure I can handle walking a big group of dogs. I have absolutely no experience doing anything like that.



It's fun once you get used to it, and the pay is alright.



Do I need a car? I don't have my permit yet.



No, you just need to get to this area. I pinned the locations on this map.



David



OK, I'll think about it. When do I have to let you know?



David



The sooner the better. One of my coworkers is off sick. My boss really needs another person ASAP.

Tina

Thanks. Let me sleep on it, and I'll message you tomorrow.



David

## Mediacja

**Exam Tip:** Zadanie typu mediacja sprawdza nie tylko, czy rozumiesz teksty, ale także, czy potrafisz wyciągać z nich wnioski i zmieniać sposób przekazywania informacji. Dotyczy to również informacji przedstawionych wizualnie, np. za pomocą wykresów, diagramów czy tabel (patrz str. 82).

Przeczytaj wiadomość Davida do Maxa. Uzupełnij luki 4–7 zgodnie z treścią tekstów A–D, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać jeden wyraz.

**To:** max@friend.org

**From:** david@mail.net

**Re:** Help!

Hey Max!

I need your help! Now that I'm done with school, I'm looking for a summer job. I found four options but I don't know which one to choose.

The first job involves working with children at a summer camp. It sounds fun and it doesn't require any formal 4) ..... The next job is working in a hairdresser's as a 5) ..... It's a temporary position, but I think they are looking for someone who can work on a more permanent basis. They might not be pleased if they spend time training me and then I just quit at the end of the summer. There are also positions open in the 6) ..... where my uncle works. I'd have to lift heavy boxes, but my aunt said the pay was good. The last one is working with my friend Tina as a dog walker. She sent me details about the area I'd be working in, and it's not far away. The thing is, her boss needs to find someone 7) ..... so I need to let her know by tomorrow, which is why I need your advice today.

Which job do you think I should go for?

David

- 3 List three of your dream jobs. Discuss your choices with a partner. Give reasons.

## Dobieranie zdań do luk w tekście

**Exam Tip:** Przeczytaj uważnie zdania przed luką i po niej. Zwróć uwagę między innymi na zaimki i słowa łączące. Może w zdaniu po luce znajduje się taki sam zaimek, jak w jednym ze zdań do wstawienia? A może zaimek w zdaniu do wstawienia odnosi się do rzeczownika w zdaniu przed luką? Czy słowo łączące w zdaniu po luce pasuje do któregoś ze zdań do wstawienia? Omów to z innym uczniem.

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

"We are going to need you to drive over to campsite B immediately. There is a bear in the area". 1 I'm a park ranger here, so every day brings a whole new set of challenges. This morning, I had to chase a bear away from frightened tourists, but who knows what I'll be doing this afternoon. The variety of tasks I do at work is one of the reasons I couldn't imagine doing anything else for a living.

Just last week, my supervisor contacted me over the radio and said he needed me to come help him with something. "Linda, I need you down by the south end of the lake. Bring a blanket and some rope. It's urgent." 2 I drove over as quickly as I could on the muddy roads.

When I arrived, I found him near the edge of a steep cliff. A baby deer had fallen down the slope and needed rescuing. He lowered me using the rope, and I wrapped the baby deer in a blanket and brought it back up to the top of the cliff. 3 Just like that, it ran away into the woods as if nothing had happened. That was an extraordinary day.

However, not every day as a park ranger makes you feel like a hero. A lot of my time here is spent doing boring and basic tasks like organising paperwork, or dealing with complaints from park users. One time, a woman yelled at me because she thought that the forest was too messy. "Someone needs to tidy all the fallen branches, this place looks like a disaster." 4 Instead, I agreed that yes, my staff members had a lot to look after and that the forest needed to be cleaned as soon as possible. Even dream jobs have their bad days.

- A It was strange that he was calling asking for help in the first place, but why was he asking for me to bring those things?  
 B I had to stop myself from laughing, because that would not have been professional.  
 C I set it down on the ground.  
 D She was so loud my co-workers came out to see what was going on.  
 E That was my first call of the day in my job at Green Forest National Park.

- 5 **Think** Would you enjoy doing Linda's job working as a park ranger? What do you think she enjoys about her job? What do you think she dislikes?



## Czasowniki modalne i półmodalne

See pp. GR11-GR14

## 1 Match the sentences (1–10) to their meanings (A–J).

- 1  I can type well.  
 2  I couldn't do my job.  
 3  You may take a day off.  
 4  Eva might be late.  
 5  You must finish this today.  
 6  I will finish it today.  
 7  Would you get me some tea?  
 8  Shall I help you with that?  
 9  You should tell your boss.  
 10  You needn't rewrite it.

- |                     |                |
|---------------------|----------------|
| A lack of necessity | F permission   |
| B an obligation     | G advice       |
| C a promise         | H past ability |
| D present ability   | I a request    |
| E an offer          | J possibility  |

## Transformacje ze słowem kluczem

2 **M** Wykorzystując wyrazy podane WIELKIMI literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–8). W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów.

- 1 I wasn't able to understand my boss's request.  
 NOT I .....  
 ..... my boss's request.
- 2 It's 90% certain that the receptionist is ill today.  
 MUST The receptionist .....  
 ..... today.
- 3 It's possible it will be necessary to work late.  
 NEED We .....  
 ..... late.
- 4 You should check your work carefully.  
 TO You .....  
 ..... carefully.
- 5 It's forbidden to use your phone at work.  
 NOT You .....  
 ..... at work.
- 6 Eating at your desk is allowed.  
 EAT We .....  
 ..... at our desks.
- 7 Janet, would you like me to make photocopies for you?  
 SHALL Janet, .....  
 ..... for you?
- 8 Lucas is obliged to be at work early tomorrow.  
 HAS Lucas .....  
 ..... early tomorrow.

## Zadanie z lukami (bez podanych wyrazów)

3 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–3) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

## A JOB EATING DOG FOOD?

All companies that produce food for humans hire professional tasters, and companies that make pet food are no different. When they come out 1) ..... a new product, they will have their taster evaluate it. The idea is that if it tastes good to a human, it will be the same for your dog or cat. To become a pet food taster, you obviously should have a good 2) ..... of smell and taste. You need the ability to pay attention to small details and to provide useful feedback about 3) ..... the product could be improved. Pet food tasters can make over \$40,000 a year. That's not bad for doing something that your dog does for free.

## Tłumaczenie fragmentów zdań

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

- 1 Many women nowadays feel they (*muszą wybierać między karierą*) ..... and family.
- 2 My mum thinks that I (*powinienem złożyć podanie o przyjęcie do tej pracy*) .....
- 3 I (*może będę musiał pracować w nadgodzinach*) ..... next week.
- 4 He (*rzuci pracę*) ..... if he doesn't get a pay rise.

## Słownictwo

- 5 **M** Przeczytaj tekst. Uzupełnij każdą lukę (1–3) jednym wyrazem. Przekształć wyraz podany w nawiasie, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

## The worst job interview

It was the worst job interview I've ever had. I really wanted the job, so I was very nervous. It was for full-time 1) ..... (**employ**). When I walked in the door, the interviewer asked me to sit down. I went to do that, but I missed the chair and fell on the floor. I think my face must have turned bright red. When the interviewer stopped laughing, he introduced himself as Mr O'Conner, but I kept calling him Mr Conner. Each time I did that, he had to correct me. I felt 2) ..... (**true**) awful. I think by the fourth time, I had given up all hope of getting the job, so I actually started to feel a bit more 3) ..... (**relax**). I was even able to answer some of his questions. I was so glad when it was over, but you can imagine my surprise when he called the next day and told me I had the job.



- 6 Change the adjectives into adverbs. What happens when an adjective ends in *-ble*, *-y* or *-ic*?

- |               |       |
|---------------|-------|
| 1 possible    | ..... |
| 2 recent      | ..... |
| 3 easy        | ..... |
| 4 basic       | ..... |
| 5 magic       | ..... |
| 6 comfortable | ..... |

## Wybór wielokrotny (pary zdań)

- 7 **M** W zadaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która jest poprawnym uzupełnieniem luki w obu zdaniach. Zakreśl jedną z liter: A, B albo C.
- Do you know why they didn't ..... Andrea? She's qualified.  
We will need to ..... a van to move all this office furniture.  
A use      B employ      C hire
  - What is your ..... on benefits for the unemployed? Samuel applied for a ..... as a regional manager.  
A contract      B position      C point
  - Congratulations on your promotion to director. You've ..... it.  
Ela ..... 20 euros an hour at her last job.  
A had      B earned      C collected
  - Steve's ..... was spinning after working all day. Mary is the ..... teacher at the local school.  
A brain      B bind      C head
  - The movers were happy that many of our boxes were .....  
Henry doesn't eat much at work; he usually just has a ..... snack.  
A light      B weak      C skinny

## Set leksykalny

- 8 **M** W zadaniach 1–4 wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.
- .....  
• The interviewer asked us to line up in single ...  
• The editor saved their work in a ... on their computer.
  - .....  
• You don't need experience, we will ... you.  
• Mia usually takes the ... to work, but today she rode her bike.
  - .....  
• The person in charge of the interview is a good ... of character.  
• Mr Jones works in a courtroom as a ... and decides if people are innocent or guilty.
  - .....  
• The popular clothing company hired a fashion ... to promote their clothes.  
• Mike loved making ... airplanes as a kid and now he flies real ones!

## LISTENING

1 Would you like to work in the following spaces? Rate your preferences for workspaces from 1 to 4, with 1 being the best and 4 being the worst.

- a large room with many other people
- a small office just for you
- your room at home
- a medium-size office with one or two others

2 Discuss your ratings with a partner giving reasons for them.

## Dobieranie

**Exam Tip:** Podkreślanie słów kluczowych w podanych opcjach odpowiedzi jest bardzo pomocne, ale trzeba uważać, bo to samo słowo może wystąpić w wypowiedziach kilku osób. W takiej sytuacji pojawi się jakiś dodatkowy szczegół, który sprawi, że tylko jedna odpowiedź będzie poprawna.

3 a) **M** Usłyszysz dwukrotnie pięć wypowiedzi związanych z miejscem pracy. Do każdej wypowiedzi (1–5) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

## The person

- A explains the workplace to new employees.
- B wants to tell people about office furniture.
- C wishes they didn't spend so much time at work.
- D meets other employees outside their office.
- E talks about their feelings about other employees.
- F says they like how easy it is to work there.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

b) Listen to the recordings again and complete the sentences.

- 1 Speaker 1 said the plants make the room seem .....
- 2 Speaker 2 told employees to leave their headsets .....
- 3 Speaker 3's equipment to work with is .....
- 4 Speaker 4's office is next to .....
- 5 Speaker 5 says the furniture can be seen .....

4 Tell a partner which of the workspaces mentioned in Ex. 3 you would most like to work in and why.

5 With a partner, discuss the qualities your ideal job would have. Use the ideas below.

- a type of work
- b pay
- c hours of work each day/week
- d location

## Wybór wielokrotny

**Exam Tip:** Zanim posłuchasz nagrania, przeczytaj uważnie każde pytanie i w każdej opcji odpowiedzi podkreśl te słowa, które pokazują różnicę między proponowanymi odpowiedziami. Dzięki temu będzie Ci łatwiej dokonać właściwego wyboru.

6 **M** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

## Text 1

- 1 What is the speaker's main purpose?
- A to give instructions about how to do something
  - B to explain where to find something
  - C to offer jobs to some new teachers

## Text 2

- 2 What is the man's connection to the woman?
- A He is her boss.
  - B He is a worker at the same company.
  - C He is an inspector at that company.
- 3 Why is the man talking to the woman?
- A to give her a warning
  - B to inform her about a new policy
  - C to complain about parts of the job

## Text 3

- 4 In the future, what will be the largest office for a mid-size business?
- A 45 square metres
  - B 40 square metres
  - C 75 square metres?
- 5 What happened first?
- A Factories moved back to Europe.
  - B Self-checkouts appeared.
  - C Bank clerks lost their jobs.
- 6 What is Marcus's conclusion about jobs in the future?
- A There will be a lot fewer jobs.
  - B There will be many more jobs.
  - C The jobs will be different.

**E-mail/List nieformalny (przedstawianie zalet i wad podejmowanej pracy)****Prepare for the task****Writing Tip:**

Tematem e-maili/listów, które piszemy do bliskich nam osób, często są nasze życiowe doświadczenia związane z nową sytuacją, w której się znaleźliśmy. Jedną z takich sytuacji może być podjęcie pracy.

E-mail/List nieformalny dotyczący podjęcia pracy zawiera:

- nieoficjalny zwrot do adresata (np. *Hi, Hey* oraz imię)
- wstęp ze zwrotem otwierającym (np. *How is everything?*) i wyjaśnieniem, z jakiego powodu piszemy
- rozwinięcie, w którym informujemy, jak dostaliśmy pracę, opisujemy nasze obowiązki, przedstawiamy zalety i wady naszej pracy itp.
- zakończenie, które zawiera m.in. zwroty zamykające (np. *I hope to hear from you soon*)
- zwrot kończący (np. *Take care, Write back soon*) i podpis (Twoje imię).

**1** Read the email and select two reasons why it was written. Put a tick (✓).

- A to share some good news
- B to share some bad news
- C to remind someone about something
- D to thank someone for something
- E to suggest that someone should get a similar job
- F to ask someone if they want to do something

Hi Sophie.

1 How is everything? I've got some good news. I got a job!

2 It's a part-time job at a coffee shop called Café Vera. I work on Saturdays from 9:00 to 3:00 taking orders and cleaning tables. I got the job through a friend who recommended me. She also works there. The owner liked my personality, so he hired me right away.

3 Every job has its good and bad aspects. I like the fact that it is only three blocks away so I can walk there. It's also pretty easy work and all my workmates are helpful and friendly. Of course, no job is perfect. For example, the job itself can be a bit boring at times and some customers are quite rude.

4 You should look for a job in a coffee shop, too. I think you'd love it. You'd get extra pocket money and make some new friends.

Got to go now. I hope to hear from you soon.

Take care,

Lena

**2** Read the email again. For each item in the rubric below, write the paragraph number (*P*) it appears in. Write the number of sentences (*S*) written for each item in the rubric.

Requirements from rubric	P	S
describe the job and your duties		
explain how you got the job		
present what the pros and cons of the job are		
suggest that they get a similar job		

**3** Read the phrases below and decide which ones are used for making references to future communication (*RFC*) and which ones are used for closing remarks (*CR*). Put a tick (✓) in the correct column next to each phrase.

	RFC	CR
Bye for now.	<input type="checkbox"/>	<input type="checkbox"/>
Drop me a line sometime.	<input type="checkbox"/>	<input type="checkbox"/>
Email me soon.	<input type="checkbox"/>	<input type="checkbox"/>
Give me a call later	<input type="checkbox"/>	<input type="checkbox"/>
I must go now.	<input type="checkbox"/>	<input type="checkbox"/>
I'd better get going.	<input type="checkbox"/>	<input type="checkbox"/>
Let me know as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>
Write back soon.	<input type="checkbox"/>	<input type="checkbox"/>
Got to go now.	<input type="checkbox"/>	<input type="checkbox"/>
I hope to hear from you soon.	<input type="checkbox"/>	<input type="checkbox"/>

**Your turn****Exam Strategy**

Przeczytaj uważnie cztery punkty z polecenia do zadania. Nie traktuj ich tak, jakby były pytaniami, na które musisz odpowiedzieć. Pomyśl o nich raczej jak o pomysłach, które masz twórczo rozwinąć i – jeśli to możliwe – wzbogacić przykładami.

- 4** **M** Niedawno zacząłeś (lub zaczęłaś) pracować w weekendy w sklepie z elektroniką. Napisz e-mail (100–150 wyrazów, nie licząc wyrazów już podanych) do swojego kolegi z Anglii, aby mu o tym opowiedzieć. W e-mailu:
- wyjaśnij, jak dostałeś (lub dostałaś) tę posadę
  - opisz tę pracę i swoje obowiązki
  - przedstaw plusy i minusy tej pracy
  - zasugeruj koledze, żeby znalazł podobną pracę.

Hey Michael,

How are you? I've got some great news. I got a job!



## Vocabulary

### Jobs

1 Match the words to create jobs.

1 <input type="checkbox"/>	administrative	a	collector
2 <input type="checkbox"/>	civil	b	designer
3 <input type="checkbox"/>	graphic	c	instructor
4 <input type="checkbox"/>	refuse	d	officer
5 <input type="checkbox"/>	security	e	servant
6 <input type="checkbox"/>	yoga	f	assistant

### Workplace

2 Complete the text message. Use: *workstation, head office, lobby, escalator, staircase*.

Thanks for agreeing to bring me my laptop, Sam. I've got to have it today. Remember to come to the **1** ..... in the city centre – that's where I work now. When you go in, walk straight across the **2** ..... Don't ride up the **3** ..... to the first floor – instead, turn left and walk to the end of the corridor. There's a(n) **4** ..... there that you can climb to the mezzanine floor, where I am. My **5** ..... is on the opposite side of the space you'll come into, next to the water cooler. You can't miss it!

### Temporary and part-time jobs

3 Choose the correct words to complete the email.

Dear Dad,  
Great news! Remember my part-time job at the garage? It was the night **1) shift/break** and it was meant to be a **2) training/temporary** position to cover for a woman on maternity leave. It was also **3) minimum/overtime** wage, so I didn't make much money. Well, they've offered me a **4) permanent/perk** position! I'll be working full time and I'll get a pay rise, so of course I agreed to **5) keep/stay** on there. No more working nights, either!  
Jimmy

### Professional career

4 Replace the words in bold with their antonyms from the list.

- conscientious • glamorous • well versed
- disciplined

- 1 It's important to be **ignorant** when talking to a potential customer.
- 2 Freelance workers have to be highly **lazy** to work without a manager pushing them.
- 3 Workers who are **indifferent** take the time to fix mistakes they come across.
- 4 Flight attendants have to look **unstylish**, with smart uniforms and excellent personal grooming.

## Labour market & job mobility

5 Match the words to create compound nouns. Then write sentences using them. Use your dictionary.

1 <input type="checkbox"/>	career	a	resources
2 <input type="checkbox"/>	human	b	pay
3 <input type="checkbox"/>	job	c	counselling
4 <input type="checkbox"/>	sick	d	offer

6 Choose the correct preposition.

- 1 Before you sign a contract, make sure you know what holiday and pay you are entitled **to/with** by law.
- 2 This candidate says he excels **at/on** working under pressure, which is good.
- 3 I'm calling to inquire **of/about** positions for drivers at your company.
- 4 You can constantly change companies or work your way **along/up** in the same organisation.
- 5 A foreign language makes your CV stand **out/up**.

## Conditions of work and employment

7 Complete with *give, go, hand, run, take* in the correct form.

- 1 Frank ..... in his notice yesterday.
- 2 I ..... some time off to do a course next month.
- 3 Shelley ..... her own business for 30 years now!
- 4 You're not allowed just ..... someone the sack without any reason or warning.
- 5 We ..... on strike over safety conditions tomorrow.

8 Complete each gap (1–5) with a collocation formed by using one word from each box.

• career • job  
• paternity • fringe  
• company

• benefits • leave  
• advancement  
• satisfaction • loyalty

- 1 The ..... at this company include employee discounts on company products.
- 2 ..... means promotions, of course, but also things like in-house training.
- 3 There is also two months' ..... for new fathers at this company.
- 4 Nothing is more important than ..... to me – I have to love what I do.
- 5 We reward ..... here: if you stay 10 years, you get company shares.

## Reading

## Wybór wielokrotny i zadanie z lukami

- 9 **M** Przeczytaj dwa teksty związane z pracą urzędowego kopisty. Wykonaj zadania 1–8 zgodnie z poleceniami.

## Text 1

There was a great deal of work for scribes. I had to push my workers to speed up, but I also had to hire additional help, so I placed an advert. One morning, a young man answered my ad. He stood in the open doorway; it was summer, so the door was always open. He looked a bit pale and unhappy. I took pity on him. His name was Bartleby.

After we discussed his qualifications, I hired him. I was happy to add him to my group of copyists because he was quiet and relaxed, unlike some of the others who had bad tempers.

I should have mentioned before that folding doors divided my office into two parts, one for my scribes and one for me. I decided to put Bartleby in the corner by the folding doors, but on my side of them. This way I could simply call out to him when something unimportant needed to be done. I placed his desk by a small window. It used to look out at some dirty backyards and bricks, but some tall buildings were put up so now it actually had no view at all. It did provide some light, even though there was a wall just three feet outside the window. The light actually came down between two very tall buildings, so it wasn't very bright. To make his area better than it already was, I found a high green folding screen. It might block Bartleby from my sight entirely, but I could still call out to him when I needed something. In this way, I provided both privacy and company together.

At first, Bartleby did a surprising amount of writing. It was like he had been starving for work, and he seemed to truly enjoy working on my documents. He didn't even pause to take a break. He worked day and night, copying by sunlight and candlelight. I should have been very pleased with his speed and dedication, but I couldn't be because he was not cheerful. Instead, he was silent and mechanical.

It is, of course, a very important part of a scribe's job to verify the accuracy of their work, word by word. When there are two or more scribes in an office, they assist each other and examine the work together. One reads from the copy, and the other looks at the original. It is a very boring task.

It was on Bartleby's third day, I think, and his work had not needed to be checked yet. I was in quite a hurry to finish a small task that I had. I quickly called to Bartleby. I expected him to walk over immediately and assist me so I sat down with my head bent over the original on my desk. I held out my right hand with the copy in it so when Bartleby got to my desk we could start without delay. This is how I was sitting

when I called to him, quickly telling him what I wanted him to do. Which was to examine a small paper with me. Imagine my surprise when he didn't move from his spot. Instead he said in a mild, firm voice, "I would prefer not to."

I sat awhile in perfect silence, trying to understand what had just happened. I realised that my ears had deceived me, or Bartleby had completely misunderstood what I wanted. I repeated my request, speaking very clearly. And just as clearly Bartleby replied, "I would prefer not to."

"Prefer not to," I said, my emotions grew stronger and I crossed the room quickly. "What do you mean? Are you crazy? I want you to help me compare this sheet here – take it," and I pushed it towards him. "I would prefer not to," he said.

Adapted from *Bartleby, the Scrivener*, Herman Melville

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

- Based on the first paragraph, the narrator's feeling towards Bartleby can be described as
 

A disappointed.	C sympathetic.
B pleased.	D uninterested.
- Which of the following happened first chronologically?
  - The narrator put up the green folding screen.
  - A wall was built outside the side-window.
  - The narrator held an interview with Bartleby.
  - The narrator moved a desk to the side-window.
- Which of the following sentences is NOT true?
  - Bartleby's hours of work went past sunset.
  - Bartleby was a poor worker from the start.
  - Bartleby did not appear to enjoy his work.
  - Bartleby's initial attitude bothered the narrator.
- In his conversation with Bartleby at the end of the passage, the narrator
  - grows annoyed by Bartleby's responses.
  - admits to Bartleby that the job is boring.
  - wonders whether Bartleby is ill.
  - repeats his request patiently several times.

## Text 2

## The Declining Role of the Scrivener

There are 110 livery companies, similar to trade unions, of the City of London, set up from the 12th century and onwards. The purpose of each one was to regulate the practice of their particular trade in the capital city. Only members of the company could practise their trade in the city legally. Each company also made sure that the quality of their work was high, and that they received a high wage for it. The Worshipful Company of Scriveners, established in 1373, regulated the trade of the scrivener, or scribe.

Scribes existed even in ancient times and they copied texts by hand. Of course, that was the only way to make copies until the invention of the printing press in 1440. However, even after this invention, the scrivener still had a very important and specialised position as a scrivener notary. They created and copied legal documents, such as wills, contracts, agreements and court judgments. The ability to make two or three identical copies of a document was essential. When two people would agree to a contract, their copy had to be exactly the same as the other person's.

As anyone would expect, the Worshipful Company of Scriveners kept detailed records of their works and transactions over the centuries. However, only one document exists that was created before 1666. It's the Company's Common Paper of 1357-1628. There is a tragic reason why they do not have more records. It is because the Scrivener's Hall in Noble Street, where all their paperwork was kept, was in the path of the Great Fire of London of 1666. A wooden building packed with paper did not stand a chance.

To this day, the Worshipful Company of Scriveners is one of the livery companies that vote for each new Lord Mayor of London from among their members. This office, one of the oldest elected positions, has existed since 1189, and there have been nearly 700 Lord Mayors since then. However, only two have been scriveners: Sir Robert Clayton in 1680 and Sir James Shaw in 1805. The first one went on to serve as a Member of Parliament for nearly 30 years. The second one is probably most famous for leading the funeral procession for Admiral Lord Nelson through London.


In modern times, the job of the scrivener notary has become even more specialised. The Worshipful Company of Scriveners will only accept people that are law experts and fluent in at least two foreign languages. Because of this, firms often hire members to help them do business with companies in other countries. The scrivener notary creates contracts and agreements that the companies in both countries agree to.

Uzupełnij luki w zdaniach 5–8 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

- 5 In the title, the author refers to the scrivener's role as 'declining' because .....
- 6 ..... destroyed almost all of the Worshipful Company of Scriveners' records pre-1666.
- 7 The scrivener who played an important role in a national event was .....
- 8 Scrivener notaries today must have ....., as well as expertise in law.

### Listening

#### Dobieranie

- 10 **M**  Usłyszysz dwukrotnie cztery wypowiedzi związane z szukaniem pracy. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

- A a selection decision that they benefited from.
- B an example of a sensible restriction placed on candidates.
- C a fellow candidate's positive reaction to a setback.
- D fellow candidates acting unfairly.
- E the expensive course they have to take.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

### Use of English

#### GRAMMAR NOTE! Czasowniki modalne i półmodalne

- Konstrukcja **must + have + imiesłów bierny** może służyć do wyrażania uzasadnionych przypuszczeń.  
*Tony must have got that job – look how happy he is.*
- Konstrukcja **can't + have + imiesłów bierny** może służyć do wyrażania tego, o czym wiemy (lub sądzimy), że jest niemożliwe.  
*You can't have got the job – they'd have called by now.*
- Konstrukcja **may/might + have + imiesłów bierny** służy do wyrażania tego, co mogło się wydarzyć w przeszłości.  
*You may/might have met my manager Mrs Lynn before.*
- Konstrukcja **could + have + imiesłów bierny** służy do wyrażania tego, co mogło się wydarzyć w przeszłości, ale się nie wydarzyło.  
*You could have applied for this job. You've got all the qualifications.* (Jednak tego nie zrobiłeś.)
- Konstrukcja **needn't + have + imiesłów bierny** służy do wyrażania tego, co wydarzyło się w przeszłości, ale nie było konieczne.  
*You needn't have called her. I'm going to talk to her myself.*

## 11 Choose the correct modal.

- 1 You **must/can** have gained a lot of experience while working in Cameroon last year.
- 2 Olive **could/may** have looked for a job yesterday, but she wasted the day watching TV.
- 3 Susan **mustn't/can't** be in her office – I was just in there.
- 4 You **can/must** be mad to turn down a great job like that!
- 5 They **might/must** have finished the report last night – I'll call them and check.

## 12 Complete the sentences using the modal verbs from the list and verbs in brackets in the correct form.

• must (x2) • could • can't (x2) • might

- 1 Joel ..... (be) off sick – I just saw him in the town centre.
- 2 Sandy looked really upset. They ..... (fire) her.
- 3 It's not certain that he was laid off. He ..... (resign).
- 4 That collapsing wall ..... (kill) my builders this morning!
- 5 Our head office ..... (call) you about the problem yesterday because it's not open on Saturdays.
- 6 Susan ..... (work) at home today. I know because her car's not in the car park.

## Tłumaczenie fragmentów zdań

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

- 1 (To na pewno nie był) ..... the manager you saw in London – he's in Prague.
- 2 Be more careful when driving the lorry – you (mogłeś mieć) ..... an accident!
- 3 Our new employee used to work in customer services so he (na pewno wie, jak sobie radzić) ..... with complaints.
- 4 He (niepotrzebnie mi kupił) ..... such an expensive gift; I know he can't afford it.

## Wybór wielokrotny

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

## Wanted: gardeners

Green Lawns Ltd is looking for gardeners to work in Henley and the 1) ..... area. This is, of course, outside work, which is great when it's sunny but must be done in all weathers. For that reason, you need to have a strong constitution and 2) ..... carry out physically demanding manual labour. You should also possess a clean driving license. You 3) ..... have some gardening experience, but not an extensive amount as training will be given. In return, we can promise that not only will you enjoy great working 4) ....., but also excellent financial compensation and a generous bonus scheme. We are a rapidly expanding company with ambitions to extend our business to the entire county, and 5) ..... there are definitely opportunities for career advancement as the overseer of jobs or even management positions if you should show aptitude. To fill in an online application form, click (here). Alternatively, come into our office 6) ..... complete one in person.

- |                |                |
|----------------|----------------|
| 1 A round      | C surrounding  |
| B including    | D inclusive    |
| 2 A can        | C be able to   |
| B could        | D have to      |
| 3 A need       | C may          |
| B must         | D can          |
| 4 A conditions | C situations   |
| B states       | D places       |
| 5 A therefore  | C besides      |
| B yet          | D nonetheless  |
| 6 A so as      | C so much to   |
| B in order to  | D out of order |

## Writing See Writing Bank p. 300

## 15 M Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Paul Jones, właściciel nowej restauracji, która zostanie wkrótce otwarta w Twoim mieście, chce zatrudnić kelnerów i kelnerki. Napisz do niego list motywacyjny. W liście przedstaw swoje kwalifikacje i doświadczenie zawodowe oraz wyjaśnij, dlaczego jesteś idealnym kandydatem na to stanowisko.



"Summertime and the living is easy"

First line of 'Summertime',  
the famous George Gershwin song

- 1 With a partner, think of three jobs that students typically do in the summer.
- 2 Discuss which job would be the best and which would be the worst and why.

### Exam Strategy

Gdy dokonujesz wyboru, zastanów się, jak go uzasadnisz. Musisz nie tylko wyjaśnić, dlaczego coś wybierasz, ale także – dlaczego coś odrzucasz.

- 3 **M** Popatrz na zdjęcie 1., 2. i 3. Szukasz pracy na wakacje. Przedstawiono Ci trzy różne oferty.
  - Wybierz zdjęcie przedstawiające pracę, która najbardziej Ci odpowiada, i uzasadnij swój wybór.
  - Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



### USEFUL LANGUAGE

#### Giving reasons

- Picture ... would be the best because ...
- The reason is that ...
- The reason I chose/didn't choose picture ... is that ...
- Why I chose/didn't choose picture ... is because ...
- My choice is based on the fact that ...

- 4 **M** Answer these questions.

- 1 Why do you think companies like hiring students for summer jobs?
- 2 Is it better to have the same job or a different job every summer and why?

### Rozmowa z odgrywaniem roli

- 5 **ROLE PLAY** If you were hiring a student for a summer job, which of these do you think would be most important in your decision to hire that student and why? Discuss your ideas with a partner.

The student's

- a work experience
- b grades at school
- c personality

### Exam Strategy

Przeczytaj uważnie cztery punkty, które musisz uwzględnić w wypowiedzi. Zastanów się, czego się od Ciebie oczekuje. Na przykład „przedstawienie się” oznacza nie tylko podanie imienia i nazwiska. Rozbuduj swoją wypowiedź, mówiąc, ile masz lat, do jakiej szkoły chodzisz itp. Informacje dotyczące poprzedniej pracy mogą obejmować codzienne czynności (*On a typical day I ...*), zakres obowiązków (*I was in charge of ...*), godziny pracy (*I usually worked ...*) itp. W przypadku wszystkich czterech punktów podawaj szczegółowe informacje i – jeśli to uzasadnione w danym kontekście – przykłady.

- 6 Read the rubric below and think about what you could say for each of the four things. Put a tick (✓) beside the one you think you could say the most about.

Ubiegasz się o wakacyjną pracę w charakterze sprzedawcy w księgarni. Rozmawiasz na ten temat z kierownikiem sklepu. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.

- Przedstawienie się.
- Twoja poprzednia wakacyjna praca.
- Twoje umiejętności.
- Powody, dla których chcesz dostać tę pracę.

### USEFUL LANGUAGE

- Good morning/afternoon, I am (your name), and I am a student at ...
- At my last job, I ...
- I have experience in selling/sales (-ing/noun).
- I am good at selling/organizing/serving/communicating (-ing).
- I am good with computers/children/customers (noun).
- I think I would be good at this (job) because ...
- It is a pleasure to meet you, I am (your name).
- Previously, I worked at a ... as a ...
- My skill set includes ...
- What I find appealing about this job is ...

- 7 **M** In pairs, act out the dialogue of Ex. 6 twice so each of you has a chance to be the student.

## Jobs &amp; professional careers – Zawody i kariery zawodowe

accountant /ə'kauntənt/ (n) = księgowy  
 actor /æktə/ (n) = aktor  
 actress /æktɹəs/ (n) = aktorka  
 archaeologist /ɑ:k'i:blədʒɪst/ (n) = archeolog  
 baker /'beɪkə/ (n) = piekarz, cukiernik  
 bank clerk /'bæŋk klɑ:k/ (n) = kasjer w banku  
 builder /'bɪldə/ (n) = budowlaniec  
 businesswoman /'bɪznəs wʊmən/ (n)  
 = businesswoman, kobieta interesu  
 carpenter /kɑ:rpəntə/ (n) = stolarz  
 cashier /kæ'ʃɪə/ (n) = kasjer (w sklepie)  
 chef /ʃef/ (n) = szef kuchni  
 comedian /kə'mi:diən/ (n) = artysta komediowy  
 computer programmer /kəm'pi:jutə 'prəʊgræmə/  
 (n) = programista komputerowy  
 disc jockey /'dɪsk ˌdʒɔki/ (n) = didżej, dyskdżokej  
 driving instructor /'draɪvɪŋ ɪn'strʌktə/ (n)  
 = instruktor jazdy  
 electrician /ɪ'lek'trɪʃən/ (n) = elektryk  
 estate agent /'ɪsteɪt ˌeɪdʒənt/ (n) = agent  
 nieruchomości  
 farmer /'fɑ:mə/ (n) = rolnik  
 fashion designer /'fæʃən dɪ,zajmə/ (n)  
 = projektant mody  
 fashion model /'fæʃən ˌmɒdəl/ (n) = model  
 (osoba prezentująca odzież na pokazie  
 mody)  
 firefighter /'faɪəfaɪtə/ (n) = strażak  
 flight attendant /'flaɪt ə'tendənt/ (n) = steward/  
 stewardessa  
 gardener /'gɑ:dənə/ (n) = ogrodnik  
 hairdresser /'heədresə/ (n) = fryzjer  
 lawyer /'lɔ:ə/ (n) = prawnik  
 lecturer /'lektʃərə/ (n) = wykładowca  
 lorry driver /'lɔ:ri ˌdraɪvə/ (n) = kierowca  
 ciężarówki  
 mechanic /mə'kæni:k/ (n) = mechanik  
 musician /mju:zɪʃən/ (n) = muzyk  
 nurse /nɜ:s/ (n) = pielęgniarka/pielęgniarka  
 photographer /'fəʊtəgrəfə/ (n) = fotograf  
 photojournalist /'fəʊtə'dʒɜ:nəlɪst/ (n) =  
 fotoreporter  
 police inspector /pə'li:s ɪn'spektə/ (n) = inspektor  
 policji  
 police officer /pə'li:s ˌɔfɪsə/ (n) = policjant/  
 policjantka  
 politician /pɒlə'tɪʃən/ (n) = polityk  
 postal worker /'pəʊstəl ˌwɜ:kə/ (n) = pracownik  
 poczty  
 preschool teacher /'pri:skul ˌti:tʃə/ (n)  
 = przedszkolanka, nauczyciel przedszkola  
 psychologist /saɪ'kɒlədʒɪst/ (n) = psycholog  
 receptionist /rɪ'sepʃənɪst/ (n) = recepcjonista  
 scientist /saɪəntɪst/ (n) = naukowiec  
 secondary school teacher /sekəndəri ˌsku:l ˌti:tʃə/  
 (n) = nauczyciel szkoły średniej  
 security guard /sɪ'kjuəri ˌgɑ:d/ (n) = pracownik  
 ochrony  
 shop assistant /'ʃɒp ə'sɪstənt/ (n) = sprzedawca,  
 ekspedient  
 taxi driver /'tæksi ˌdraɪvə/ (n) = taksówkarz  
 travel agent /trævəl ˌeɪdʒənt/ (n) = pracownik  
 biura podróży  
 window washer /'wɪndəʊ ˌwɑ:ʃə/ (n) = czyściciel  
 okien

## Adjectives describing jobs – Przymiotniki opisujące pracę

boring /'bɔ:riŋ/ (adj) = nudny  
 challenging /tʃælɪndʒɪŋ/ (adj) = ambitny,  
 wymagający, stanowiący wyzwanie

competitive /kəm'petətɪv/ (adj) = ambitny,  
 lubiący współzawodnictwo  
 dangerous /deɪndʒərəs/ (adj) = niebezpieczny  
 demanding /dɪ'mɑ:ndɪŋ/ (adj) = wymagający  
 difficult /dɪfɪkəlt/ (adj) = trudny  
 full-time /'fʊl ˌtaɪm/ (adj) = pełnoetatowy  
 low-paid /'ləʊ ˌpeɪd/ (adj) = nisko opłacany  
 manual /'mænjuəl/ (adj) = fizyczny; ręczny  
 part-time /pɑ:t ˌtaɪm/ (adj) = niepełnoetatowy  
 permanent /'pɜ:mənənt/ (adj) = stały  
 responsible /rɪ'spɒnsəbəl/ (adj) = odpowiedzialny  
 satisfying /sætɪsfajɪŋ/ (adj) = zadowolający,  
 satysfakcjonujący  
 stressful /stresfəl/ (adj) = stresujący  
 temporary /tempərəri/ (adj) = tymczasowy  
 tiring /taɪərɪŋ/ (adj) = męczący  
 unskilled /ʌn'skɪld/ (adj) = niewymagający  
 kwalifikacji (o pracy)  
 well-paid /wel ˌpeɪd/ (adj) = dobrze płatny

## PR

administrative assistant /əd'mɪnɪstrətɪv ə'sɪstənt/  
 (n) = asystent administracyjny  
 civil servant /sɪvəl ˌsɜ:vənt/ (n) = urzędnik  
 państwowy  
 graphic designer /græfɪk dɪ'zajmə/ (n)  
 = projektant graficzny, grafik  
 management position (phr) = stanowisko  
 kierownicze  
 refuse collector /refju:s kə'lektə/ (n) = śmieciarz

## Professional career &amp; choosing a job – Kariera zawodowa i wybór zawodu

## Adjectives describing people – Przymiotniki opisujące osoby

able to meet deadlines (phr) = będący w stanie  
 dotrzymać terminów  
 ambitious /æm'bɪʃəs/ (adj) = ambitny  
 be right up sb's alley (AmE)/ be right up sb's  
 street (BrE) (idm) = idealnie komuś  
 pasować, być idealnym dla kogoś  
 (zgodnym np. z czyimiś umiejętnościami)  
 brave /breɪv/ (adj) = odważny  
 clever /kleɪv/ (adj) = bystry, mądry  
 communicative /kə'mju:nɪkətɪv/ (adj)  
 = komunikatywny  
 creative /kri'eɪtɪv/ (adj) = twórczy, pomysłowy  
 easygoing /i:zɪ'gəʊɪŋ/ (adj) = wyluzowany  
 efficient /ɪ'fɪʃənt/ (adj) = sprawny; wydajny;  
 skuteczny  
 good with people (phr) = umiejący obchodzić  
 się z ludźmi  
 hard-working /hɑ:d'wɜ:kɪŋ/ (adj) = pracowity  
 have a green thumb (AmE)/ have green fingers  
 (BrE) (idm) = mieć rękę do roślin, mieć  
 smykałkę do ogrodnictwa  
 imaginative /ɪ'mædʒɪnətɪv/ (adj) = pomysłowy,  
 obdarzony wyobraźnią  
 intelligent /ɪntelɪdʒənt/ (adj) = inteligentny  
 people person /'pi:pəl ˌpɜ:sən/ (n) = osoba  
 towarzyska  
 persuasive /pə'sweɪsɪv/ (adj) = przekonujący  
 reliable /rɪ'laɪəbəl/ (adj) = wiarygodny, godny  
 zaufania  
 think on one's feet (idm) = myśleć szybko,  
 szybko podejmować decyzję  
 tough /tʌf/ (adj) = silny, twardy, nieustępliwy

## PR

conscientious /kɒnʃɪ'enʃəs/ (adj) = sumienny,  
 skrupulatny  
 disciplined /dɪ'sɪplɪnd/ (adj) = zdyscyplinowany  
 glamorous /'glæməərəs/ (adj) = efektowny,  
 wspaniały  
 ignorant /ɪ'gnərənt/ (adj) = niewykształcony,  
 niedouczoney, prymitywny  
 indifferent /ɪn'dɪfərənt/ (adj) = niezainteresowany  
 (czymś), obojętny  
 potential customer (phr) = potencjalny  
 nabywca/klient  
 unstylish /ʌn'staɪlɪʃ/ (adj) = niemodny,  
 niestylowy  
 well-versed /wel ˌvɜ:st/ (adj) = znający się,  
 dobrze zorientowany, o dużej wiedzy

## Looking/Applying for a job, labour market &amp; job mobility – Szukanie pracy i ubieganie się o pracę, rynek pracy i mobilność zawodowa

applicant /æplɪkənt/ (n) = kandydat, osoba  
 ubiegająca się (np. o pracę)  
 application (form) /æplɪ'keɪʃən/ (n) = podanie,  
 formularz  
 apply for a job (phr) = ubiegać się o pracę,  
 składać wnioski o przyjęcie do pracy  
 candidate /kændɪdət/ (n) = kandydat  
 consider a job (phr) = rozważyć podjęcie pracy  
 contact information (phr) = dane kontaktowe  
 contract /kɒntrækt/ (n) = kontrakt, umowa  
 education /edʒu'keɪʃən/ (n) = wykształcenie  
 employment agency /ɪm'plɔɪmənt ˌeɪdʒənsi/ (n)  
 = biuro pośrednictwa pracy  
 gain experience (phr) = zdobyć doświadczenie  
 interview /'ɪntəvju: (n) = rozmowa  
 kwalifikacyjna  
 job advert /dʒɒb ˌædvɜ:t/ (n) = ogłoszenie  
 z ofertą pracy  
 job application /dʒɒb ˌæplɪ'keɪʃən/ (n) = podanie  
 o pracę  
 job fair /dʒɒb ˌfeə/ (n) = targi pracy  
 job hunt /dʒɒb ˌhʌnt/ (n) = szukanie pracy  
 job offer /dʒɒb ˌɔfə/ (n) = oferta pracy  
 job search website (phr) = strona internetowa  
 poświęcona poszukiwaniu pracy  
 job seeker /dʒɒb ˌsi:kə/ (n) = osoba poszukująca  
 pracy  
 letter of application (phr) = podanie  
 look for (a job) /lʊk fə/ (phr v) = szukać (pracy)  
 notice /'nɒtɪs/ (n) = ogłoszenie; wypowiedzenie  
 online advert (phr) = ogłoszenie internetowe  
 previous experience (phr) = wcześniejsze  
 doświadczenie  
 recommend /ˌrekə'mend/ (v) = polecać,  
 rekomendować  
 references /ˌrefərənsɪz/ (pl n) = referencje  
 sign a contract (phr) = podpisać kontrakt/  
 umowę  
 social network /səʊʃəl ˌnetwɜ:k/ (n) = sieć  
 społeczna; serwis społecznościowy  
 start work (phr) = rozpocząć pracę  
 training course /ˌtreɪnɪŋ ˌkɔ:rs/ (n) = szkolenie  
 up-to-date CV (phr) = aktualne CV  
 work experience (phr) = doświadczenie  
 zawodowe

## PR

be entitled to (phr) = mieć prawo do  
 career counselling (phr) = doradztwo zawodowe  
 excel (at sth) /ɪk'sel/ (v) = wyróżniać się (w czymś),  
 być (w czymś) lepszym od innych  
 human resources (phr) = dział kadry; zasoby  
 ludzkie  
 inquire (about) /ɪn'kwaɪə/ (v) = zasięgać informacji (o)  
 sick pay /sɪk 'peɪ/ (n) = zasiłek chorobowy  
 stand out /stænd 'aʊt/ (phr v) = wyróżniać się;  
 odznaczać się  
 vacancy /'veɪkənsɪ/ (n) = wolna posada, wakat

**Conditions of work and employment  
 – Warunki pracy i zatrudnienia**

salary /sæləri/ (n) = pensja, stałe wynagrodzenie  
 (zwykle miesięczne)  
 be employed on a temporary basis (phr) = być  
 zatrudnionym tymczasowo  
 be fired from work (phr) = zostać wyrzuconym  
 z pracy  
 be late (phr) = spóźnić się  
 be off sick (phr) = być nieobecny z powodu  
 choroby, przebywać na zwolnieniu  
 lekarskim  
 be out of work (phr) = nie mieć pracy  
 be qualified for (phr) = nadawać się do  
 be self-employed (phr) = być samozatrudnionym  
 benefit /'benɪfɪt/ (n) = zasiłek, świadczenie  
 bonus /'bʌnəs/ (n) = premia, dodatek  
 boss /bɒs/ (n) = szef  
 career /kə'riə/ (n) = kariera, zawód  
 do overtime (phr) = pracować w godzinach  
 nadliczbowych  
 do (sth) for a living (phr) = utrzymywać się  
 (z czegoś), zarabiać (czymś) na życie  
 employ /ɪm'plɔɪ/ (v) = zatrudniać  
 employee /ɪm'plɔɪi/ (n) = pracownik  
 employer /ɪm'plɔɪə/ (n) = pracodawca  
 fire /faɪə/ (v) = zwalniać/wyrzucać (z pracy)  
 have a career in (sth) (phr) = robić karierę w  
 (czymś, np. jakimś zawodzie)  
 manual labour (phr) = praca fizyczna  
 meet deadlines (phr) = dotrzymywać terminów  
 move up /mu:v 'ʌp/ (phr v) = awansować  
 pay rise /peɪ raɪz/ (n) = podwyżka płacy  
 pension /'penʃən/ (n) = emerytura  
 person in charge (of) (phr) = osoba  
 odpowiadająca/odpowiedzialna (za);  
 kierownik  
 position /pə'zɪʃən/ (n) = stanowisko, posada  
 profession /prə'feʃən/ (n) = zawód, profesja  
 promotion /prə'məʊʃən/ (n) = awans  
 quit /kwɪt/ (v) = rzucić (pracę), odchodzić (z pracy)  
 require university/college education (phr)  
 = wymagać uniwersyteckiego/wyższego  
 wykształcenia  
 resign (from) /rɪ'zaɪn/ (v) = zrezygnować (z)  
 retire /rɪ'taɪə/ (v) = przejść na emeryturę  
 staff member /stɑ:f ,membə/ (n) = członek kadry,  
 pracownik  
 start a career in (sth) (phr) = rozpocząć karierę w  
 (czymś, np. jakimś zawodzie)  
 supervisor /su:pəvaɪzə/ (n) = kierownik,  
 przełożony  
 take a day off (phr) = wziąć dzień wolnego  
 unemployed /ˌʌnɪm'plɔɪd/ (adj) = bezrobotny  
 wage /weɪdʒ/ (n) = płaca, zarobek (zwykle  
 tygodniowy)  
 working conditions /'wɜ:kɪŋ kən'dɪʃənz/ (pl n)  
 = warunki pracy  
 work inside (phr) = pracować wewnątrz  
 (np. budynku)

workmate /'wɜ:kmeɪt/ (n) = kolega z pracy  
 work outside (phr) = pracować na zewnątrz/  
 w terenie  
 work under pressure (phr) = pracować pod presją

## PR

be laid off /bi ,leɪd 'ɒf/ (phr v) = być zwolnionym,  
 zostać wysłanym na urlop bezpłatny  
 bonus scheme (phr) = system premiowania  
 career advancement (phr) = rozwój kariery  
 company loyalty (phr) = lojalność wobec firmy  
 employee discount (phr) = zniżka dla pracownika  
 fringe benefit /'frɪndʒ ,benɪfɪt/ (n) = świadczenie  
 dodatkowe  
 give sb the sack (phr) = wyrzucić/zwolnić/  
 wyłać kogoś z pracy  
 go on strike (phr) = strajkować  
 hand in one's notice (phr) = składać  
 wypowiedzenie  
 make a living (phr) = zarabiać na życie  
 maternity leave /mætɪ'tɜ:nəti ,li:v/ (n) = urlop  
 macierzyński  
 paternity leave /pətɜ:nəti ,li:v/ (n) = urlop  
 rodzicielski dla ojca  
 run one's own business (phr) = prowadzić  
 własną firmę  
 subsidy /'sʌbsədi/ (n) = subwencja, dotacja  
 take time off (phr) = brać wolne  
 team spirit /ti:m 'spɪrɪt/ (n) = duch współpracy,  
 poczucie przynależności do zespołu

**Job activities & duties – Czynności  
 i obowiązki zawodowe**

attend to (sb/sth) /ə'tend tə/ (phr v) = zajmować  
 się (kimś/czymś), opiekować się (kimś/czymś)  
 basic task (phr) = podstawowe zadanie  
 be obliged to do (sth) (phr) = być  
 zobowiązany do zrobienia (czegoś)  
 be responsible for (phr) = być odpowiedzialnym za  
 conduct research (phr) = prowadzić badania;  
 zebrać informacje (na jakiś temat)  
 deal with (sb/sth) /di:l wɪð/ (phr v) = zajmować  
 się (kimś/czymś), radzić sobie z (kimś/czymś)  
 evaluate /ɪ'veɪljueɪt/ (v) = oceniać, poddać ocenie  
 file /faɪl/ (v) = segregować, układać  
 hire /haɪə/ (v) = najmować, zatrudniać  
 lead activities (phr) = prowadzić działania  
 look after (sb) /lʊk 'ɑ:fteə/ (phr v) = zajmować się/  
 opiekować się (kimś)  
 make photocopies (phr) = robić kserokopie  
 manage /'mænɪdʒ/ (v) = zarządzać, kierować  
 operate a machine (phr) = obsługiwać  
 maszynę/urządzenie  
 organise /'ɔ:gənaɪz/ (v) = organizować  
 paperwork /'peɪpəwɜ:k/ (n) = papierkowa  
 robota, papierologia  
 pay attention to detail (phr) = zwracać uwagę  
 na szczegóły  
 prepare /prɪ'peə/ (v) = przygotować  
 produce /prə'dju:s/ (v) = produkować  
 run (a kitchen) /rʌn/ (v) = prowadzić (kuchnię)  
 take over (a business) /teɪk 'əʊvə/ (phr v)  
 = przejąć (firmę)

**Temporary and part-time  
 jobs – Praca dorywcza**

answer the phone (phr) = odbierać telefon  
 attendant /ə'tendənt/ (n) = pomocnik, asystent  
 babysitter /'beɪbɪsɪtə/ (n) = opiekunka do dziecka  
 bookseller /'bʊk,sɛlə/ (n) = księgarz  
 butcher /'bʊtʃə/ (n) = rzeźnik  
 check out books (phr) = wypożyczać książki

cleaner /'kli:nə/ (n) = osoba sprzątająca  
 clerk /kɪ:k/ (n) = urzędnik, pracownik biurowy  
 dog walker /dɒg wɔ:kə/ (n) = osoba  
 wyprowadzająca psy (za opłatą)  
 dust /dʌst/ (v) = ścierać kurze  
 formal education (phr) = edukacja formalna  
 greengrocer's /'grɪ:ngrəʊsəz/ (n) = warzywniak  
 grocer's /'grəʊsəz/ (n) = sklep spożywczy  
 learn a job (phr) = nauczyć się fachu, nabyć  
 umiejętność  
 librarian /laɪ'brɛəriən/ (n) = bibliotekarz  
 mop /mɒp/ (v) = zmywać mopem, mopować  
 park ranger /'pɑ:k 'reɪndʒə/ (n) = strażnik leśny;  
 gajowy  
 pet sitter /pet ,sɪtə/ (n) = opiekun zwierzęcia pod  
 nieobecność właściciela  
 register new clients (phr) = rejestrować nowych  
 klientów  
 require /rɪ'kwaɪə/ (v) = wymagać  
 secretary /'sekɹətəri/ (n) = sekretarz/sekretarka  
 set up appointments (phr) = umawiać  
 spotkania, ustalać terminy spotkań  
 summer camp counsellor /sʌmə kæmp ,kaʊnsələ/  
 (phr) = opiekun na obozie letnim  
 summer job /sʌmə ,dʒɒb/ (n) = praca wakacyjna  
 tailor /teɪlə/ (n) = krawiec  
 train (sb) /treɪn/ (v) = szkolić (kogoś)  
 trainee /'treɪni:/ (n) = praktykant  
 tutor /'tju:tə/ (n) = nauczyciel, korepetytor  
 vacuum /'vækjuəm/ (v) = odkurzać  
 work for (sb) /wɜ:k fə/ (phr v) = pracować u/dla  
 (kogoś)

## PR

minimum wage (phr) = płaca minimalna  
 perk /pɜ:k/ (n) = dodatkowy bonus  
 permanent position (phr) = stała praca  
 night shift /naɪt 'ʃɪft/ (n) = nocna zmiana  
 stay on /steɪ 'ɒn/ (phr v) = pozostać w zawodzie,  
 kontynuować pracę  
 temporary position (phr) = praca tymczasowa

**Workplace – Miejsce pracy**

building site /'bɪldɪŋ ,saɪt/ (n) = plac budowy  
 clinic /kλɪnɪk/ (n) = przychodnia/poradnia lekarska  
 factory /'fæktəri/ (n) = fabryka  
 garage /'gærɪdʒ/ (n) = warsztat samochodowy  
 office /'ɒfɪs/ (n) = biuro  
 studio /'stju:diəʊ/ (n) = studio, pracownia artysty  
 warehouse /'weəhəʊs/ (n) = magazyn

## PR

corridor /'kɒrɪdɔ:/ (n) = korytarz  
 escalator /'eskəleɪtə/ (n) = schody ruchome  
 head office /hed 'ɒfɪs/ (n) = siedziba główna,  
 centrala  
 rapidly expanding company (phr) = prężnie  
 rozwijająca się firma  
 mezzanine floor /mezəni:n ,flɔ:/ (n) = półpiętro  
 ride up /raɪd 'ʌp/ (phr v) = tu: wjeżdżać  
 (schodami ruchomymi)  
 staircase /'steɪkɪs/ (n) = klatka schodowa,  
 schody  
 water cooler /wɔ:tə ,ku:lə/ (n) = dystrybutor  
 wody  
 workstation /'wɜ:ksteɪʃən/ (n) = stanowisko  
 pracy



**1 Choose the correct item.**

- Sara is a job ..... and hopes to find one very soon.  
A clerk      B worker      C candidate      D seeker
- Sam is ..... and really does an excellent job.  
A hard-working      B tough      C unskilled      D tiring
- Lloyd has a job ..... today for a teaching position.  
A application      B advert      C interview      D notice
- Jeff agreed to the terms of the job and gave his signed ..... to HR.  
A contract      B reference      C course      D paperwork
- The company is offering a ..... to the top salesperson.  
A salary      B wage      C bonus      D pension
- After I ..... the new software, I will give you my opinion.  
A evaluate      B operate      C dead      D oblige
- We will ..... research to see which product is safer.  
A organise      B conduct      C prepare      D produce
- The working ..... at the company are excellent.  
A promotion      B conditions      C positions      D attention

**Collocations****2 Fill in: pay, job, formal, estate, previous, training, contact, staff.**

- Lisa works as a(n) ..... agent; she loves selling homes.
- Please include the ..... information of previous employers.
- The job requires that you have ..... experience in sales.
- A(n) ..... member will give you a tour of our facility at noon.
- Hey Tammy, how is the ..... hunt going?
- I need to take a(n) ..... course to learn the basics.
- Madison gets a(n) ..... rise every year at her job.
- It is not necessary to have ..... education in order to get the job.

**Prepositions/Phrasal verbs****3 Choose the correct particle.**

- Those that are here to apply **with/for** a job should take a seat.
- Workers can be **on/off** sick up to fifteen days a year.
- What do you want to do **for/by** a living?
- Fred is afraid he will be out **of/from** work soon.
- Michael has an interview with the person **on/in** charge.

**Words often confused****4 Choose the correct item.**

- Salespeople are often **challenging/competitive** with each other.
- Many local **employees/employers** will be offering people jobs.
- It's a **permanent/temporary** position, it's just for the summer.
- Put on a helmet before you step onto the building **site/office**.
- Bob is strong from doing **manual/unskilled** labour for years.
- We need to **fire/hire** about twenty more people to fill the positions.
- Sally decided to **resign/retire** and take a job somewhere else.

**1 PR Choose the correct item.**

- People are finding it hard to ..... a living these days.  
A make      C take  
B have      D do
- No boss likes to give people the .....  
A notice      C leave  
B sack      D subsidy
- Working as a(n) ..... assistant could lead to a management position.  
A potential      C administrative  
B temporary      D counselling
- Welcome back from ..... leave, Jasmine! How's your baby?  
A team      C paternity  
B maternity      D company
- All of your work experience is a stepping stone to ..... advancement.  
A offer      C satisfaction  
B pressure      D career

**2 PR Fill in: floor, loyalty, wage, offer, collector, benefit.**

- Some students take part-time jobs that pay minimum .....
- The city is looking to hire someone as a refuse .....
- Our HR department is on the mezzanine .....
- You have to pass an interview before being given a job .....
- The use of a company car is a great fringe ..... of the job.
- Chris was given a gold watch for twenty-five years of company .....

**3 PR Choose the correct particle.**

- I was going to quit but the boss pleaded with me to stay **on/in**.
- This job is not what I had expected so I'm handing **out/in** my notice.
- At this company, we are entitled **for/to** twenty-five days of holiday a year.
- Journalists have to meet deadlines and work **from/under** pressure.
- Don't forget to inquire **about/with** benefits, such as dental insurance.
- Clint was shocked when he was laid **off/on** from the company.



## Rozumienie tekstów pisanych Dobieranie i zadanie z lukami

- 1 Przeczytaj cztery teksty (A–D) związane z pracą. Wykonaj zadania 1–7 zgodnie z poleceniami.

### Text A

## WANTED:

### PART-TIME SHOP ASSISTANT IN HIGH-STREET CLOTHES SHOP

We're a youthful fashion outlet looking for an enthusiastic teenager to work in our shop on Saturdays (with extra hours always available in the evenings running up to the holidays). Experience in retail would be useful but is not a necessity as training will be given. You must be over 16 with a keen sense of fashion and a friendly personality. We pay £4.81 per hour and you will get a half-hour lunch break. **Call Sam on 0171 345 7529**

### Text B

Danny,  
Thanks for giving me a heads-up about that job in the clothes shop. I called Sam on Monday and he was really lovely. He asked me to come in to fill in an application form and do a short interview. The job starts at the end of the month, since one of his employees is leaving then. So that suits me perfectly, since college starts then. But there's one problem – I just found out that public transport is on strike that day, so I can't catch a bus into the centre. I don't want to get a taxi, because they're so expensive, so I was wondering if you could give me a lift in. I know you're working at the restaurant that day, which is just around the corner from the clothes shop. I'll make my own way back, so don't worry about that – I think my uncle can pick me up.

Let me know if it's possible. If not, don't worry, but I obviously need to know soon.

Anna

### Text C

**Anna:** I've got an interview for a job in a clothes shop tomorrow. Is there anything I should ask the owner?

**Tony:** Make sure that you tell them that you know your rights. You're 19, so you'll be earning £6.83 per hour.

**Edward:** Not just that – you've got a right to a break, a rest between shifts and even holiday pay. The owner might not even know that.

**Lily:** Edward's right. And if you present it like that at the end, after they've asked all their questions and asked you if you have any, they won't get upset because they'll already want to hire you.

## Text D Know your rights

As a student, you are entitled to work part-time during term time (up to 20 hours per week) and full time during holiday. Part-time workers have the same rights as full-time ones in terms of rate of pay, holidays and benefits. You must be given a 20-minute break if your shift lasts six hours or more, and 11 hours' rest between shifts. Minimum wage scales are given in the table below.

Age	National minimum wage
under 18	£4.81
18 to 20	£6.83
21 to 22	£9.18
23 and over	£9.50

Przeczytaj zdania 1–3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz odpowiednią literę w każdą kratkę. **Uwaga:** jeden tekst nie pasuje do żadnego zdania.

- 1  In this text, Anna got advice on how to behave in her job interview.
- 2  This text mentions a problem caused by transport workers' issues.
- 3  This text is an offer for someone looking for a place to work.

Przeczytaj wiadomość Anny do kolegi. Uzupełnij luki 4–7 zgodnie z treścią tekstów A–D, tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku polskim. W każdą lukę możesz wpisać **maksymalnie cztery wyrazy**.

Cześć,

przepraszam, że ostatnio nie pisałam, ale tyle się teraz u mnie dzieje. Życie studenckie w Bristolu jest wspaniałe! Poznałam tu wielu fajnych ludzi i być może dostanę pracę. Mój znajomy, Danny, zobaczył ogłoszenie o posadzie 4) ..... w sklepie z ubraniami w centrum miasta. Umówiłam się na rozmowę kwalifikacyjną, ale nie mogłam na nią dotrzeć, bo był strajk i autobusy nie kursowały. Zmartwiłam się, ale na szczęście Danny ma samochód i zgodził się 5) .....

Moi brytyjscy przyjaciele powiedzieli mi, jakie mam prawa, jeśli chodzi o pensję, przerwy itd. Właściciel sklepu, Sam, zaproponował mi 6) ..... na godzinę, ale zwróciłam mu uwagę, że mam już 19 lat, a minimalne wynagrodzenie dla mojej grupy wiekowej wynosi 6.83 £ i wzrośnie do 9.18 £, gdy 7) .....


Dam Ci znać, czy dostałam tę posadę.

Trzymaj się,

Anna

## Rozumienie ze słuchu

### Wybór wielokrotny

- 2  Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

#### Text 1

- 1 From what the students interviewed said, in the near future we can expect
- A robot teachers in the classroom.
  - B home schooling for everyone.
  - C electronic devices allowed in class.

#### Text 2

- 2 In the guide, the speaker mentions
- A the frequency of the event.
  - B the types of degrees being looked for.
  - C a kind of job seeker not wanted at the event.

- 3 What should a participant do?

- A wear a tie
- B use very formal language
- C edit their profile carefully

#### Text 3

- 4 Which universities are closest in age?
- A Oxford and Cambridge
  - B Oxford and St Andrews
  - C St Andrews and Cambridge
- 5 Who founded the school that became the University of St Andrews?
- A a group of priests from France
  - B the pope
  - C King James I of Scotland
- 6 Students at the university
- A outnumber the townspeople of St Andrews.
  - B have a distinctive way of dressing.
  - C have little contact with St Andrews townspeople.



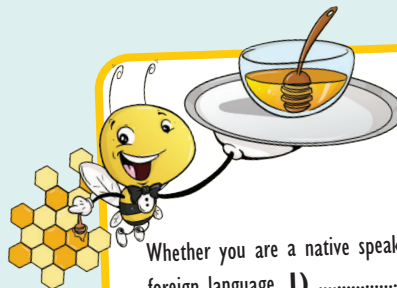
## Znajomość środków językowych

### Wybór wielokrotny (parafrazy)

- 3 W zadaniach 1–2 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego zdania. Zakreśl jedną z liter: A, B albo C.
- 1 I'm sure the students finished the exam early.
- A The students may not finish the exam late.
  - B The students must have finished the exam early.
  - C My students have to finish the exam early.
- 2 He's being interviewed for this job on Tuesday.
- A He can interview somebody for the job on Tuesday.
  - B It's Tuesday, so he has an interview.
  - C His interview takes place next Tuesday.

### Zadanie z lukami (bez podanych wyrazów)

- 4 Przeczytaj tekst. Uzupełnij każdą lukę (1–3) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.



## How Busy is a Bee?

Whether you are a native speaker of English or a speaker of English as a foreign language, **1)** ..... probably have heard the expression as busy as a bee. Indeed, the insect's industriousness has left its mark on other languages too.

Consider the facts. Apart from a short time spent hatching from their egg and growing into an adult, the bee **2)** ..... to spend the vast majority of its waking life slaving away. The average hive of 30,000 bees will visit 300 million flowers per day. Yet in their approximate six weeks of life, a single bee will produce less **3)** ..... a teaspoon of honey. Not much to show for a lifetime of toil!

## Część ustna

### Rozmowa z odgrywaniem roli

- 5 Próbujesz przekonać kolegę lub koleżankę z klasy, do pójścia z Tobą na targi pracy. Rozmawiacie na ten temat. Poniżej podane są 4 kwestie, które musisz omówić w rozmowie.
- Lokalizacja imprezy.
  - Rozwijanie umiejętności przydatnych podczas ubiegania się o pracę.
  - Oferty pracy wakacyjnej za granicą.
  - Dokumenty, które warto zabrać ze sobą na targi.

## Future forms

### Formy przyszłe

#### Czas *future simple*

Czas *future simple* tworzymy za pomocą czasownika posiłkowego *will* i podstawowej formy czasownika.

Czasu *future simple* używamy:

- wyrażając spontanicznie podjęte decyzje; *The phone's ringing. I'll answer it.*
- mówiąc o przewidywaniach, opiniach i wyobrażeniach na temat przyszłości, stosując takie czasowniki, wyrażenia i przysłówki jak: *think, believe, expect, be sure, be afraid, probably, certainly, perhaps* itp.; *He will probably call you later on.*
- przedstawiając obietnice, groźby, ostrzeżenia, oczekiwania i prośby; *Will you show me how to surf the Net?*
- mówiąc o czynnościach, wydarzeniach i sytuacjach, co do których jesteśmy pewni, że nastąpią. *Ben will be seventeen years old in June.*

#### Wyrażenie *be going to*

Wyrażenia *be going to* używamy, mówiąc o:

- planach i zamiarach; *He's going to be a lawyer when he finishes university.*
- czynnościach, które zamierzamy wykonać; *Megan is going to spend her holidays in Hawaii.*
- przewidywaniach na temat przyszłości na podstawie tego, co wiemy lub widzimy (są na to dowody).  
*Look at the boy in the tree. He's going to fall down.*

Dla czasu *future simple* i wyrażenia *be going to* charakterystyczne są następujące określenia czasu: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer* itp., *in a week/month* itp.

#### Czas *future continuous*

Czas *future continuous* tworzymy za pomocą konstrukcji: *will + be +* czasownik z końcówką *-ing*.

Czasu *future continuous* używamy:

- mówiąc o czynnościach, które odbędą się w określonym czasie w przyszłości; *This time tomorrow, I'll be flying to Mexico.*
- mówiąc o czynnościach, o których wiemy, że się wydarzą, gdyż odbywają się regularnie lub zostały zaplanowane;  
*We will be playing tennis on Saturday.*
- pytając uprzejmie o czyjeś plany na najbliższą przyszłość.  
*"Will you be going to the baker's today?" "Yes, why?" "Can you buy me some fresh bread?"*

#### 1 Fill in: *will* or *be going to*.

- A: This is the address.  
B: OK. I *will* write it down in case I forget.
- A: What are Mary's plans for the future?  
B: She ..... take a year off to travel and then go back to education.
- A: There's so much to do and I don't have enough time!  
B: Don't worry. I ..... help you.
- A: Why did you call me over?  
B: I ..... give a speech next week and I need your help.
- A: Do you have any ice cubes left?  
B: I ..... check in a minute.
- A: I hear you're going to Paris next summer.  
B: Yes. I ..... work as a nanny.
- A: Why are all those bags with clothes in the hall?  
B: I ..... take them to a charity shop.
- A: It's getting pretty windy out here!  
B: Yes, it looks like we ..... have a storm by the end of the day.
- A: Oh no! I've just cut my finger!  
B: Run water on it. I ..... get some bandages.
- A: Can you give me a lift to school tomorrow?  
B: Sure. I ..... pick you up at 7:30.

#### 2 Choose the correct item.

- I'm hungry. I will eat/am eating an apple.
- You must study harder or you will fail/are failing your exams.
- I'm afraid I am missing/will miss my flight.
- Sam has finished school, so he will look/is looking for a job.
- I will travel/am travelling to Spain next Thursday.
- This time tomorrow, we will travel/will be travelling to Poland.
- Will you be using/Do you use the car tonight? I have to take Billy to football practice.
- Look at the clouds. It is raining/is going to rain.
- I feel tired. I will have/will be having an early night.
- This time tomorrow, I will be taking/shall take my driving test.
- Don't worry, Mum. I'm not forgetting/won't forget to call you.
- Alice is being/will be a famous pianist one day.
- I am flying/will fly to the Bahamas at 10 o'clock. I can't wait!
- He is studying/is going to study engineering when he finishes school.

## Wyrażenia czasu

W zdaniach zawierających takie wyrażenia czasu jak: *while, before, after, until/till, as, when, whenever, once, as soon as, as long as, by the time* itp., stosujemy czas *present simple* lub *present perfect*, a nie formy czasu przyszłego.

*I'll call you when I am ready.* (NIE: ... *when I will be ready.*)

Czas *present simple* lub *present perfect*, a nie formy czasu przyszłego, stosujemy również po takich wyrażeniach jak: *unless, if, suppose/supposing, in case* itp.

*Take a map with you in case you get lost.* (NIE: ... *in case you will get lost.*)

## Pamiętaj!

Czasu *future simple* można użyć po słowie:

- **when**, jeśli pełni ono funkcję zaimka pytającego;  
*When will you come back?*  
(por. *He'll come when he finishes.*)
- **if** lub **whether**, jeśli chcemy wyrazić niepewność lub brak wiedzy, np. *I don't know if/whether ... , I doubt if/whether ... , I wonder if/whether ... , I'm not sure if/whether ... .*  
*I don't know whether I will go out or not.*

Czas *present simple* stosujemy, mówiąc o harmonogramie.  
*The play starts at 8:30.*

Czas *present continuous* stosujemy, mówiąc o planach na najbliższą przyszłość.  
*I'm seeing Terry tonight.*

3 Put the verbs in brackets into the *future simple* or the *present simple*.

- A: *Will you be (you/be)* here when I *get (get)* back?  
B: Yes, I still have some work to do.
- A: Have you finished with the washing-up yet?  
B: No. I ..... (**do**) it after I Hoover the carpet.
- A: Oh! It's very cloudy out there today!  
B: I ..... (**take**) an umbrella with me in case it ..... (**rain**).
- A: While you ..... (**be**) here, ..... (**you/help**) me move the sofa?  
B: Sure. No problem.
- A: Jackie will be late today.  
B: I ..... (**take**) a nap until she ..... (**get**) here.
- A: Has Sally landed in Paris yet?  
B: I don't know. She ..... (**ring**) us as soon as she ..... (**get**) to the hotel.
- A: Can I use your dictionary?  
B: I'll give it to you when I ..... (**finish**) with it.

4 Fill in the correct *present* or *future* forms.

## Tranquillity Day Spa

When you 1) **spend (spend)** a day at Tranquillity Day Spa, you 2) ..... (**have**) the most relaxing day of your life. As soon as you 3) ..... (**arrive**), you 4) ..... (**breathe**) in the fresh mountain air and 5) ..... (**feel**) as if you 6) ..... (**be**) in a different world. As you 7) ..... (**enjoy**) your day, you can choose different ways to relax. You can soak in a hot spa or unwind with a massage. Tranquillity Day Spa has something for everyone to enjoy. If you 8) ..... (**want**) something to eat, you can visit our award-winning restaurant. Surely, you 9) ..... (**come**) away feeling relaxed. By the time your stay 10) ..... (**be**) over, you 11) ..... (**begin**) planning your next visit.



## 5 Circle the correct item.

- What time ..... ?  
A is the film starting      B will the film be start  
C does the film start
- I'll be home before you ..... from the airport.  
A are going to arrive      B arrive  
C will arrive
- I'm not sure whether Ross ..... his exams or not.  
A will pass      B will be passing  
C passes
- I ..... my dentist tomorrow at 6 o'clock.  
A see      B will see  
C am seeing
- Don't call me before 5 o'clock tomorrow. I ..... on my project.  
A will work      B am working  
C will be working



## Modals

### Czasowniki modalne

Czasowniki modalne to: *must, can, could, may, might, will, would, shall i should*. Czasownikami półmodalnymi są *need i ought to*. Czasowników modalnych i półmodalnych używamy, by wyrazić umiejętność, możliwość, konieczność, radę, prośbę, zakaz, propozycję itd. Wyrażenia *have to, be able to i had better* pełnią podobną funkcję.

Znaczenie	Przykłady	Tłumaczenia i komentarze
umiejętność	<i>He can play the guitar.</i> <i>When she was three, she could/ was able to walk.</i> <i>He was able to repair the damage.</i>	<i>Umie grać na gitarze.</i> (aktualna umiejętność) <i>Gdy miała 3 lata, umiała/potrafiła chodzić.</i> (ogólna umiejętność w przeszłości) <i>Dał radę/ Udało mu się naprawić uszkodzenie.</i> (Jednorazowa czynność, która została wykonana w przeszłości i zakończyła się sukcesem. W tym znaczeniu nie używamy czasownika <i>could</i> .)
możliwość, przypuszczenie	<i>"Where is John?" "He may/might/could be at the cinema."</i> <i>They may/might/could arrive in the evening.</i> <i>It can be crowded in August.</i>	<i>„Gdzie jest John?” „Być może jest w kinie”.</i> <i>Możliwe, że przyjadą wieczorem.</i> <i>W sierpniu może być tłoczno.</i>
prawdopodobieństwo	<i>She ought to/ should be at the office now.</i>	<i>Ona powinna być teraz w biurze.</i> (Spodziewam się, że ona jest teraz w biurze.)
przekonanie, logiczny wniosek	<i>You must be hungry.</i> <i>She can't be at school now.</i>	<i>Musisz być głodny.</i> (Na pewno jesteś głodny.) <i>Niemożliwe, żeby była teraz w szkole.</i> (Na pewno nie ma jej teraz w szkole.)
konieczność	<i>I must clean the car. It's dirty.</i> <i>I had to clean the car because it was dirty.</i> <i>The doctor says Sue has to rest. She's ill.</i> <i>The grass needs cutting/ needs to be cut.</i>	<i>Muszę umyć samochód. Jest brudny.</i> (Mówiący sam zdecydował, że jest taka konieczność.) <i>Musiałem umyć samochód, bo był brudny.</i> <i>Lekarz mówi, że Sue musi odpocząć. Jest chora.</i> (Taka jest konieczność.) <i>Trzeba przyciąć trawę.</i> (Taka jest potrzeba.)
brak konieczności	<i>You don't have to/ don't need to/ needn't book tickets. I'll do it later.</i> <i>He didn't have to/ didn't need to wait; it was open.</i>	<i>Nie musisz rezerwować biletów. Zrobię to później.</i> <i>Nie musiał czekać, (bo) było otwarte.</i> (Czynność nie nastąpiła, bo nie było takiej potrzeby.)
rada	<i>You must/should/ought to see a doctor.</i>	<i>Musisz/Powinieneś wybrać się do lekarza.</i> (Za pomocą <i>must</i> wyrażamy radę w sposób bardziej stanowczy.)
pozwolenie, brak pozwolenia, zakaz	<i>You can take my car tonight.</i> <i>You may use this microwave oven.</i> <i>You can't/mustn't park here.</i> <i>You may not use this computer.</i> <i>We couldn't park on the pavement.</i>	<i>Możesz wziąć dziś wieczorem mój samochód.</i> (udzielenie pozwolenia) <i>Może pan/pani używać tej kuchenki mikrofalowej./ Można używać tej kuchenki mikrofalowej.</i> (oficjalne pozwolenie) <i>Nie możesz/ Nie wolno tutaj parkować.</i> (brak pozwolenia; zakaz) <i>Nie można korzystać z tego komputera.</i> (zakaz – styl oficjalny) <i>Nie wolno nam było parkować na chodniku.</i>
obowiązek, nakaz	<i>You must have a license to drive a car.</i> <i>He had to pay the fine.</i> <i>We ought to/ should help the poor.</i>	<i>Musisz/Trzeba mieć prawo jazdy, żeby prowadzić samochód.</i> (Taki jest prawo.) <i>Musiał zapłacić mandat.</i> <i>Powinniśmy pomagać biednym.</i> (obowiązek moralny)

prośba	<p><i>Can I borrow your pen, please?</i></p> <p><i>Could/Would you open the door, please?</i></p> <p><i>Will you post this letter?</i></p> <p><i>May/Might I borrow your dictionary, please?</i></p>	<p><i>Czy mogę pożyczyć twoje/pana/pani pióro?</i> (prośba – styl nieoficjalny)</p> <p><i>Czy mógłbyś/ mógłby pan/ mogłaby pani otworzyć drzwi?</i> (uprzejma prośba)</p> <p><i>Możesz wysłać ten list?</i> (uprzejma prośba)</p> <p><i>Czy możliwe byłoby pożyczanie pańskiego słownika?</i> (prośba – styl oficjalny)</p>
propozycja, oferta, sugestia	<p><i>Shall we go camping this weekend?</i></p> <p><i>Shall/Can/Could I take you to the airport?</i></p> <p><i>We can/could watch a film tonight.</i></p>	<p><i>Może pojechalibyśmy w ten weekend na biwak?</i></p> <p><i>Czy mam/mogę/mógłbym odwiedzić cię na lotnisko?</i></p> <p><i>Możemy/Moglibyśmy obejrzeć dziś wieczorem film.</i></p>

## Pamiętaj!

- Do czasowników modalnych nie dodajemy końcówek *-s, -ing, -ed*.
- Po czasownikach modalnych występuje czasownik główny w formie bezokolicznika bez **to**.
- Czasownik **must** ma wyłącznie formę czasu *present simple*. W innych czasach gramatycznych stosujemy formy **have to**.  
*She must see the lawyer today.* (teraźniejszość)  
*She had to see the lawyer yesterday.* (przeszłość)  
*She will have to see the lawyer next week.* (przyszłość)
- Wyrażenie **be able to** zastępuje czasowniki **can** i **could** w czasach innych niż *present simple* i *past simple*.
- Pytając o możliwość lub prawdopodobieństwo wystąpienia jakiegoś zdarzenia, możemy użyć czasowników **can, could** lub **might**, ale nie czasownika **may**.  
*Can/Could/Might they be in Boston?* NIE: ~~*May they be in Boston?*~~
- W odpowiedzi na prośbę – w tym prośbę o pozwolenie – nie używa się czasowników **could** i **might**.  
*"Could I leave early today?" "Yes, you can/may."* NIE: ~~*Yes, you could.*~~
- Chcąc wyrazić pozwolenie w czasie przeszłym, możemy użyć **could** i wyrażenia **be allowed to** (= mieć pozwolenie na).  
*We could/ were allowed to have a break at 11 o'clock every day.*  
ALE jeśli pozwolenie dotyczyło pojedynczego wydarzenia z przeszłości, używamy wyłącznie **be allowed to**.  
*We were allowed to use our dictionaries during the exam.*  
NIE: ~~*We could use our dictionaries during the exam.*~~
- Udzielając komuś rady, możemy również użyć konstrukcji **had better** (= lepiej by było, żeby).  
*You had better stay at home.*

## 1 Match the synonyms.

- |                              |                      |   |                             |
|------------------------------|----------------------|---|-----------------------------|
| 1 <input type="checkbox"/> c | He has to stay in.   | a | I advise him to stay in.    |
| 2 <input type="checkbox"/>   | Can I stay in?       | b | You are obliged to stay in. |
| 3 <input type="checkbox"/>   | Would you stay in?   | c | It is necessary to stay in. |
| 4 <input type="checkbox"/>   | He must be in.       | d | Is it OK if I stay in?      |
| 5 <input type="checkbox"/>   | He should stay in.   | e | Am I allowed to stay in?    |
| 6 <input type="checkbox"/>   | She mustn't stay in. | f | Can you please stay in?     |
| 7 <input type="checkbox"/>   | May I stay in?       | g | I'm sure he is in.          |
| 8 <input type="checkbox"/>   | You must stay in.    | h | It's forbidden to stay in.  |

## 2 Choose the correct item.

- A: Kelly's late.  
B: She can/might be stuck in traffic.
- Colin **should/could** train every day if he wants to win the race.
- The floor's clean; it **shouldn't/doesn't need** cleaning.
- The baby's crying; she **has to/needs** feeding.
- No matter how hard she tried, Jane **wouldn't/couldn't** turn the canoe upright.
- Donald **must/can't** be in Moscow. I saw him in the office two hours ago.
- They **must/can** be exhausted; they've been running for hours.

**Modals**  
**Czasowniki modalne**

**3** Rewrite the sentences using the correct form of *must, need, should, might, could* or *can*.

- 1 I'm sure she's warm enough.  
She *must be warm enough*.
- 2 We're allowed to wear what we like to school.  
We .....
- 3 There's a possibility of rain today.  
It .....
- 4 It is wrong of her to go without them.  
She .....
- 5 It isn't necessary to wash your hair every day.  
You .....
- 6 It's a teacher's duty to look after the pupils at school.  
A teacher .....
- 7 We had better take the train; it's quicker.  
We .....
- 8 It isn't a good idea to lend him money.  
You .....
- 9 It is forbidden to let dogs off the lead in the park.  
You .....
- 10 Students aren't allowed to talk during the exam.  
Students .....
- 11 There's a slight chance that Megan will go to Bristol next week.  
Megan .....
- 12 I'm sure they are still at home.  
They .....
- 13 It isn't necessary for Helen to get a taxi.  
Helen .....
- 14 They are obliged to wear a uniform at work.  
They .....

**4** Rephrase the following sentences using an appropriate modal verb.

- 1 Do you want me to help you lift the table?  
*Can I help you lift the table?*
- 2 You are not allowed to stay out late.  
.....
- 3 Unfortunately it was raining, so I didn't paint the fence.  
.....
- 4 I'm sure they are from Brighton.  
.....
- 5 Why don't you offer to help him with the car?  
.....
- 6 What about eating out tonight?  
.....
- 7 It isn't necessary for us to book a room after all; the hotel is nearly empty.  
.....

**5** Study the situations and write sentences using *may, can, could* or *can't*.

- 1 You want to take the day off tomorrow. Ask your boss for permission.  
*May/Can/Could I take the day off tomorrow, please?*
- 2 Your friend wants to borrow your iPod, but you have left it at home. Refuse permission.  
.....
- 3 You want to stay at your friend's house for the weekend. Ask your parents for permission.  
.....
- 4 Your brother wants to use your laptop. Give him permission.  
.....
- 5 It's quite hot and you'd like to turn on the air conditioning. Ask the secretary for permission.  
.....

**6** Choose the correct item.

A: Anna B: Birgitta

A: I love this place!

B: It 1) **can't/can/must** be the nicest restaurant we've been to.

A: Well, I thought we 2) **are likely to/can't/might** give it a try after I read some great reviews.

B: Great choice. Let's look at the menu. Oh, and don't forget we're on a diet, so we 3) **must/can/may** watch what we order!

A: How 4) **must/can/might** I forget? You remind me 100 times a day!

B: 5) **Can/Must/Mustn't** we share some dishes then?

A: That 6) **must/shouldn't/may** be a problem. Other people are doing it and the portions are quite big!

B: Hmm! Look at the grilled calamari with zucchini; that 7) **can/can't/must** be delicious!

A: Sounds good to me.

B: 8) **Could/Must/Can't** we start with a salad? I mean, there are so many delicious ones on the list.

A: Sure. You 9) **might/can/must** choose whichever one you like.

B: In that case, we 10) **have to/are likely to/can't** have the mixed greens. They're seasonal so they will be extra fresh!

A: Don't forget the sparkling water. I think we 11) **can't/might/can** order now.



7 Choose the correct *modal verb*.


## The Wizarding World of Harry Potter

Are you one of the millions of Harry Potter fans? If you are, then you **1) shouldn't/don't** have to miss taking a trip to Orlando, Florida. This is where you **2) ought to/can** find the new Harry Potter park. You **3) will be able to/might** see how Universal has brought the adventures of Harry Potter to life. Visitors **4) can/need** stroll the streets of Hogsmeade, go on thrilling rides and tour Hogwarts Castle. No one **5) should/might** leave the park without going on the Forbidden Journey. This ride will fly you over the area on a very mysterious and magical rollercoaster. While you're there, you **6) can/ought** shop for magical items, school uniforms and scarves, or even your own magic wand at the many specialty shops. You definitely **7) have to/might** experience this world where magic and fantasy come to life before your eyes!

8 Rephrase the sentences using *modal verbs*.

- It's necessary for you to revise before an exam.  
*You need to/have to revise before an exam.*
- I'm sure Ryan is on holiday. ....
- Would you like me to pick you up in the morning?  
.....
- It's possible that Henry will visit Australia this summer.  
.....
- He is obliged to write a report at the end of every week. ....
- It isn't necessary for you to hand in your essay today.  
.....
- Perhaps Bob will get a promotion. ....
- It's forbidden to send messages on your mobile in the classroom. ....
- I advise you to see a specialist about your ear infection.  
.....

## 9 Circle the correct item.

- You ..... park in a no-parking zone.  
A didn't have to      C needn't  
**B) mustn't**      D aren't able to
- A: Was that Liz on the phone?  
B: Yes. She ..... drop in for a visit tomorrow.  
A must      C needs  
B has to      D may
- A: Why aren't you at the cinema?  
B: I ..... get in to see the film. You have to be over 18.  
A might not      C shouldn't  
B couldn't      D ought not
- You ..... show an ID when you pay by credit card.  
A have to      C would  
B could      D might
- I ..... take my folder with me. I'll need it later.  
A can      C must  
B have      D need

10 Translate the fragments of sentences into English.  
Use up to five words in each gap.

- What time (*mam do ciebie zadzwonić*) .....  
.....?
- A: Mary's father doesn't look well.  
B: Well, he (*być może jest zmęczony*) .....  
.....  
He's just come back from work.
- A: Does Claire have a job?  
B: She (*nie musi*) .....  
work. Her husband has a good job.
- There's ice forming on the stairs. We (*powinniśmy*)  
..... put some salt on them  
before someone slips.
- (*Udało mi się*) ..... finish  
all my Maths homework yesterday.
- (*Czy mógłbym*) .....  
speak to you for a moment, please?
- I wonder where Jared is. He (*niemożliwe, żeby wcióż  
był w pracy*) .....  
It's already 8 o'clock!
- (*Wolno mi było*) .....  
stay up late when I was 15.
- A: There is nothing on TV tonight.  
B: We (*moglibyśmy*) ..... play  
a board game if you like.
- There (*musi być jakiś sposób*) .....  
..... to solve this problem.



Język angielski

POZIOM PODSTAWOWY  
i ROZSZERZONY

Student's  
Book

# Express Publishing Repetytorium

## Podręcznik dla szkół ponadpodstawowych

Publikacja jest adresowana do uczniów czteroletniego liceum i pięcioletniego technikum, którzy przygotowują się do egzaminu maturalnego z języka angielskiego. Jej główną część stanowi materiał z zakresu podstawowego, a uzupełniają go zagadnienia z zakresu rozszerzonego. Dzięki temu, że łączy cechy podręcznika i repetytorium, pozwala na rozwijanie umiejętności wskazanych w podstawie programowej i systematyczne poszerzanie znajomości zagadnień leksykalno-gramatycznych poznanych na różnych etapach nauki języka.

- Wszelkstronnie rozwija słownictwo z 14 obszarów tematycznych wymienionych w podstawie programowej.
- Pozwala gruntownie powtórzyć i przećwiczyć zagadnienia gramatyczne, kładąc nacisk na poprawność językową.
- Oferuje bogaty wybór różnych typów zadań otwartych i zamkniętych – w tym takich, które mogą być wykorzystane do ćwiczenia umiejętności wykonywania zadań egzaminacyjnych (M).
- Zawiera wskazówki dla ucznia – *Exam Tips* oraz *Exam Strategy* – pomocne w opanowaniu strategii komunikacyjnych i różnych technik pracy nad językiem.
- Ułatwia systematyczną naukę dzięki przejrzystemu podziałowi materiału w poszczególnych modułach na sekcje: *Vocabulary*, *Exam Skills Practice (Listening, Reading, Use of English, Writing, Speaking)* i *Vocabulary Bank*.
- Zawiera obszerne działy dodatkowe, m.in.: *Exam Skills Check*, *Extra Speaking Practice*, *Writing Bank* i *Grammar Bank*.
- Pomaga rozwijać wiedzę o współczesnym świecie dzięki tekstom o aktualnej tematyce.
- Zadania oznaczone jako *Think* i *Role Play* zachęcają do formułowania i wypowiedzenia własnych poglądów oraz pozwalają rozwijać umiejętność współpracy.
- Ciekawostki *Culture Spots* zapraszają do poznawania kultury krajów anglojęzycznych i kultury Polski.



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