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Challenge to **Win**



PRZYGOTUJ SIĘ I WYGRAJ
KONKURS Z ANGIELSKIEGO



SŁOWNICTWO.
GRAMATYKA. KULTURA.



POZIOM B2+

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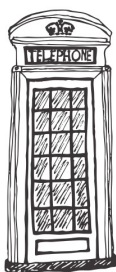
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Further reading

Wstęp

Uwielbiasz język angielski? Pasjonujesz się kulturą krajów anglojęzycznych? Przygotowujesz się do konkursu z języka angielskiego, a jednocześnie czujesz się zagubiona/zagubiony wśród nadmiaru linków i sfrustrowana/sfrustrowany liczbą polecanych lektur? ***Challenge to Win. Przygotuj się i wygraj konkurs z angielskiego*** to książka właśnie dla Ciebie!

Challenge to Win. Przygotuj się i wygraj konkurs z angielskiego to książka dla wszystkich **uczniów szkół podstawowych**, którzy chcieliby spróbować swoich sił w Olimpiadzie Języka Angielskiego lub w konkursach kuratoryjnych, oraz dla tych, którzy chcą poszerzyć swoją wiedzę na temat kultury krajów anglojęzycznych, poznać nowe słownictwo i opanować zaawansowane struktury gramatyczne.

Z opracowanej przez zespół doświadczonych anglistek książki korzystać mogą **nauczyciele** poszukujący interesujących materiałów na zajęcia dodatkowe i przygotowujący uczniów do udziału w najbardziej prestiżowych konkursach.

Challenge to Win składa się z trzech części:

► **Vocabulary Challenge**

Ta część zawiera pogrupowane tematycznie listy **idiomów**, **phrasal verbs** oraz innych wyrazów pojawiających się w arkuszach konkursowych. Autorki omawiają też inne często testowane zagadnienia, jak **słowotwórstwo** czy słowa, które uczącym się sprawiają najwięcej kłopotów, jak na przykład **false friends**. Po każdym rozdziale znajdziesz zestaw ćwiczeń skonstruowanych na

wzór zadań konkursowych wraz z kluczem odpowiedzi. Dodatkowe wsparcie nauczyciele i uczniowie znajdą w aplikacji Insta.Ling, która pozwoli powtórzyć słownictwo zebrane w książce oraz wiele innych wyrazów.

► **Grammar Challenge**

W tej części zostały omówione **wszystkie zagadnienia gramatyczne** testowane podczas konkursów. Struktury gramatyczne objaśnione są hasłowo, ze szczególnym naciskiem na konstrukcje wykraczające poza program szkoły podstawowej oraz te, które uczniom sprawiają największe problemy. Po każdym rozdziale znajdziesz zestaw ćwiczeń skonstruowanych na wzór zadań konkursowych wraz z kluczem odpowiedzi.

► **Culture Challenge**

To niezastąpione źródło **wyczerpującej wiedzy** wymaganej od uczestników konkursów językowych. Wśród omawianych tematów znajdują się:

- podstawowe dane i fakty o Wielkiej Brytanii, USA i innych państwach anglojęzycznych
- geografia
- historia
- życie społeczne i polityczne
- edukacja
- nauka i technika
- muzyka
- sztuka
- literatura
- kino
- teatr
- sport i czas wolny
- święta i zwyczaje

Liczne **quize** i **ćwiczenia** pozwolą zdobyć i usystematyzować wiedzę niezbędną podczas konkursów bez konieczności wertowania licznych książek i przeglądania setek stron internetowych.

▶ **Vocabulary
Challenge**

1. People

▶ Names

Idioms: proper names

Jack of all trades *złota rączka*; **doubting Thomas** *niewierny Tomasz, niedowiarek*; **every Tom, Dick and Harry** *wszyscy, każdy*; **average/ordinary Joe** *przeciętny Kowalski*; **average/ordinary/plain Jane** *przeciętna Kowalska*; **peeping Tom** *podglądacz*; **smart alec/clever Dick** *mądrała, przemyślana osoba*; **keep up with the Joneses** *nie być gorszym od sąsiadów*

▶ Stages of life

Wordbuilding: stages of life

NOUN	NOUN
infant <i>niemowlę</i>	infancy <i>niemowlęctwo, wczesne dzieciństwo</i>
child (l.m. children) <i>dziecko</i>	childhood <i>dzieciństwo</i>
youth <i>młodzieniec</i>	youth <i>młodość</i>
adolescent <i>osoba w wieku dojrzewania</i>	adolescence <i>wiek dojrzewania</i>
adult <i>dorosły</i>	adulthood <i>dorosłość</i>

Words easily confused: teenage or teenager?

Teenager to *nastolatek*, a przymiotnik **teenage** *nastoletni* występuje tylko przed rzeczownikiem:

My daughter is a teenager/teenage girl (nie: ~~**My daughter is teenage**~~).

Prepositions: age

be in one's (early/mid/late) teens *być (młodym/średnim/późnym) nastolatkiem*

be in one's (early/mid/late) twenties/thirties, etc. *być po dwudziestce/trzydziestce itd.*

be under age *być niepełnoletnim*; **come of age** *osiągnąć pełnoletniość*

Idioms: age

be in one's prime/be in the prime of one's life *być w kwiecie wieku*; **be no spring chicken** (pot.) *być nie pierwszej młodości*; **be over the hill** (pot.) *mieć już z górki, być w podeszłym wieku*; **breathe out one's last** *wydać ostatnie tchnienie*; **give up the ghost** (pot.) *wyzionąć ducha*; **kick the bucket** (pot.) *umrzeć*; **push up the daisies** (pot.) *gryźć kwiatki od spodu*; **be six feet under** *być pogrzebanym*; **dead and buried/dead as a doornail** (pot.) *zmarły; zapomniany*; **from (the) cradle to (the) grave** *od kołyski aż po grób, od najmłodszych lat po schyłek życia*

► The Looks

Words easily confused: fit, match, or suit?

Fit to *pasować pod względem rozmiaru*:

Those trousers don't fit – they're too small.

Match oznacza *pasować do czegoś*, np. kolorystycznie:

This bow tie doesn't match the shirt.

Suit oznacza *pasować komuś, być twarzowym*. Rzeczownik **suit** oznacza *garnitur*:

This suit really suits you. You look awesome.

Wordbuilding: adjectives

Niektóre przymiotniki powstają od rzeczowników przez dodanie końcówki **~d/~ed**:

dot kropka → **dotted** w kropki

freckles piegę → **freckled** piegowaty

platform koturn → **platformed** na koturnie

Wiele takich przymiotników to złożenia dwóch wyrazów:

middle-aged man mężczyzna w średnim wieku; **blue-eyed beauty** niebieskooka piękność; **white-haired lady** siwowłosa dama; **old-fashioned boots** staromodne buty; **high-heeled shoes** buty na wysokim obcasie; **broad-brimmed hat** kapelusz z szerokim rondem

Phrases: gestures and facial expressions

shake one's head pokręcić głową; **nod (one's head)** skinąć głową; **point one's finger (at)** wskazać palcem (na); **wave one's hand** pomachać ręką; **clap one's hands** klaskać; **fold one's arms** skrzyżować ramiona; **shrug one's shoulders** wzruszyć ramionami; **keep one's fingers crossed** skrzyżować palce (odpowiednik polskiego *trzymać kciuki*); **make a face** zrobić minę; **grin from ear to ear/grin like a Cheshire cat** uśmiechać się od ucha do ucha

► Personality

Wordbuilding: character

ADJECTIVE	NOUN
proud <i>dumny</i>	pride <i>duma</i>
ambitious <i>ambitny</i>	ambition <i>ambicja</i>
imaginative <i>z dużą wyobraźnią</i>	imagination <i>wyobraźnia</i>
tolerant <i>tolerancyjny</i>	tolerance <i>tolerancja</i>
(dis)honest <i>(nie)uczciwy</i>	(dis)honesty <i>(nie)uczciwość</i>
considerate <i>liczący się z innymi</i>	consideration <i>wyrozumiałość; wzgląd (na kogoś/coś)</i>
stubborn <i>uparty</i>	stubbornness <i>upór</i>
polite <i>uprzejmy, grzeczny</i>	politeness <i>uprzejmość, grzeczność</i>
kind <i>dobry, uprzejmy</i>	kindness <i>uprzejmość</i>
selfish <i>samolubny</i>	selfishness <i>samolubność</i>

Antonyms

ADJECTIVE	ADJECTIVE (ANTONYM)
honest <i>uczciwy</i>	dishonest <i>nieuczciwy</i>
reliable <i>niezawodny</i>	unreliable <i>niesolidny, zawodny</i>
obedient <i>posłuszny</i>	disobedient <i>nieposłuszny</i>
kind <i>uprzejmy</i>	unkind <i>nieuprzejmy</i>

loyal <i>lojalny</i>	disloyal <i>niełojalny</i>
patient <i>cierpliwy</i>	impatient <i>niecierpliwy</i>
sensitive <i>wrażliwy</i>	insensitive <i>niewrażliwy</i>

Idioms: character

lazybones *leń*; **couch potato** *osoba, która najchętniej spędza czas przed telewizorem*; **mouse potato** *osoba, która najchętniej spędza czas przed komputerem*; **live wire** *osoba bardzo aktywna*; **smart alec** *osoba przemądrzała i pewna siebie*; **busybody/nosy parker** *ktoś wścibski*; **chatterbox** *ktoś gadatliwy*; **wet blanket/spolisport** *malkontent, smutas*; **ktoś, kto psuje innym zabawę**; **daredevil** *osoba, która lubi ryzyko*; **gate-crasher** *ktoś kto pojawia się bez zaproszenia, np. na przyjęciu*; **fair-weather friend** *falszywy przyjaciel, przyjaciel do pierwszych kłopotów*; **shrinking violet** *osoba bardzo nieśmiała*

► Saying

Beauty is only skin-deep. Uroda jest powierzchowna, uroda to nie wszystko.

► Exercises

1. Uzupełnij brakujące litery, tak by powstałe słowa odpowiadały podanym definicjom. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. Obese – o _ _ _ _ _ _ _ _ _ _
2. More formal than a tie – b _ _ - t _ _
3. Shoes or bags are often made of it – l _ _ _ _ _ _ _

4. A small round element to fasten e.g. a cardigan – b _ _ _ _ _
 5. To smile broadly – g _ _ _
 6. A way of walking, in particular in the army – m _ _ _ _
 7. On a teenager's face – p _ _ _ _ _ s
 8. After the first name and before the surname – m _ _ _ _ _ _ _ _ _ _
- —

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. He is a photographer by _ _ o _ _ s _ _ _ _ , but works in a shop.
2. Despite her age, my grandma has just a few _ _ _ n _ _ _ s.
3. When I am _ _ b _ r _ _ _ _ _ , I always blush.
4. She doesn't have to use any foundation because her _ _ m p _ _ _ _ _ is perfect.
5. Jack lost his wife and now he is a _ _ d _ w _ _ .
6. The old woman is very _ _ n d - _ _ a _ _ e _ . She helps all the homeless cats.
7. His gorgeous _ _ o _ attracts girls everywhere he goes.
8. You need to take _ h _ _ m _ _ clothes when you hike in the mountains. It may become cold quickly.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. It is time to buy a new dress because this one is _____ . (FASHION)
2. Those shoes are not _____ , so please avoid all puddles. (WATER)
3. I prefer a _____ sweater. (NECK)
4. You can't enter the temple wearing a _____ blouse. (SLEEVE)

5. Why does she pretend to be a silly, _____ chick? (HEAD)
6. She is such a _____ ! It is hard to interrupt her, no matter what you have to say. (CHAT)
7. Not everyone in her family is _____ towards her – some think it was her fault. (SYMPATHY)
8. Please put on your _____. Cleaning in a dress is not comfortable. (WEAR)
9. His main problem is his _____. (PATIENT)
10. Those _____ trousers look bad on you – you're too short for them. (SIZE)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

own up come across dwell on take up keep in with sb

1. Well, don't _____ it, kid. Let's forget about it. (contemplate)
2. He is not as confident as he _____. (seem)
3. My child _____ to breaking this beautiful vase. (confess)
4. Please _____ him! He can help you in difficult situations. (stay friendly)
5. It is time to _____ a different sport, hopefully something more interesting than golf. (start)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Why are you so dressed _____ ? This is a regular meeting, nothing official.
2. Is it possible to let those trousers _____ ? My son's growing up so fast.

3. Please do your shirt _____ . I will help you with the tie.
4. Roll _____ your sleeves and get back to work.
5. It's cold, we need to wrap _____ before we leave.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. At the end of the play all actors took a _____ .
 - b. Take it off from your head, the _____ looks just funny.
2.
 - a. You shouldn't _____ this blouse. Maybe someone else would like to use it.
 - b. I swear I saw a _____ of joy on her face.
3.
 - a. My brother is a leader of this _____ .
 - b. You can use a rubber _____ around those boxes.
4.
 - a. I bet Ike will solve this problem because he is really _____ .
 - b. You look nicer in this _____ dress. Dark colours are not for you.
5.
 - a. Let's go, the _____ starts in 30 minutes!
 - b. The blouse and jacket _____ your eyes.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

<p>smart Alec gate-crasher daredevil Jack of all trades busybody long face couch potato peeping Tom pain in the neck wet blanket</p>
--

1. He won't go with us because he is a real _____ and does nothing all holidays.
2. Without an invitation you'd be a _____ .
3. I will ask you for help with this renovation because you're a _____ and you know how to fix things.
4. You're such a _____ ! You think you always know better.
5. Please, pull down the blinds. Our neighbour is a _____ .
6. You are not a _____ – you don't have to jump.
7. We shouldn't invite him. He is a _____ and will spoil all the fun.
8. Sheila is a _____ . If you tell her a secret, everyone will know.
9. I do not like kids, so working in a kindergarten can be a _____ .
10. Has anything bad happened? Why the _____ ?

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. She _____ (uśmiechnęła się znacząco) at the boy. She liked him a lot.
2. We _____ (gapiliśmy się z otwartymi ustami) as she was quarreling with the teacher.
3. Please, _____ (chodź na palcach), the kids are already sleeping.
4. You must be very patient with your son because he has reached _____ (wiek dojrzewania).
5. Did you know that she _____ (zmarła na) cancer?
6. My son usually _____ (wzrusza ramionami) when I ask about his opinion.
7. You must _____ (trzymać kciuki) tomorrow. I have a very important exam.

8. My father is _____ (po sześćdziesiątce). **Answer key:**

1. 1. overweight 2. bow-tie 3. leather 4. button 5. grin 6. march 7. pimples 8. middle name

2. 1. profession 2. wrinkles 3. embarrassed 4. complexion 5. widower 6. kind-hearted 7. look 8. thermal

3. 1. unfashionable/old-fashioned 2. waterproof 3. polo-neck 4. sleeveless 5. empty-headed 6. chatterbox 7. sympathetic 8. loungewear 9. impatience 10. oversized

4. 1. dwell on 2. comes across 3. owned up 4. keep in with 5. take up

5. 1. up 2. out 3. up 4. up 5. up

6. 1. bow 2. tear 3. band 4. bright 5. match

7. 1. couch potato 2. gate-crasher 3. Jack of all trades 4. smart Alec 5. peeping Tom 6. daredevil 7. wet blanket 8. busybody 9. pain in the neck 10. long face

8. 1. smirked 2. gaped/were gaping 3. tiptoe 4. adolescence 5. had died of 6. shrugs (his shoulders) 7. keep your fingers crossed 8. in his sixties

2. House and neighbourhood

▶ Houses

Words easily confused: floor, story, or storey?

Floor ma dwa znaczenia: *podłoga* i *piętro*. W brytyjskim angielskim **ground floor** to *parter*, **first floor** – *pierwsze piętro* itd. W amerykańskim angielskim **first floor** to *parter*, **second floor** – *pierwsze piętro* itd. Wyraz **storey** (BrE)/**story** (AmE) *piętro, poziom, kondygnacja* informuje, ile pięter ma budynek, np. **a single-storey building** *budynek jednokondygnacyjny*. **Storey/story** często występuje w złożeniach, np. **multi-storey car park**.

Words easily confused: room, place, site, or venue?

Room jako rzeczownik policzalny to *pomieszczenie, pokój*. **Room** w użyciu niepoliczalnym to *miejsce, przestrzeń*:

I'd take your luggage in our car, but unfortunately there's no room for it.

Place oznacza *miejsce* w sensie *obszaru*:

He vividly described those exotic places.

Słowa **site** *miejsce* użyjemy przede wszystkim, kiedy mówimy o celu, do jakiego dane miejsce jest przeznaczone, np. **construction site, the site of a battle**. **Venue** to *miejsce jakiegoś wydarzenia*, np. **the venue for the Olympic Games, concert venue**.

Idioms: home

come home to sb dotrzeć do kogoś, stać się jasnym; **bring sth home to sb** uświadomić kogoś o czymś, **be home and dry** przebrnąć przez coś, mieć coś za sobą; **home sweet home** nie ma to jak w domu; **make yourself at home** czuj się jak u siebie w domu; **home truth** gorzka prawda (słyszana od kogoś na swój temat); **close to home** trafny, celny, bolesny; **be home free** mieć najgorsze za sobą

Wordbuilding: house repairs

VERB	NOUN
renovate remontować, odnawiać	renovation remont, renowacja
redecorate odnawiać	re-decoration remont, odnowienie
refurbish remontować, odnawiać	refurbishment odnowienie, remont
restore odnawiać, przeprowadzać renowację	restoration renowacja, odnowienie
repair naprawiać, reperować	repair naprawa*

*Uwaga! **Reparation** to odszkodowanie, zadośćuczynienie.

Words easily confused: broken or out of order?

Broken znaczy pęknięty, rozbity, uszkodzony mechanicznie, zniszczony. W odniesieniu do urządzeń preferuje się użycie wyrażenia **out of order/not working** niedziałający, zepsuty:

What a pity that my smartwatch is broken!

There was a short circuit and Meg's computer is out of order.

Wordbuilding: re~

Przedrostek **re~** nadaje czasownikowi znaczenie *zrobić coś jeszcze raz/na nowo*, np. **rebuild** odbudować, *przebudować*, **repaint** przemaalować, *odmalować*, **reuse** wykorzystać ponownie:

We're in two minds about whether to rebuild the house.

Idioms: everyday objects

bed of roses *życie usłane różami*; **get out of bed on the wrong side** *wstać lewą nogą, być w złym humorze*; **put sth on the back burner** *odłożyć coś na później, wstrzymać się z czymś*; **light-bulb moment** *chwila olśnienia*; **go down the pan** *pójść na marne, przepaść*; **everything but the kitchen sink** *wszystko, co wpadnie w ręce; wszystko, co można sobie wyobrazić*



Neighbourhood

Words easily confused: district, neighbourhood, or quarter?

District to *dzielnica* postrzegana jako *jednostka administracyjna* lub część miasta, w której skoncentrowana jest jakaś działalność, np. **the financial/entertainment district** *dzielnica finansowa/rozrywkowa*. **Neighbourhood** to *okolica, sąsiedztwo*. **Quarter** odnosi się do *dzielnic zamieszkałych przez konkretną grupę etniczną czy narodowościową*, np. **the Chinese quarter of Paris** *dzielnica chińska w Paryżu*.

Wordbuilding: describing a neighbourhood

Do opisu okolicy czy budynku można użyć przymiotników złożonych: **run-down** *zaniedbany, popadający w ruinę*; **well-connected** *dobrze*

skomunikowany; **low-rise** o niskiej zabudowie; **high-rise** o wysokiej zabudowie; **built-up** gęsto zabudowany.

► Renting a flat

Words easily confused: rent or hire?

W brytyjskim angielskim **rent** znaczy *wynajmować* i odnosi się do sytuacji, kiedy wynajmuje się coś na dłużej i regularnie uiszcza opłatę:

Luke had to rent a flat, as he had no place to stay.

Czasownik **hire** *wynajmować, wypożyczać* w brytyjskim angielskim używany jest w sytuacji, gdy opłata za wynajem jest jednorazowa:

Why don't we hire a sailing boat tomorrow?

W amerykańskim angielskim nie ma takiego rozróżnienia.

Lease oznacza *wynajmować, wdzierżawić*:

The company leased an entire skyscraper for their offices.

Wynajmować coś komuś to **rent/rent sth out, hire/hire sth out, lease/lease sth out to sb**:

After she retired, my aunt rented one of her rooms to a student.

W brytyjskim angielskim używa się też wyrazu **let** *wynajmować (komuś)*:

He wouldn't make ends meet if he didn't own a flat to let.

► Saying

Home is where the heart is. Twój dom jest tam, gdzie twoje serce.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A house with only one floor – _____
2. The area between one flight of stairs and another – _____
3. A small hole in a front door that helps to see who is in front of them – _____
4. A loan taken from a bank used to buy a house or a flat – _____
5. A part of a door that allows moving it – _____
6. A small house in the mountains – _____
7. A small room where you can keep all supplies – _____
8. A building where students live – _____

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. I keep my vacuum cleaner and a broom in a ___ l ___ t ___ o ___
2. They have moved into a r ___ - d ___ house and now will have to renovate it.
3. A large, expensive house is called a ___ n _____ .
4. The view is so ___ c ___ s ____ . I can see a lot of trees and a lake.

5. Cars aren't allowed here because it is a p _ _ _ _ _ _ _ _ _ n zone.
6. Could you please _ _ _ u _ _ the carpets?
7. I keep all the documents in the upper _ _ _ w _ _ .
8. You need to call a plumber because water's dripping from a _ e _ _ _ pipe.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. I don't know if we can afford the _____ now. (REPAIR)
2. My friend always rents an _____ flat when on holiday in tropical countries. (CONDITION).
3. This is our _____ , who keeps the keys to all the rooms. (LADY)
4. My family lives in a big _____ house (DETACH). Each child has its own bedroom.
5. I bought a beautiful _____ to my bedroom. It will hold all my towels. (DRESS)
6. Don't throw the bottles away. I will _____ them. (USE)
7. This is a typical _____ area and the air is very polluted here. (INDUSTRY)
8. The _____ is tomorrow so I will need a lot of boxes. (MOVE)
9. The _____ will take a few months and then we will be able to sell the house. (FURBISH)
10. You need to look for a completely _____ house so that you can move in at once. (FURNITURE)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

--

put in take out let out do up drop in

1. We can _____ the table. It will be cheaper than buying a new one. (renovate)
2. Can you _____ after work? (visit)
3. When I get the job, I will _____ a flat close to it. (rent)
4. We're going to get a new kitchen sink _____ . (installed)
5. Dinner is ready so now I will _____ the plates. (take from the shelf)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Someone should look _____ the chimney because it can be blocked.
2. Let's eat _____ today. It is snowing heavily.
3. I will rent the room _____ because I need more money.
4. Every Friday my dad mops _____ all the floors.
5. We need to stock _____. The prices will go up.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. We live on the sixth _____ with no lift.
 - b. My kid likes playing on the _____ .
2.
 - a. When I was a child, I wanted to be an astronaut and go to _____ .
 - b. There's a lot of _____ in our new house, so we will keep all the furniture.
3.
 - a. Poland is my home _____ .

- b. My grandmother was brought up in the _____ with many farm animals around.
- 4.
- a. I used to live in a rural _____ and had my own vegetable garden.
- b. This phone has a broad _____ of applications.
- 5.
- a. Please hurry up, the match goes _____.
- b. I used to _____ with my boyfriend, but we split up last month.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

**close to home everything but the kitchen sink light-bulb
 moment make yourself at home get out of bed on the wrong
 side put sth on the back burner go down the pan home truth
 home sweet home home free**

1. I like traveling, but there is no place like home.
_____!
2. He is in a bad mood. Probably he _____.
3. I had to _____ my plans _____ because I am short of money now.
4. It was a _____ for me when I realized how to solve the issue.
5. All my efforts _____ as I cannot fix the dishwasher.
6. She took _____ – that's why her suitcase is so heavy.
7. Please _____ and I'll get back in a minute.
8. I will tell you a _____ now. John is not your father.
9. When you finish all the paperwork, you are _____.

10. Those photos we looked at yesterday hit too _____ . I don't like those memories.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. This _____ (umowa najmu) is valid till the end of the month.
2. Did you remember to pay the _____ (rachunki za media)?
3. You need to pay _____ (z góry) for three months.
4. Anna bought a new flat and has invited us to a/an _____ (parapetówkę).
5. Our _____ (dzielnica mieszkaniowa) is very old – we've got many historic buildings and monuments.
6. I keep all my lingerie in the bedroom in a/an _____ (komodzie).
7. We are going to buy a/an _____ (przyczepę kempingową) and go on holiday.
8. I will mow the lawn and _____ (przyciąć żywopłot).

Answer key: 1. 1. bungalow 2. landing 3. peephole 4. mortgage 5. hinge 6. chalet 7. pantry 8. dorm 2. 1. utility room 2. run-down 3. mansion 4. picturesque 5. pedestrian 6. vacuum 7. drawer 8. leaky 3. 1. repair 2. air-conditioned 3. landlady 4. detached/semi-detached 5. dresser 6. reuse 7. industrial 8. removal 9. refurbishment 10. furnished 4. 1. do up 2. drop in 3. let out 4. put in 5. take out 5. 1. up 2. in 3. out 4. up 5. up 6. 1. floor 2. space 3. country 4. area 5. live 7. 1. Home sweet home 2. got out of bed on the wrong side 3. put, on the back burner 4. light-bulb moment 5. went down the pan 6. everything but the kitchen sink 7. make yourself at home 8. home truth 9. home free 10. close to home 8. 1. lease 2. utility bills 3. in advance 4. house-warming party 5. residential area 6. chest of drawers 7. caravan 8. trim the hedge

3. Means of Transport and Travel

► Transport

Phrasal verbs: on the move

get on (a train/bus/plane) wsiadać do (pociągu/autobusu/samolotu); **get off (a train/bus/plane)** wysiadać z (pociągu/autobusu/samolotu); **get into (a car/taxi)** wsiadać do (samochodu/taksówki); **get out of (a car/taxi)** wysiadać z (samochodu/taksówki); **stop over** zrobić postój; **speed up** przyspieszyć; **pull away** ruszyć z miejsca; **pull off** ruszać; zjeżdżać (z drogi); **pull out** odjeżdżać; **pull over** zjeżdżać na pobocze

Idioms: transport

jump on the bandwagon podążać za modą; robić to, co wszyscy; wykorzystać koniunkturę; **round the bend** ekscentryczny, szalony; **drive somebody round the bend** doprowadzać kogoś do szału; **be in the same boat (as somebody)** jechać na tym samym wózku; być w podobnej/analogicznej przykrew sytuacji; **burn one's boats** spalić za sobą mosty; **miss the boat** nie wykorzystać okazji, przegapić coś, spóźnić się; **rock the boat** stwarzać problemy, robić zamieszanie; **throw somebody under the bus** rzucić kogoś wilkom na pożarcie; poświęcić kogoś dla własnych korzyści; zdradzić sojusznika dla własnego dobra; **drive somebody up the wall** doprowadzać kogoś do szału; **hit the road** ruszyć w drogę, wyruszyć w podróż; iść/wrócić (do siebie); **(be) plain sailing (być) łatwym, (być) prostym, bułka z masłem**; **that ship has sailed/that train has left the station** ta okazja/szansa minęła bezpowrotnie; **miss the bus** przegapić coś, spóźnić się

► Travel

Wordbuilding: adjectives

Do wyrażeń związanych z podróżą należą przymiotniki złożone według schematu przymiotnik + rzeczownik, np. **a last-minute offer** oferta z ostatniej chwili, oraz liczebnik + rzeczownik, np. **a four-star hotel** hotel czterogwiazdkowy, **a one-way ticket** bilet w jedną stronę.

Phrases: way

be on one's way udawać się gdzieś, być w drodze; **be on the way out** wychodzić z mody, tracić na popularności; **change one's ways** zmienić się na lepsze; **give way to something/somebody** ustępować (czemuś/komuś); zapadać się (pod ciężarem); **get in the way of somebody/something** przeszkadzać komuś/w czymś, kolidować z czymś, zawadzać, wchodzić w drogę, plątać się pod nogami; **keep out of somebody's way** schodzić komuś z drogi; **laugh all the way to the bank** obłowić się, zbić majątek; **make way (for)** zrobić miejsce (dla), zrobić przejście (dla); ustąpić

► Saying

Don't cross the bridge till you come to it. Nie martw się na zapas.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A long boat to carry freight on rivers or canals – _ _ _ _ _
2. Money you pay for public transport – _ _ _ _ _
3. A separate room on a train – _ _ _ _ _
4. Very fast (about e.g. train) – _ _ _ _ _
5. A journey to explore new places – _ _ _ _ _
6. An aircraft that flies without an engine – _ _ _ _ _
7. A plan of a journey – _ _ _ _ _
8. A part of an airport where planes take off and land – _ _ _ _ _

–

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. P _ _ _ _ t _ _ _ _ s can feel safe here. Cars are not allowed in this area.
2. When the plane lands, our employee will be waiting for you in the _ _ _ _ v _ l _ _ _ n _ _ .
3. Every day the ticket i _ _ _ _ _ _ r checks our tickets.
4. I need to collect my suitcase. Let's go to the _ a g _ _ _ _ c _ _ _ _ .
5. Once on the train, we'll be able to buy drinks in the _ _ f _ _ _ _ _ _ .
6. You must wash your car because it has mud on the _ o n _ _ _ _ .
7. Take the first exit at the _ o _ _ _ _ b _ _ _ _ .
8. There's always a traffic jam at the _ _ n _ t _ _ _ _ here.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. This is really a _____ flight, so you'd better take something nice to read. (LONG)

2. The additional cost for _____ baggage is €25.
(SIZE)
3. If you took up our _____ offer, you could go on holiday even tomorrow. (MINUTE)
4. On the trail you must pay attention to the _____.
(WAY)
5. We have decided to take a _____ because the local roads are always jammed. (WAY)
6. I need a _____ as my legs are stiff and aching.
(STOP)
7. If you don't want to miss the train, you should check the _____.
(TIME)
8. The price of the flight includes only _____ and hand luggage. (FARE)
9. I will take the _____ as this is not my first flight and I have already seen the views. (SEAT)
10. The _____ must be sent via email. (CANCEL)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

<p>pull out get on stop over get into speed up</p>

1. We will _____ so that I can tank up and buy a coffee. (have a break)
2. Please, _____. We've got only 10 minutes left.
(hurry up)
3. A police car _____ in front of me. (cut off)
4. It's raining! _____ the car quickly. (enter)
5. _____ the bus, it leaves in a minute! (enter)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. You must pull _____ from this place because it's mine.
2. Pull _____ the motorway and take the local road.
3. Please pull _____. There is something wrong with the car.
4. She always gets _____ at this bus stop and walks home.
5. When you get _____ of the taxi, do not forget to take the suitcase.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. We're going to _____ a very long journey to Israel next summer.
 - b. Let's _____ dinner before Kate arrives.
2.
 - a. I am going to _____ to Barcelona this weekend.
 - b. This _____ is annoying. It buzzes all the time.
3.
 - a. The _____ train is faster but more expensive.
 - b. Please _____ yourself more clearly.
4.
 - a. Such long rambles _____ me out.
 - b. I should change the _____ in my car, this one is flat.
5.
 - a. I would like to _____ hang-gliding.
 - b. I could _____ with a holiday.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

**hit the road go round the bend plain sailing know the ropes in
the same boat burn one's boats make way rock the boat off
the back of a lorry drive somebody up the wall**

1. I think that he _____ in this stressful situation.
2. Kate, we're _____. Our grades in maths are terrible.
3. Although I'm leaving, I don't want to _____, so let's stay in touch.
4. It must have fallen _____, because it is seems too cheap.
5. You are _____! Please clean the room and do your homework!
6. We are packed, so we can _____.
7. The situation is clear now, so please don't _____ anymore.
8. English is very easy, so the exam will be _____.
9. _____ for the ambulance!
10. I have been working here for the last 5 years, so I know everyone and _____ as well.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. I damaged the bonnet and the _____ (przednią szybę) in the accident.
2. My neighbour got to the seaside _____ (autostopem).
3. I love _____ (przechadzać się promenadą) in the summer.
4. I will not _____ (ustąpić) in this matter. I need the car.
5. You can buy only a _____ (bilet w jedną stronę). I will pick you up after school.

6. Don't worry, I will _____ (złapać okazję) later on.
7. Last year we booked a _____ (apartament hotelowy) for our wedding anniversary.
8. In the summer we are going to learn _____ (nurkować z akwalungiem).

Answer key: **1.** 1. barge 2. fare 3. compartment 4. rapid 5. expedition 6. glider 7. itinerary 8. runway **2.** 1. Pedestrians 2. arrival lounge 3. inspector 4. baggage claim 5. buffet car 6. bonnet 7. roundabout 8. junction **3.** 1. long-haul 2. oversized 3. last-minute 4. waymarks 5. freeway 6. stopover 7. timetable 8. airfare 9. aisle seat 10. cancellation **4.** 1. stop over 2. speed up 3. pulled out 4. Get into 5. Get on **5.** 1. away 2. off 3. over 4. off 5. out **6.** 1. make 2. fly 3. express 4. tire 5. do **7** 1. is going round the bend 2. in the same boat 3. burn my boats 4. off the back of a lorry 5. driving me up the wall 6. hit the road 7. rock the boat 8. plain sailing 9. Make way 10. know the ropes **8.** 1. windscreen 2. hitch-hiking 3. strolling the esplanade 4. give in 5. one-way ticket 6. thumb a lift 7. hotel suite 8. scuba diving

4. The Body and Health

▶ The Body

Idioms: parts of the body

hold/keep somebody at arm's length *trzymać kogoś na dystans*; **in cold blood** *z zimną krwią*; **blood, sweat and tears** *krew, pot i łzy* (o ciężkiej pracy, wysiłku); **get blood from/out of stone** *zdobywać coś z wielkim trudem*; **make somebody's blood boil** *doprowadzić kogoś do wściekłości*; **make somebody's blood freeze/run cold** *przerazić kogoś; zmrozić komuś krew w żyłach*; **one's own flesh and blood** *krew z krwi i kość z kości; własna rodzina, krewny*; **spill blood** *przelewać krew*; **beat out one's brain** *wyęzgać mózg; intensywnie myśleć*; **brainbox** *bardzo inteligentna osoba*; **pick somebody's brains** *radzić się kogoś; wypytywać kogoś*; **rack one's brains (about something)** *łamać sobie (nad czymś) głowę*; **be all ears** *zamienić się w słuch*; **be wet behind the ears** *być niedoświadczonym*; **go in one ear and out the other** *wpadać jednym uchem i wypadać drugim*; **have an ear for something** *mieć do czegoś ucho (do muzyki, do języków itp.)*; **turn a deaf ear (to something)** *puszczać coś mimo uszu*; **laugh in somebody's face** *śmiać się komuś w żywe oczy*; **find one's feet** *adaptować się do nowej sytuacji czy otoczenia, poczuć się pewnie*; **have/get itchy feet** *nie móc usiedzieć w miejscu*; **have a finger in every pie/in many pies** *maczać we wszystkich palce, być zaangażowanym w wiele spraw*; **have green fingers** *mieć rękę do roślin*; **catch somebody red-handed** *złapać kogoś na gorącym uczynku*; **know something by heart** *znać coś na pamięć*; **learn something by heart** *uczyć się czegoś na pamięć*; **pull somebody's leg** *nabierać/naciągać kogoś*; **Break a leg!** *Powodzenia!, Połamania*

nóg!; **be/have a big mouth** mieć za długi język, być plotkarzem; **pay through the nose** przepłacić; **keep one's nose out of something** nie wtrącać się do czegoś; **poke/stick one's nose into something** wtykać/wściubiać w coś nos; **see no further than the end of one's nose** nie widzieć dalej niż czubek własnego nosa; **have butterflies in one's stomach** czuć zdenerwowanie, trezę, podniecenie, ekscytację, „motyle w brzuchu”; **frog in one's throat** chrypka; **have/get a frog in one's throat** stracić głos; mieć coś w gardle; **be all thumbs** mieć dwie lewe ręce, kiepsko sobie radzić z pracami manualnymi; **be under somebody's thumb** być pod czyjąś kontrolą, być pod czyimś pantoflem; **bite one's tongue** ugryźć się w język, nie powiedzieć czegoś, czego można by potem żałować; **hold one's tongue** trzymać język za zębami, milczeć na jakiś temat; **on the tip of one's tongue** na końcu języka; **tongue-in-cheek** żartobliwy, ironiczny; **with tongue in cheek** ironicznie; żartem; **(be) long in the tooth** za stary (na coś), (mieć) swoje lata; **sweet tooth** słabość do słodyczy, bycie łasym na słodycze; łasuch na słodycze

Words easily confused: ill or sick?

Ill chory występuje głównie po czasownikach **be być**, **fall (in)** i **get stać się**:

Stella skipped the rehearsal because she was ill.

Mike was unlucky to fall in ill at the very beginning of his holiday.

Ill nie łączy się z nazwami konkretnych chorób. Można zastosować konstrukcję **ill with...**, w której po **with** podaje się objawy choroby, np. gorączkę czy ból głowy:

Stella skipped the rehearsal because she was ill with a fever.

Sick w brytyjskim angielskim oznacza chory, jeśli zajmuje pozycję przed rzeczownikiem:

Sorry to be writing in haste: I'm nursing my sick mother.

W brytyjskim angielskim **sick** po **be** być oraz **feel** *czuć się* oznacza *mający mdłości*:

Oh gosh, I'm going to be sick. Where's the toilet?

► Illness

Phrases: ill

Ill łączy się często z przysłówkami: **dangerously/gravely/seriously** *poważnie*, **critically/severely/acutely** *ciężko*, **extremely** *bardzo*, **chronically** *chronicznie*, **incurably** *nieuleczalnie*, **terminally/fatally/mortally** *śmiertelnie*, **slightly/rather** *trochę*, **mentally** *psychicznie*.

Phrases: diseases

Z nazwami chorób i ich objawami łączą się czasowniki **have** i **suffer from** *cierpieć na*:

Stella skipped the rehearsal because she had flu.

Z mniej poważnymi chorobami łączy się też **catch** *złapać*, np. **catch a cold** *złapać przeziębienie*. **Recover (from sth)** to *wyzdrowieć (z)*.

Words easily confused: ache or pain?

Do określenia bólu określonych części ciała używa się rzeczowników złożonych z **ache** *ból*, np. **toothache** *ból zęba*, **headache** *ból głowy*, **earache** *ból ucha*. **Chest pains** to *bóle w klatce piersiowej*, a **sore throat** – *ból gardła*. By powiedzieć, że coś kogoś *boli*, użyjemy czasownika **hurt** lub – rzadziej – **ache**:

Ouch! I've burnt myself and it hurts!

My legs hurt/ache after yesterday's long walk.

Words easily confused: prescription, receipt, reception, or recipe?

Prescription to *recepta*, **prescribe medicines** – *przepisywać leki*. Nie pomył **prescription** z wyrazami: **receipt** *paragon*, *kwit*, **reception** *recepcja*, *przyjęcie* czy **recipe** *przepis kucharski*.

Prepositions and phrasal verbs: illness

go down with sth *rozchorować się na coś*; **get over sth** *wyjść z (choroby)*, **pass out** *zemdleć*; **pass away** *umrzeć, odejść*; **be laid up with sth** *leżeć w łóżku z powodu choroby*; **pull through** *dojść do siebie, wyzdrowieć*; **operate on sb** *operować kogoś*; **vaccinate sb against sth** *zaszczepić kogoś przeciw czemuś*

Wordbuilding: ~less, ~ful, and ~ness

~less w przymiotnikach oznacza brak jakiejś cechy, np. **painless** *bezbolesny*, **sleepless** *bezsenny*, **restless** *niespokojny*. Przeciwne znaczenie nadaje przymiotnikom przyrostek **~ful** (nie: ~~~full~~) – oznacza on, że jakaś cecha jest obecna, np. **painful** *bolesny*, **stressful** *stresujący*, **harmful** *szkodliwy*.

Przyrostek **~ness** dodany do przymiotnika tworzy z niego rzeczownik, np. **sleepless + ness = sleeplessness** *bezsennaść*, **weak + ness = weakness** *słabość*.

Idioms: health and illness

be green about the gills *czuć się marnie/niedobrze, mieć mdłości*; **be/feel off colour** *marnie się czuć*; **be/feel under the weather** *słabo się czuć*; **on one's last legs** *na ostatnich nogach, wycieńczony*; **sick as a dog** *chory*; **be in the pink/be as right as rain** *być w dobrej formie*; **feel on the top of the world/feel like a**

million dollars *czuć się świetnie*; look the picture of health
wyglądać jak okaz zdrowia

► Saying

An apple a day keeps the doctor away. Jedz codziennie jabłko,
lekarza widuj rzadko.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A part of a face above the eyebrows – _____
2. A short finger, first on the side – _____
3. A break in a bone – _____
4. A specialist concerned with disorders of the eye – _____

5. A piece of material and a frame to carry the sick – _____

6. A serious lung illness – _____
7. A pill that dissolves in the mouth – _____
8. A person killed or injured – _____

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. He couldn't take part in the match as his ankle was ___ r ___ n
___.
2. I feel terrible ___ t ___ ___ g on my skin and I scratch all the time.

3. If you have problems with your heart, they will put you to hospital on a cardiology w _ _ _ .

4. After the accident, he was taken to hospital and had a long _ _ _ g _ r _ .

5. When he was 70 years old, he went _ e _ _ but didn't want to use a hearing aid.

6. You should visit an _ _ o _ _ _ y _ _ _ _ _ _ _ _ _ _ with this aching ear.

7. Nowadays she is staying at home because she is on _ _ t _ _ _ _ t _ leave.

8. I will be late tomorrow as I have a medical c _ _ _ _ _ - _ p.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. Being a real _____, Alice has no trouble passing her exams. (BOX)

2. The diagnosis was shocking for all of us, but on the other hand _____ is very common these days. (DEPRESS)

3. After an unhealthy dish I was suffering from _____. (DIGEST)

4. He was hit by a classmate and now he has a _____. (NOSE)

5. You need to use a lot of suntan lotion to prevent _____. (SUN)

6. After the surgery you must start a _____. (TREAT)

7. Medical _____ is compulsory before you start this job. (EXAMINE)

8. This drug is available on _____ only. (PRESCRIBE)

9. I feel terrible physical _____ and I must see the doctor. (WEAK)

10. Chemicals can be _____ to people. (HARM)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

pass away pass out pull through throw up work out

1. After the long physical effort in the heat he just _____ . (faint)
2. A good way to lose weight is to go to the gym and _____ . (exercise)
3. My grandma _____ five years ago. (died)
4. After a long time and with some help of the doctor he's finally _____ . (recover)
5. I think the milk has gone off. I tried it and _____ a few minutes later. (vomit)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Please be patient, you will get _____ it. But it takes time.
2. Having contacted a sick person you can also come _____ the flu.
3. After the bite my legs or arms always swell _____ .
4. The pain let _____ after the painkiller.
5. Have you shaken _____ the cold yet?

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. If I _____ away during the operation, my wife must be informed.
 - b. When your sugar level is too low, you can _____ out.
2.
 - a. I must _____ an X-ray because my leg hurts.

- b. I'll _____ a serious test next Monday.
- 3.
- a. In autumn you can easily _____ a cold.
- b. Hurry up, we need to _____ the bus.
- 4.
- a. I am _____ of this neighbourhood. I am moving out.
- b. When I am _____, I always stay at home.
- 5.
- a. Students should learn this poem by _____.
- b. Before the _____ attack he didn't go to the doctor very often.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

off colour sweet tooth in cold blood find one's feet pick somebody's brains wet behind the ears have an ear for something green about the gills itchy feet all thumbs

1. The murderer shot him _____.
2. Since this is a new task for you, please ask a senior manager for help, because you are still _____.
3. We need to call a plumber in order to fix this tap as you are _____.
4. This chocolate is for you. I know that you're a _____.
5. I prefer to stay at home tonight because I feel a bit _____.
6. I won't be able to eat much during the dinner because I am _____.
7. In this case I am not sure what to do. I'd better _____ John's _____ about it.
8. I think we should organize some piano lessons for Barbara. She _____ music.

9. Congratulations to you! You have been working here just for a month and have already _____ your _____.
10. Jonathan gets _____ quite often and travels a lot.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. You can speak now. I'm _____ (zamieniam się w słuch).
2. I will tell you something, but my mother's not supposed to find out, so please _____ (trzymaj język za zębami).
3. Please call an ambulance – he's having _____ (problemy z oddychaniem).
4. Oh my God, why do you have a _____ (podbite oko)?
5. Doctor Jackson _____ (operuje) Rebecca at the moment.
6. Amy is laid up with a _____ (wredną infekcją).
7. Last week I was _____ (strasznie chory) and unable to do the shopping.
8. Do you have any lozenges? I have a _____ (chrypkę).

Answer key: **1.** 1. forehead 2. thumb 3. fracture 4. ophthalmologist 5. stretcher 6. pneumonia 7. lozenge 8. casualty **2.** 1. sprained 2. itching 3. ward 4. surgery 5. deaf 6. otolaryngologist 7. maternity 8. check-up **3.** 1. brainbox 2. depression 3. indigestion 4. nosebleed 5. sunburn 6. treatment 7. examination 8. prescription 9. weakness 10. harmful **4.** 1. passed out 2. work out 3. passed away 4. pulled through 5. threw up **5.** 1. over 2. down with 3. up 4. up 5. off **6.** 1. pass 2. have 3. catch 4. sick 5. heart **7.** 1. in cold blood 2. wet behind the ears 3. all thumbs 4. sweet tooth 5. off colour 6. green about the gills 7. pick, brains 8. has an ear for 9. found, feet 10. itchy feet **8.** 1. all ears 2. hold your tongue 3. breathing difficulties 4. black eye 5. is operating on 6. nasty bug 7. sick as a dog 8. frog in my throat

5. Sport and Leisure

▶ Sportspeople

Wordbuilding: sportspeople

Sportowiec to **sportsperson/athlete** (niezależnie od płci); **sportsman** *sportowiec mężczyzna*, **sportswoman** *sportowiec kobieta*. Nazwy sportowców z poszczególnych dziedzin to:

- słowa powstałe przez dodanie końcówki **-er** do nazwy sportu, np. **skier** *narciarz*, **wrestler** *zapaśnik*, **diver** *nurek*, **boxer** *bokser*, **archer** *łucznik*, **footballer** *piłkarz*
- słowa zakończone na **-ast** lub **-ist**, np. **gymnast** *gimnastyk*, **cyclist** *kolarz*
- rzeczowniki złożone z wyrazem **player** *gracz*, np. **basketball player** *koszykarz*, **football player** *piłkarz*, **tennis player** *tenisista*
- rzeczowniki z wyrazem **athlete**: **athlete** *sportowiec*, *lekkoatleta*, **biathlete** *biatlonista*

Words easily confused: referee or umpire?

Sędzia sportowy to **referee** (np. w boksie, koszykówce, piłce nożnej, hokeju, rugby, zapasach) lub **umpire** (np. w baseballu, tenisie, badmintonie, pływaniu i siatkówce).

W tenisie **foot fault judge** to *sędzia z tylnej linii*, a **net (cord) judge** – *sędzia serwisowy*.

▶ Doing sports

Words easily confused: sports equipment

Tabela zawiera nazwy *kijów* i *kijków* używanych w różnych sportach:

hockey, curling	stick
baseball	bat
golf	club
skiing	pole
billiards, pool	cue

Wordbuilding: protection

Helmet to *kask*, **mouthguard** – *ochraniacz na zęby*. Nazwy ochraniaczy na inne części ciała to rzeczowniki złożone z wyrazem **pad**, np. **shin pad** *nagolennik*, **knee pad** *nakolannik*, **elbow pad** *ochraniacz na łokieć*.

Phrases: ball

bounce a ball *odbijać piłkę*; **catch a ball** *złapać piłkę*; **get the ball** *zdobyć piłkę*; **hit a ball** *odbić piłkę* (rakieta, kijem); **kick a ball** *kopać piłkę*; **miss a ball** *nie złapać piłki/nie trafić w piłkę*; **throw a ball** *rzucić piłkę*; **fly over sth** *przelecieć nad czymś*; **rebound** *odbić się*; **roll** *toczyć się*

Idioms: sport

breast the tape *być pierwszym na mecie*; **chuck/throw in the towel** *poddać się*; **keep the ball rolling** *podtrzymywać rozmowę lub*

działanie, utrzymywać coś w toku; move the goalposts zmieniać reguły/zasady (np. gry po jej rozpoczęciu); on the ropes bezradny, bezsilny; bliski porażki; rozłożony na łopatki; one-horse race zawody, konkurs, wyścig itp., w których jeden z uczestników ma zdecydowaną przewagę; spoilsport ktoś, kto psuje innym zabawę; win/lose by a short head wygrać/przegrać o włos

► Saying

You can't win them all. / You win some, you lose some. Raz na wozie, raz pod wozem.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A person who watches a match or show – _____
2. An area where tennis or squash is played – _____
3. A person trained in gymnastics – _____
4. A person who keeps an eye on rules of the game, especially in baseball or tennis – _____
5. A place where football or rugby is played – _____
6. Men's swimming shorts – _____
7. A special kind of shoes for footballers – _____
8. A sport where competitors jump over a high bar using a pole –

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. Before our son took up baseball, we had to buy all necessary
_ q _ _ _ _ _ _ _ .
2. The _ _ o _ _ was cheering during the event.
3. The boxer I support lost, but I don't think the _ _ f _ _ _ _ was
fair.
4. We can't play _ n _ _ _ _ _ , because we haven't got a cue.
5. Jack won a gold medal throwing a _ _ v _ _ _ n.
6. I always wear my knee _ _ d _ when roller-skating.
7. She won the world record in 200 metres h _ _ _ _ _ _ .
8. Our _ _ a _ k _ _ _ _ _ needs a new pair of gloves for the next
match.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. All sportspeople must be very _____ to win.
(PERSEVERE)
2. The second _____ was much more balanced.
(FINAL)
3. He has a good physique to do _____. (LIFT)
4. The _____ increased at the beginning of the
year. (MEMBER)
5. In this match, Jack Brown is the _____. Nobody
can threaten him. (RUN)
6. She didn't practice much last year and she is an
_____ in this game. (DOG)
7. His position on the field is the _____. (KEEP)
8. Please leave your things in the _____ before the
training. (LOCK)
9. Those two teams are very _____. (COMPETE)
10. _____ has made this sport pretty unfair and
boring. (CORRUPT)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie

zдания.

warm up pick up sign up take up get into

1. When I get better, I will _____ for the sports club again. (join)
2. I _____ swimming last year and it helped me to lose weight. (start)
3. Please _____ the new sports kit tomorrow morning. (collect)
4. It is incredible how she _____ shape following the diet and working out. (get fit)
5. My suggestion is that you should all _____ before we start playing. (stretch muscles)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. The doctors said that I should give _____ all sports because my spine is in a bad condition.
2. I will take part _____ this tournament and I hope for a gold medal.
3. Stick _____ it! You can succeed!
4. How did you make _____ what the coach was saying?
5. When the pain eases _____, I will get back to football.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. Let's go to the _____ tomorrow, I love dancing.
 - b. In order to play golf, you need to buy a _____.
- 2.

- a. Next term I am going to start a French _____
 - b. Look how big this golf _____ is! We can play all day long.
- 3.
- a. No one has won today: it's a _____ .
 - b. Could you _____ a colourful flower for me?
- 4.
- a. Do you think Brazil will continue to _____ the record?
 - b. You don't have to _____ my hand anymore.
- 5.
- a. Women love _____ jewellery.
 - b. Did you realise that the baseball _____ is actually square?

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

**on the ropes jump the gun personal best keep the ball rolling
 call the shots lose by a short head on the ball across-the-
 board sink or swim ball is in my court**

1. I'm not sure if I should take the offer but the _____ now. I will let you know.
2. They've met just a few times so far and now they are talking about marriage. It is _____ for me.
3. I need to stay _____ today. This is my lifetime opportunity.
4. We should _____ and we will finish the project today.
5. For some time, our business was _____ , but now it brings profit.
6. You shouldn't worry so much. It was your first tournament and you _____. Next time you will win.

7. His decision had an _____ effect on our company. I think everyone is satisfied now.
8. I am the boss here and I _____.
9. This exam was my _____. I have never done better.
10. You have to make a decision today, _____.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. _____ (Czy masz ochotę) going for a coffee?
2. He was _____ (zły na) the result. He knew he could win.
3. I've got a little bit _____ (bez kondycji) sitting behind my desk.
4. The rules are not complex, but there's plenty of them. You must really _____ (zagłębić się w) them.
5. The athlete _____ (nadrabia) lack of strength in agility.
6. The player could score a goal during a _____ (rzut wolny), but he failed.
7. You should have a short _____ (przerwę) and collect your thoughts.
8. In your condition, _____ (intensywne ćwiczenia) is not advisable. **Answer key:** 1. 1. spectator 2. court 3. gymnast 4. umpire 5. pitch 6. trunks 7. spikes 8. pole vault 2. 1. equipment 2. crowd 3. referee 4. snooker 5. javelin 6. pads 7. hurdles 8. goalkeeper 3. 1. persevering/perseverant 2. semi-final 3. weightlifting 4. membership 5. front-runner 6. underdog 7. goalkeeper 8. locker room 9. competitive 10. Corruption 4. 1. sign up 2. took up 3. pick up 4. got into 5. warm up 5. 1. up 2. in 3. at 4. out 5. off 6. 1. club 2. course 3. draw 4. hold 5. diamond 7. 1. ball is in my court 2. jumping the gun 3. on the ball 4. keep the ball rolling 5. on the ropes 6.

lost by a short head 7. across-the-board 8. call the shots 9.
personal best 10. sink or swim **8.** 1. Do you fancy 2. mad
about 3. out of condition 4. dig deep into 5. makes up for 6.
free kick 7. time out 8. strenuous exercise

6. Political Life

▶ Politics

Words easily confused: politics, politic, or political?

Politics to *polityka*, a także *działalność polityczna*, *kariera polityczna*. **Politics/political science** oznacza też *politologię*. **Politics** to rzeczownik niepoliczalny:

Some people claim that local politics is boring.

Przymiotnik **politic** może oznaczać *rozsądny*, *mądry* lub *sprytny*, *przebiegły*, *bez skrupułów*.

Political oznacza *polityczny*. *Polityk* to **politician**.

▶ Nation

Words easily confused: people or nation?

Nation to *naród*, *nacja*, ale także *kraj*, *państwo*:

China is becoming the most influential nation in Africa.

People to *ludzie*, *grupa osób*. Istnieje istotna różnica między rzeczownikiem **people** (*ludzie*), występującym wyłącznie w liczbie mnogiej, a rzeczownikiem policzalnym o tym samym brzmieniu i zapisie. **(A) people** w liczbie pojedynczej to *lud*, *nacja*:

The streets were full of people.

The Kashubians are a people (= nation) who inhabited mainly north-central Poland.

Idioms: names of countries and nationalities

not for all the tea in China *za żadną cenę, za żadne skarby świata*; **on a slow boat to China** *w zółwym/ślimaczym tempie*; **go Dutch** *dzielić wydatki pół na pół (np. przy płaceniu rachunku w restauracji); dzielić się kosztami; płacić za siebie (głównie za posiłek)*; **talk for England** *dużo mówić, mówić bez końca*; **pardon my French** *przepraszam za język/wulgaryzm, za przeproszeniem*; **take French leave** *wyjść po angielsku, wyjść dyskretnie, bez pożegnania*; **(all) Greek to somebody** *czarna magia; chińszczyzna; coś całkowicie niezrozumiałego lub nieznanego*; **Indian summer** *babie lato; złota jesień; okres ciepłej, ładnej pogody późną jesienią; spokojny, przyjemny okres u schyłku życia*; **the luck of the Irish** *wielkie szczęście, niesamowite szczęście*

Political system in the UK

The Union Jack to *flaga Zjednoczonego Królestwa*. **The head of state** to *głowa państwa* – w przypadku Wielkiej Brytanii jest nią **królowa (queen)** lub **król (king)**. Wielka Brytania to bowiem *monarchia konstytucyjna (constitutional monarchy)*. Ponieważ jest również *demokracją parlamentarną (parliamentary democracy)*, panuje w niej **podział władzy (separation of powers)** na: *władzę ustawodawczą (the legislature)*, *władzę wykonawczą (the executive)* i *władzę sądowniczą (the judiciary/judicial branch)*. Inne wyrazy związane z systemem politycznym Wielkiej Brytanii to: **parliament** *parlament*, **House of Commons** *Izba Gmin*, **House of Lords** *Izba Lordów*, **Lord Chancellor** *lord kanclerz*, **prime minister/PM** *premier*, **the Cabinet** *rząd*, **Member of Parliament/MP** *członek parlamentu*, **hereditary title** *tytuł dziedziczny*.

► Political system in the USA

Stars and Stripes to potoczne określenie *flagi amerykańskiej*.

USA to *republika federalna* (**federal republic**) z *prezydentem* (**President**) na czele. **Vice-President** to *wiceprezydent*. Prezydent jest *zwierzchnikiem sił zbrojnych* (**Commander-in-Chief**) i wyznacza *członków rządu* (**members of Cabinet**). Rząd składa się z *departamentów* (**departments**): *stanowych* (**state departments/departments of state**) i zajmujących się poszczególnymi dziedzinami, np. **the U.S. Department of Health and Human Services** *Departament Zdrowia*, **the U.S. Department of Justice** *Departament Sprawiedliwości* itd.

Głównym *ciałem ustawodawczym* (**legislative body**) jest *Kongres* (**Congress**). Kongres składa się z *Senatu* (**the Senate**) i *Izby Reprezentantów* (**the House of Representatives**).

American Constitution

The American Constitution to *konstytucja amerykańska*. **Amendment to the Constitution** to *poprawka do Konstytucji*, np. **the First/Second/Seventeenth Amendment** *pierwsza/druga/siedemnasta poprawka*. 10 pierwszych, najstarszych poprawek to **the Bill of Rights**.

► Elections

Phrases: elections

Election to *wybory*, np. **parliamentary election** *wybory parlamentarne*, **presidential election** *wybory prezydenckie*, **general/national election** *wybory ogólnokrajowe*, **local/regional election** *wybory regionalne*. Inne wyrazy związane z wyborami:

ballot *głosowanie*, **ballot (paper)** *karta do głosowania*, **ballot box** *urna wyborcza*, **the polls** *punkty wyborcze*, **go to the polls** *iść do urn wyborczych*, **referendum** *referendum*.

Popularne wyrażenia czasownikowe z **election**: **hold an election** *przeprowadzać wybory*; **win an election** *wygrać wybory*; **lose an election** *przegrać wybory*; **fight (BrE)/contest (AmE) an election** *walczyć o wygraną w wyborach*; **stand/run for election** *startować w wyborach*; **rig an election** *sfalszować/ustawić wyniki wyborów*.

► Saying

When in Rome, do as the Romans do. Jeśli wejdiesz między wrony, musisz krakać tak jak one.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A person who sets up and owns a business – _____

2. A head of state e.g. in Germany – _____
3. All costs you have to bear e.g. in a business – _____
4. A person cooperating with others for military purpose – _____
5. A sealed box where people put their votes during elections – _____

6. Money given to somebody illegally to achieve something – _____

7. A virtual place where you keep your money – _____
8. The moment when a war stops – _____

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. We can't afford such an expensive car without a _ o _ _ .
2. Our _ u _ _ _ _ n _ _ are higher than the income. It is time we started saving.
3. The _ _ t _ _ _ _ _ is higher than we expected. It will be difficult to pay it off.
4. My father is a very _ n _ _ _ _ _ t _ _ _ person in this company. Many people ask him for advice.
5. This gas is _ e _ h _ _ . We should run away!
6. Sales _ a _ _ _ are very high in our country.
7. Since 1980 the office has been h _ _ _ _ _ _ _ _ in this town and now John's son is a mayor.
8. The _ _ s _ _ _ _ officer was carefully checking our luggage.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. I'm afraid that using her photo without permission is _____ . (LEGAL)
2. The verdict was so disappointing and _____ . (JUSTICE)
3. It is _____ to bring her here after what she did. (SCANDAL)
4. _____ is what I cherish most. I'd rather not rely on anybody else. (DEPENDANT)
5. Mr Smith became the _____ of our party last year. (LEAD)
6. I am the _____ of this company. (REPRESENT)
7. The _____ took place three months ago. (ELECT)
8. I am the _____ and it's my responsibility to decide. (GOVERN)

9. I hope the _____ will be calm and peaceful.
(PRESIDENT)
10. Unfortunately, this country is very _____ and it is impossible to take care of the business legally. (CORRUPT)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

stand down blow over go back on break out face up to

1. The war can _____ any moment. (start)
2. Two politicians have already _____ from the election. The game is not fair. (withdraw)
3. I have never promised that I would _____ my word. (not keep)
4. Our boss needs to _____ the facts: we need more money on this project. (confront)
5. I am certain the whole matter will _____ .
(disappear)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. The party leader brought _____ new laws.
2. I tried to cover _____ my mistakes but it was too late.
3. She talked me _____ at the meeting and I was unable to focus.
4. It doesn't add _____ at all. How did you count that?
5. Maybe if you bought her some flowers you'd win her _____ .

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

- 1.

- a. The revolution took place in the whole _____
- b. Every _____ needs a leader.
- 2.
- a. I haven't decided yet if I want to _____ this party.
- b. I _____ every day in order to keep fit.
- 3.
- a. Please _____ it as a thank-you.
- b. Elections _____ place every five years.
- 4.
- a. _____ banking is becoming more and more popular.
- b. We can check that _____. Don't bother to call the shop.
- 5.
- a. I used to be the _____ of this office.
- b. My _____ hurts – I'd better take a pill.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

Indian summer take French leave pardon my French all Greek
to somebody go Dutch talk for England all the tea in China
slow boat to China luck of the Irish in the red

1. I wouldn't take the job for _____ .
2. When she retires, she can enjoy her _____ .
3. _____ , but I am furious!
4. I don't want you to pay for this meal, let's _____ .
5. Thank you for your invitation, but I'll stay at home. I'm _____ and can't afford such a trip.
6. You won't get bored with her. She is funny and can _____ .
7. I can't believe I won. It was the _____ .

8. Something must be wrong. The delivery seems a _____.
9. We talked about politics, but I'm afraid it is _____ me.
10. I think we should _____. Otherwise, the host will insist that we stay.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Briefly after the end of the war the _____ (traktat pokojowy) was signed.
2. After finishing university, he _____ (zajął się polityką).
3. Timothy was a _____ (rozsądny) entrepreneur.
4. John _____ (zdobył miejsce) in the management board 5 years after graduating.
5. In that country, they _____ the presidential _____ (przeprowadzają wybory) once every five years.
6. The British Monarchy is a _____ (monarchią konstytucyjną).
7. In time of crisis we should _____ (ciąć koszty).
8. He has been _____ (u władzy) for 10 years now.

Answer key: 1. 1. entrepreneur 2. chancellor 3. expenses 4. ally 5. ballot box 6. bribe 7. account 8. ceasefire 2. 1. loan 2. outgoings 3. interest 4. influential 5. lethal 6. taxes 7. hereditary 8. customs 3. 1. illegal 2. unjust 3. scandalous 4. Independence 5. leader 6. representative 7. election 8. governor 9. presidency 10. corrupted 4. 1. break out 2. stood down 3. go back on 4. face up to 5. blow over 5. 1. in 2. up 3. up 4. up 5. over 6. 1. nation 2. run 3. take 4. online 5. head 7. 1. all the tea in China 2. Indian summer 3. Pardon my French 4. go Dutch 5. in the red 6. talk for England 7. luck of the Irish

8. slow boat to China 9. all Greek to 10. take French leave **8.**
1. peace treaty 2. went into politics 3. politic 4. won the seat 5.
hold, election 6. constitutional monarchy 7. cut the costs 8. in
power

7. Crime and Law

▶ Crime

Words easily confused: rob or steal?

Czasownik **steal** znaczy *kraść, ukraść (coś)*:

She stole my money.

Rob natomiast znaczy *obrabować (miejsce lub kogoś)*:

They robbed a bank.

They robbed the poor old lady of all her money.

Phrases: crime

Przymiotniki najczęściej opisujące przestępstwa to: **grave/serious/major** *poważny*, **heinous** *ohydny*, **minor/lesser** *drobny*. Inne wyrażenia z **crime**: **capital crime** *przestępstwo zagrożone karą śmierci*, **non-capital crime** *przestępstwo niezagrożone karą śmierci*, **crime rate** *wskaźnik przestępczości*, **crime wave** *fala przestępczości*, **organized crime** *przestępczość zorganizowana*, **political crime** *przestępstwo polityczne*, **white collar crime** *przestępstwo urzędnicze*, **petty crime** *występek*, **commit a crime** *popęłnić zbrodnię lub przestępstwo*.

Phrases: offence

Rzeczownik **offence** występuje m.in. w wyrażeniach: **arrestable offence** *przestępstwo zagrożone aresztem*, **criminal offence**

przestępstwo karne, offence against public order przestępstwo przeciwko porządkowi publicznemu, offence against the state przestępstwo przeciwko państwu, driving/traffic offence wykroczenie drogowe.

▶ The Law

Words easily confused: court

Court of law/court of justice to sąd (instytucja). *Budynek sądu to law courts albo court building.*

Phrases: the court of law

suspect sb of sth *podejrzewać kogoś o coś*, **apprehend/arrest** *zatrzymać, aresztować*, **take sb into custody** *osadzić kogoś w areszcie*, **be released on bail** *zostać zwolnionym za kaucją*, **accuse sb of sth** *oskarżać kogoś o coś*, **(criminal) charge** *oskarżenie, zarzut*, **charge sb with sth** *oskarżać kogoś o coś*, **bring a charge against sb** *wnosić oskarżenie przeciwko komuś*, **drop a charge** *wycofać oskarżenie*, **prosecute** *wnosić sprawę do sądu*

Words easily confused: people at court

W sali sądowej obecny jest **sędzia (judge)** oraz **sędziowie przysięgli/ławnicy (jurors)** zasiadający w **ławie przysięgłych (jury)**. **The suspect** to *podejrzany*, **the arrested** – *aresztowany*, **the accused** – *oskarżony*. Wyraz **delinquent** oznacza *przestępcę*, np. **juvenile delinquent** *młodociany przestępca*. Inne określenia osób zaangażowanych w postępowanie sądowe to: **defendant** *oskarżony/pozwany*, **plaintiff** *powód (osoba, która wnosi o postępowanie sądowe przeciw pozwanemu)*, **defender/attorney** *obrońca*, **defence/defense** *obrona*, **public defender/defense**

attorney obrońca z urzędu, **prosecutor** oskarżyciel; prokurator, **witness** świadek.

Words easily confused: the trial

evidence dowody, **investigate** prowadzić dochodzenie, **investigation** dochodzenie, **circumstantial evidence** dowody poszlakowe, **forensic evidence** wyniki ekspertyzy sądowej, **fingerprints** odciski palców, **cross-examine** przesłuchiwać świadków przez reprezentanta strony przeciwnej, **enquiry/inquiry** dochodzenie, śledztwo, **judicial inquiry** dochodzenie sądowe, **under oath** pod przysięgą, **plea** wywód obrońcy, **testify** zeznawać, **testimony** zeznanie, **perjury** składanie fałszywych zeznań, **objection** sprzeciw

Words easily confused: the sentence

confess to (murder/robbery) przyznać się do (morderstwa/rabunku), **confess oneself guilty/plead guilty** przyznać się do winy, **plead one's innocence** twierdzić, że jest się niewinnym, **acquit (sb of sth)** uniewinniać (kogoś od zarzutu), oczyścić (kogoś z oskarżenia), **be acquitted** zostać uniewinnionym, **acquittal** uniewinnienie, **conviction** wyrok skazujący, **the convicted** skazany, **sentence** wyrok, **suspended sentence** wyrok w zawieszeniu, **life sentence** wyrok dożywocia, **pass a sentence** wydawać wyrok, **be sentenced to** być skazanym na, **punishment** kara, **capital punishment** kara śmierci

Phrases: punishment

Prison/jail to więzienie, **imprison** oznacza uwięzić, **imprisonment** to kara więzienia, uwięzienie. **Detention centre (BrE)/center (AmE)** to zakład poprawczy. **A ten-year/fifteen-year sentence** to wyrok

dziesięciu/piętnastu lat więzienia. Be sentenced to ten years of prison to zostać skazanym na dziesięć lat więzienia.

Inne wyrazy związane z karą pozbawienia wolności: **internment** *internowanie*, **(prison) cell** *cela więzienna*, **penal servitude** *uwięzienie połączone z ciężkimi robotami*, **solitary confinement** *cela jednoosobowa*, *osadzenie w celi jednoosobowej*, **maximum security prison** *więzienie pod szczególnym nadzorem*, **be sent to prison** *zostać wysłanym do więzienia*, **be released from prison** *zostać zwolnionym z więzienia*.

Words easily confused: casualty or victim?

Casualty oznacza *ofiara* w kontekście wojny, wypadku, zdarzenia losowego:

The casualties of the fire were taken to hospital. (nie: ~~The victims of the fire~~ ...)

Victim to *ofiara przestępstwa, napaści, klęski żywiołowej lub choroby przewlekłej*:

She fell victim to a mugger.

Kiedy mówimy o *ofierze klęski żywiołowej* lub słowa *ofiara* używamy metaforycznie, możemy użyć zarówno **casualty**, jak i **victim**:

The appeal fund, aimed to help flood victims/casualties reached over PLN 500,000.

Phrases: victim

become a victim of one's own success *stać się ofiarą własnego sukcesu*; **fashion victim** *ofiara mody (ktoś, kto ślepo podąża za modą)*; **fall victim to somebody/something** *paść ofiarą kogoś/czegoś*

► Saying

Honesty is the best policy. Uczciwość popłaca.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. The action of copying something illegally – _____
2. A murderer – _____
3. A lawyer – _____
4. Being in prison – _____
5. A crash involving several cars – _____
6. A person who commits a crime – _____
7. A person who is considered guilty – _____
8. A person who saw a crime – _____

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. The _ _ j _ _ _ _ _ was very aggressive towards all passengers.
2. The _ _ s _ _ _ t _ _ _ of the fire were taken to hospital.
3. He was sentenced a _ _ f _ _ _ n _ _ _ _ _ for the murder.
4. In case of _ m _ _ _ _ _ _ _ _ call 911.
5. France abolished the c _ _ _ _ _ p _ _ _ _ _ .
6. Stop offending him! He can accuse you of _ _ f _ _ _ _ _ _ .
7. They demand the _ _ n _ _ _ of \$100, 000.
8. She was a _ _ _ t _ _ of this crime, not an offender.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. One glass of wine can be enough to accuse you of _____ . (DRIVE)
2. This will be the main _____ towards her. (OBJECT)
3. The _____ was selling guns. (DEFEND)
4. Two _____ were arrested for killing an elephant. (POACH)
5. I got a _____ at the spot next to the shop. (PARK)
6. He was sentenced for _____. He smuggled cocaine. (DRUG)
7. They've been found guilty of _____. (SMUGGLE)
8. You made some wrong decisions at school, but it was because of _____. (PRESSURE)
9. This evidence is purely _____, so he won't be arrested. (CIRCUMSTANCE)
10. In my opinion, the _____ shouldn't be so severe. (PUNISH)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

let off tip off go off stake out break out of

1. She _____ with all the money. (escape)
2. The soldier was _____ from captivity. (release)
3. The notorious killer _____ prison last night. (run away)
4. The police officer was _____ about the burglary. (inform)

5. The detective has been _____ the flat for several weeks. (watch)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. A police officer will bring the suspect _____ .
2. After the trial, the criminal was locked _____ for six months.
3. They held _____ the shop like real robbers.
4. Mr Jordan owned _____ to killing his wife.
5. It was clear from the very beginning that she had done _____ her boyfriend.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. The death _____ is the most severe punishment in our state.
 - b. Please correct the last _____ , because there is a grammar mistake.
2.
 - a. He is guilty and will spend at least 20 years in a _____ .
 - b. During biology lessons we are dealing with _____ divisions.
3.
 - a. I always have coffee in this unique old _____ .
 - b. Be real cautious if you walk this street. Someone can _____ you.
4.
 - a. What if the terrorists _____ hostages?
 - b. Be careful with that task. _____ your time and read the instruction carefully.
- 5.

- a. The document must be filled in _____ letters.
- b. The main problem with _____ punishment is that it's irreversible.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

**blow the whistle have sticky fingers cook the books get off
scot-free cat burglar smell something fishy put behind the
bars spill the beans keep an eye on catch somebody red-
handed**

1. She was fired from the previous company because she'd _____ . Now the authorities are looking for her.
2. It turned out that he was very corrupted and his boss _____ about it.
3. Last time Joanna made a lot of mistakes, so please _____ her.
4. After a long trial he was finally _____ .
5. The situation _____ . My guess is that he is lying.
6. We didn't hear anything at all. It must have been a _____ .
7. Who _____ about my promotion before I decided to take it?
8. He's sure to get into serious trouble one day. He _____ , so the police are after him.
9. You will not avoid punishment this time. The police _____ you _____ , didn't they?
10. One of the culprits decided to testify and thus managed to _____ .

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Call the police, it was _____ (kradzież z włamaniem).
2. The police are _____ (prowadzi śledztwo) the crime.
3. _____ (Przestępstwo urzędnicze) is as serious as any other crime.
4. At the beginning, he was guilty of a _____ (występpek), but later on he began blackmailing people.
5. I think that a _____ (młodociany przestępca) can be as dangerous as any other criminal.
6. You have been _____ (zwolniony za kaucją), but it doesn't mean that you are free.
7. Every witness is _____ (pod przysięgą) during the trial.
8. The _____ (oszust matrymonialny) has already broken hearts of at least 10 women. **Answer key: 1.** 1. forgery 2. assassin 3. attorney 4. imprisonment 5. pileup 6. offender 7. suspect 8. witness **2.** 1. hijacker 2. casualties 3. life sentence 4. emergency 5. capital punishment 6. defamation 7. ransom 8. victim **3.** 1. drink-driving/drun-driving 2. objection 3. defendant 4. poachers 5. parking ticket 6. drug trafficking 7. smuggling 8. peer pressure 9. circumstantial 10. punishment **4.** 1. went off 2. let off 3. broke out of 4. tipped off 5. staking out **5.** 1. in 2. up 3. up 4. up 5. away with **6.** 1. sentence 2. cell 3. mug 4. take 5. capital **7.** 1. cooked the books 2. blew the whistle 3. keep an eye on 4. put behind the bars 5. smells fishy 6. cat burglar 7. spilled the beans 8. had sticky fingers 9. caught, red-handed 10. get off scot-free **8.** 1. breaking and entering 2. investigating 3. White collar crime 4. petty crime 5. juvenile delinquent 6. released on bail 7. under oath 8. marital impostor

8. Mass Media

▶ The Press

Phrases: newspaper

(Daily) newspaper to *dziennik, gazeta codzienna*, **weekly (newspaper)** to *tygodnik*, **(monthly) magazine** to *miesięcznik*, a **quarterly** – *kwartalnik*. **Sunday newspaper** to *gazeta ukazująca się w niedziele*. Zasięg dystrybucji czasopism opisują przymiotniki: **national** o zasięgu krajowym, **regional/provincial** regionalny, **local** lokalny.

Quality press/newspapers to *prasa poważna* (z rzetelnymi artykułami, niesensacyjnymi informacjami itp.). **Broadsheet (newspaper)** to *gazeta poważna dużego formatu*. **Tabloid** to *brukowiec* (gazeta z sensacyjnymi informacjami, plotkami, skandalizującymi zdjęciami).

Glossy magazine to *magazyn drukowany na błyszczącym papierze*, o tematyce związanej z modą, życiem celebrytów itp.

Bulletin to *biuletyn* (gazetka informacyjna organizacji czy klubu), **journal** – *czasopismo naukowe lub branżowe*.

Words easily confused: what's in a newspaper?

W gazecie czy czasopiśmie znajdziemy następujące publikacje: **article/story** artykuł, **cover story** artykuł główny, artykuł anonsowany na pierwszej stronie, **editorial** artykuł wstępny, **feature article** obszerny artykuł dotyczący określonego tematu, **coverage** reportaż, sprawozdanie, **column** felieton, stała rubryka, **exclusive**

reportaż lub wywiad opublikowany tylko w jednym piśmie (na wyłączność), **gossip column** rubryka/kronika towarzyska, **notice/write-up** opis, recenzja, **review** recenzja, **problem page/agony column** (BrE)/**advice column** (AmE) dział porad dla czytelników, **news report** skrót wiadomości, **stop press (news)** wiadomości z ostatniej chwili, **cartoon** komiks, żart rysunkowy, **comic strip** komiks, **crossword** krzyżówka, **colour supplement** dodatek ilustrowany, **obituary/obit** (pot.) nekrolog, **the weather/weather forecast** prognoza pogody, **classified ad/small ad** (BrE)/**want ad** (AmE) ogłoszenie drobne, **personal column/the personals**, dział z ogłoszeniami towarzyskimi, **personal ad** ogłoszenie towarzyskie.

Prepositions: in or on?

Żeby powiedzieć o *publikacji w czasopiśmie*, używamy przyimka **in**:

She's going to get her article published in a local paper.

Jeśli mówimy o *pracy w gazecie, redakcji* itp., używamy przyimka **on**:

She's going to apply for a job on a local newspaper.

Idioms: the press

make news być tematem ważnych wiadomości w mediach;
get/have a good press mieć dobrą prasę, być powszechnie chwalonym;
red herring kaczka dziennikarska, zastępczy temat w mediach;
agony aunt/uncle redaktor/ka rubryki z poradami dla czytelników



TV and the radio

Phrases: television

Telewizję opisują przymiotniki: **state/national** państwowy, **local** lokalny, **commercial** komercyjny. Techniczne określenia telewizji to: **cable** kablowy, **digital** cyfrowy, **high-definition** o wysokiej rozdzielczości, **satellite** satelitarny, **TV aerial** antena telewizyjna, **satellite dish** antena satelitarna, **plasma screen/plasma display panel/PDP** ekran plazmowy, **remote (control) pilot** (np. telewizyjny), **telly/the box** (pot.) telewizor.

Words easily confused: speaker or announcer?

Rzeczownik **speaker** oznacza *mówcę* lub *głośnik*. Kiedy chodzi nam o *spikera* (w radiu, TV), mówimy **(radio/TV) announcer** lub **news anchor**:

He's always been your favourite TV announcer, hasn't he?

Words easily confused: programme, program, or channel?

(TV) channel to *program/kanal telewizyjny*, natomiast **programme** (BrE)/**program** (AmE) oznacza *program (telewizyjny, w gazecie, teatralny)* lub *program/audycję telewizyjną*:

Switch the channel – my favourite programme is about to start.

Words easily confused: audition or broadcast?

Rzeczownik **audition** oznacza *przesłuchanie (w teatrze, operze itp.)*, *selekcję do przedstawienia, koncertu itp.*, *pokaz, casting*:

She failed the audition for the part of Winnie the Pooh.

Jako czasownik **audition** oznacza *przesłuchiwać, przeprowadzać przesłuchanie (teatralne, muzyczne itp.)*, a także *brać udział w*

przesłuchaniu:

She is auditioning the dancers for a musical comedy.

Natomiast **broadcast** to *audycja, transmisja*:

When we came, she was watching a live broadcast of the match.

Czasownik **broadcast** (BrE: **broadcast, broadcast**; AmE: **broadcasted, broadcasted**) znaczy *nadawać (program), transmitować*:

The debate was broadcast from our studio.

Phrasal Verbs: news and being informed

snoop around *węszyć, wściubiać w coś nos*; **fall for** *dać się nabrać*; **keep up with** *nadażać, być poinformowanym*; **tone down** *łagodzić (np. ton wypowiedzi)*; **jot down** *notować*; **cover up** *zatuszować, zataić*; **call for (action)** *domagać się/wzywać do (działania)*



Saying

No news is good news. Brak wiadomości to dobra wiadomość.



Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

- 1. A newspaper full of gossip and sensations – _____**
- 2. A person who writes articles for newspapers – _____**

— —

3. A colloquial name for television – _ _ _ _ _
4. A website or a program that find all needed information on the internet – _ _ _ _ _
5. A large outdoor board with adverts – _ _ _ _ _
6. A newspaper on a shiny paper with colourful photos – _ _ _ _ _
7. A TV or radio advertisement – _ _ _ _ _
8. Information about someone's death published in a paper – _ _ _ _ _

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. Being a professional, he always read medical _ _ u _ _ _ _ s.
2. With this short _ p _ _ on TV we will inform people about this action.
3. The Guardian is an example of _ _ _ l _ _ y _ _ _ _ s. They present facts in a reliable way.
4. The movie was interrupted by a _ _ w _ _ _ _ s _ . This is how we learnt about the earthquake.
5. The _ u _ _ _ _ _ is very important in every live show.
6. I prefer _ r _ _ _ _ _ e _ _ s to tabloids, as I can find genuine stories there.
7. Her voice predisposed her for the job of a radio _ _ _ s r _ _ _ _ _ .
8. We have decided to write a _ _ _ t _ _ _ _ _ r _ _ _ _ _ about this school and its history.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. I need to make an _____ comment to make things clear. (EDIT)

2. The _____ introduced the next guest to all listeners. (ANNOUNCE)
3. Please check his surname under the article in the _____. (LINE)
4. This magazine is issued only a few times a year, so we can call it a _____. (PERIOD)
5. They don't give much _____ to the war anymore. (COVER)
6. This is the _____. The president died a few minutes ago. (NEWS)
7. We can give a short _____ about this new health centre. (ANNOUNCE)
8. I cannot access the _____. The system has probably crashed. (BROWSE)
9. The _____ of this article was shocking. I didn't expect him to be involved. (CONCLUDE)
10. As a writer, I cooperate with this _____. (HOUSE)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

call for stir up tone down jot down snoop around

1. The newspaper was _____ hatred among people of different background. (cause bad feelings)
2. Before publishing an article, I always _____ for more information. (look for)
3. The newspaper has _____ the local officials to resign. (demand)
4. No one _____ notes nowadays, all reporters record people. (write down)
5. You must _____ the content of your article if you don't want to insult the residents. (make less offensive)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. How could you fall _____ the info? Everybody knew it was fake.
2. If you want to keep _____ _____ the latest events, you should watch the news.
3. Good music on the radio always brightens me _____.
4. Do not worry. People will finally blow the issue _____.
5. The journo's not going to cover this question _____ . He's keen on publishing sensational material.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. When on holiday, I always try _____ food.
 - b. I found that article in a _____ newspaper.
2.
 - a. We should buy some _____ to wrap this box up.
 - b. The _____ is no longer issued. It is available only online.
3.
 - a. I love your _____ dress!
 - b. My mother reads only _____ magazines about fashion.
4.
 - a. This is a dietary _____ , not a medicine.
 - b. Once a month they add a colour _____ for car lovers.
5.
 - a. Last time I saw this movie _____ TV.

- b. She's going to apply for a job _____ a local newspaper.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

surf the net go viral both sides of the coin no news is good news to take by storm behind closed doors in the loop lift the curtain red herring turn a blind eye

1. The chief inspector asked me to publish the article about the new school building as a _____ .
2. You can check the data on the Internet. _____ is faster than looking things up in books.
3. She has _____ TV _____. Her beautiful voice is impressive.
4. I didn't want to publish it. The video has _____ and now the whole world knows.
5. Please keep me _____ so that I know how the situation evolves.
6. You are a diplomat, so you must see _____ .
7. Kate asked me to _____ to what's going on, but I think people should know about the bribes in court.
8. When will you _____ on the vice-president's love affair?
9. The meeting took place _____ – how has the press got to know about it?
10. What a relief nothing else has cropped up. _____ .

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Maybe we could go to the cinema. _____ (Co grają?)?
2. This version of the app is _____ (aktualna).
Something else must be the problem.
3. I have learnt about their wedding in the
_____ (rubryce towarzyskiej).
4. Today we _____ (nadajemy) live from the
local event.
5. I got a job in a newspaper, for the beginning as an
_____ (redaktorka rubryki porad
osobistych).
6. The match has already started, please _____
(zmień kanał).
7. In 1988, Michael Jackson was number 2 in the official
_____ (liście przebojów).
8. I always check the _____ (prognozę pogody)
but it seldom turns out to be true. Answer key: **1.** 1. tabloid 2.
journalist 3. telly 4. search engine 5. billboard 6. glossy
magazine 7. commercial 8. obituary **2.** 1. journals 2. spot 3.
quality press 4. newsflash 5. audience 6. broadsheets 7.
newsreader 8. feature article **3.** 1. editorial 2. announcer 3.
byline 4. periodical >5. coverage 6. breaking news 7.
announcement 8. browser 9. conclusion 10. publishing house
4. 1. stirring up 2. snoop around 3. called for 4. jots down 5.
tone down **5.** 1. for 2. up with 3. up 4. over 5. up **6.** 1. local 2.
paper 3. glossy 4. supplement 5. on **7.** 1. red herring 2.
Surfing the net 3. taken, by storm 4. gone viral 5. in the loop
6. both sides of the coin 7. turn a blind eye 8. lift the curtain 9.
behind closed doors 10. No news is good news **8.** 1. What's
on 2. up-to-date 3. gossip column 4. broadcast 5. agony aunt
6. switch the channel 7. charts 8. weather forecast

9. The Natural World

► Landscape

Words easily confused: geography

latitude szerokość geograficzna, **longitude** długość geograficzna, **line of latitude/parallel (of latitude)** równoleżnik, **meridian** południk, **the Equator** równik, **North/South Pole** biegun północny/południowy, **Northern/Southern/Eastern/Western Hemisphere** półkula północna/południowa/wschodnia/zachodnia, **Arctic/Antarctic Circle** koło podbiegunowe północne/południowe, **Tropic of Cancer/Capricorn** zwrotnik Raka/Koziorożca

Idioms: landscape

head for the hills brać nogi za pas, udać się w bezpieczne miejsce; szukać schronienia; uciekać (od kłopotów); **out in the sticks** na końcu świata; na wsi; daleko poza miastem; **get into hot water** wpaść w tarapaty, pakować się w kłopoty; **pour cold water on/over something** mieszać coś z błotem, krytykować; pozbawiać złudzeń; **spend money like water** wydawać mnóstwo pieniędzy; być bardzo rozrzutnym; **water under the bridge** było, minęło; zeszłoroczny śnieg; przebrzmiała, zapomniana sprawa; **be out of the woods** mieć najgorsze za sobą; wyjść na prostą; przezwyciężyć kłopoty; **can't see the wood for the trees** nie zauważać istoty problemu z powodu skupiania się na szczegółach

► Animals and Plants

Idioms: plants

beat about the bush *owijać w bawełnę; unikać powiedzenia czegoś wprost, krążyć wokół tematu*; **root something out** *wykorzenieć coś, zwalczyć coś*; **put roots down (somewhere)** *zapuścić (gdzieś) korzenie, osiąść (w jakimś miejscu)*; **draw/get the short straw** *mieć pecha*; **not care/give two straws** *nie dbać (o coś), nie przejmować się (czymś/kimś)*; **the last straw (that breaks the camel's back)** *ostatnia kropla (która przepelnia dzban)*; **be at the top of the tree** *być u szczytu kariery*; **shrinking violet** *osoba bardzo nieśmiała*

Words easily confused: animals

Ogólne terminy odnoszące się do zwierząt: **species** *gatunek*, **invertebrate** *bezkęgowiec*, **vertebrate** *kręgowiec*, **insect** *owad*, **fish** *ryba*, **amphibian** *płaz*, **reptile** *gad*, **bird** *ptak*, **bird of prey** *ptak drapieżny*, **mammal** *ssak*, **marsupial** *torbacz*, **predator/beast of prey** *drapieżnik*, **carnivore** *mięsożerca*, **carnivorous** *mięsożerny*, **scavenger** *padlinożerca*, **herbivore** *roślinożerca*, **herbivorous** *roślinożerczy*, **omnivore** *wszystkożerca*, **omnivoreous** *wszystkożerny*, **quadruped** *czworonóg*, **biped** *dwunóg*.

Words easily confused: monkey or ape?

Ape *małpa człekokształtna* odnosi się do innej grupy zwierząt niż **monkey** *małpa, małpiatka*.

Capuchins are not apes; gorillas are.

Monkeys usually live in trees and have a hairy coat.

Idioms: animals

be beating a dead horse *strzępić sobie język*; **bull in a china shop** *słoń w składzie porcelany, ktoś niezdarly, niezgrabny*; **buy a pig in a poke** *kupować kota w worku, kupować coś w ciemno*; **can of**

worms puszka Pandory, symbol nieszczęść; sprawa, której poruszenie niespodziewanie powoduje kłopoty; **cock and bull story** bujda, bajka; **crocodile tears** krokodyl łzy, wyrazy fałszywego żalu bądź fałszywej skruchy; **elephant in the room** temat tabu; temat niewygodny; temat otoczony „zmową milczenia”; **feel like a fish out of water** czuć się jak ryba bez wody; **go to the dogs** zejść na psy, pogorszyć się, popsuć; **have a whale of a time** świetnie się bawić; **have kittens** denerwować się, niepokoić się; **I could eat a horse** mógłbym/mogłabym zjeść konia z kopytami, jestem strasznie głodny/głodna; **like water off a duck's back** coś, co po kimś „spływa”, np. krytyka czy nauka; **lone wolf** samotny wilk, samotnik; **pigs might fly** cuda się zdarzają; **put the cat among pigeons** spowodować kłopoty; **run like a headless chicken** biegać jak szalony, biegać jak kot z pęcherzem; robić w tym samym czasie wiele rzeczy bez ładu i składu; **smell a rat** wyczuwać pismo nosem; podejrzewać coś; wyczuwać podstęp; **snail's pace** bardzo wolne tempo, żółwie tempo; **horse sense** zdrowy rozsądek; **straight from the horse's mouth** z pierwszej ręki (o wiadomości, informacji); **take the bull by the horns** wziąć byka za rogi; **the bee's knees** cud świata (o osobie); **the world is one's oyster** świat stoi przed kimś otworem

► Saying

Barking dogs seldom bite. / A barking dog never bites. Krowa, która dużo ryczy, mało mleka daje.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. An animal with long front teeth which builds dams – _ _ _ _ _
2. A large plain area with only a few trees – _ _ _ _ _
3. A group of birds travelling together – _ _ _ _ _
4. Animals like lizards, snakes or crocodiles – _ _ _ _ _
5. A period when crops are collected – _ _ _ _ _
6. A tree that grows near water and has thin, falling twigs – _ _ _ _ _
7. A big tree with grey or white bark – _ _ _ _ _
8. A large bird of prey with a long, almost featherless neck – _ _ _ _ _

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. There are many _ e _ _ _ v _ _ _ _ among animals and the squirrel is one of them.
2. Last summer I visited the Hel p _ _ _ _ _ _ _ _ with my parents and grandparents.
3. I got a beautiful locket with a _ _ _ g _ _ - _ _ - _ o _ _ inside, which is a symbol of love and respect.
4. During the biology lesson I've learned that fish use _ _ l _ _ to breathe.
5. Cats always take care of their _ f _ _ _ _ _ _ _ .
6. Every moose I've seen had great a _ _ _ _ _ _ _ .
7. The plants on the southern _ _ m _ _ _ _ _ _ _ are very different from ours.
8. This is a _ _ t _ _ of the red rose.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. Look! There are so many _____ on our lawn.
(MOLE)

2. The coordinates are as follows: 45° east _____ and 51° north latitude. (LONG)
3. _____ is a popular phenomenon among birds. (MIGRATE)
4. This kind of ferret is a _____ species. We mustn't hunt them. (THREAT)
5. This _____ is a real tropical jungle. (RAIN)
6. _____ is very important for bears because they can survive winter in spite of lack of food. (HIBERNATE)
7. Only few people can survive in a jungle without any _____. (SUPPLY)
8. This area is becoming more and more _____ and animals are escaping into the forest. (INHABIT)
9. I have seen the amazing _____ for the first time in Canada. (WATER)
10. Do you know that hawks have got _____ beaks? (HOOK)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

call off horse around cut down hold in pig out

1. You should _____ on cigarettes. It is harmful to your heart. (reduce)
2. Those kids _____ on junk food, which is totally unhealthy. (eat a lot)
3. I'm afraid we must _____ the trip because of bad weather conditions. (cancel)
4. Our teacher asked us to _____ the essays about farm animals. (give)
5. The kids are _____ and I cannot stand it! (play loud)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Let's pass _____ to the next slide concerning the bird's natural habitat.
2. I will duck _____ now because I am very tired.
3. If we want to reach that hill, we must get _____ the river.
4. Those beautiful flowers died _____ many years ago.
5. We monkeyed _____ in the afternoon and I didn't finish my homework.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. The _____ is a kind of seafood but I cannot bring myself to trying it.
 - b. You are so young and the world is your _____ !
2.
 - a. He considers himself to be bee's _____ and I don't understand why he should think so.
 - b. I had a car accident and I harmed my _____ badly. I have serious problems with walking.
3.
 - a. On a clear day we can see the mountain _____ from our windows.
 - b. Jacob wears the _____ which he received from his grandma.
4.
 - a. The _____ is so dry! Maybe we should water the plants.
 - b. At present, I'm living with my parents on the _____ floor.
- 5.

- a. Don't _____ in your nose. This is very rude.
b. When are you going to _____ the fruit?

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

have kittens elephant in the room pigs might fly can of worms
put the cat among pigeons smell a rat beat about the bush
beat a dead horse have a whale of a time shrinking violet

1. We don't have much time, so let's get to the point and stop _____.
2. If she tells the truth, she will open the _____.
3. She is still trying to publish it but I think she is only _____ . It's not going to happen.
4. My mother always _____ when I tell her that I go out with my boyfriend. She doesn't like him.
5. She won't be a good TV presenter because she is a real _____.
6. _____ if I finish it by tomorrow!
7. I _____ here. He is not good at French so he couldn't have done the task by himself.
8. The presentation was a big success, so later on we _____.
9. I'm afraid we have an _____ and we won't solve this problem as easily as I thought.
10. I _____ during our last family reunion. The heritage has always been a big problem for everyone.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Can you hear that _____ (pisk)? I think there is a mouse in the kitchen.

2. In 50 years polar bears may _____
(wyginać).
3. Sit still! Stop _____ (wiercić się) all the
time.
4. He will neither join the meeting nor take part in the party. He is
a _____ (samotnikiem).
5. This news is _____ (z pierwszej ręki).
John is Kate's neighbour, so he saw everything.
6. I will stay at home today because it is
_____ (leje jak z cebra).
7. _____ (Gdzieś słyszałem) that you were
getting married! Congratulations!
8. I love cherry trees. They _____ (kwitną)
so beautifully in spring. Answer key: **1.** 1. beaver 2. plain 3.
flock 4. reptiles 5. harvest 6. willow 7. birch 8. vulture **2.** 1.
herbivores 2. peninsula 3. forget-me-not 4. gills 5. offspring 6.
antlers 7. hemisphere 8. petal **3.** 1. molehills 2. longitude 3.
Migration 4. threatened 5. rainforest 6. Hibernation 7. supplies
8. inhabited 9. waterfall 10. hooked **4.** 1. cut down 2. pig out 3.
call off 4. hold in 5. horsing around **5.** 1. on 2. out 3. across 4.
out 5. around **6.** 1. oyster 2. knees 3. chain 4. ground 5. pick
7. 1. beating about the bush 2. can of worms 3. beating a
dead horse 4. has kittens 5. shrinking violet 6. Pigs might fly
7. smell a rat 8. had a whale of a time 9. elephant in the room
10. put the cat among pigeons **8.** 1. squeak 2. become extinct
3. wriggling 4. lone wolf 5. straight from the horse's mouth 6.
raining cats and dogs 7. A little bird told me 8. blossom

10. The Natural Environment

▶ The Environment

Words easily confused: environment or habitat?

Natural environment to *środowisko naturalne* w sensie ogólnym, **natural habitat** – *środowisko naturalne danego gatunku*. Porównaj:

The natural habitat for hamsters are dry areas, such as deserts.

Renewable energy sources are crucial when it comes to the protection of the environment.

Phrases: climate

Klimat opisują przymiotniki: **extreme/severe** *ekstremalny*, **harsh** *ostry*, **surowy**, **mild** *łagodny*, **moderate** *umiarkowany*, **wet/damp** *wilgotny*, **humid** *wilgotny i gorący*, **dry** *suchy*, **hot** *gorący*, **warm** *ciepły*, **cold** *zimny*, **cool** *chłodny*.

Do zmiany klimatycznej odnoszą się wyrażenia: **increase in the average temperature/average temperatures** *wzrost średniej temperatury/średnich temperatur*, **global warming** *globalne ocieplenie*, **greenhouse effect** *efekt cieplarniany*, **ozone layer** *warstwa ozonowa*, **extreme/unpredictable weather (conditions)** *skrajne/nieprzewidywalne warunki pogodowe*, **extremes of temperatures** *skrajne temperatury*.

Idioms: weather

be on cloud nine *być w siódmym niebie*; **cast a cloud over something** *rzucić na coś cień, zepsuć coś*; **cloud on the horizon** *zmartwienie, zwiastun kłopotów*; **(be) under a cloud** *(być) w niełasce, (być) podejrzanym; nie cieszyć się względami*; **be as right as rain** *być w dobrej formie*; **come rain, come shine/(come) rain or shine** *niezależnie od pogody; niezależnie od okoliczności*; **rain on somebody's parade** *zepsuć komuś humor*; **save/keep (something) for a rainy day** *odkładać coś na czarną godzinę: oszczędzać na trudne czasy*; **rain cats and dogs/rain buckets** *lać jak z cebra, intensywnie padać*; **chase rainbows** *podążać za marzeniami, gonić za czymś nierealnym*; **be snowed under (with something)** *być zawalonym pracą, mieć za dużo pracy*; **not have a snowball's chance in hell** *nie mieć cienia szansy*; **storm in a teacup** *burza w szklance wody; wiele hałasu o nic*; **steal somebody's thunder** *przyćmić kogoś, usunąć kogoś na drugi plan, ukraść komuś show*; **fair-weather friend** *fałszywy przyjaciel; osoba, na której nie można polegać*; **(feel) under the weather** *nie w formie; (czuć się) kiepsko*

► Pollution

Wordbuilding: ~(t)ion

Pollute to *zanieczyszczać*, **pollution** – *zanieczyszczenie*; *substancje powodujące zanieczyszczenie*. **Contaminate** to *zanieczyszczać, skazić*, **contamination** – *zanieczyszczenie (chemikaliami), skażenie*. Tabela zawiera inne rzeczowniki utworzone od czasowników i typowe dla nich końcówki.

SUFFIX	VERB	NOUN
-ance/-ence	maintain <i>utrzymywać</i> exist <i>istnieć</i>	maintainance <i>utrzymanie</i> existence <i>istnienie,</i> <i>egzystencja</i>
-ancy/-	expect <i>oczekiwać</i>	expectancy <i>oczekiwanie</i>

ency		
-al	remove <i>usuwać</i> acquit <i>uniewinnić</i>	removal <i>usunięcie</i> acquittal <i>uniewinnienie</i>
-ation/-ion	motivate <i>motywować</i> protect <i>chronić</i>	motivation <i>motywacja</i> protection <i>ochrona</i>
-er/or	teach <i>uczyć</i> counsel <i>doradzać</i>	teacher <i>nauczyciel</i> counsellor <i>doradca</i>

Przyrostek **-er/-or** sygnalizuje wykonawcę czynności opisywanej przez czasownik.

-ant	inhabit <i>zamieszkiwać</i> defend <i>bronić</i>	inhabitant <i>mieszkaniec</i> defendant <i>obrońca</i>
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Przyrostek **-ant** sygnalizuje wykonawcę czynności opisywanej przez czasownik.

Phrases: spread

Spread (spread, spread) oznacza m.in. *rozprzestrzeniać (się)*. Występuje w wyrażeniach:

disease/virus spreads/is spread *choroba/wirus się rozprzestrzenia*, **famine spreads** *klęska głodu się rozprzestrzenia*, **fire spreads** *ogień się rozprzestrzenia*, **news/words spread** *wieści się rozchodzą*, **spread gossip/a rumour (BrE)/a rumor (AmE)** *rozsyłać plotki*, **spread terror/panic** *siać panikę*. Idiom **spread like wildfire** oznacza *szybko się roznosić/rozprzestrzeniać*.

Words easily confused: affect or effect?

Effect to *efekt, skutek*:

Allergies and pulmonary diseases are among the effects of toxic industrial gas emissions.

Czasownik **affect** znaczy *oddziaływać, wpływać (na coś/kogoś)*:

Environmental pollution affects various aspects of our lives.

Phrases: energy

renewable energy *energia odnawialna*, **renewables** *rodzaje energii odnawialnej*, **solar/wind/water energy** *energia słoneczna/wiatrowa/wodna*, **atomic/nuclear energy** *energia nuklearna*, **power plant** *elektrownia*, **coal** *węgiel*, **coal-fired** *opalany węglem*, **carbon footprint** *ślad węglowy*, **fuel** *paliwo*, **biofuel** *biopaliwo*, **energy-saving** *energooszczędny*

Phrases: rubbish

landfill *wysypisko śmieci*, **bio-degradable materials** *tworzywa biodegradowalne*, **industrial/toxic waste** *odpady przemysłowe/toksyczne*, **waste disposal** *pozbycie się odpadów*, **dispose of dump/rubbish/waste** *pozbywać się odpadów*, **dump waste** *wyrzucać śmieci*, **sort out rubbish/waste** *segregować śmieci*, **recycle waste** *przetwarzać odpady*, **incinerate waste** *palić odpady*

Phrases: farming and the environment

bio-diversity *bioróżnorodność*, **GMO/genetically modified organism** *organizm modyfikowany genetycznie*, **spray (crops) with pesticides** *opryskiwać (plony) pestycydami*, **kill off animals** *wytępić zwierzęta*, **endangered/extinct species** *zagrożony/wymarły gatunek*, **become extinct** *wymierać; wyginąć*

Wordbuilding: over~ and under~

Przedrostek **over~** sygnalizuje nadmiar danej cechy, a **under~** – jej niedomiar. Obydwa przedrostki łączą się z różnymi częściami mowy, np. **overuse** *nadmierne użycie, nadużywać, nadmiernie używać*, **overcrowd** *zatlaczać, przepelniać*, **overcrowded** *przepelniony, zatłoczony, przeludniony*, **overpopulate** *przeludnić*, **overpopulated** *przeludniony*, **underdeveloped** *słabo rozwinięty*.

Idioms: green

have green fingers *mieć rękę do roślin*; **as sure as God made little green apples** *to pewne*; **give somebody the green light** *pozwolić komuś na coś*; **go green** *zacząć żyć ekologicznie*; **green with envy** *zielony z zazdrości*; **have green fingers** *mieć rękę do roślin*; **the green-eyed monster** *zielonooki potwór, zazdrość*

► Saying

Every cloud has a silver lining. Nie ma tego złego, co by na dobre nie wyszło.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. When a large amount of soil goes down a mountain – _ _ _ _ _
_ _ _ _ _
2. A shortage of food in a certain country or area – _ _ _ _ _
3. A place where waste is disposed – _ _ _ _ _
4. Used water – _ _ _ _ _

5. When water overflows e.g. river banks – _____
6. A long period without rain – _____
7. Unwanted and used material – _____
8. To kill animals illegally – _____

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. The ___ r ___ u ___ in Turkey killed 15,000 people.
2. We all should save energy and water to ___ s ___ the environment.
3. I think that ___ i ___ a ___ are a good alternative to nuclear energy.
4. Water ___ t ___ o ___ killed hundreds of fish in a local river.
5. We have a big environmental crisis here because the oil ___ c ___ is heading our shore.
6. On windy days the air q ___ is very good.
7. Young people are more environmentally ___ n ___ than their parents.
8. People still use ___ a ___ to heat their homes.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. The _____ of pesticides can trigger allergies. (USE)
2. The inhabitants of _____ areas are more vulnerable to the disease. (DEVELOP)
3. After the disaster the level of radioactive _____ is still high. (CONTAMINATE)
4. Environmental _____ is still poor in our society. (AWARE)
5. All factories must lower the gas _____. (EMIT)

6. Numerous species, such as the eucalyptus, suffer from massive _____ . (FOREST)
7. The _____ decrease in the number of elephants is devastating for the environment. (PROGRESS)
8. The world is _____ and we are facing shortage of drinking water. (POPULATION)
9. Unfortunately, _____ modified food is flooding the British market. (GENETICS)
10. _____ petrol is less harmful to the environment. (LEAD)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

stem from dry up use up chop down arrive at

1. The well in our yard has totally _____ .
(disappear)
2. We must _____ the big trees next to the road because they are becoming more and more dangerous. (cut)
3. The global warming _____ car fumes. (be caused by)
4. Probably, in a few years we will _____ all supplies of fossil fuels. (consume)
5. I have always eaten meat, but some time ago I _____ a conclusion that this diet is unhealthy.
(come to)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Can you throw this old armchair _____ ?
2. We completely ran _____ petrol on the highway.

3. Let's call _____ to collect as much money as possible.
4. When my kids grow _____ their clothes, I always hand them over to an orphanage.
5. In two months, I will have retired and I am going to settle _____ in the countryside.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. Three years ago, the virus _____ around the world at a frightening rate.
 - b. Don't _____ gossip about my friend. He's a decent person and doesn't deserve it.
2.
 - a. This hot wind can _____ much discomfort.
 - b. She is the _____ of all misunderstandings in our family.
3.
 - a. I am going to _____ famous in the future.
 - b. Many animals will _____ extinct if we don't give up hunting.
4.
 - a. If you want to be environmentally _____, cut down on plastic.
 - b. I believe he is a _____ person and you will get on with him.
5.
 - a. You need to _____ down on your sugar intake.
 - b. I shouldn't _____ in, but I have a different point of view on this matter.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

**under the weather as right as rain snowed under chase
rainbows on cloud nine as sure as God made green apples
green fingers storm in a teacup the green-eyed monster
clouds on the horizon**

1. I don't like working in the garden. Unfortunately, I don't have _____.
2. I have won the lottery! I am _____.
3. She got the results and she is _____. I think she should retake the test next year.
4. I can't help you now, sorry but I am _____.
5. John has lost his job, but this is just the beginning of all trouble. I can see some _____.
6. They will never reach the compromise – it's _____.
7. It was Shakespeare who coined the phrase "_____", and what he meant was jealousy.
8. The last argument was just a _____. Nothing serious has happened and we can fix it.
9. You will be _____ when you get back home from hospital.
10. Please stop _____. If you take a more down-to-earth attitude, you're going to find a job.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. How about checking the _____ (mapę pogody) before deciding where to go?
2. Poland has a _____ (umiarkowany) climate.
3. _____ (Pustynie) are famous for extreme temperatures.
4. _____ (Spaliny) contain lots of carbon dioxide.

5. These power stations are still _____ (opalone węglem).
6. We shouldn't leave animals outside in winter. They are _____ (narażone na) cold.
7. Nowadays, _____ people _____ produce _____ too much _____ (odpadów domowych).
8. Citizens must _____ (być świadomi) of pollution caused by the big factory. **Answer key:** **1.** 1. landslide 2. famine 3. landfill 4. sewage 5. flood 6. drought 7. waste 8. poach **2.** 1. earthquake 2. preserve 3. windfarms 4. pollution 5. slick 6. quality 7. friendly 8. coal **3.** 1. overuse 2. underdeveloped 3. contamination 4. awareness 5. emission 6. deforestation 7. progressive 8. overpopulated 9. genetically 10. Unleaded **4.** 1. dried up 2. chop down 3. stems from 4. have used up 5. arrived at **5.** 1. away 2. out of 3. around 4. out of 5. down **6.** 1. spread 2. cause 3. become 4. friendly 5. cut **7.** 1. green fingers 2. on cloud nine 3. under the weather 4. snowed under 5. clouds on the horizon 6. as sure as God made green apples 7. the green-eyed monster 8. storm in a teacup 9. as right as rain 10. chasing rainbows **8.** 1. weather chart 2. moderate 3. Deserts 4. Exhaust fumes 5. coal-fired 6. exposed to 7. domestic waste 8. be aware

11. Education

▶ School

Phrases: stages of education

kindergarten/nursery school *przedszkole*; **primary/elementary school** *szkoła podstawowa*; **secondary school** *szkoła średnia*; **college** *szkoła wyższa, pomaturalna szkoła zawodowa lub uniwersytet (AmE)*; **university** *uniwersytet, uczelnia wyższa*

British educational system

Nursery school	age: 3–4: Nursery Class <i>grupy przedszkolne</i> age: 5: Reception Class <i>zerówka</i>
Primary school	age: 5–8 Infant School age: 8–11 Junior School age 7: SATs Standard Assessment Tests age 11: SATs
Secondary school	age: 11–16 age 14: SATs age 16: GCSE General Certificate of Secondary Education O-level (ordinary) <i>poziom podstawowy</i> age 18: GCSE A-level (advanced) <i>poziom zaawansowany</i>

Standard Assessment Tests (SATs) to testy przeprowadzane w Anglii, Walii i Irlandii Północnej. Egzamin **GCSE** przeprowadzane są na dwóch poziomach: **Ordinary** (podstawowym) i **Advanced** (zaawansowanym).

Brytyjskie szkoły średnie dzielą się na: **state schools/comprehensives** dostępne dla wszystkich szkoły państwowe, **grammar schools** szkoły, do których trzeba zdać egzamin wstępny, **private schools** szkoły prywatne, **public schools** prywatne szkoły dla dzieci w wieku 13–18, często z internatem, **boarding schools** szkoły z internatem.

American educational system

Kindergarten	age: 3–4/5	
Elementary school	age: 5/6–11 or 5/6–13	
Secondary school	age: 11–14 Junior High School age: 14–18 Senior High School	age 18: SAT Scholastic Aptitude Test/Scholastic Assessment Test

Amerykańskie szkoły średnie dzielą się na: **public/comprehensive high schools** dostępne dla wszystkich szkoły państwowe, **private highschools** szkoły prywatne, często z internatem, **vocational highschools** średnie szkoły zawodowe, **college preparatory high schools** szkoły przygotowujące do podjęcia studiów wyższych.

Words easily confused: public school

W Wielkiej Brytanii **public school** to określenie szkoły prywatnej; w USA – państwowej.

Phrases: further/higher education

College to *szkoła wyższa*, np. **art/music college** *wyższa szkoła plastyczna/muzyczna*, **agricultural/technical college** *wyższa szkoła rolnicza/techniczna*, **teacher training college** *kolegium nauczycielskie*.

University to *uniwersytet, uczelnia wyższa*, np. **university of technology** *politechnika*, **medical university** *uniwersytet medyczny*.

Degree

Degree to *stopień naukowy*. **BA (Bachelor of Arts)** to tytuł licencjata w dziedzinie nauk humanistycznych, **MA (Master of Arts)** – magistra w dziedzinie nauk humanistycznych. Ich odpowiednikami w naukach technicznych i przyrodniczych są **BSc (Bachelor of Science)** i **MSc (Master of Science)**. **PHD (Doctor of Philosophy)** to odpowiednik stopnia doktora. Wyraz **postgraduate** odnosi się do *studiów magisterskich, doktoranckich lub podyplomowych*.

Words easily confused: class, grade, or form?

Class ma kilka znaczeń:

<i>klasa (osoby z jednej klasy)</i>	class: my primary class <i>moja klasa z podstawówki</i>
<i>klasa (sala lekcyjna)</i>	class/classroom: our history classroom <i>nasza sala historyczna</i>
<i>lekcja, zajęcia</i>	class/lesson: an art class <i>lekcja sztuki</i>

Class w znaczeniu *grupy osób z jednego oddziału* to rzeczownik zbiorowy. W tym znaczeniu **class** może łączyć się z czasownikiem w liczbie pojedynczej lub mnogiej:

My class are always fighting, which is pretty annoying.

When is your class going on a school trip?

Klasa (grupa uczniów) to również form (BrE). Year (BrE)/grade (AmE) to rocznik lub klasa.

Phrases: present or absent?

attend school *uczęszczać do szkoły*, **be present (at school)** *być obecnym (w szkole)*, **be absent (from school)** *być nieobecnym (w szkole)*, **skip classes/play truant** (przest.) *wagarować*, **become late** *spóźniać się*

Studying

Words easily confused: mark, grade, or point?

Mark (BrE)/grade (AmE) to *ocena* wyrażana cyfrą lub literą (A–F). **Point** to *punkt* (jaki można otrzymać za wykonanie zadania czy rozwiązanie testu). **Mark (BrE)/grade (AmE)** to również czasownik *oceniać*.

Phrases: exam

exam *egzamin*, **test** *test*, **quiz (AmE)** *kartkówka*, **written exam** *egzamin/test pisemny*, **oral exam** *egzamin ustny*. Z tymi wyrazami łączą się czasowniki: **take** *zdawać*, *podchodzić do*, **pass** *zdać*, *zaliczyć*, **fail** *nie zdać*, **resit** *zdawać ponownie*, *ponownie podchodzić*, *poprawiać*.

Idioms: studying

knuckle down (to work) *zabrać się (do pracy)*; **burn the midnight oil** *pracować/uczyć się do późna w nocy*; **learn (sth) by heart** *uczyć się (czegoś) na pamięć*; **rote learning** *nauka na pamięć*

Phrasal verbs: studying

go over sth *powtórzyć coś*, **bone up/mug up/swot up** *zakuwać*

► Saying

Learn to walk before you run. Zaczynaj od podstaw.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A class for young children, a year before "real" school – _ _ _ _
_ _ _ _ _ _ _ _ _ _
2. A degree you can get after three years of studies at university
_ _ _ _ _ _ _ _ _ _
3. A student who has abandoned school – _ _ _ _ _ _ _ _
4. All planned subjects each student has at school – _ _ _ _ _ _ _ _
5. The ability to write and read – _ _ _ _ _ _ _ _
6. The ability to do something such as drawing or singing – _ _ _ _
7. To join a course or a school – _ _ _ _ _ _
8. A female boss of a school – _ _ _ _ _ _ _ _ _ _

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. My little son is three and he goes to ___ s ___ y class.
2. My teacher is very ___ g ___ in his work. He always has additional tasks for those who work faster.
3. I'm studying _ c _ _ _ _ _ _ _ _ _ _ – financial issues are what I'm really into.
4. For the last 20 years he has been a ___ t ___ _ _ _ _ at the local university.
5. I failed the last exam, but next week we can ___ t ___ _ _ it.
6. I don't think that teachers should be ___ n _ _ _ _ _ . Children need discipline.
7. My friend attended ___ _ _ _ _ t ___ _ _ a _ school. Now he has a well-paid job.
8. After school he attends a ___ _ _ _ _ i ___ _ _ f _ class and learns how to make basic furniture.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. We need to have a lot of _____ for Jack. His parents have had an accident and he can't focus on studying now. (UNDERSTAND)
2. This school is looking for a new _____ . (MASTER)
3. You must be punished for your _____ . (BEHAVIOUR)
4. I've heard about your _____ . What have you done? (SUSPEND)
5. I'd love to get a _____ to a local college. (SCHOOL)
6. Writing the _____ will probably take me three months, but on the other hand it's going to be my final paper.

(DISSERT)

7. At the age of 15 students start their _____ education. (SECOND)
8. My school is not _____ , it's for boys only! (EDUCATION)
9. In the _____ of my essay I would like to thank you for your help. (CONCLUDE)
10. The teacher gave me two _____. However, I'm going on a trip and won't be able to prepare them on time. (ASSIGN)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

swot up bone up go over miss out figure out
--

1. I have to _____ your proposal. (think about)
2. She _____ on geography before every exam. She is good at this subject. (study hard)
3. I have to start _____ before my English exam. (study hard)
4. I can't _____ how to solve this problem. (find out)
5. I feel sorry for the kids who _____ school trips because of insufficient funds. (not attend)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Please hand _____ your notebooks at the end of the lesson.
2. If you do not understand the meaning of these words, you can look them _____ in a dictionary.
3. I'm afraid I can't give you a passing grade as you have copied the test _____ .

4. I got _____ my dream school!
5. Harry dropped _____ of the sports club due to an injury.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
a. What _____ are you in now?
b. Kurt received a surprisingly low _____ in history.
2.
a. Excuse me, could you _____ the salt?
b. I must _____ this exam if I want to get a good job.
3.
a. There's a _____ for you on the desk.
b. What's the fifth _____ of the Greek alphabet?
4.
a. You need to show me the tickets before _____ the ship.
b. He chose the school far from home, but fortunately it's a _____ school.
5.
a. The boat is going to _____ if we don't get it fixed.
b. The _____ was full of dirty dishes.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

<p>hit the books burn the midnight oil away with the fairies backwards and forwards draw a blank schoolboy error it's not rocket science know the ropes put your thinking cap on rack one's brain</p>

1. Instead of _____ , try to change the date of the exam if possible.
2. I have been _____ all afternoon, but I didn't manage to solve the task.
3. I'm afraid I'll be leaving now as I need to _____
4. You can always ask John for help in chemistry. He really _____ .
5. I don't know what's going on! I've been learning these dates all day and nothing! All my efforts have _____ .
6. I'm not sure if we can hire him. He made a _____ . He should have known better.
7. I know my students _____ . I am sure they didn't do that.
8. You will handle this assignment. It's not _____ .
9. Don't give up. Just _____ and you will manage to solve it.
10. Jessie, wake up! I can see that you are _____ , but the test has already started.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. I will inform your teacher that you will be _____ (nieobecny w) school for a week.
2. Parents should contact the _____ (wychowawcę) in the first place.
3. In September we got the whole list of our _____ (lektury) for this semester.
4. A good _____ (politechnika) would suit your interests and skills.
5. Jack, please spend more time on maths. You should _____ (zapamiętać) all those formulas.

6. This term, the students should _____ (skupić się na) languages and history.
7. Please learn this poem _____ (na pamięć) by next Monday.
8. I will have to resign from this school. The _____ (czesne) gets higher every term.

Answer key: **1.** 1. reception class 2. Bachelor of Arts 3. dropout 4. curriculum 5. literacy 6. skill 7. enrol 8. headmistress **2.** 1. nursery 2. diligent 3. economics 4. lecturer 5. retake 6. lenient 7. vocational 8. handicraft **3.** 1. understanding 2. headmaster 3. misbehaviour 4. suspension 5. scholarship 6. dissertation 7. secondary 8. co-educational 9. conclusion 10. assignments **4.** 1. go over 2. bones up/swots up 3. swotting up/boning up 4. figure out 5. miss out **5.** 1. in 2. up 3. out 4. into 5. out **6.** 1. grade 2. pass 3. letter 4. boarding 5. sink **7.** 1. burning the midnight oil 2. racking my brain 3. hit the books 4. knows the ropes 5. drawn a blank 6. schoolboy error 7. backwards and forwards 8. rocket science 9. put your thinking cap on 10. away with the fairies **8.** 1. absent from 2. form teacher 3. set books 4. university of technology 5. memorise/remember 6. focus on/concentrate on 7. by heart 8. tuition fee

12. Work

▶ Work

Words easily confused: work, job, labour, or labor?

Work to *praca* w znaczeniu ogólnym, *zajęcie*. **Work** to rzeczownik niepoliczalny.

Job to *zawód, praca* (gdzieś), *stanowisko, zajęcie*. Porównaj:

A: What is Amanda's job? B: She's an interpreter.

I hear that Gerard is looking for work/a job.

Inne wyrazy odnoszące się do wykonywanej pracy i zawodu to: **profession** *zawód*, **occupation** *zatrudnienie, zajęcie*, **position/post** *stanowisko*, **appointment** *stanowisko*, **vacancy** *wakat, wolna posada*.

Labour (BrE)/**labor** (AmE) występuje w wyrażeniach: **cheap labour** *tania siła robocza*, **child labour** *praca dzieci, zatrudnianie nieletnich*, **slave labour** *praca niewolników*, **the labour force** *siła robocza*, **the labour market** *rynek pracy*, **a labour shortage** *brak siły roboczej*.

Words easily confused: do or make?

do a job	wykonywać pracę, wykonywać zadanie
do a good/bad job	dobrze/źle się spisać
do work	wykonywać pracę
do housework (BrE)/chores (AmE)	wykonywać prace/obowiązki domowe
do a task	wykonywać zadanie
do research	przewodzić badanie

do business	<i>prowadzić interes</i>
make a living	<i>zarabiać na życie</i>
make a profit	<i>osiągać zysk</i>
make money	<i>robić pieniądze</i>

Prepositions: work (at/in/for)

Jeśli mówimy o pracy w konkretnej branży, używamy **in**:

Daniel works in advertising.

Jeśli mowa o pracy w miejscu pewnego rodzaju, również stosujemy **in**:

She used to work in a department store.

At łączy się z nazwą konkretnego przedsiębiorstwa czy instytucji:

Vladimir was working as a lecturer at University of Warsaw.

Work for to również *pracować w* lub *pracować dla*:

She'd like to work for your publishing house.

► Jobs and employment

Phrases: working time

Czas i tryb pracy opisują wyrażenia: **full-time job** *praca w pełnym wymiarze godzin*, **part-time job** *praca w niepełnym wymiarze godzin*, **permanent job** *stała praca*, **temporary job** *praca tymczasowa*, **seasonal job** *praca sezonowa*, **work full-time** *pracować w pełnym wymiarze godzin*, **work part-time** *pracować w niepełnym wymiarze godzin*, **work overtime** *pracować w nadgodzinach*, **work (in) shifts** *pracować na zmiany*, **early/day/late shift** *ranna /dzienna/popołudniowa zmiana*, **flexible working hours** *elastyczne godziny pracy*, **fixed working hours** *stałe godziny pracy*, **a day off** *dzień wolny*. **Work from home** to *pracować z domu*.

Wordbuilding: employ

Employ to *zatrudniać*. Tabela zawiera wyrazy utworzone od tego czasownika.

employment	unemployment	unemployed	employer	employee
<i>zatrudnienie</i>	<i>bezrobocie</i>	<i>bezrobotny</i>	<i>pracodawca</i>	<i>zatrudniony, pracownik</i>

The unemployed to *bezrobotni* (grupa). **Unemployment benefit** to *zasilek dla bezrobotnych*.

Phrases: employ

employment agreement/agreement of employment *umowa o pracę*, **employment conditions/conditions of employment** *warunki zatrudnienia* (wysokość wynagrodzenia, prawo do urlopu itd.), **employment terms/terms of employment** *warunki zatrudnienia zawarte w umowie*, **employee rights** *prawa pracownika*, **violate employee rights** *łamać prawa pracowników*

Phrases: employees and workers

Synonimami wyrazu **employee** są: **worker** *pracownik*, **workman/labourer** (BrE)/ **laborer** (AmE) *pracownik fizyczny, robotnik*. Do pracownika odnoszą się określenia: **qualified/skilled** *wykwalifikowany*, **unskilled** *niewykwalifikowany*, **experienced** *doświadczony*, **full-time/part-time** *zatrudniony w pełnym/niepełnym wymiarze godzin*, **temporary** *tymczasowy*, **seasonal** *sezonowy*, **freelance worker** *wolny strzelec*, **manual worker** *pracownik fizyczny*, **blue-collar (worker)** *pracownik fizyczny*, **white-collar (worker)** *pracownik umysłowy*.

Kolega z pracy to **colleague**, *współpracownik* – **co-worker**; **team** to *zespół*.

Staff to *personel*, *zespół pracowników*, **staff member/member of staff** – *członek zespołu pracowników*.

Words easily confused: pay

Płacę opisują wyrazy: **pay** *płaca*, **wage/wages** *płaca* (godzinowa, dzienna, tygodniowa), **salary** *pensja* (miesięczna, roczna), **earnings** *zarobki*, **fee** *wynagrodzenie, honorarium*, np. **doctor's fee** *honorarium lekarza*. **Wage** to rzeczownik w liczbie pojedynczej, **wages** – w mnogiej.

Częstotliwość wynagrodzenia opisują wyrażenia:
monthly/weekly/hourly/annual **pay**
miesięczna/tygodniowa/godzinowa/roczna płaca, **monthly/yearly salary**
miesięczna/roczna pensja, **hourly wage** *płaca godzinowa*, **weekly wages**
płaca tygodniowa itp. **Be paid by the hour/the week/the month** to
otrzymywać wynagrodzenie za godzinę/tydzień/miesiąc. **Payment** to
wypłata, a **payday** – *dzień wypłaty*. **Pay rise** (BrE)/**pay raise** (AmE) to
podwyżka.

Words easily confused: pay benefits

Dodatki do płacy podstawowej to: **bonus** *premia*, **overtime pay** *dodatek za nadgodziny*, **shift premium** – *dodatek zmianowy*. **Fringe benefit** to *dodatkowe świadczenie* (np. samochód).

Phrases: career

promote somebody (to something) *awansować kogoś (na stanowisko)*,
promotion *awans*, **demote somebody** *zdegradować kogoś*, **career coach** *coach w dziedzinie kariery*, **career counselling** *doradztwo zawodowe*, **staff training** *szkolenie pracowników*

Phrases: leaving a job

be out of work *nie mieć pracy*, **fire/sack sb** *wyrzucić kogoś*, **be fired/sacked** *wylecieć z pracy*, **lay sb off** *zwolnić kogoś*, **be laid off** *zostać zwolnionym*, **lose one's job** *stracić pracę*, **quit one's job** *rzucić pracę*, **leave** *odejść*, **resign** *zrezygnować*, **give one's notice** *złożyć wypowiedzenie*, **give sb a notice** *wręczyć komuś wypowiedzenie*, **retire** *przejść na emeryturę*

Words easily confused: retirement or pension?

Retirement to *emerytura* (okres, w którym ktoś przebywa na emeryturze).

Pension to *emerytura* (regularnie otrzymywana kwota pieniędzy).

Pensioner/old age pensioner/OAP to *emeryt* (osoba, która pobiera emeryturę).

Phrases: going on strike

strike *strajk, strajkować*, **go on/come out on strike** *rozpocząć strajk*, **stoppage** (BrE)/**work stoppage** (AmE) *strajk ostrzegawczy*, **go-slow** *strajk włoski*, **break up/crush a strike** *złamać strajk siłą*, **labor** (AmE)/**trade** (BrE) **union** *związek zawodowy*

Idioms: work

as busy as a bee *bardzo zajęty*; **a rat race** *wyścig szczurów*; **work one's way up** *piąć się w górę, awansować*; **have a lot/much/enough on one's plate** *mieć dużo pracy; mieć dużo spraw na głowie*

► Saying

All work and no play makes Jack a dull boy. Kto żyje samą pracą, ten staje się nudziarzem.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A paid job where one needs qualifications – _____
2. A position where a worker is missing – _____
3. A person employed in an office – _____
4. A kind of strike where work is deliberately done slowly – ___ - _____

—

5. A person doing manual work – _____
6. A person you work with – _____
7. A person who sells different products – _____
8. Extra hours after a regular day of work – _____

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. When you finish school, it is time to choose an _c _____ .
2. In her research concerning the _ _ _ o _ _ market, Kelly studied both the employers' and employees' perspective.
3. We will have to _r _ _ _ the strike as our patients cannot wait.
4. I am satisfied with my _a _ _ _ _ _ . After two years of working here I can afford a car.
5. You will not be _r _ _ _ _ _ this year. The company decided to cut all costs.
6. In my opinion, you are old enough to find a _ _ _ s _ _ _ _ job and earn some money.
7. If I were you, I would consult a _ _ _ t _ _ _ _ _ in order to start a good diet.
8. All our employees have life _ _ _ u _ _ _ _ _ .

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. He is a leading _____ and earns a lot of money. (STOCK)
2. There are 53 _____ in this company. (EMPLOY)
3. John, you could be a street _____ and show everyone how well you dance. (PERFORM)
4. I must look for a new job. The one I have is really _____. (PAY)
5. The _____ rate in our city has been growing very fast since the factory was closed. (EMPLOY)
6. We hire even _____ people and give them training. (SKILL)
7. The profession I chose is really _____. (DEMAND)

8. Tomorrow is my _____ , so we can go to a restaurant in the evening. (PAY)
9. He is the most _____ person in our company. (KNOW)
10. The _____ has the best prices but you must buy big quantities. (SALE)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

slack off lay sb off reach out take on knuckle down

1. Thirty people were _____ last month. (fired)
2. He _____ a job in a sales department. (start)
3. If you want a promotion, you must stop _____ . (take sth easy)
4. We must finish on time because the customer is waiting. It's time to _____ . (work hard)
5. Please try to _____ to Mr Jenkins. He must decide about the prices. (contact)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Our company is growing fast, so we should look _____ some new employees.
2. My financial situation is very hard. I have no savings and I am _____ work.
3. I am thinking of finding a new job. I feel completely burnt _____ .
4. John is sick. We need to call _____ the meeting.
5. Yesterday I ran _____ Kate. Have you heard that she is a manager in a big international company?

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. I can't see anything from this _____ .
 - b. She occupies the _____ of a senior adviser.

2.
 - a. Please calm down. You cannot use _____ in this situation.
 - b. International companies are still investing in our country because the labour _____ is cheap.
3.
 - a. If I _____ business with them, we'll be rich!
 - b. Could you help me _____ my hair?
4.
 - a. All citizens are against the new _____. They are afraid of air and water pollution.
 - b. In summer I am going to take care of my garden and _____ some flowers.
5.
 - a. Today _____ the afternoon I have a meeting with my colleagues.
 - b. Daniel works _____ advertising.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

think outside the box work one's fingers to the bone as busy as a bee slog one's guts out work one's way up have a lot on one's plate for the long haul small talk cut to the chase cut corners

1. My grandmother's life was difficult and she really had to _____ bringing up her six children.
2. We've been _____ trying to do things quickly, but our results are very poor.
3. This is our new customer, so please be nice and start the meeting with a _____.
4. I have been _____ for the last month and I didn't get the promotion. I think this isn't fair.
5. I won't manage to help you: I _____ and must meet an important deadline.
6. This week I am _____, so you will need to do the cooking.

7. If you want to get this job, you must _____ while preparing this speech.
8. He's _____ at an impressive pace. The boss respects him a lot.
9. We do not have much time, so focus and _____.
10. You can't work 12 hours a day _____. Your health is very important.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. He's always dreamt of being a _____ (sanitariuszem).
2. It is time for me to start a _____ (pracę na pełny eteat).
3. I have the flu, so I need to take a _____ (zwolnienie lekarskie).
4. This company is not a good place to work. The salary is low and there are no _____ (dodatkowych świadczeń socjalnych).
5. I am a mother and _____ (elastyczne godziny pracy) are the best option for me.
6. He is very _____ (zorientowany) in economics and I think we should hire him.
7. After 10 years of great work, John was promoted to _____ (redaktora naczelnego).
8. With no education and trainings, you can work here as a _____ (fizyczny) worker. **Answer key:** 1. 1. profession 2. vacancy 3. clerk 4. go-slow 5. labourer 6. colleague 7. salesperson 8. overtime 2. 1. occupation 2. labour 3. crush 4. earnings 5. promoted 6. seasonal 7. dietician 8. insurance 3. 1. stockbroker 2. employees 3. performer 4. badly paid 5. unemployment 6. unskilled 7. demanding 8. payday 9. knowledgeable 10. wholesaler 4. 1. laid off 2. took on 3. slacking off 4. knuckle down 5. reach out 5. 1. for 2. out of 3. out 4. off 5. into 6. 1. position 2. force 3. do 4. plant 5. In 7. 1. work her fingers to the bone 2. cutting corners 3. small talk 4. slogging my guts out 5. have a lot on my plate 6. as busy as a bee 7. think outside the box 8.

working his way up 9. cut to the chase 10. for the long haul **8.** 1.
hospital orderly 2. full-time job 3. sick leave 4. fringe benefits 5.
flexible working hours 6. knowledgeable 7. editor-in-chief 8. blue-
collar/manual

13. Cinema and Theatre

▶ Film

Phrases: film

W brytyjskim angielskim używa się słowa **film**, w amerykańskim – raczej **movie**. Inne wyrazy: **flick** (nieformalnie) *film*, **blockbuster hit kinowy**, **cinema** (BrE)/**movie theater** (AmE) *kino*, **cinemagoer** (BrE)/**moviegoer** (AmE) *widz kinowy*.

Prepositions: sequel, prequel, trailer

Wyrazy **prequel** i **sequel** łączą się z przyimkiem **to**:

It's only a matter of time when a sequel to this movie is made.

Wyraz **trailer** łączy się natomiast z **for**:

I have seen the trailer for a new film by Mike Leigh and I can't wait to watching it.

Words easily confused: cast or crew?

Cast to *obsada*, **film crew** – *ekipa filmowa*. **Credits** to *napisy końcowe, lista członków obsady i ekipy*.

Words easily confused: part or role?

Part/role to *rola*; **part** oznacza również część (np. filmu).

Phrases: star

Film **star** *gwiazda filmowa*; czasownik **star** oznacza występować:

Who starred as Oskar Schindler in *Schindler's List*?

Star to także *przedstawiać w roli*:

The film stars Willem Dafoe as Vincent Van Gogh.

Co-star to *gwiazda filmowa grająca w filmie z innym sławnym aktorem*; jako czasownik **co-star** oznacza grać u boku innej gwiazdy filmowej:

Can you remember the name of the actor who co-starred with Nicole Kidman in *Eyes Wide Shut*?

Wordbuilding: ~let

Rzeczownik **starlet** oznacza *gwiazdkę, gwiazdeczkę*:

She's a talented young starlet who loves sweet sugary roles.

Przez dodanie ~let do niektórych rzeczowników można utworzyć zdrobnienia, np. **booklet** *książeczka*, **piglet** *prosiaczek*.

Idioms: types of films

buddy movie *film o przyjaźni i przyjaciółach*; **chick flick** *romantyczny film głównie dla kobiet*; **screwball comedy** *komedie, której bohaterowie zachowują się głupio i przez to zabawnie*; **slasher** *krwawy horror*; **tearjerker/weepie** *wyciskacz łez*

Theatre

Phrases: theatre

Theatre to pisownia brytyjska, **theater** – amerykańska. Wyrażenia związane z teatrem: (**dress**) **rehearsal** *próba (generalna)*, **prop** *rekwizyt*, **stage** *scena*, **stagefright** *trema*, **stalls** (BrE)/**orchestra** (AmE) *parter* (na widowni), **circle** (BrE)/**balcony** (AmE) *balkon*, **dress circle** (BrE)/**first balcony** (AmE) *balkon pierwszego piętra*, **box** *loża*, **orchestra pit** *miejsce dla orkiestry*, **curtain** *kurtyna*, **programme** (BrE)/**program** (AmE) *program*.

Words easily confused: stage or scene?

Stage to *scena w teatrze*; **on stage** oznacza *na scenie*. **Scene** to *scena filmowa*.

Phrases: role

play a role *grać rolę*, **leading role** *rola główna*, **title role** *rola tytułowa*, **supporting role** *rola drugoplanowa*

Prepositions and phrasal verbs: film and theatre

be in *grać w filmie*; **be on** *być na ekranie* (kina, TV); **put on** *wystawić* (sztukę); **on location** *w plenerze*

Words easily confused: parts of a play

Play to *sztuka*, a jej części to: **act** *akt*, **scene** *scena*; **interval** (BrE)/**intermission** (AmE) *antrakt, przerwa*.

Phrases: applause

applaud *klaskać, bić brawo*, **applause** *aplauz, brawa*, **standing ovation** *owacja na stojąco*, **boo** *buczeć, gwizdać*, **boo somebody off (stage)** *wygwizdać kogoś*

Phrases: box office

Box office to *kasa kinowa/teatralna*, a także *wpływy z dystrybucji filmu czy wystawiania sztuki*. **Box office hit/success** – *film lub sztuka, która odniosła sukces kasowy*. **Flop** oznacza *klapę* (film/przedstawienie, które okazało się niewypałem).

Words easily confused: premiere or first night?

Premiere *premiera* odnosi się zarówno do kina, teatru, jak i utworów muzycznych. **First night** to *premiera teatralna*. **Premiere** to także czasownik *mieć premierę*.

► Saying

Let's get this show on the road. Zabierzmy się do tego. / Chodźmy. / Ruszajmy w drogę.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A film that is a commercial success – _____
2. A horror movie with many murders – _____
3. A person who checks tickets and shows seats in a theatre – _

4. A person who acts dangerous scenes instead of an actor – __

5. They appear on the screen when the movie ends – _____
6. Objects or costumes used in a film or a play – _____

7. All people in the theatre audience – _____
8. A person who is responsible for all moves and steps on stage
– _____

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. He had a small ___ p _____ role in this movie.
2. She is 16 years old but she is already a _ t _____. A great career is ahead of her.
3. The c ___ in this series is great. The director gathered all movie stars.
4. Our latest movie is a complete ___ o _____. We will probably lose all the money.
5. I have finally finished the _____ n ___ a ___ and now we can look for good actors.
6. This ___ m ___ was good, but I still prefer the original movie.
7. Do you know who ___ b ___ the monkey in the cartoon?
8. At present, we can watch a great ___ p ___ about the famous boxer.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. John is a real _____. He has even bought a season ticket to the cinema. (MOVIE)
2. After the _____ I always study my lines on a daily basis. (HEAR)
3. He's a young and promising _____. One day he'll be a famous author. (PLAY)
4. I have been an actor for the last 20 years but I still find _____ paralysing. (STAGE)
5. I love this _____ cat from the music video. (ANIMATE)

6. At the end of the play all people stood up and _____ the actors. (APPLAUSE)
7. In our family we all love music. We collect _____ from different movies. (SOUND)
8. No wonder that he received the award. He is an _____ actor. (ORDINARY)
9. My kids find _____ films boring. (DOCUMENT)
10. Jack Snow is a famous and _____ writer. I have all his books. (AWARD)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

kick off carry on sell out make up bring out

1. The director _____ the best in her as an actress. (find)
2. It is time to _____ ! Is everyone ready? (start)
3. We won't go to the cinema today because the tickets are _____. (out of stock)
4. She has recently _____ a great story which can be adapted into a film. (create)
5. The plot sounds interesting enough, please _____. (continue)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. You will act _____ this scene and we will decide if we want to hire you.
2. Please stop clowning _____ ! I need to work!
3. I'll prepare something to eat and we can chill _____ while watching a comedy.
4. I am looking _____ to watching this Marvel movie. The reviews are great!

5. We're going to put some money _____ and buy a huge TV set.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.

a. Once a week I check what the _____ say in the newspaper. I love horoscopes!

b. Many movie _____ were present at the gala.

2.

a. Are you all _____ to leave now?

b. The movie _____ was perfect. We could feel the atmosphere of the scene.

3.

a. Much of the filming took place _____ location.

b. Please be _____ time because we have many patients waiting.

4.

a. The director chose the _____ very carefully.

b. I am sure that she _____ a spell on him.

5.

a. She got an Oscar for the _____ role.

b. His car was _____ and when it suddenly broke down, the others crashed into him.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

popcorn movie chick flick tearjerker buddy movie get the show on the road sing a different tune in the limelight jump the shark break a leg! give thumbs up

1. This is a film about friendship. You will really love this _____.

2. She hated horror movies but suddenly she has _____ and wants to join us next Saturday.
3. Thank you for your time. If you've enjoyed our show, please _____.
4. I won't watch this movie ever again. They have _____ with this crash scene.
5. Do you feel like going out tonight? My wife is watching a _____ and I hate those films.
6. It is a bit silly, but what can one expect from a _____?
7. You can do this! You are well prepared, so go and _____.
8. It will be a _____! Take some extra tissues with you.
9. She was _____ at the gala. Everybody looked at her beautiful evening dress.
10. There is no time to waste, so please _____.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. I have seen the _____ (zwiastun) a new film by Mike Leigh and I can't wait to watch it.
2. Most of his films are _____ (niskobudżetowe) because he couldn't find any sponsors.
3. What _____ (grają) tonight?
4. The _____ (kasa biletowa) opens an hour before the show.
5. Though the soundtrack was rather disappointing, the _____ (wciągający) plot made the film worth watching.
6. In the past he created several _____ (fabularnych) films and TV series.

7. After many years of fund raising he will _____ his play _____ (wystawi).
8. It's only a matter of time when a _____ (kontynuacja) to this movie will be made. **Answer key:** **1.** 1. blockbuster 2. slasher 3. usher 4. stuntman 5. credits 6. props 7. audience 8. choreographer **2.** 1. supporting 2. starlet 3. cast 4. flop 5. screenplay 6. remake 7. dubbed 8. biopic **3.** 1. moviegoer 2. rehearsal 3. playwright 4. stage fright 5. animated 6. applauded 7. soundtrack 8. extraordinary 9. documentary 10. award-winning **4.** 1. brought out 2. kick off 3. sold out 4. made up 5. carry on **5.** 1. out 2. about 3. out 4. forward 5. aside **6.** 1. stars 2. set 3. on 4. cast 5. leading **7.** 1. buddy movie 2. sung a different tune 3. give thumbs up 4. jumped the shark 5. chick flick 6. popcorn movie 7. break a leg! 8. tearjerker 9. in the limelight 10. get the show on the road **8.** 1. trailer for 2. low-budget 3. is on 4. box office 5. gripping 6. feature 7. put, on 8. sequel

14. Music, Art, and Literature

▶ Music

Words easily confused: groups of musicians

Jeśli muzyk gra lub śpiewa solo, jego partię lub utwór przeznaczony dla solisty nazywa się **solo**. **Solist** to *solista*. W zależności od liczby muzyków mamy też: **duet**, **trio**, **quartet** *kwartet*, **quintet** *kwintet*, **sextet** *sekszet*, **septet** *septet*, **octet** *oktet*.

Nazwy zespołów muzyków to: **band** *zespół*, np. **rock band** *zespół rockowy*, **group** *zespół*, *grupa*, np. **pop group** *zespół popowy*, **orchestra** *orkiestra*, np. **brass band** *orkiestra dęta*, **chamber orchestra** *orkiestra kameralna*, **choir** *chór*.

Words easily confused: groups of instruments

wind/woodwind instrument *instrument dęty*, **brass instrument** *instrument dęty blaszany*, **string/stringed instrument** *instrument smyczkowy*, **percussion instrument** *instrument perkusyjny*, **keyboard instrument** *instrument klawiszowy*

Words easily confused: anthem or hymn?

Rzeczownik **hymn** to *uroczysta pieśń pochwalna* bądź *patetyczny utwór liryczny o treści patriotycznej lub religijnej*:

The monks sang hymns while the Archbishop prayed at the High Altar.

Hymn państwowy natomiast to **national anthem**:

The oldest national anthem is Great Britain's God Save the Queen (1745).

Idioms: music

play it by ear *wymyślić coś na poczekaniu, improwizować, robić coś spontanicznie*; **have an ear for something** *mieć do czegoś ucho (do muzyki, do języków itp.)*; **face the music** *poddać się krytyce*

▶ Art

Prepositions and phrasal verbs

Be on show/on display/on exhibition to *być wystawianym*:

A collection of old masters will be on display at our museum next month.

Opisując obraz, rysunek, fotografię itd., można użyć wyrażeń:

in the picture/photo *na obrazie/zdjęciu*; **this photo was taken in/at...** *zdjęcie zostało zrobione w...*; **in the middle/centre** *na środku*; **in the left/right/upper/lower corner** *w lewym/prawym/górnym/dolnym rogu*; **in the foreground** *na pierwszym planie*; **in the background** *w tle*; **on the left/right** *z lewej/prawej strony*.

Idioms: painting

paint the town red *balować, hulać, imprezować*; **somebody is not as black as he/she is painted** *ktoś nie jest taki zły, jak go malują/jak o nim mówią*

► Literature

Words easily confused: literary genres

Gatunki literackie (**literary genres**) to: **novel** *powieść*, **short story** *nowela*, **story** *opowiadanie*, **poem** *wiersz*, **drama** *dramat*, **comedy** *komedia*, **tragedy** *tragedia*, **farce** *farsa*, **fable** *baśń*, **legend** *legenda*, **allegory** *alegoria*. **Fiction** to *fikcja*, *utwór fabularny*; **non-fiction** – *literatura faktu*. W zależności od tematyki i formy utworu możemy wymienić: **adventure novel** *powieść przygodowa*, **(black) comedy** *(czarna) komedia*, **comedy of manners** *komedia pomyłek*, **detective story/novel** *kryminał*, **whodunit** *kryminał*, **fantasy/phantasy** *utwór fantasy*, **science fiction book** *książka science fiction*, **horror** *horror*, **biography** *biografia*, **autobiography** *autobiografia*.

Prepositions: about or on?

About i **on** mogą oznaczać o (czymś, kimś):

Professor McCarthy wrote a comprehensive book about/on contemporary art.

About jest mniej formalne i bardziej ogólne:

I need a reliable book about gardening.

On sugeruje bardziej formalny, naukowy wymiar (*na temat*):

Stella co-authored a study on the climate change.

on

a textbook on...	podręcznik do...
a lecture on...	wykład na temat...

about

--	--

a book for children about...

książka dla dzieci o...

a theatre play about...

sztuka teatralna o...

Prepositions and phrasal verbs: reading

dip into sth *rzucić okiem (na partie tekstu)*; **flick/flip/go/leaf/thumb through sth** *kartkować coś*; **go over sth** *przekopywać się przez coś*; **plough/wade through sth** *brnąć przez (lekturę)*; **pore over sth** *ślęczyć nad czymś, czytać w skupieniu*; **read sth from cover to cover** *czytać coś od deski do deski*

Idioms: books and reading

Boy meets girl *sztampowy utwór o tematyce miłosnej*; **cock and bull story** *historia niewiarygodna i głupia*; **old chestnut** *opowieść z brodą, historia, którą wszyscy znają*; **bookworm** *mól książkowy*; **read somebody like a book** *znać kogoś na wylot, czytać z kogoś jak z otwartej książki*; **cook the books** *falszować dokumenty księgowo*

► Saying

Don't judge the book by the cover. Nie oceniaj pochopnie; pozory mylą.

► Exercises

1. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. An evil character – _____
2. An official song of a country – _____
3. A painting or drawing with some objects – _____
4. A brief, fictional narrative with only a few characters – _____

5. A person in a book or a film – _____
6. A single book that is a part of a collection – _____
7. A group of people playing instruments together – _____
8. A book that is sold in large numbers – _____

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. This ___ m ___ orchestra consists of only 9 musicians.
2. Sorry, but we haven't got room for a _ r _ _ _ piano. We can try with a regular one if you wish.
3. You should come to this _ x _ _ _ _ _ and see all his famous works.
4. The style of this building is rather _ _ _ t _ _ _ _ _ and those old windows do not fit.
5. Look! This ___ d ___ a ___ depicts our forest and a lake.
6. He is bored with painting and took up ___ t ___ _ y. Vases and pots are all over his studio.
7. As far as I know you have already been to their concert. Could you write a short ___ v ___ _ ?
8. This drawing ___ _ i ___ _ my mother and her school.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. I will buy him another book for his birthday. He is a _____ , so it will make him happy. (BOOK)

2. Mark is a brilliant _____ . In the nearest future his book will be translated into 5 languages. (NOVEL)
3. As a child I dreamt of becoming a _____ . (SCULP)
4. I'm not keen on _____ music. To me, vocals are absolutely essential. (INSTRUMENT)
5. Your painting is a real _____ . I admire your talent and skill! (ART)
6. Some _____ find this exhibition a washout. (CRITIC)
7. If I were you, I wouldn't buy that painting. It is just a _____ and not an original one. (PRODUCTION)
8. I wonder who the artist's _____ was. (INSPIRE)
9. What is the date of the _____ of this article? (PUBLIC)
10. What can you see in the _____ of this picture? (GROUND)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

<p>pore over look up to cope with get along go over</p>
--

1. He is famous now, so he must _____ all his fans. (deal with)
2. I need to _____ this text before the show starts. (repeat)
3. I am so tired! I was _____ this text book the whole night. (read carefully)
4. My daughter _____ this DJ. She wants to be a musician as well. (admire)
5. As a role model and great singer, she should _____ with all her teenage fans. (stay in good relations with)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. She was never heard _____ again.
2. Could you dip _____ my idea? I feel something is missing.
3. We must look _____ this complaint. The customer has sent us some explanations.
4. It turned _____ that the job was very demanding and difficult.
5. Fortunately, the music industry in Poland is picking _____ .

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. We bought a beautiful _____ near the forest and now we are going to build a house.
 - b. I was amazed by the _____ of this book. I didn't predict it.
2.
 - a. We must see the sun _____ by the seaside.
 - b. The scene has a great historic _____ .
3.
 - a. I was _____ by the news. How could he leave without saying a word?
 - b. It's his birthday tomorrow and a huge party is going to be _____ .
4.
 - a. Look at this shelf! He has a great _____ in music.
 - b. Sorry, but this meat has a strong _____ of garlic and I hate it.
5.
 - a. I got a job in the city _____ and I think it is a very responsible one.

- b. I think you will be delighted. I managed to buy two tickets to a concert _____ .

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

cook the books cock and bull story be not as black as it is painted an ear for paint the town red play it by ear read somebody like a book face the music culture vulture don't judge the book by the cover

1. I know him very well. Actually, I can _____ .
2. She will go to jail for _____ of her company.
3. How can you say that he is stupid? He is new here, so give him a chance and _____ .
4. The decision is very difficult and we have to wait. So now let's _____ .
5. She should study Spanish. She has always had _____ languages.
6. It is your fault. You have lied to the teacher and now you have to _____ .
7. I am glad that you took up the new job. As you can see, it was worth trying and it _____ .
8. Stacy, I got promoted! Let's _____ tonight!
9. I won't be able to help you this time. Your explanation was pure _____ .
10. You must be a real _____ . I didn't expect you to drive so many kilometres to see the exhibition.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. She loves reading. She _____ (pożera) books one after another.

2. Every morning he drinks coffee in the garden and _____ (uważnie czyta) the newspaper.
3. We need to buy a _____ (podręcznik do) physics till September.
4. If you do not remember which page it is, please check it in the _____ (spisie treści).
5. A collection of old swords will be _____ (wystawiona) in our museum next month.
6. This _____ (płaskorzeźba) depicts the face of a famous queen and her right hand.
7. This picture _____ (zostało zrobione) near the Royal Castle in Cracow.
8. _____ (Dzieło Banksy'ego) was found by the Italian police. **Answer key:** **1.** 1. villain 2. anthem 3. still life 4. short story 5. character 6. volume 7. orchestra 8. bestseller **2.** 1. chamber 2. grand 3. exhibition 4. contemporary 5. landscape 6. pottery 7. review 8. depicts **3.** 1. bookworm 2. novelist 3. sculptor 4. instrumental 5. work of art 6. critics 7. reproduction 8. inspiration 9. publication 10. foreground/background **4.** 1. cope with 2. go over 3. poring over 4. looks up to 5. get along **5.** 1. of 2. into 3. into 4. out 5. up **6.** 1. plot 2. setting 3. thrown 4. taste 5. hall **7.** 1. read him like a book 2. cooking the books 3. don't judge the book by the cover 4. play it by ear 5. an ear for 6. face the music 7. is not as black as it is painted 8. paint the town red 9. cock and bull story 10. culture vulture **8.** 1. devours 2. peruses 3. textbook on 4. table of contents 5. on display 6. bass-relief 7. was taken 8. A Banksy

15. Science and Technology

► Science

Wordbuilding: science

Science w użyciu niepoliczalnym to *nauka w znaczeniu ogólnym*; w użyciu policzalnym oznacza *dziedzinę wiedzy*. **Scientist** to *naukowiec*, **scientific** – *naukowy*, **unscientific** – *nienaukowy*, **scientifically** – *naukowo*. **Branch/field/area of science** to *dziedzina/gałąź nauki*.

Wordbuilding: sciences and scientists

Nazwy wielu dziedzin nauki mają końcówkę **~logy**, np. **biology** *biologia*, lub **~ics**, np. **physics** *fizyka*; nazwy naukowców – końcówki **~ist**, np. **geologist** *geolog*, i **~ian**, np. **mathematician** *matematyk*.

biology <i>biologia</i>	biologist <i>biolog</i>
chemistry <i>chemia</i>	chemist <i>chemik</i>
geology <i>geologia</i>	geologist <i>geolog</i>
physics <i>fizyka</i>	physicist <i>fizyk</i>
astronomy <i>astronomia</i>	astronomer <i>astronom</i>
geography <i>geografia</i>	geographer <i>geograf</i>
statistics <i>statystyka</i>	statistician <i>statystyk</i>

Wordbuilding: discover

Discover oznacza *odkryć* (coś, co już istnieje). Może poprzedzać frazę rzeczownikową (czyli rzeczownik z jego określeniami):

James Watson and Francis Crick discovered the structure of the DNA.

Po **discover** może też nastąpić zdanie podrzędne rozpoczynające się od **that** że lub **whether** czy:

His ultimate aim was to discover whether life expectancy is related to the daily amount of sleep.

Discovery to *odkrycie*, **discoverer** – *odkrywca*.

The law of gravity is Newton's discovery.

Words easily confused: research or experiment?

Research to rzeczownik niepoliczalny *badanie naukowe* oraz czasownik – *przeprowadzić badania naukowe*. **Researcher** to *badacz*. **Experiment** to *eksperyment* i *przeprowadzić eksperyment*.

Words easily confused: do, make, carry out

Rzeczowniki **discovery**, **research** i **experiment** łączą się z kilkoma czasownikami:

do <i>zrobić, wykonać</i>	research	an experiment	–
carry out <i>przeprowadzić, wykonać</i>	research	an experiment	–
make <i>zrobić, dokonać</i>	–	–	a discovery
conduct <i>przeprowadzić</i>	research	an experiment	–
undertake <i>podjąć się</i>	research	–	–

They commence doing their scientific research in the autumn.

The teacher conducted an experiment in front of the class.

Phrases: scientific research

analyse data/evidence/a theory *analizować dane/dowody/teorię*;
collect/gather evidence *gromadzić dowody*; **develop a theory**
rozwinąć teorię; **confirm/prove a theory** *potwierdzić teorię*;
disprove a theory *obalić teorię*

Phrases: conclusion

come to/reach a conclusion *dojść do wniosku*; **draw a conclusion**
wyciągnąć wniosek; **arrive at a conclusion** *dojść do wniosku*; **jump**
to/leap to a conclusion *wyciągnąć pochopny wniosek*; **lead**
to/point to a conclusion *prowadzić do wniosku*

Do rzeczownika **conclusion** mogą odnosić się przymiotniki: **correct**
poprawny, **logical** *logiczny*, **reasonable/valid** *zasadny*,
uzasadniony, **inescapable/inevitable** *nieodparty*, **obvious**
oczywisty, **erroneous** *błędny, mylny*, **false** *falszywy*, **wrong** *błędny*,
hasty *pochopny*.

Technology

Words easily confused: device or devise?

Device to *urządzenie, mechanizm*; **devise** – *wymyślić, wynaleźć*,
skonstruować:

Henry's got a knack for technology. He can devise all sorts of tools.

Phrases: electric, electrical

Electric to *elektryczny, produkujący elektryczność, wykorzystujący elektryczność*, np. **electric current** *prąd elektryczny*, **electric plug** *wtyczka*, **electric cable** *kabel elektryczny*, **electric toothbrush** *elektryczna szczoteczka do zębów*, **(electric) light bulb** *żarówka*. **Electrical** oznacza *związany z elektrycznością*, np. **electrical engineer** *inżynier elektryk*.

Prepositions and phrasal verbs: machines and devices

plug in *włączać do kontaktu*; **switch/turn on** *włączyć*; **switch/turn off** *wyłączyć*; **turn up** *zwiększyć; zgłośnić*; **turn down** *ściszyć, przyciemnić, zmniejszyć*; **break down** *popsuć (się)*; **broken down** *popsuty, niedziałający*. **Run out of something** oznacza, że coś się skończyło:

I've run out of spare parts.

Wordbuilding: invent

Invent to *wynaleźć, wymyślić*; **invention** – *wynalazek*; **inventor** – *wynalazca*:

George Stephenson invented the first steam locomotive in 1814.

Idioms: thinking and inventing

light-bulb moment *chwila ośnienia*; **cross somebody's mind** *przychodzić na myśl, wpaść komuś do głowy*; **spring to mind** *przychodzić na myśl*; **search/rack one's memory** *szukać w pamięci, próbować sobie przypomnieć*; **slip somebody's memory** *wpaść komuś z głowy*

► Saying

It's not rocket science. To nie takie skomplikowane. / To nie takie trudne.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A phenomenon that allows most devices to run – _ _ _ _ _
_ _ _ _ _
2. A tool used for digging – _ _ _ _ _
3. Something new, created by a researcher or an engineer – _ _
_ _ _ _ _
4. A sudden and important discovery – _ _ _ _ _
5. The most modern – _ _ _ _ _ - _ _ _ - _ _ _
6. A vital part of a lamp – _ _ _ _ _
7. The study of the nervous system – _ _ _ _ _
8. A device for listening to music – _ _ _ _ _

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. We are going to open a new _ _ _ _ c _ office in France.
2. Yesterday, the teacher _ _ n _ _ _ _ _ an experiment in front of the class.
3. They grew these bacteria in a t _ _ _ t _ _ _ .
4. They claim to have found some _ _ _ d _ _ _ _ for the existence of extra-terrestrial life.

5. He is a ___ s ___ e ___ of a new species.
6. The last expedition brought many interesting ___ d ___ .
7. ___ r ___ devices are becoming more and more popular.
Cables are no longer needed.
8. This company doesn't carry out any ___ p ___ on animals.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. You should _____ the device. I think it is broken.
(PLUG)
2. The _____ conclusion of our research is rather upsetting. (ESCAPE)
3. Although he is a doctor, all his statements are _____ . (SCIENCE)
4. You mustn't touch your eyes with this _____ .
(DROP)
5. Could you lend me your _____ ? I need to fix the drawer. (SCREW)
6. We need to take two _____ : the temperature and air pressure. (MEASURE)
7. His arguments are very _____ . (PLAUSIBILITY)
8. The contestants must _____ a three course menu. (DEVICE)
9. Please follow the rules when _____ this medicine. (ADMINISTER)
10. Always use a _____ set when driving a car and making phone calls. (HAND)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

<p>account for narrow down buy into turn up carry out</p>

1. You need to follow your plan and _____ the next step. (make)
2. I will _____ the TV because I can't hear a thing. (make louder)
3. In the future, you will have to _____ your interests and focus on one thing. (reduce)
4. How do you _____ your behaviour? (explain)
5. My father decided to _____ the big medical company. (buy shares)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Just plug it _____ and press play.
2. Our choice of this product was based _____ customers' opinions.
3. Would you please try to argue them _____ that ridiculous offer?
4. If you are ready, we can go _____ this task.
5. Can you check _____ this machine? It sounds strange.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. All the workers were instructed to put down their _____.
 - b. Before the renovation we must buy some _____.
2.
 - a. My boss _____ at the conclusion that we should work flexible hours.
 - b. We _____ at the station at 6 am but the train had already left.
- 3.

a. The machine won't work today as there is no _____ .

b. I know that he is the manager but I am wondering how he got into _____ .

4.

a. There was a _____ circuit and the device burned out.

b. To make a long story _____ , she saved the child.

5.

a. I can't eat this cake as I am allergic to _____

b. Be careful and screw these _____ right.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

<p>slip sb's memory get your wires crossed beat out one's brain spring to mind guinea pig run out of steam a cog in the machine search one's memory cross somebody's mind nuts and bolts</p>

1. It _____ that we could be wrong. Let's check it again.

2. If you want to get the prize, you must _____ and finish the project.

3. I've _____ and I need holidays.

4. I forgot about the meeting. It completely _____ .

5. Do you have a minute? Please try this cake. You will be my _____ .

6. I decided to quit the job. It occurred to me that I was just a _____ .

7. What _____ when you think of Italy?

8. We _____ as far as the dates are concerned. I thought it was the 15th of June.

9. I have been _____ all afternoon but I can't remember the poem.
10. These are the _____ of your job. Remember them well.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. I will _____ (podejmę) the challenge, but first I want to know all the rules.
2. I think it is time to _____ (wyciągnąć wniosek) and take a step ahead.
3. He _____ (potwierdził) the theory that children need animals to develop well.
4. There are many various _____ (tezy) on longevity.
5. We have designed this _____ (urządzenie) to make life easier.
6. Henry's got a knack for technology. He can _____ (skonstruować) all sorts of tools.
7. This jacket is _____ (zrobiona z) leather and cotton.
8. I am no _____ (ekspert od) law. **Answer key: 1.**

1. electric current 2. spade 3. invention 4. breakthrough 5. state-of-the-art 6. light bulb 7. neuroscience 8. loudspeaker **2.**
 1. branch 2. conducted 3. test tube 4. evidence 5. discoverer
 6. findings 7. Portable 8. experiments **3.** 1. unplug 2. inescapable 3. unscientific 4. dropper 5. screwdriver 6. measurements 7. plausible 8. devise 9. administering 10. hands-free **4.** 1. carry out 2. turn up 3. narrow down 4. account for 5. buy into **5.** 1. in 2. on 3. out of 4. about 5. over **6.** 1. tools 2. arrived 3. power 4. short 5. nuts **7.** 1. crossed my mind 2. beat out your brain 3. run out of steam 4. slipped my memory 5. guinea pig 6. cog in the machine 7. springs to

mind 8. got our wires crossed 9. searching my memory 10.
nuts and bolts **8.** 1. undertake 2. draw a conclusion 3.
confirmed 4. theses 5. appliance 6. devise 7. made from 8.
expert on/expert in

16. Information Technology and the Social Media

▶ The computer

Words easily confused: computer science

computer science/information technology/IT *informatyka*,
computer specialist/programmer *informatyk*, **web developer/web programmer/web designer/webmaster** *twórca stron internetowych*

Prepositions and phrasal verbs: using the computer

switch on/turn on *włączyć*; **switch off/turn off** *wyłączyć*; **log in** *zalogować się*; **log off/out** *wylogować się*; **connect to the Internet** *połączyć się z siecią*; **click on a link** *kliknąć w link*; **hold down the left/right mouse button** *przytrzymaj lewy/prawy przycisk*

Words easily confused: e-mail and websites

the Internet/the net/the World Wide Web *internet*,
broadband/wireless connection *łącze szerokopasmowe/bezprzewodowe*, **account** *konto (np. pocztowe)*,
nickname *pseudonim*, **username** *nazwa użytkownika*, **log-in** *login*,
password *hasło*, **domain** *domena*, **hyperlink** *hiperłącze*, **hypertext** *hipertekst*, **at (sign)** *małpa (@)*, **recipient** *odbiorca*, **link** *odsyłacz*, **e-mail/email** *poczta elektroniczna*, **attach** *załączyć*, **attachment** *załącznik (np. do e-maila)*, **forward** *przesyłać dalej (np. wiadomość)*

World Wide Web (www) *www*, **website/webpage** *strona internetowa*, **connect** *połączyć się*, **download** *ściągnąć (np. dane z*

internetu), **browser** przeglądarka, **scroll** przewijać, **surf (the net)** przeglądać strony internetowe, **transfer (data)** przesyłać (dane)

Phrases: e-mail

E-mail/email to *poczta elektroniczna, wiadomość (e-mail) i wysłać/napisać e-mail:*

My sister e-mailed me last Tuesday.

Inne wyrażenia związane z pisaniem e-maili: **bounce** – (o e-mailu) *nie trafiać do adresata, odbijać się*; **digital signature** *podpis elektroniczny*; **flame** *e-mail pełen złości*; **wysłać e-maila w złości**; **fire off** *odpisać w złości*

Words easily confused: text documents

type/edit/format the document *napisać/edytować/formatować dokument*, **font** *czcionka*, **italics** *kursywa*, **bold** *pismo pogrubione*, **print** *drukować*, **word processor** *edytor tekstu*, **delete** *kasować*, **copy** *kopiować*, **cut** *wyciąć*, **paste** *wkleić*, **save** *zapisać*, **shortcut** *skrót (klawiszowy)*, **spell-checker** *program sprawdzający pisownię*, **undo** *cofnąć (czynność)*, **redo** *ponowić (czynność)*, **backup copy** *kopia zapasowa*, **hard copy/print-out** *wydruk*

The social media

Social media (sm) to *media społecznościowe* (TikTok, Twitter itp.), **social networking** – korzystanie z tych mediów. **SoNet site/social networking site** to *strona społecznościowa*. **IM/instant messaging** to *komunikatory internetowe*.

Większość wyrazów, które wiążą się z mediami społecznościowymi, przeniknęła do polskiego, np. **status**, **tweet**, **untweet**, **retweet**, **follow**, **unfollow/defollow**, **unfriend**, **hashtag**, **status**, **profile**, **facepalm**, **BFF (best friends forever)**.

Phrases: problems on the net

Online bullying/cyberbullying to *cyberprzemoc*, hate speech – *mowa nienawiści*.

Idioms: acronyms

GR8 (great) **HTH** (hope that helps); **ICYMI** (in case you missed it); **IRL** (in real life); **ROTFL** (rolling on the floor laughing); **TGIF** (thank God it's Friday); **YOLO** (you only live once)

► Saying

Necessity is the mother of invention. Potrzeba matką wynalazku.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A document or a photo sent with an email – _ _ _ _ _
2. Threatening someone using electronical communication – _ _
_ _ _ _ _
3. Each programme or software on your mobile – _ _ _ _ _
4. A person who has an impact on others, especially using the media – _ _ _
5. Collecting money for a special purpose via the Internet – _ _ _
6. A kind of Internet fraud – _ _ _ _ _
7. A device that changes e.g. documents into their digital version
_ _ _ _ _

8. A small device that you can connect to a computer to copy and store data – _____

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. Only usernames are stored in our ___ t _____ .
2. The speed of the Internet depends on the ___ e _____ o _____ r.
3. When you fill in the table, please ___ w ___ this email to another employee.
4. Don't click it. This headline is just a pure _____ .
5. We can check partial results on social media any time. The blogger is _____ s _____ m _____ .
6. This smartphone is also sold with a t _____ c _____ .
7. There are several _____ s _____ s available with this computer.
8. A digital _____ l _____ is a must nowadays. No one uses keyboards anymore.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. I think that the easiest option is to put all the digits to a _____ . (SHEET)
2. Each student has to know the basics of the _____ program. (WORD)
3. We need to have the _____ Internet because we send huge files. (BAND)
4. I will buy a _____ set, so that I can talk and type at the same time. (WIRE)
5. Stop _____ information about my students! (GOOGLE)

6. Just add it to your _____ in case you forget the name. (MARK)
7. We can start _____ about our new product line. (TWEET)
8. The icon will appear in a _____ menu. (SHORT)
9. Make sure that during the online meeting your _____ is on. (EAR)
10. Please set this image as a _____. It will be easier to find the connected website. (LINK)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

wipe out hook up boot up pop-up pull down

1. By using this USB port you can _____ all devices. (connect)
2. This scanning program will launch when you _____ your computer. (start)
3. The antenna is broken, so we need to _____ it _____ from the roof. (take)
4. I don't know what to do! Somehow all the data is _____ from my computer. (deleted)
5. All portals are now full of _____ adds. (appear)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. This charger can power _____ 10 batteries at the same time.
2. This meeting must be set _____ by John.
3. If I were you, I would back _____ all the files.
4. A couple of days ago someone hacked _____ our school system.

5. First, key _____ all the numbers and next press enter.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.

a. You need to _____ the payment confirmation to the email.

b. Why do you _____ such importance to this task?

2.

a. The _____ you sent me is invalid.

b. There is no _____ between John and this murder.

3.

a. Mrs Brown, your son's behaviour at school was very _____.

b. You can _____ this sentence. It will become more visible.

4.

a. Please, always use a _____ checker before you send me an email.

b. She cast a _____ on everyone in the room.

5.

a. The _____ drive on this computer is broken. I think that this model could be too old to find a replacement.

b. If you go outside, you must take gloves and a warm hat. There's _____ frost.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

see eye to eye well-oiled machine the best of both worlds in spades an arm and a leg let the cat out of the bag to cut
--

corners wheels within wheels to pull the plug blow a fuse

1. You are the right person for this position. You combine _____ – hands-on experience and theoretical knowledge.
2. We have been married for twenty years and still _____.
3. This new laptop cost _____ . We can't afford a TV set now.
4. I wanted my engagement to be a secret, but my uncle _____.
5. You cannot _____ now. Everything must be perfectly prepared.
6. I won't give you any more money. You are an adult and I am going to _____.
7. My team is like a _____ . We have been working together for many years.
8. My mother _____ when she heard of the stupid mistake.
9. My financial situation was very easy at the beginning, but since the accident there have been _____ .
10. You don't have to be so active on social media. You get new followers every day. You have them all _____ .

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. This _____ (drukarka atramentowa) is very expensive in use. I am thinking of buying a new one.
2. This _____ (komenda) is invalid. Look at the screen.
3. In the hotel it is easy to _____ (połączyć się z internetem).

4. With this new laptop, the data _____ (przesył) is faster.
5. You shouldn't open this file, it can have dangerous _____ (wirusy).
6. Use the mouse to _____ (przeciągnąć) this icon.
7. Your posts always _____ (stają się popularne). How do you do that?
8. _____ (Zwolnij prawy przycisk myszy) when you want the icon to appear. **Answer key:** **1.** 1. attachment 2. cyberbullying 3. application 4. influencer 5. crowdfunding 6. phishing 7. scanner 8. memory stick **2.** 1. database 2. internet provider 3. forward 4. clickbait 5. livestreaming 6. touch screen 7. accessories 8. display **3.** 1. spreadsheet 2. word-processing 3. broadband 4. wireless 5. googling 6. bookmark 7. tweeting 8. shortcut 9. earpiece 10. hyperlink **4.** 1. hook up 2. boot up 3. pull down 4. wiped out 5. pop-up **5.** 1. up 2. up 3. up 4. into 5. in **6.** 1. attach 2. link 3. bold 4. spell 5. hard **7.** 1. the best of both worlds 2. see eye to eye 3. an arm and a leg 4. let the cat out of the bag 5. cut corners 6. pull the plug 7. well-oiled machine 8. blew a fuse 9. wheels within wheels 10. in spades **8.** 1. ink jet 2. command 3. connect to the Internet 4. transfer 5. bugs 6. drag 7. go viral 8. Release the right mouse button

17. Shops and services

▶ Shops and shopping

Words easily confused: stall or stand?

Stall to *stoisko*, np. **bookstall** *stoisko z książkami*. **Stand** to *stoisko* lub *stojak*, np. **newsstand/newspaper stand** *stoisko/stojak z gazetami*.

Arcade to *zadaszony pasaż handlowy*, **pedestrian precinct** – *pasaż handlowy*, a **parade** – *rząd sklepów na ulicy*. **Retail park** to *skupisko dużych marketów*, np. budowlanych.

Phrases: What a bargain!

Bargain to *okazja*, **get a bargain** – *kupić coś okazjijnie*. **Special offer** to *oferta specjalna, przecena*. **Discount** to *rabat*, a **cut-price** *po obniżonej cenie*.

The pink woolen jumper was on sale, but it didn't actually suit me.

We managed to find several cut-price kitchen utensils.

Sale to *wyprzedaż*, np. **clearance sale** *czyszczenie magazynów*, **end-of-season sale** *wyprzedaż na koniec sezonu*, **closing down sale** *wyprzedaż przed likwidacją sklepu*.

Prepositions and phrasal verbs: buying and selling

go up to *rosnąć* (np. o cenach); **sell off** *wyprzedawać*; **buy up** *wykupywać*; **shop round/around** *chodzić po sklepach w poszukiwaniu towarów najtańszych lub najlepszej jakości lub przebierać (w czymś), sprawdzać rozmaite oferty*

Idioms: shopping

window-shopping *oglądanie wystaw sklepowych*; **hit the shops/stores** *trafić do sklepów*; **buy a pig in a poke** *kupować kota w worku*; **cost an arm and a leg** *słono kosztować*; **pay through the nose** *przeplacić*; **daylight robbery** *rozbój w biały dzień (o cenie)*; **go/sell like hot cakes** *iść jak woda, sprzedawać się jak świeże bułeczki*

Phrases: sales

garage sale *wyprzedaż garażowa*; **car boot sale** *wyprzedaż z bagażnika samochodu*; **jumble** (BrE)/**rummage** (AmE) **sale** *wyprzedaż na rzecz miejscowego kościoła*

Words easily confused: brand, model, or make?

Brand to *marka* i odnosi się do produktów codziennego użytku, jak żywność czy chemia gospodarcza. **Brand name** to *nazwa handlowa*:

They offer a wide variety of sweets, including my favourite brand.

Make to *marka* w odniesieniu do sprzętu elektronicznego, urządzeń elektrycznych i samochodów:

The make of her car remained a mystery to me.

Model to *model* (np. samochodu):

He'd get down on our choice of the model of the car as if it really mattered!

Label to *przywieszka, etykieta*; price label – *naklejka z ceną*.

Wordbuilding: homonyms

Wiele wyrazów angielskich stanowi różne części mowy i ma analogiczne znaczenie:

WYRAZ ANGIELSKI	RZECZOWNIK	CZASOWNIK
shop	sklep; warsztat	kupować
store	sklep; magazyn	magazynować; przechowywać
label	etykieta, przywieszka	oznaczać etykietą
purchase	zakup	kupować
order	zamówienie; rozkaz	zamawiać; rozkazywać
queue	kolejka	stać/czekać w kolejce

► Money

Phrases: money and payments

pay by (debit/credit) card *płacić kartą płatniczą/kredytową*; pay with/in cash *płacić gotówką*; get change *dostać resztę*; cash machine/cash dispenser (BrE)/automatic teller machine/ATM (AmE) *bankomat*; get money out of a cash machine *wziąć pieniądze z bankomatu*; have money/cash on oneself *mieć*

pieniądze przy sobie; spend money (on something) wydawać pieniądze (na coś); borrow money (from somebody/a bank) pożyczać pieniądze (od kogoś/od banku); lend money pożyczać pieniądze komuś; loan pożyczka; pay interest (on a loan) płacić odsetki (od pożyczki); pay by instalments płacić w ratach; pay a deposit wpłacać zaliczkę; be in credit/in the black mieć pieniądze w banku; be overdrawn/in the red mieć dług/debet; have an overdraft mieć debet; save up for something oszczędzać na coś; savings account konto oszczędnościowe; current account rachunek bieżący; withdraw money from an account wypłacać pieniądze z rachunku; max out a credit card wyczerpać środki na karcie kredytowej

Phrases: shopping problems

faulty item/goods/device wadliwy produkt/produkty/urządzenie; **return goods** zwrócić produkty; **exchange goods** wymienić produkty; **claim a refund** wnosić o zwrot pieniędzy;

give a refund zwrócić koszty; **get/receive a refund** otrzymać zwrot kosztów; **make a complaint** złożyć skargę; **receipt** paragon

I would've been able to exchange the goods if I hadn't lost the receipt.

If you return the purchase within 14 days, you will receive a full refund.



Advertisement

Phrases: advertisement

television/TV advertisement reklama telewizyjna; **internet advertisement** reklama w internecie; **full-page advertisement** reklama na całą stronę (np. w czasopiśmie); **pop-up**

advertisement reklama wyskakująca na stronie internetowej; **commercial** reklama w radiu lub telewizji; **poster** plakat reklamowy; **hoarding** (BrE)/**billboard** (AmE) bilbord; **banner ad** reklama na górze strony internetowej

► Saying

Money is a good servant, but a bad master. Pieniądz jest dobrym sługą, ale złym panem.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A shop selling all kinds of groceries like cold meats and cheese – _ _ _ _ _
2. A basket on wheels that helps you carry the shopping – _ _ _ _
3. A person who walks from home to home and sells goods – _ _ _ _
4. A line of people – _ _ _ _ _
5. The owner of a small shop – _ _ _ _ _
6. An advert on the radio or TV – _ _ _ _ _
7. All kinds of unwanted adverts or leaflets – _ _ _ _ _
8. A shop with cakes and sweets – _ _ _ _ _

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Liczba kresek odpowiada liczbie liter w brakującym słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. Please keep the _ _ _ _ _ p _ in case you want to return the goods.
2. I want to know what the _ _ l _ _ _ _ _ date for this mobile phone is.
3. The size is also given on the _ _ _ c _ _ _ b _ _ .
4. I will _ _ n _ you the dress for tonight's party.
5. If the screen is broken, you must make a _ _ m _ _ _ _ _ .
6. I wouldn't buy anything here if I were you. They only offer d _ _ _ _ a _ _ _ _ goods.
7. Our local _ _ t _ _ _ _ ' _ sells the best sausages in the world.
8. You can always _ _ t _ _ _ _ _ money from this ATM if you wish.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. In our town there is no DIY shop, just a small _____ with tools. (IRON)
2. At this _____ you won't buy any new releases, classical literature only. (BOOK)
3. They run the most _____ garage in the area. (AFFORD)
4. _____ are pushing the local shops off from the market. (CHAIN)
5. The location for a new _____ has already been set. Finally, we will be able to buy goods at low prices. (POUND)
6. Excuse me, where's the _____ ? I want to try this shirt on. (FIT)
7. The _____ for this device is €100. It is cheaper when you buy more than 10 pieces. (PRICE)
8. I always check the _____ before I buy cream or butter. (EXPIRY)
9. You are persuasive and talkative, so you would make a good _____ . (TRADE)

10. You need to scan the _____ to check the price.
(CODE)

4. **Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.**

bring down put up with set (sb) back shop around look out for

1. I will not _____ this kind of rude service.
(tolerate)
2. If you find some time, we can _____. (go shopping)
3. We should _____ the price by 18 percent.
(lower)
4. This car must have _____ but it is impressive.
(cost a lot)
5. _____ clothes with this red label. They are on sale. (pay attention)

5. **Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.**

1. The prices have recently gone _____
_____ PLN 100. We can't afford this gym pass anymore.
2. They are selling _____ the trendiest shoes – what a bargain!
3. Why don't we try _____ this new kind of pasta?
4. I want to pop _____ the new restaurant downtown.
5. Let's splash _____ the money on a luxury holiday!
You only live once!

6. **W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.**

- 1.

- a. I usually buy all necessary goods in a local retail _____ .
- b. Next week we're moving into a new office that is located in a business _____ .
- 2.
- a. You will get a discount at the cash _____ .
- b. Just wait _____ you get the results.
- 3.
- a. Please go to the fitting _____ . There's a big mirror.
- b. We have just bought a three-_____ flat.
- 4.
- a. This radio doesn't work properly. We need to _____ a complaint.
- b. What _____ is your car?
- 5.
- a. We've made up our minds and we can _____ an order now.
- b. Luckily, she broke her leg only in one _____ .

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

claim a refund cost an arm and a leg fit like a glove window shopping pay through the nose It's a rip-off buy a pig in a poke shopping spree daylight robbery shop till you drop

1. Nobody wants to _____ , so let's first check if it works.
2. This winter we will have to _____ for vegetables. The summer was very wet.
3. The company didn't deliver us the goods that we had ordered, so we should _____ .
4. It's unreasonable to book a holiday trip that _____ . I'd rather we went somewhere on our own.

5. Banks only offer such a high commission. In my opinion, it is a _____ .
6. You should buy this jacket. It _____ .
7. PLN 25 for a coffee?! It is a _____ .
8. There are many shops with all kinds of products. Here is my credit card and you can _____ .
9. Tomorrow we are going to Milan and will go on a real _____ .
10. I tend to spend hours _____ . There are so many beautiful things I would like to have.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. You must wait in the queue to the _____ (kasy).
2. We will _____ (kupimy coś okazji) only if we take 10 kilos.
3. Let's look for a good _____ (warsztat) somewhere near our house.
4. In a _____ (pasmanterii) you can find a wide range of fabrics, buttons and threads.
5. You can come at once, we have these products _____ (w magazynie).
6. If you return the purchase within 14 days, you will receive a _____ (zwrot kosztów).
7. They offer _____ (po obniżonej cenie) toys of decent quality.
8. I will _____ (złożę skargę) against one of your workers. He damaged the handle in my camera. **Answer key:**
 1. 1. delicatessen 2. trolley 3. canvasser 4. queue 5. shopkeeper 6. commercial 7. junk mail 8. patisserie
 2. 1. receipt 2. delivery 3. price label 4. lend 5. complaint 6. downmarket 7. butcher's 8. withdraw
 3. 1. ironmonger's 2. bookstall 3. affordable 4. Chain stores 5. pound shop 6. fitting

room 7. retail price 8. expiry date 9. tradesperson 10. barcode
4. 1. put up with 2. shop around 3. bring down 4. set you back
5. Look out for **5.** 1. up to 2. off 3. out 4. into 5. out **6.** 1. park
2. till 3. room 4. make 5. place **7.** 1. buy a pig in a poke 2. pay
through the nose 3. claim a refund 4. costs an arm and a leg
5. daylight robbery 6. fits like a glove 7. rip-off 8. shop till you
drop 9. shopping spree 10. window shopping **8.** 1. checkout 2.
get a bargain 3. garage 4. haberdashery 5. in stock 6. full
refund 7. cut-price 8. make a complaint

18. Food and Cooking

▶ Foods and cooking

Words easily confused: **pasty or pastry?**

Pastry to *ciasto* (mieszanina, z której powstają wypieki) lub *ciastko*;
pasty – *pasztecik* (mały słony wypiek z mięsem, grzybami itp.).

Words easily confused: **butter or batter?**

Butter to *masło*; **batter** – *ciasto o rzadkiej konsystencji*, np. **pancake batter** *ciasto na naleśniki*.

Words easily confused: **ways of mixing**

add *dodawać*, **blend** *mieszać, miksować*, **mix** *mieszać* (np. składniki *ciasta*), **stir** *pomieszać, zamieszać* (np. *gotującą się zupę*), **beat/whisk** *ubijać* (np. *jajka*), **whip** *ubijać* (np. *śmietanę*)

Words easily confused: **ways of cutting**

cut *kroić*, **chop** *siekać*, **dice** *kroić w kostkę*, **mince** *mielić, siekać*,
grate *trzeć na tarce*, **grind** *zmielić, rozgnieść*, **slice** *kroić na plastry*

Words easily confused: **recipe, receipt, or prescription?**

Recipe to *przepis kucharski*. Tego słowa nie należy mylić z **receipt** *paragon* ani z **prescription** *recepta*.

Idioms: food

bring home the bacon zarabiać na dom; **go bananas** dostać małego rozumu, wariować; **be full of beans** być pełnym energii, tryskać energią; **spill the beans** puścić farbę, wydać sekret, powiedzieć za dużo, wygadać się; **a piece of cake** bułka z masłem; łatwizna; **(have) egg on one's face** (narazić się na) śmieszność; **kill the goose that lays golden eggs** zabić kurę znoszącą złote jaja; podcinać gałąź, na której się siedzi; **overegg the pudding** przedobrzyć, przesadzić z czymś; **walk on eggshells** obchodzić się (z kimś) jak z jajkiem, starać się (kogoś) nie urazić; **cry over spilt milk** płakać nad rozlanym mlekiem, żałować poniewczasie; **in a nutshell** w pigułce, w skrócie, w kilku słowach; **take something with a pinch/grain of salt** odnosić się do czegoś z dystansem; traktować coś z przymrużeniem oka; **like two peas in a pod** jak dwie krople wody, kropka w kropkę, kubek w kubek; **go pear-shaped** pójść źle, przybrać zły obrót; **pie in the sky** gruszki na wierzbie, zamki z piasku, obiecanki-cacanki; **couch potato** osoba leniwa, mało aktywna fizycznie, przesiadująca na kanapie przed telewizorem; **mouse potato** maniak komputerowy; **not one's cup of tea** nie czyjaś bajka, nie czyjeś klimaty; nie przepadać za czymś lub kimś; coś kogoś nie kręci

► Eating

Phrases: restaurant

restaurant car (BrE)/**dining car** (AmE) wagon restauracyjny; **pavement restaurant** restauracja z ogródkiem; **self-service restaurant** restauracja samoobsługowa; **take-away (restaurant)** restauracja z daniami na wynos; **drive-in (restaurant)** restauracja bez wysiadania z samochodu; **restaurant chain** sieć restauracji

Restauracje, bary itd. opisują przymiotniki odnoszące się do rodzaju kuchni, np. **a Thai/French/Japanese restaurant** restauracja

tajska/francuska/japońska, czy rodzaju dań, np. **a fish/vegetarian restaurant** *restauracja rybna/wegetariańska*.

Phrasal verbs: eat

eat out *jeść poza domem*; **eat in** *jeść w domu*; **eat something up** *zjeść coś do końca*

Idioms: appetite

somebody's stomach rumbles *komuś burczy w brzuchu z głodu*; **somebody's mouth waters** *komuś cieknie ślinka*; **tickle somebody's taste buds** *łechtać kubki smakowe, sprawiać, że ktoś nabiera na coś ochoty*; **get/have the munchies** *mieć nagłą ochotę na przekąskę*; **sweet tooth** *ochota na słodycze*

Words easily confused: tasty or tasteful?

Przymiotnik **tasty** znaczy *smaczny, smakowity*:

What a tasty sauce you've cooked!

Natomiast **tasteful** to *gustowny, zrobiony ze smakiem*:

The design of Rachel's new flat is very tasteful. (nie: ~~The design... is very tasty.~~)

Words easily confused: edible or eatable?

Edible oznacza *jadalny (nietrujący)* oraz *zjadliwy, dający się zjeść*. Jego antonimem w obydwu znaczeniach jest **inedible**:

Is that mushroom edible?

I burnt the veggies, so they're totally inedible (= awful).

Eatable oznacza *dający się zjeść* (choć niezbyt smaczny). Jego antonim to **uneatable**.

Phrases: diet

be on a diet *być na diecie*; **go on a diet** *przejsć na dietę*; **follow a diet** *przestrzegać diety*; **keep a diet up/stick to a diet** *utrzymywać dietę*; **balanced diet** *zbilansowana/zrównoważona dieta*.
Dietę/sposób odżywiania opisują przymiotniki: **healthy/unhealthy** *zdrowy/niezdrowy*, **bad** *zły*, **sensible** *rozsądny*, **vegetarian** *wegetariański*, **vegan** *wegański*, **slimming/weight-loss/weight-reducing** *odchudzający*, **strict** *surowy*, **low-calorie** *niskokaloryczny*, **gluten-free** *bezglutenowy*, **high-fibre** *wysokobłonnikowy*, **low-fat** *niskotłuszczowy*, **high/low-protein** *wysoko-/niskobiałkowy*.

Prepositions and phrasal verbs: eating

devour/gorge/wolf down *pożerać*; **engorge on something** *zażerać się czymś*; **pig/pork out** *przejeść się*; **bolt (down)** *jeść łapczywie*; **gobble (down)** *pochłaniać, jeść łapczywie*; **polish off** *wsuwać, zjeść do końca*; **nibble (at)/pick at** *skubać, dziobać*; **cut down on something** *ograniczyć coś*

► Saying

You can't make an omelette without breaking eggs. Gdzie drwa rąbią, tam wióry lecą.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym

słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. A mixture of eggs, flour, and milk used for making pancakes –
_ _ _ _ _
2. All products used when to prepare a dish – _ _ _ _ _
3. Dry and old, no longer fresh (about bread) – _ _ _ _ _
4. Very fine sugar, usually used to decorate doughnuts – _ _ _ _ _
5. A container used to store water or juice – _ _ _ _ _
6. Plants that we use while cooking which add flavour to food – _ _ _ _ _
7. Domestic birds, e.g. chicken or duck – _ _ _ _ _
8. To cut in rather big pieces with a sharp knife – _ _ _ _ _

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. I'd like a _ _ _ s _ chicken and French fries, please.
2. Could you pass me the _ _ d _ _? I want to pour myself some soup.
3. I will prepare the _ a _ _ _ _ and you can bake it later on.
4. A: How would you like your eggs? B: _ _ n _ y _ i _ _ up, please.
5. The whole _ _ r of chocolate is too much for you. Please, take just a few small pieces.
6. _ _ _ t _ the carrots just right before the meal. The salad will be fresh.
7. We can't use those tomatoes. They went _ _ u _ _ _ .
8. I prepare _ _ _ h _ _ potatoes for my little kid. It is easier for him to eat.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. Waiter! This meat is _____ , almost raw. (COOK)
2. Every summer they open a _____ cinema in our city. It's very romantic. (DRIVE)
3. If I were you, I wouldn't buy these products because they contain lots of _____ and are unhealthy. (PRESERVE)
4. I avoid eating pizzas and hamburgers as they are pretty _____. (FAT)
5. Vegetables are good for you, but cooking them may lessen their _____ values. (NUTRIENT)
6. They produce foods _____ with fibre and microelements. (RICH)
7. Our school _____ serves home-made food. (CAFE)
8. You need to eat _____ products to stay healthy. (WHOLE)
9. I will add just a _____ of sugar because I do not like sweet cookies. (TEA)
10. I hope you like _____ eggs for breakfast. (SCRAMBLE)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

wolf down water down gobble down dig in cut back
--

1. I am no longer hungry. I have just _____ a sandwich. (devour)
2. Please don't leave those crisps here, because I could _____ them _____. (eat fast)

3. My blood sugar is too high and I need to _____ on sweets at once. (reduce)
4. The article has been _____ in order to prevent readers from feeling insulted. (weakened)
5. Is everyone seated at last? So _____ ! (start eating)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Please stop picking _____ your food!
2. I won't have another piece, thank you. I am filled _____.
3. Cooking at home is a waste of time. Let's eat _____.
4. You can prepare a strawberry cake. The children really go _____ strawberries.
5. If we prepare pasta in a different way, I bet you will take _____ it.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. I might have confused most of the _____ in my history test.
 - b. Adding more _____ will make the cake sweeter and stickier.
2.
 - a. Who's going to _____ the bill?
 - b. My _____ hurt, but I managed to walk.
3.
 - a. You can't have your _____ and eat it! Please make up your mind quickly.
 - b. Do you like fish _____ ? I can prepare some for dinner.
- 4.

- a. I need to change into some _____ clothes.
- b. I usually drink _____ wine with pastry.

5.

- a. In the past trains were powered by _____ .
- b. I often _____ vegetables. They have more vitamins when prepared this way.

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

kill the goose that lays golden eggs cup of tea in a nutshell go bananas a piece of cake bring home the bacon sell like hot cakes full of beans cry over spilt milk egg on one's face

1. I'm afraid I won't join the club with you. Singing is not my _____ .
2. I run the house and my husband _____ .
3. What's wrong with the kids? Have they _____ ?
4. I will do my homework and then I can help you in the garden. I am _____ today!
5. My brother is an excellent cook. Such a simple dish is _____ for him.
6. If I were you, I would pre-order it. Those phones will _____ .
7. Josh ended up with _____ after the compromising affair.
8. It was a big mistake to close the restaurant. It was _____ . He should have hired a new cook.
9. What's done cannot be undone. There's no use _____ .
10. _____ , everything went wrong.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. If you _____ (usmażysz na głębokim tłuszczu) the potatoes, they'll be crispier.
2. We've just decided to order a _____ (danie na wynos).
3. _____ (Kuchnia francuska) is not my cup of tea. I prefer simple dishes.
4. Look, there is information in the menu that _____ (napiwek został wliczony w cenę dania).
5. If you want to keep low weight, you must _____ (trzymać się diety).
6. Look at this chocolate cake. It is so _____ (apetyczne)! I think I will have a small piece.
7. The design of Rachel's new flat is very _____ (gustowny).
8. Why don't we look for a _____ (kawiarni z ogródkiem)? The weather is beautiful and I'd like a coffee.

Answer key:

1. 1. batter 2. ingredients 3. stale 4. castor sugar 5. jug 6. herbs 7. poultry 8. chop

2. 1. roast 2. ladle 3. pastry 4. Sunny side 5. bar 6. Grate 7. mouldy 8. mashed

3. 1. undercooked 2. drive-in 3. preservatives 4. fattening 5. nutritional 6. enriched 7. cafeteria 8. wholesome 9. teaspoonful 10. scrambled

4. 1. gobbled down 2. wolf, down 3. cut back 4. watered down 5. dig in

5. 1. at 2. up 3. out 4. for 5. to

6. 1. dates 2. foot 3. cake 4. dry 5. steam

7. 1. cup of tea 2. brings home the bacon 3. gone bananas 4. full of beans 5. a piece of cake 6. sell like hot cakes 7. egg on his face 8. killing the goose that lays golden eggs 9. crying over spilt milk 10. In a nutshell

8. 1. deep-fry 2. take-away 3. French cuisine 4. service is included 5. stick to a diet 6. mouth-watering 7. tasteful 8. pavement cafe

19. Relationships

▶ Family

Phrases: family

immediate family *najbliższa rodzina*; **extended family** *dalsza rodzina*; **nuclear family** *rodzina nuklearna (rodzice + dzieci)*; **close/close-knit family** *zżyta, bliska sobie rodzina*; **single-parent/one-parent family** *rodzina, w której jest tylko jedno z rodziców*; **family member** *członek rodziny*; **family life** *życie rodzinne*; **start a family** *założyć rodzinę*; **bring up/raise a family** *założyć i utrzymywać rodzinę*; **motherless/fatherless child** *pólsierota*; **orphan** *sierota*; **orphaned child** *osierocone dziecko*; **foster family** *rodzina zastępcza lub przybrana*; **adoptive parents** *rodzice adopcyjni*; **foster parents** *przybrani rodzice*; **adopted/foster child** *adoptowane dziecko*

Phrases: relatives

relative/relation *krewny*; **close/near relative** *bliski krewny*; **distant relative** *daleki krewny*; **relative on one's mother's/father's side** *krewny ze strony matki/ojca*; **one's blood relative** *osoba z kimś spokrewniona*; **related by marriage** *spowinowacony*

Idioms: family

somebody's better half *czyjaś lepsza połówka, mąż/żona*; **somebody's nearest and dearest** *czyjaś rodzina*; **somebody's**

own flesh and blood *własna rodzina, krewny*; **the black sheep (of the family)** *czarna owca (w rodzinie)*

► Romantic relationships

Prepositions and phrasal verbs: romantic relationships

be in love *być zakochanym*; **fall in love** *zakochać się*; **fall out of love** *odkochać się*; **go out with somebody** *spotykać się/chodzić z kimś*; **propose to somebody** *oświadczyć się komuś*; **get engaged to somebody** *zaręczyć się z kimś*; **be engaged to somebody** *być z kimś zaręczonym*; **marry somebody/get married to somebody** *pobrać się z kimś*; **be married to somebody** *być z kimś w związku małżeńskim*; **be married with children** *być w małżeństwie i mieć dzieci*; **fall out with somebody** *kłócić się z kimś*; **argue with somebody** *kłócić się z kimś*; **get on (well) with somebody** *dogadywać się z kimś*; **put up with somebody** *znosić/wytrzymywać (coś/kogoś)*; **make up with somebody** *godzić się z kimś*; **split up with somebody** *rozstać się z kimś*; **break up with somebody** *zerwać z kimś*

Words easily confused: wedding

bride *panna młoda*, **(bride)groom** *pan młody*, **newly-wed** *nowożeńcy*, **best man** *drużba*, **bridesmaid** *drużna*, **page (boy)** *chłopiec usługujący młodej parze podczas ślubu*, **religious ceremony/service**, **white wedding** *ślub kościelny*, **civil ceremony/service** *ślub cywilny*

Words easily confused: partying

hen night/party *wieczór panieński*, **stag night** *wieczór kawalerski*, **wedding reception** *przyjęcie weselne*, **honeymoon** *miesiąc*

miodowy, throw/give/hold a party urządzić imprezę/przyjęcie,
have/hold a reception organizować przyjęcie

Words easily confused: marriage or married couple?

Marriage to *małżeństwo (stan cywilny)*, a **married couple** – *para małżeńska*.

Idioms: marriage

pop the question *oświadczyć się*; **name the day** *wybrać datę ślubu*; **marriage made in heaven** *idealne małżeństwo*; **tie the knot (of matrimony)** *połączyć się węzłem małżeńskim/udzielić ślubu*

Idioms: love

love at first sight *miłość od pierwszego wejrzenia*; **head over heels in love** *zakochany po uszy*; **the love of somebody's life** *miłość czyjegoś życia*; **not for love or money** *za żadne skarby, w żadnym razie*; **love you and leave you** *niestety, muszę już iść (choć nie chcę)*

Saying

A friend in need is a friend indeed. Prawdziwych przyjaciół poznaje się w biedzie.

Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym

słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. Someone connected to you by blood – _____
2. A child without parents – _____
3. A person you work with – _____
4. A celebration for men only just before the wedding – _____
5. _____
A person who is not very close to you – _____
6. A man who is getting married – _____
7. Your brother's or sister's son – _____
8. A surname one's born with – _____

2. Uzupełnij każde z poniższych zdań jednym lub dwoma słowami poprawnymi pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. They are a typical _ _ _ | _ _ _ family: just parents, two kids and a dog.
2. After many years of going out, they finally got _ _ g _ _ _ d.
3. My _ _ _ e _ _ _ _ built that house and it has been our property since 1900.
4. They have decided to _ _ _ d the wedding reception at home.
5. I _ _ o _ _ my grandpa. He is very patient and funny at the same time.
6. We _ _ h _ _ _ _ _ a fortune from our aunt.
7. According to tradition, _ _ n _ _ of marriage were announced in church.
8. They're getting married at their local _ _ g _ _ _ _ _ f _ _ _ e in June.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. Stella is my _____ . She's been married to my brother since 2020. (SISTER)
2. This is my grandma's mother. Please meet my beloved _____ . (MOTHER)
3. Their wedding _____ was marvellous. I enjoyed it a lot. (RECEIVE)
4. Being _____ , Brenda can focus entirely on her career. (CHILD)
5. Here come the _____ ! Let's make a toast. (NEW)
6. My last relationship was a _____ . Luke didn't have time for me. (DISSAPPOINT)
7. When she moved in, I could see _____ on her face. (CONTENT)
8. After Monica introduced her _____ to her parents, an argument ensued. None of her parents was willing to accept their future son-in law. (BE)
9. In the 1920s it was very rare for a woman to be the _____ . It was men who usually worked at that times. (WIN)
10. You should have helped him! You should be _____ of yourself. (SHAME)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

split up look down on break up with butter someone up put up with

1. My parents _____ when I was 17 years old. (divorce)
2. I _____ Mike two months ago because he had decided to move abroad. (separate)
3. He is very rude and dishonest. How can you _____ him? (tolerate)

4. You can always _____ him _____ a bit. He is your dad, so I think he will help you. (flatter)
5. She thinks she can _____ because I am younger and inexperienced. (treat as unimportant)

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. There was a fire alarm at the wedding and all the guests spread _____ immediately.
2. My grandparents brought _____ two children and five grandchildren.
3. My son and my husband look very _____ .
4. If you decide to keep a pet, you must look _____ it every day.
5. You needn't worry so much. We will handle the problem together, so cheer _____ .

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. After her husband _____ her, Amanda proved to be an independent and self-sufficient woman.
 - b. Walk past the playground and the chemist's will be on your _____ .
2.
 - a. Meg _____ speak German fluently.
 - b. Would you like a _____ of soda?
3.
 - a. Actually, I'm not into _____ music at all.
 - b. Are you really going to _____ the question?
4.
 - a. Finally, they decided on a _____ wedding, so we need to decorate the church.
 - b. I need one egg _____ to finish the cake.

5.

a. It was a _____ divorce. They will remember it till the end of their lives.

b. What a shame these cucumbers taste so _____ .

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

Bob's your uncle better half black sheep name the day not for love or money love you and leave you marriage made in heaven head over heels in love nearest and dearest sb's own flesh and blood

1. He is my dream come true! I am _____ with him.

2. Please meet Kate, who is my _____ .

3. You must rest and relax. Take a few days off and spend some time with your _____ .

4. How could you steal from those people? They are your own _____ .

5. Nobody invited my uncle to the family reunion. John says that he has always been the _____ .

6. Our partnership with this Italian company is a _____ . We will succeed.

7. There is no way I will rent this filthy flat! _____ !

8. The party is great but I'm afraid I must be going now. _____ .

9. First, fill in the form, register online, and _____ !

10. Have you already _____ ? We need to book our flights.

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie

poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. I'm afraid Mark and Fiona are about to split up. They _____ (bardzo się pokłócili) again last night.
2. Aunt Georgina is my _____ (najbliższą rodziną). My parents died a few years ago.
3. The decision to _____ (związać się węzłem małżeńskim) is more serious than you can imagine.
4. Dorothy confessed she'd _____ (odkochała się) with her boyfriend.
5. I want to organize a _____ (wieczór panieński) for Kate a week before her wedding.
6. An awful burst of laughter interrupted the couple just as they were _____ (składali przysięgę małżeńską).
7. You should have studied more. Your results are very poor. I am _____ (zawiedziony) you.
8. Our history is very simple. We met at work and it was _____ (miłość od pierwszego wejrzenia).

Answer key: **1.** 1. relative 2. orphan 3. colleague 4. stag night 5. acquaintance 6. groom 7. nephew 8. family name **2.** 1. nuclear 2. engaged 3. ancestor 4. hold 5. adore 6. inherited 7. banns 8. registry office **3.** 1. sister-in-law 2. great-grandmother 3. reception 4. childless 5. newly-weds 6. disappointment 7. contentment 8. husband-to-be 9. breadwinner 10. ashamed **4.** 1. split up 2. broke up with 3. put up with 4. butter, up 5. look down on **5.** 1. out 2. up 3. alike 4. after 5. up **6.** 1. left 2. can 3. pop 4. white 5. bitter **7.** 1. head over heels in love 2. better half 3. nearest and dearest 4. flesh and blood 5. black sheep 6. marriage made in heaven 7. Not for love or money 8. Love you and leave you 9. Bob's your uncle 10. named the day **8.** 1. had a row 2. immediate family 3. tie the knot 4. fallen out of love 5. hen party 6. exchanging vows 7. disappointed with 8. love at first sight

20. Time and Space

▶ Time

Phrases: day

day and night *dniem i nocą, cały czas*; **all day and every day** *zawsze, cały czas*; **somebody's day will come** *czyjś dzień (jeszcze) kiedyś nadejdzie*; **someone (jeszcze) odniesie sukces**; **these days** *w dzisiejszych czasach, obecnie*; **in those days** *w tamtych czasach*; **day in, day out** *dzień w dzień*; **make somebody's day** *sprawić komuś wielką przyjemność; wprawić kogoś w dobry nastrój*; **something has had its day** *coś już ma za sobą najlepsze lata; coś jest przeżytkiem*; **the other day** *kilka dni temu, niedawno*; **any day now** *w najbliższym czasie, lada dzień*; **call it a day** *zakończyć pracę; przerwać pracę nad czymś*; **have an off day** *mieć zły/pechowy dzień*

Idioms: time

(all) in good time *(wszystko) w swoim czasie*; **in the nick of time** *w samą porę*; **third time lucky/third time is the charm** *do trzech razy sztuka*; **be ahead of/in advance of one's times** *wyprzedzać swoje czasy*; **do (something) against time** *robić (coś) z zegarkiem w ręku, robić coś na akord*; **have the time of one's life** *ubawić się jak nigdy w życiu*; **play for time** *grać na zwłokę*; **serve/do one's time** *odsadywać karę w więzieniu*; **time (alone) will tell/only time will tell** *czas pokaże*

Prepositions: by + date

Jeśli przed określeniem danego momentu (np. **two o'clock, May 21st, June, next week, 2025**) występuje przyimek **by**, oznacza to, że pewna sytuacja nastąpi najpóźniej w określonym momencie:

The teacher promised to check our compositions by Friday.

Words easily confused: in time or on time?

In time oznacza *na czas, nie za późno*, a **on time** – *o czasie, punktualnie*:

We arrived at the station in time to see Henry off.

In time może też oznaczać *w końcu* lub *z czasem*:

No doubt in time Mary will purchase the land.

On time odnosi się do zaplanowanego wcześniej momentu, może opisywać przybycie bez spóźnienia, ale i bez wyprzedzenia – wyrażenie to podkreśla, że coś się zdarzyło zgodnie z planem, rozkładem jazdy itp.:

The headmistress insists that the performance commence on time.

Words easily confused: all or whole?

All łączy się z rzeczownikiem oznaczającym jakiś okres, np. **all summer** *całe lato*, **all last year** *cały zeszły rok*. **Whole** ma w takim użyciu identyczne znaczenie, ale trzeba pamiętać o poprzedzającym go przedimku (**a/the**):

I was awake the whole/all night. (nie: **I was awake ~~whole~~ night.**)

Space and Numbers

Words easily confused: traditional quantities

Tradycyjne wyrazy odnoszące się do ilości to: **brace** *para, parka* (odnosi się do dwóch sztuk tego samego rodzaju, najczęściej do upolowanej zwierzyny), **dozen** *tuzin (dwanaście)*, **baker's dozen** *trzynaście*, **score** *dwadzieścia*, **gross** *gros (sto czterdzieści cztery)*.

Words easily confused: space, room, or place?

Rzeczowniki **room** i **space** mogą być używane zamiennie w znaczeniu (*wolnego*) *miejsca, przestrzeni*:

In my wardrobe there is not much room left, because my dresses take up a lot of it.

Rzeczownika **place** natomiast używamy w znaczeniu *obszaru, miejsca, miejsca (do siedzenia)*:

I was amazed – my place (= seat) was occupied!

Phrases: increase, decrease

Increase *wzrost* i **decrease** *spadek, zniżka* łączą się z przymiotnikami: **big/large** *znaczny*, **slight/small** *nieznaczny, niewielki*, **great/huge/massive** *ogromny*, **considerable/substantial** *znaczny*, **dramatic/sharp/rapid** *ogromny, gwałtowny*, **modest** *nieznaczny, skromny*, **gradual** *stopniowy*, **steady** *miarowy*, **constant** *stały*.

Prepositions: increase, decrease

Increase i **decrease** łączą się z przyimkiem **in**, np. **an increase in air traffic** *wzrost w transporcie lotniczym*.



Idioms: colours

lend/give colour to (something) uwiarygodnić (coś), nadać (czemuś) pozory prawdy; **nail one's colours to the mast** otwarcie deklarować swoje poglądy; **true colours** prawdziwe oblicze, rzeczywista natura; **in glowing colours** (opisywać coś) entuzjastycznie, w superlatywach; **with flying colours** triumfalnie; znakomicie, celująco, w świetnym stylu; **black and blue** posiniaczony; **be in black** nosić żałobę, być w żałobie; **be in the black** nie mieć debetu, mieć środki finansowe na koncie; **in black and white** na piśmie, czarno na białym; **black look** wściekłe/pełne dezaprobaty spojrzenie; **black market** czarny (nielegalny) rynek; **somebody is not as black as he/she is painted** ktoś nie jest taki zły, jak go malują/jak o nim mówią; **out of the blue** niespodziewanie, nieoczekiwanie, nagle; **be somebody's blue-eyed boy/girl** być czyimś pupilkiem, być przez kogoś faworyzowanym; **blue/green around the gills** wyglądający niezdrowo lub blado; **once in a blue moon** od wielkiego dzwonu, bardzo rzadko; **feel blue** być przygnębionym, mieć chandrę; **in the pink** w świetnej formie; **be tickled pink** być zachwyconym; **be in the red** mieć długi; **red tape** biurokracja, procedury biurokratyczne; **see red** wpaść w szal, wściekać się; **white elephant** bezużyteczny bibelot; rzecz bezwartościowa dla jej posiadacza; **yellow-belly** tchórz; **yellow-bellied** tchórzliwy, bojaźliwy

► Saying

Every dog has its day. Do każdego los się w końcu uśmiechnie.

► Exercises

1. Wpisz brakujące słowa, tak by odpowiadały podanym definicjom. Liczba kresek odpowiada liczbie liter w brakującym

słowie. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. One of four equal parts – _____
2. A group of twelve – _____
3. A figure with five sides and five angles – _____
4. A shape where opposite sides are parallel – _____
5. Not deep – _____
6. A period of two weeks – _____
7. Zero in mathematics – _____
8. A kind of colour, darker or brighter – _____

2. Uzupełnij każde z poniższych zdań jednym słowem poprawnym pod względem leksykalnym i gramatycznym. Każda kreska odpowiada jednej brakującej literze. Wymagana jest pełna poprawność ortograficzna wpisywanych słów.

1. The earthquake caused _____ s _____ l damages in our country.
2. You need to know the _____ d _____ of this circle.
3. She won two awards _____ r _____ u _____ her entire career.
4. For a _____ e _____ g moment, she hesitated.
5. This forest covers a really _____ a _____ area of the land.
6. There followed a _____ m _____ pause which seemed to last forever.
7. Don't worry, we will send help in _____ i _____.
8. Take a lot of pictures of your child. Time _____ e _____ so fast.

3. Uzupełnij luki, przekształcając wyrazy w nawiasach tak, aby otrzymać logiczne i poprawne gramatycznie zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1. Art is _____ . It will last even in 1,000 years.
(TIME)
2. What is the _____ of this window? (BROAD)
3. Henry's got a job as a _____ lorry driver.
(LONG)

4. The swimming pool was _____ last year.
(DEEP)
5. The map shows all the _____ lands. (FAR)
6. Please avoid sweets. Your blood sugar has been _____ . (HIGH)
7. I swam 20 _____ of our swimming pool.
(LONG)
8. Have you seen my sunglasses? The frames are _____ . (DIAMOND)
9. This wood is very special. It is neither red nor brown, just _____ . (RED)
10. _____ ears would be perfect for this costume. (POINT)

4. Uzupełnij luki, wstawiając właściwe wyrazy spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

get back at run down catch up stay off make off

1. If you hurry, you can still _____ him _____ .
2. I'm going to tell you how you can _____ that cheeky guy. He deserved it.
3. The mugger tried to _____ in the opposite direction, but the police finally caught him.
4. He was arrested because he'd _____ a small dog.
5. Please, _____ my way!

5. Uzupełnij luki, wstawiając właściwy przyimek, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

1. Something really good came _____ _____ the last school trip.
2. Can I count _____ you in this complicated situation?

3. When my husband lost his job, we had to get _____ with our savings.
4. I suppose you've been mixing _____ "receipt" with "recipe".
5. Sam's always showing _____ , willing to impress everyone.

6. W podanych poniżej parach zdań w miejsce każdej z luk wstaw jeden wyraz, który poprawnie uzupełnia obie luki.

1.
 - a. _____ is a beautiful country.
 - b. _____ is a typical Thanksgiving dish.
2.
 - a. _____ people are proud of their legendary hospitality.
 - b. _____ your shoes before we leave.
3.
 - a. Why don't we take a short _____ somewhere nice at the weekend?
 - b. Sooner or later, someone's going to _____ over this cable – can you put it somewhere else?
4.
 - a. This is my dog's _____ .
 - b. I have nothing to write with, could you lend me a _____ ?
5.
 - a. Here's your _____ and your shopping bag.
 - b. I want to _____ my lifestyle – any hints?

7. Uzupełnij luki, wstawiając właściwy idiom spośród podanych, tak aby otrzymać logiczne i poprawne gramatycznie zdania.

<p>brown-nose the pot calling the kettle black see red with flying colours the grass is always greener on the other side red tape</p>
--

yellow-bellied bolt from the blue tickled pink with a silver spoon in one's mouth

1. We won't be able to finish on time because of the _____ . Many documents are still missing.
2. Steve accused Helen of being insensitive to other people's feelings. Talk about _____ !
3. My grandmother's sudden death was like a _____ to the entire family.
4. Do you think that her life is better than yours? I think that _____ , that's all.
5. Harry's _____ our English teacher, which annoys most of my classmates.
6. George is such a _____ guy. He'll never stand up for himself.
7. When I realised how unfairly I'd been treated, I just _____ .
8. I was _____ when I saw the exam results.
9. You're going to pass the test _____ .
10. Kate was born _____ . Lucky she!

8. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. We're all exhausted, aren't we? _____
(Zakończmy pracę na dziś).
2. Please check it once again. Two _____ (pomnożone przez) three is not eight.
3. _____ (Na razie), I prefer not to go into detail.
4. What is wrong? I am losing _____ (raz za razem).

5. _____ (Przez pewien czas) I lived with my boyfriend.
6. Now turn left, it's a _____ (skrót).
7. _____ (Po kolei), John, it is your turn now.
8. The second task was to underline all _____ (liczby nieparzyste). **Answer**

key: 1. 1. quarter 2. dozen 3. pentagon 4. rectangular 5. shallow 6. fortnight 7. nought 8. shade **2.** 1. substantial 2. radius 3. throughout 4. fleeting 5. broad 6. momentary 7. time 8. flies **3.** 1. timeless 2. breadth 3. long-distance 4. deepened 5. faraway 6. heightened 7. lengths 8. diamond shaped 9. reddish 10. Pointed **4.** 1. catch, up 2. get back at 3. make off 4. ran down 5. stay off **5.** 1. out of 2. on 3. by 4. up 5. off **6.** 1. Turkey 2. Polish 3. trip 4. pen 5. change **7.** 1. red tape 2. the pot calling the kettle black 3. bolt from the blue 4. the grass is always greener on the other side 5. brown-nosing 6. yellow-bellied 7. saw red 8. tickled pink 9. with flying colours 10. with a silver spoon in her mouth **8.** 1. Let's call it a day 2. multiplied by 3. For the time being 4. time and time again/time after time 5. For a time/For some time 6. shortcut 7. One at a time 8. odd numbers

▶ Grammar Challenge

1. THE PRESENT

► Present Simple

- prawdy ogólne i niezmiennie prawa:

The Earth and other planets in our solar system go round the Sun.

Young children get ill quite often.

Anna always helps those in need.

- czynności powtarzalne, rutyna, nawyki i zwyczaje:

Marianne's sister calls her every day.

Agnes simply falls asleep when she's stressed-out.

How often do you revise vocabulary?

- fabuła baśni, dowcipów, powieści, filmu:

Bilbo Baggins sets on a long journey.

Two hunters get lost in the forest. One of them trips and falls...

► Present Continuous

- sytuacja, która ma miejsce w momencie tworzenia wypowiedzi:

Kids, you're making too much noise.

I can't talk to you now – I'm driving.

- bieżący stan rzeczy:

Commuters are still choosing cars over public transport.

- opis sytuacji i czynności tymczasowych:

Harry's working as a waiter this summer.

What are you reading these days?

- opis zdjęcia czy ilustracji:

The child in the picture is playing with her toys.

- dokonujące się zmiany i aktualne procesy czy trendy:

You're making progress! Great!

Food prices are soaring.

- sytuacje powtarzalne:

Whenever we meet, Cindy's texting people and scrolling the news.

- z wyrazami **always, forever, constantly, continually** – irytacja lub dezaprobata wobec powtarzającej się sytuacji:

You're constantly telling me what to do!

They're always coming late.

State Verbs

Niektóre czasowniki prawie nigdy nie występują w formie ciągłej, np.: **admire, agree, be, believe, belong, deserve, disagree, dislike, doubt, fancy, hate, imagine, know, like, love, matter, mean, need, owe, own/possess, promise, realise, seem, understand, want, wish:**

Kelly hardly ever agrees with me.

My son promises it won't happen again.

Who does this scooter belong to?

I don't believe these rumours.

Do you realise the danger we're facing?

Zmysły

Czasowniki takie jak **hear** *słyszeć*, **notice** *zauważyć*, **see** *widzieć*, **smell** *pachnieć*, **sound** *brzmieć*, **taste** *smakować* również nie występują w formie ciągłej:

I don't see anything in this fog.

This tune sounds familiar.

Żeby podkreślić, że coś widzimy, słyszymy itp. w momencie tworzenia wypowiedzi, czasowniki **see**, **hear** itd. możemy poprzedzić czasownikiem **can**:

Can you hear this sound?

I can't see anything.

Czasowniki wieloznaczne

Niektóre czasowniki mają odmienne znaczenie w zależności od zastosowanej formy.

CZASOWNIK	ZNACZENIE – FORMA SIMPLE	ZNACZENIE – FORMA CONTINUOUS
be	<i>być</i>	<i>zachowywać się</i>
	Mia is a friend of mine.	You're being rude.
look	<i>wyglądać (brak różnicy w znaczeniu)</i>	
	Jim looks ill. / Jim's looking ill.	
	<i>wyglądać (jak)</i>	<i>patrzeć</i>
	Jim's son looks	What are those people

	just like him.	looking at?
think	<i>uważać, sądzić</i>	<i>myśleć</i>
	What do you think of that picture?	Meg is thinking about the silly misunderstanding.
have	<i>mieć, posiadać</i>	<i>inne użycia (np. have a shower, have dinner)</i>
	Henry has enough money to pay.	Joan's having a bath now.
see	<i>widzieć; rozumieć</i>	<i>widzieć się (z kimś), spotykać się</i>
	I don't see anything. I see exactly what you mean.	We're seeing the Johnsons next week.
smell	<i>pachnieć</i>	<i>wąchać</i>
	The dish smells nice.	The cat is smelling its food.
taste	<i>smakować, mieć smak</i>	<i>kosztować, próbować (smak)</i>
	That dish tastes disgusting!	I'm just tasting the soup.

Czasownik **feel** w znaczeniu *czuć się* może występować w obydwu czasach:

My mum feels upset. / My mum is feeling upset.

Feel w znaczeniach *być (jakimś) w dotyku* i *uważać, sądzić* używa się tylko w **Present Simple**:

Your hands feel cold.

I feel I've made a mistake.

► Exercises

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. He is often in a bad mood.
He _____ good mood. **RARELY**
2. She is not satisfied with the timetable at her school.
She _____ at her school. **COMPLAINING**
3. According to the schedule, the departure is at 6 p.m.
The train _____ . **LEAVES**
4. I think you must know the truth about the accident.
I _____ about the accident. **BELIEVE**
5. My father is thinking carefully about taking the job abroad.
My father _____ the job abroad. **CONSIDERING**
6. Photography interests me.
I _____ . **FIND**
7. The contest takes place tomorrow.
The _____ contest _____ . **HELD**
8. I don't like people who smoke.
I don't _____ . **APPROVE**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. John and I _____ (attend) a very important conference on Tuesday.
2. Look! The orchestra _____ (appear) on stage.
3. I'm just _____ (taste) the sauce to find out how to spice it up.
4. These roses _____ (smell) wonderful.
5. The children are happy to see my sister – they simply _____ (love) having her here.
6. It's easy. First you _____ (chop) the meat, then you _____ (fry) it.
7. Ice _____ (melt) when heated.
8. Food prices _____ (rise) nowadays.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. _____ (żałuję) the decision to let her leave.
2. Jenkins _____ (serwuje) to the left corner and his opponent makes a return! What a great game!
3. We should immediately make the decision and you _____ (ciągle zmieniasz) your mind.
4. My parents _____ (spędzają) the evening together _____ (oglądając) TV.
5. I have sent you the email a long time ago and I _____ (z niecierpliwością czekam na otrzymanie) your reply.
6. They _____ (jadą) to the Disneyland tomorrow.
7. She _____ (ciągle obgryza) her nails, which annoys me.
8. I _____ (mam wizytę) my dentist tomorrow.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. In my opinion, they'll win the match.
If _____ you _____ ask
_____ .
2. I don't believe they can still be together.
I have a _____
that they can have split up.
3. I don't see why I should believe her.
There _____ is _____ no
_____ to
believe her.
4. Applications are accepted until next Monday.
The final _____
next Monday.
5. I never have enough time.
I _____ am _____ always
_____ time.
6. I don't mean to leave tomorrow.
I have _____ of
leaving tomorrow.
7. Are you allowed to enter?
Do _____ you _____ have _____ the
_____ ?
8. We don't believe in anything you say.
Whatever _____ you
_____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. I don't never drink coffee in the morning.

2. It gets dark.

3. I am a busy mother, am I?

4. Who does play the piano here?

5. I am thinking you are wrong.

6. We have a good time at the party.

7. What you mean?

8. Hurry up! I wait for you at the station.

Answer key: 1. 1. He is rarely in a good mood. 2. She is complaining about the timetable at her school. 3. The train leaves at 6 p.m. 4. I believe you know the truth about the accident. 5. My father is considering taking the job abroad. 6. I find photography interesting. 7. The contest is held tomorrow. 8. I don't approve of people who smoke. 2. 1. are attending 2. is appearing 3. tasting 4. smell 5. love 6. chop, fry 7. melts 8. are rising 3. 1. I regret 2. serves 3. are still/constantly/forever changing 4. are spending, watching 5. am looking forward to receiving 6. are going 7. is always biting 8. am seeing 4. 1. If you ask me, they'll win the match. 2. I have a feeling that they can have split up. 3. There is no reason to believe her. 4. The final date of sending the applications is next Monday. 5. I am always short of time. 6. I have no intention of leaving tomorrow. 7. Do you have the permission to enter? 8. Whatever you say, we don't believe you. 5. 1. don't never → never 2. gets → is getting 3. am I → aren't I? 4. who does play → who plays 5. I am thinking → I think 6. have → are having 7. What you → What do you 8. I wait → I'm waiting

2. The Past

► Sytuacja zakończona w przeszłości

Jeśli opisywana sytuacja zakończyła się w momencie, do którego się odnosimy, stosujemy **Past Simple**:

Helen tidied the entire house.

My grandpa worked abroad when he was in his thirties.

Past Simple opisuje zdarzenia jednorazowe i powtarzalne sytuacje z przeszłości:

We discussed the issue at the previous meeting.

How many times did he call you?

► Sytuacja trwająca w przeszłości

Jeśli w momencie, do którego się odnosimy, opisywana sytuacja wciąż trwała, stosujemy **Past Continuous**:

Helen was tidying the house in the afternoon.

The witness must say what he was doing at 5 a.m.

Porównaj:

The witness says that at 5 a.m. he returned home. (= the witness entered his house)

The witness says that at 5 a.m. he was returning home. (= the witness was on his way)

Sytuacja ogólna

Opisując sytuację ogólną z przeszłości, możemy użyć zarówno **Past Simple**, jak i **Past Continuous**:

At Mia's birthday party, we played board games and ate snacks/were playing board games and eating.

Jeśli chcemy podkreślić czas trwania opisywanej czynności, stosujemy **Past Continuous**:

Helen was tidying the house the whole afternoon.

Jeśli dwa lub więcej zdarzeń odbywało się równocześnie, również opisujemy je za pomocą **Past Continuous**:

Helen was tidying the house and John was repairing the car.

► Sytuacja przerwana

Jeśli jakieś zdarzenie nastąpiło podczas innego, przerywając je lub zakłócając, do opisu sytuacji przerwanej czy zakończonej użyjemy **Past Continuous**, a do opisu zdarzenia, które pojawiło się w jej trakcie – **Past Simple**:

While they were rehearsing, the main actress suddenly fainted.

What were you whispering about when I entered?

While i when

Łącząc dwa zdania w czasach przeszłych, używamy spójników **when** *kiedy* przed zdaniem w **Past Simple** i **while** *podczas gdy* przed zdaniem w **Past Continuous**. Porównaj:

Dave hurt himself while he was chopping the wood.

Dave was chopping the wood when the axe slipped.

► Past Perfect

Kiedy chcemy opisać zdarzenie, które miało miejsce przed innym zdarzeniem w przeszłości, stosujemy **Past Perfect**:

The Finstons had checked dozens of offers before they chose to live in our neighbourhood.

Past Perfect służy do wyraźnego zaznaczenia kolejności, w jakiej nastąpiły po sobie wydarzenia:

The local football team had just won the match and the town mayor was expecting trouble during the victory parade.

The report found that over 10% of pupils had experienced bullying.

Tę kolejność można podkreślić spójnikami **before** i **after**:

Before he settled down in the country, Jack had lived elsewhere.

Jack settled down in the country after he'd spent some time in a big city.

Jednak czasu **Past Perfect** nie używa się raczej w sytuacjach, gdy zdarzenia nastąpiły bardzo szybko jedno po drugim lub gdy ich kolejność jest oczywista:

It began to rain as soon as the clouds appeared in the sky.

Kiedy mówimy o związkach przyczynowo-skutkowych między zdarzeniami przeszłymi, zamiast **Past Perfect** używamy raczej **Past Simple**:

She snapped at me, so I hang up.

The child dropped the toy and it broke.

► Relacjonowanie fabuły

Opowiadając baśnie, dowcipy, relacjonując fabułę powieści czy filmu, można zastosować **Past Simple**, **Past Continuous** i **Past Perfect**:

Bilbo Baggins set on a journey.

Marilla and Matthew decided to adopt a young girl who had been orphaned.

▶ Uprzejme prośby

Past Simple i **Past Continuous** służą do formułowania uprzejmych prośb:

I wondered/I was wondering if you could explain how this tool works.

Past Continuous podkreśla nasz dystans wobec rozmówcy:

I was hoping we could discuss the issue.

▶ Past Perfect Continuous

Jeśli chcemy podkreślić czas trwania sytuacji, która trwała do pewnego momentu w przeszłości, stosujemy **Past Perfect Continuous**:

Jack had been living in a big city for decades before he moved to the countryside.

We'd been planning it for ages and we succeeded at last!

▶ Used to

Used to + czasownik używamy do opisu sytuacji bądź stanu, które miały miejsce w przeszłości, ale są już nieaktualne:

His family used to live in Southern France.

Przeczenie tworzymy przez **did not (didn't)** w połączeniu z **use to**:

Stella didn't use to work so hard. (nie: ~~Stella didn't used to work so hard.~~)

Pytanie tworzy się za pomocą **did**:

Did you use to be friends?

► **Would**

Would + czasownik używamy, gdy dana czynność powtarzała się w jakimś minionym okresie:

She would get up at dawn every morning and toil away to make ends meet.

When we were little kids, our dad would read us children's books.

Konstrukcji **would + czasownik** nie używa się jednak do opisu stanów z przeszłości:

When I was a teenager, our family lived/used to live (~~would live~~) in the country.

► **Exercises**

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. John joined the club 3 months ago.

John _____

months. **MEMBER**

2. He said it was my mistake.

He _____ .

BLAMED

3. I bought a beautiful car. A week earlier I took a loan.

_____ a

loan. **BEFORE**

4. Sue spent ages doing her homework.

It _____ her

homework. **TOOK**

5. I was very interested in history as a teenager.

I _____ as a

teenager. **INTEREST**

6. Agatha hated cheese when she was a child.

Agatha

_____ .

USED

7. Nobody noticed her performance.

Nobody

performance. **ATTENTION**

8. It wasn't possible for me to prepare the speech.

I _____

speech. **ABLE**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. When I _____ (study) at university, I

_____ (live) with my parents.

2. I _____ (wonder) if you could help me.

3. This place _____ (be) a shopping mall, but now it's going to be demolished.

4. Bob _____ (always dream) of visiting Italy, but he never went there.

5. When I was a child, I _____ (stay) with my grandfather and have a fire in the evenings.
6. I _____ (stay) at this hotel many times in 2020.
7. We _____ (wait) for about an hour when it _____ (start) to rain.
8. She _____ (jump) out of bed when the alarm clock _____ (go off).

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Did you know that Nick _____ (mieszkał) in London before he got engaged in a Spanish theatre?
2. _____ (ostatni raz) I saw Martha was two months ago.
3. Before I _____ (poszedłem) to bed I _____ (zjadłem) dinner.
4. Sue _____ (złamała nogę) when she _____ (wsiadała do) the car.
5. I _____ (pracowałem ciężko) the whole month and I thought I deserved a break.
6. She _____ (miała nadzieję) to get a pay rise.
7. _____ (gdyby nie Julia), we wouldn't have survived.
8. I _____ (przyzwyczajałam się) the new surroundings for a long time.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. When did you leave school?

- How _____
leave school?
2. After cleaning the house, I went shopping.
After I _____ .
3. While I was doing the ironing, my father rang.
_____ when
my father rang.
4. Did anyone answer to your email?
Was _____ there
email?
5. When did you last have a holiday?
When _____ was
a
holiday?
6. What did she have on during the job interview?
What _____ was
?
7. She confessed that she had broken the vase.
She _____ admitted
.
8. I have known John since 2020.
I first _____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. How much cheese you added to this pasta?

2. We talked when my sister got back home.

3. It used to took me an hour to get to work.

4. We had been living in Warsaw when Jane was fired.

5. He would be a teacher but now he works in a factory.

6. Did you used to play computer games?

7. As soon as we returned home, the babysitter had left.

8. Were you driving past her house every day?

Answer key: 1. 1. John has been the member of the club for 3 months. 2. He blamed me for the mistake. 3. I had taken a loan before I bought a beautiful car. 4. It took Sue ages to do her homework. 5. I had an interest in history as a teenager. 6. Agatha used to hate cheese when she was a child. 7. Nobody paid attention to her performance. 8. I wasn't able to prepare the speech. **2.** 1. was studying, was living 2. was wondering 3. used to be/was 4. had always dreamed/dreamt 5. would stay 6. stayed 7. had been waiting, started 8. jumped, went off **3.** 1. had been living/had lived 2. The last time 3. went, had had/had eaten/had/ate 4. broke her leg, was getting into 5. I had been working hard 6. was hoping 7. If it hadn't been for Julia/But for Julia 8. was getting used to **4.** 1. How long ago did you leave school? 2. After I (had) cleaned the house, I went shopping. 3. I was doing the ironing when my father rang. 4. Was there an answer/reply/response to your email? 5. When was the last time you had a holiday? 6. What was she wearing during the job interview? 7. She admitted breaking the vase. 8. I first met John in 2020. **5.** 1. you added → did you add 2. talked → were talking 3. took → take 4. had been living → were living 5. would be → used to be 6. used to → use to 7. had left → left 8. Were you driving → Did you drive

3. CZASY PRESENT PERFECT I PRZESZŁE

► Present Perfect

- zdarzenia, o których nie wiemy, kiedy nastąpiły, lub nie ma to znaczenia:

I've never eaten insects – have you?

The journalist has interviewed him three times.

- ogół przeżyć i doświadczeń osób, o których mowa:

Meg and Paul have travelled a lot.

- bardzo nieodległa przeszłość:

I've recently spoken to Jim.

- sytuacje, które wydarzyły się w okresie, który jeszcze się nie zakończył:

How much have we spent this month?

Which capitals has she visited up till now?

- czynności rozpoczęte w przeszłości i trwające do chwili obecnej:

We've known each other long enough!

Sally hasn't visited since her mother's death.

- nacisk na obecne skutki sytuacji z przeszłości:

My sister has fallen ill, so she can't go with us.

► Present Perfect i Present Perfect Continuous

Sytuacja długotrwała

Mówiąc o sytuacji, która trwa od dłuższego czasu, **Present Perfect** i **Present Perfect Continuous** można używać wymiennie:

We've lived in this flat for 20 years. / We've been living in this flat for 20 years.

Do opisu sytuacji, która trwa od bardzo długiego czasu, lepiej zastosować **Present Perfect**. Porównaj:

I've been standing here and waiting for an hour!

That castle has stood here since the 14th century. (nie: ~~The castle has been standing...~~)

Skutek czy działanie

Jeśli chcemy zwrócić uwagę na rezultat danej czynności, używamy **Present Perfect**:

Look! She's fallen off her bike! (nie: ~~She's been falling...~~)

Jeśli podkreślamy czas trwania danej sytuacji, stosujemy **Present Perfect Continuous**:

Rebecca has been cooking all day.

Skutki niedawnej sytuacji

Present Perfect Continuous opisuje widoczne obecnie skutki sytuacji, która zakończyła się bardzo niedawno:

You look exhausted! Have you been running?

Jeśli mówimy o czynności zakończonej – znowu zwracając uwagę przede wszystkim na jej skutek – używamy **Present Perfect**:

Rebecca has prepared a delicious meal.

Powtarzalność

Jeżeli dana czynność może być powtarzana wielokrotnie, stosujemy **Present Perfect**:

He's caught the ball three times (nie: ~~He's been catching...~~).

Kiedy mowa o czynności jednorazowej (choć może być to czynność długotrwała) albo o procesie, używamy **Present Perfect Continuous**:

Mike's been jogging.

Since 2020, for 10 years

Czas trwania danej sytuacji zaznaczyć można za pomocą wyrazów **since** *od* i **for** *przez*. **Since** wskazuje moment, w którym rozpoczęła się dana sytuacja:

Sue has lived here since she was ten.

For wskazuje okres, przez jaki dana sytuacja trwa:

She has been at this school for three years.

► Present Perfect czy Past Simple

Konkretny moment w przeszłości

Używając **Present Perfect**, komunikujemy, że nie chodzi nam o to, kiedy coś się wydarzyło, tylko czy dana sytuacja w ogóle miała miejsce. Porównaj:

Sarah has already graduated. (= she's a graduate)

Little Johnny started school last year.

When? How long?

Jeśli pytamy, jak długo coś trwa (do tej pory), użyjemy **Present Perfect**:

How long have you been married?

Jeśli pytamy, kiedy coś się wydarzyło, używamy **Past Simple**:

When did you two get married?

Nowe informacje

Do przekazania informacji, które są nowe dla odbiorcy, używamy **Present Perfect**:

There has been an accident in the street.

Dalsze szczegóły komunikujemy za pomocą **Past Simple**:

A: I've broken my arm! B: Oh, dear! What *happened*? A: I *slipped* on the wet floor.

A: Have you ever eaten snails? B: Yes, I have. A: *Did you like* them? B: No, I *didn't* – they *were* awful!

Dystans w czasie i przestrzeni

Kiedy mówimy, gdzie dokładnie coś się stało, wybór czasu zależy od nastawienia mówiącego i oddalenia w czasie i przestrzeni:

I've left my notes in the library. I'll get them now.

I left my swipe card at home. Could you open the door for me?



It's the first time

Z konstrukcją **it/this/that is the first/second/only/best** itd. **time...** używamy **Present Perfect**:

It's the first time I have travelled by ship.

W odniesieniu do przeszłości z tą konstrukcją używa się **Past Perfect**:

That was the last time we'd met. (nie: ~~That was the last time we met.~~)

▶ Exercises

1. Wykorzystując podane **tłustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. She has never eaten spaghetti before.

It's _____
. **TIME**

2. The last time I visited my parents was a month ago.

I _____
month. **SEEN**

3. Kate joined our basketball team a year ago.

Kate _____ has
a
year. **MEMBER**

4. She last phoned me a week ago.

It's _____
me. **SINCE**

5. Jim and Kate first met 23 years ago.

Jim _____ and _____ Kate
_____ 23
years. **KNOWN**

6. John is still doing his homework.

John

YET

7. They have announced their engagement a few minutes ago.
They

JUST

8. That's the worst pie I have ever eaten!

I _____ have

such a bad pie before. **NEVER**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. I _____ (not/shave) this morning but I still have time.
2. _____ (you/meet) anyone famous in your life?
3. I _____ (not/eat) hamburgers ever since I _____ (have) too many at the McDonald's.
4. Who _____ (work) by this desk? The mess is incredible.
5. Recently, the prices _____ (increase) by 10%.
6. What _____ (do) with my car?!
7. I _____ (visit) Berlin with my parents twice.
8. Sheila _____ (paint) her room herself and now is ready to furnish it.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. _____ (czy skończyliście) the renovation yet?
2. This house _____ (nie jest zamieszkały od) last year.
3. She _____ (napisała) many novels up till now.
4. Where _____ (byłeś)? It is very late.
5. I _____ (dzwoniłem) you for more than an hour. What's wrong with you?
6. Sorry for the mess. I _____ (szukałem) my old documents.
7. _____ (czy oni już sprzedali) that used pram?
8. Maybe I could help you? I _____ (pracuję) in this company since Jack _____ (rzucił) the job.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. He has never felt so happy before.
It's the _____ happy.
2. My brother started smoking five years ago.
My _____ brother _____ has five _____ years.
3. It's been ages since I was to the mountains.
I _____ ages.
4. I haven't finished my English course yet.
I am still _____
5. Is it the first time you've been to Rome?
Have _____ you _____ ever _____ ?
6. He started drinking coffee when he was 15.

He has _____ .

7. I left Warsaw a year ago.

I haven't _____

8. Tom has been running this restaurant for 20 years now.

Tom set _____
ago.

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. He's been to London for three years. He knows all good restaurants there.

2. John hasn't never tried oysters.

3. I just have found the key to your house.

4. I haven't been cooking the dinner yet.

5. It smells of paint because she has painted the room.

6. I am sure that they have lived here since 20 years.

7. It just started to rain. Let's go home.

8. I have been calling you five times this morning.

Answer key:

1. 1. It's the first time she has eaten spaghetti. 2. I haven't visited my parents for a month. 3. Kate has been a member of our basketball team for a year. 4. It's been a week since she phoned me. 5. Jim and Kate have known each other for 23 years. 6. John hasn't done his homework yet. 7. They have just announced their engagement. 8. I have never eaten such a bad pie before.

2. 1. haven't shaved 2. Have you met 3. haven't eaten, had 4. has been working 5. have increased 6. have you done 7. have visited 8. has painted

3. 1. Have you finished 2. hasn't been inhabited since 3. has written 4. have you been 5. have been calling 6. have been looking for 7. Have they already sold 8. have been working, quit

4. 1. It's the first time he has felt so happy. 2. My brother has been smoking for five years. 3. I haven't been to the mountains for ages. 4. I am still doing my English course. 5. Have you ever been to Rome before? 6. He has been drinking coffee since he was 15. 7. I haven't been to Warsaw for a year. 8. Tom set this restaurant 20 years ago.

5. 1. to → in 2. hasn't → has 3. just have → have just 4. been cooking → cooked 5. painted → been painting 6. since → for 7. it just → it has just 8. been calling → called

4. The Future

▶ Future Simple

Przewidywania dotyczące przyszłości

Future Simple odnosi się do wydarzeń, które według nas z pewnością nastąpią, oraz do prognoz dotyczących przyszłości:

Dan will be nineteen next week.

I think that soon most people will have a robot at home to help them with housework.

Spontaniczne decyzje

Will wyraża też spontaniczne decyzje podejmowane w momencie mówienia:

A: Oh, no! I've forgotten my wallet! B: That's all right, I'll pay.

Obietnice, prośby, groźby, propozycje

Will wyraża obietnice i groźby:

I'll pay you back on Friday, I promise!

You'll be grounded if you come home late tonight.

Will stosuje się też w prośbach, a **shall** w sugestiach i propozycjach:

Will you help me with the suitcase, please?

Shall I get you something to drink?

► To be going to

Plany i zamiary

To be going to używamy w odniesieniu do zamiarów, postanowień i planów:

At university, I'm going to study geography.

Prognozy

To be going to stosujemy, jeśli na podstawie widocznych już teraz oznak przewidujemy, że coś nastąpi w przyszłości:

The wind is so strong – that tree is going to fall.

► Present Continuous

Present Continuous opisuje osobiste plany, których szczegóły (data, miejsce, uczestnicy itd.) ustalono wcześniej:

We're flying to Barcelona on the third of April.

► Plany – Present Continuous czy to be going to

Jeśli plany są naprawdę szczegółowo ustalone, stosujemy **Present Continuous**. **To be going to** sygnalizuje zamiar – niekoniecznie konkretnie sprecyzowany. Porównaj:

The Robinsons are leaving on the 14th of May.

I'm going to visit New Zealand one day.

► **Future Continuous**

Czynności w toku

Future Continuous odnosi się do czynności, które będą w toku w określonym momencie w przyszłości:

A: I'll call you at five o'clock. B: At five I'll be driving the guests to the station. Call me at seven instead.

Czynności zaplanowane

Future Continuous opisuje też czynności wcześniej zaplanowane lub rutynowe:

I'll be passing the shops – shall I get you anything?

Uprzejme prośby

Future Continuous zwiększa dystans w uprzejmych prośbach:

Will you be using the computer now?

► **Future Perfect**

Future Perfect opisuje zdarzenia, które nastąpią przed danym momentem w przyszłości:

By the time we get to the station, the train will have already left.

By May 23, I will have passed all my exams.

► **Future Perfect Continuous**

Future Perfect Continuous wyraża długość trwania czynności lub stanów z punktu widzenia danego momentu w przyszłości:

By the end of the school year, I will have been learning English for ten years.

► **Present Simple**

Present Simple odnosi się do wydarzeń zaplanowanych i ujętych w harmonogramach, rozkładach jazdy, planach zajęć, programach wydarzeń (koncertów, występów) itp.:

Maths starts at nine fifty.

What time does your plane take off?

To samo dotyczy planów podróży, jeśli wynikają one z rozkładów jazdy:

I arrive in Brussels in the morning.

Present Simple nie używamy w odniesieniu do wydarzeń, w których planowaniu braliśmy udział. Porównaj:

On Mondays I play football at the club. (stałe zajęcia)

On Monday I *am playing* football. (prywatny plan)

► **To be about to do**

To be about + bezokolicznik sygnalizuje zamiar wykonania danej czynności w najbliższej przyszłości:

The opening ceremony is about to begin.

The teacher says she's about to give us another chance.

► **To be to do**

To be + bezokolicznik to odpowiednik polskiego *mieć coś zrobić* i ma kilka zastosowań.

Nakazy i zakazy

Be to do może wyrażać nakazy i zakazy:

Your daughters aren't to be late.

They are to get the presentation ready by Tuesday.

Oficjalne plany

W stylu formalnym **be + bezokolicznik** odnosi się do planów, najczęściej oficjalnych:

The committee is to announce the decision.

The King is to attend the ceremony.



Exercises

1. Wykorzystując podane **tłustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. In my opinion, there will be a flood if it doesn't stop raining.
In _____ my

_____ raining. **ESTIMATION**

2. In my opinion, they will not win the game.

If _____
the game. **ASK**

3. It is certain that they will close the shop.

There

_____ the
shop. **DOUBT**

4. I think he will pass the geography exam.

He _____ is
_____ .

BOUND

5. He is going to fire her, but he can always change his mind.

He _____ will
_____ .

OR

6. The train leaves in 15 minutes.

The _____ train
_____ .

DUE

7. There is a party at our house next Sunday.

We

_____ next Sunday. **HAVING**

8. The baby will be born next month.

She

_____ next month. **IS**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Hurry up! They _____ (leave).
2. I _____ (see) him tomorrow, so we can discuss the issue.
3. I _____ (finish) this task by tomorrow.
4. When Helen _____ (come) back home, we _____ (talk) to her.
5. Dan _____ (be) nineteen next week.

6. By the time we _____ (get) to the station, the train _____ (already/leave), I'm afraid.
7. What time _____ your plane _____ (take off)?
8. I _____ (pass) the shops, so please tell me if you need anything.

3. Przetłumacz na język angielski podane w nawiasach fragmenty, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. _____ (do czasu kiedy wrócisz) I will have cooked dinner.
2. Next year I _____ (będę pracował) here for 10 years.
3. Look at those heavy clouds. It _____ (będzie padać).
4. This time next week I _____ (będę podróżować) to Egypt.
5. Kate _____ (ma nas odwiedzić) tomorrow.
6. _____ (czy mam podać) you some coffee?
7. She _____ (na pewno zgubi) this umbrella.
8. The race _____ (startuje) on 8th May.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. Maybe I could help you with this difficult situation?

Shall

_____ situation?

2. We will be able to buy that house if we take a loan.

We'll _____ manage
if

we take a loan.

3. We will have the meeting tomorrow.

The _____ meeting _____ is

4. There is no doubt that he will marry her.

He _____ is _____ bound

5. Helen arrives at 5 p.m.

Helen's _____ plane

6. I suppose John will look for a new job soon.

Probably _____ John

7. I have decided to take the exam in July.

I _____ am

8. The football match is scheduled for next Saturday.

The _____ football _____ match

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Is he at home now? Yes, but he is just about to be leave.

2. She will have her house clean by next Monday.

3. The next day after tomorrow I will probably be well again.

4. What do you want from me? I am at the point of leaving.

5. Will I get you some tea?

6. The sun is about to rise tomorrow at 5.45 a.m.

7. I expect he is to save money for later.

8. He will be due to retire next month.

Answer key: 1. 1. In my estimation, there will be a flood if it doesn't stop raining. 2. If you ask me, they will not win the game. 3. There is no doubt that they will close the shop. 4. He is bound to pass the geography exam. 5. He will either fire her or he will change his mind. 6. The train is due to leave in 15 minutes. 7. We are having a party at our house next Sunday. 8. She is going to have a baby next month. **2.** 1. are about to leave/are leaving 2. am seeing 3. will have finished 4. comes back, will talk 5. will be 6. get, will have already left 7. does, take off 8. will be passing **3.** 1. By the time you come back/return 2. will have been working 3. is going to rain 4. will be travelling 5. is to visit us 6. Shall I get 7. will definitely lose/is sure to lose 8. starts **4.** 1. Shall I help you with this difficult situation? 2. We'll manage to buy that house if we take a loan. 3. The meeting is to take place tomorrow. / The meeting is due tomorrow. 4. He is bound to marry her. 5. Helen's plane lands at 5 p.m. 6. Probably John will look for a new job soon. 7. I am going to take the exam in July. 8. The football match takes place next Saturday. **5.** 1. be leave → leave 2. clean → cleaned 3. next 4. at → on 5. Will → Shall 6. about to rise → is going to rise/rises/will rise 7. is to → will/is going to 8. will be → is

5. Reported Speech I

► Verbs

Czasowniki stosowane w mowie zależnej: **add** *dodawać*, **admit** *przyznawać*, **agree** *zgadzać się*, **answer/reply** *odpowiadać*, **ask** *pytać*, **claim** *twierdzić*, **comment** *komentować*, **deny** *zaprzeczać*, **explain** *wyjaśniać*, **promise** *obietcywać*, **suppose** *przypuszczać*, **think** *myśleć*, *sądzić*, **understand** *rozumieć*, **warn** *ostrzegać*

Jessica added that she was grateful.

Mark explained that there had been an unforeseen accident.

Say i tell

Bezpośrednio po **tell** następuje dopełnienie wskazujące na odbiorcę wypowiedzi:

We told her that we were planning to move. (nie: ~~We told that we were planning...~~ ~~We said her that we were planning...~~)

Po **say** takie dopełnienie musi poprzedzać przyimek **to**. Porównaj:

I told my classmate that the teacher was annoyed.

I said (to my classmate) that the teacher was annoyed.

► Następstwo w czasie

Po czasowniku w czasie przeszłym zmienia się czas gramatyczny przytaczanej wypowiedzi. Zmiana czasu w mowie zależnej polega na „uwstecznieniu” czasownika głównego lub posiłkowego.

Czasy teraźniejsze

Czasy teraźniejsze zamieniamy na odpowiadające im czasy przeszłe:

PRESENT SIMPLE	PAST SIMPLE
I miss Henry terribly.	She said (that) she missed Henry terribly.
PRESENT CONTINUOUS	PAST CONTINUOUS
The children are having fun in the playground.	Dad told me (that) the children were having fun in the playground.
PRESENT PERFECT	PAST PERFECT
Tim hasn't broken that plate.	Leo assured mum (that) Tim hadn't broken that plate.
PRESENT PERFECT CONTINUOUS	PAST PERFECT CONTINUOUS
The Linstons have been living in our neighbourhood for a couple of years.	Mary informed us (that) the Linstons had been living in their neighbourhood for a couple of years.

Czasy przeszłe

Czasy przeszłe zamieniamy na odpowiadające im czasy zaprzeszłe – **Past Simple** na **Past Perfect**, **Past Continuous** na **Past Perfect Continuous**:

PAST SIMPLE	PAST PERFECT
We didn't foresee it.	Paul admitted (that) they hadn't foreseen it.
PAST CONTINUOUS	PAST PERFECT CONTINUOUS
We were still sleeping	Sam claimed (that) they had still been

at 10 a.m.

| **sleeping** at 10 a.m.

Zmianom nie ulega czas **Past Perfect** ani **Past Perfect Continuous**.

Czasy przyszłe

Will → would:

WILL	WOULD
FUTURE SIMPLE	
Betty won't change her mind.	Amy supposed (that) Betty wouldn't change her mind.
FUTURE CONTINUOUS	
Kim will be driving all day.	He believed (that) Kim would be driving all day.
FUTURE PERFECT SIMPLE	
By the end of the month we will have sold over a thousand items.	The manager boasted (that) by the end of the month they would have sold over a thousand items.
FUTURE PERFECT CONTINUOUS	
I will have been studying English for 10 years by the end of 2025.	Joan remarked (that) she would have been studying English for 10 years by the end of 2025.

Konstrukcje z be

am/is → was are → were

Anthony promised his mum (that) he was going to visit her soon.

► Czasowniki modalne

can	could
I can help you.	He said (that) he could help me.
may (prawdopodobieństwo)	might
She may be at home.	Jack suggested that she might be at home.
may (przyzwolenie)	could
May I come in?	A student asked if he could come in.
must (obowiązek)	had to
Kids, you must listen to the teacher.	Dad told his kids that they had to listen to the teacher.
must (prawdopodobieństwo)	must
It must be a terrible shock to you.	She sobbed that it must be a terrible shock to me.

Czasowniki **could**, **would**, **might**, **should**, **ought to**, **need** (w znaczeniu *musieć*) nie zmieniają formy.

► Inne wyrazy

W przytaczanej wypowiedzi trzeba dokonać zmian w wyrażeniach wskazujących czas lub miejsce:

MOWA NIEZALEŻNA	MOWA ZALEŻNA
(a week/three days/ten years) ago	(a week/three days/ten years) before/earlier

here	there
now	then
today	that day
tomorrow	the next day / the following day
yesterday	the previous day / the day before
come	go

► Bez zmiany czasu

Kiedy chcemy podkreślić, że przytaczana wypowiedź jest wciąż aktualna, nie zmieniamy czasu gramatycznego:

The scientist explained that this disease is highly contagious.

Ann said she works as a sound engineer.

► Exercises

1. Wykorzystując podane **tlustym drukiem** wyrazy, przekształć zdania na mowę zależną. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. I miss Henry terribly.

She _____ said

MISSED

2. I haven't broken this plate.

Tim _____ said

plate. **BROKEN**

3. We didn't foresee it.

We _____

it. **ADMITTED**

4. Kim will be driving all day.
She _____ said

_____ .
WOULD

5. Stella may be at home.
Jim _____ told _____ me

_____ .
home. **MIGHT**

6. I will visit you here in a few weeks again.
I _____ said

_____ .
again. **THERE**

7. I can come to the party for sure.
She _____ said

_____ for
sure. **GO**

8. Probably we can fix this car tomorrow.
He _____ said

_____ .
NEXT

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Anthony promised his mum he _____
(be going to) visit her soon.

2. "I didn't mean to upset you." He said that he
_____ (not/mean) to upset me.

3. "Tim hasn't lost the key." Leo assured mum that Tim
_____ (not/lose) the key.

4. "We were still sleeping at 10 a.m." Sam claimed they
_____ (sleep) at 10 a.m.

5. "Kim will be working in the garden." He believed Kim
_____ (work) in the garden.

6. "Kids, you must listen to the teacher." Dad told his kids that they _____ (must) listen to the teacher.
7. "We _____ (have got) the tickets for the opera for this weekend", said John.
8. "I am very grateful", said Jessica. Jessica _____ (add) that she was grateful.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Ann said _____ (że ona pracuje) as a sound engineer.
2. Mark _____ (wyjaśnił) that there had been an unforeseen accident.
3. "You're right, it isn't a good idea." He _____ (zgodził się, że to nie był) a good idea.
4. "And after that accident I moved to Italy", _____ (kontynuowała).
5. They _____ (obiecali mi, że) they would come to the party.
6. "I could meet you at the airport." He said that he _____ (może się ze mną spotkać) at the airport.
7. John said that he could visit us _____ (jutro).
8. He said he didn't know _____ (co zrobić).

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby dokończyć przytaczaną wypowiedź, zachowując znaczenie zdań wyjściowych.

1. "I must have these documents signed", Jack said.
 Jack _____ said _____ that _____ .

2. "Leave me alone", he said.
He _____ told _____ me
_____ .
3. "We can open that box", he said.
He _____ suggested _____
_____ .
4. "I will not let you go there", he screamed.
He _____ screamed _____ that
_____ .
5. "It was your friend who stole the cash!", he said.
He _____ told _____ me _____ that
_____ the
cash.
6. "I will call you later", she said.
She _____ promised _____ me
_____ later.
7. "You look really tired", he told her.
He _____ said _____
_____ .
8. "We didn't foresee it", he said.
He _____ admitted _____
_____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. We told that we were planning a holiday.

2. "The operation was necessary", the doctor said me.

3. He said he wished he had been younger.

4. We informed her that we bought the house.

5. He said that he would tidied the room.

6. The bank demanded to correct it its staff.

7. He announced that he is leaving.

8. I said my classmate that the teacher was annoyed.

Answer key: **1.** 1. She said (that) she missed Henry terribly. 2. Tim said (that) he hadn't broken that plate. 3. We admitted (that) we hadn't foreseen it. 4. She said (that) Kim would be driving all day. 5. Jim told me (that) Stella might be at home. 6. I said (that) I would visit her/him there in a few weeks again. 7. She said (that) she could go to the party for sure. 8. He said (that) they could fix that car the next day. **2.** 1. was going to 2. hadn't meant 3. hadn't lost 4. had still been sleeping 5. would be working 6. had to 7. have got 8. added **3.** 1. (that) she works/(that) she worked 2. explained 3. agreed that it wasn't 4. she continued 5. promised me (that) 6. could meet me 7. the next day/the following day 8. what to do **4.** 1. Jack said that he had to have those documents signed. 2. He told me to leave him alone. 3. He suggested opening the box/that we open the box. 4. He screamed that he wouldn't let me go there. 5. He told me that it had been my friend who had stolen the cash. 6. She promised to call me later. 7. He said that she looked really tired. 8. He admitted (that) they hadn't foreseen it. **5.** 1. told → said 2. said → told 3. had been → was/were 4. bought → had bought 5. tidied → tidy 6. to correct it its staff → its staff to correct it 7. is → was 8. said → said to

6. Reported Speech II

▶ Czasowniki

Żeby przytoczyć prośbę, sugestię, radę, nakaz czy ostrzeżenie, używamy m.in. czasowników: **advise** *radzić*, **allow** *pozwalać*, **ask** *prosić*, **beg** *łagać*, **command** *rozkazywać*, **forbid** *zabraniać*, **suggest** *proponować*, **offer** *proponować*, **order** *nakazywać*, **warn** *ostrzegać*:

She advised me to take some rest.

He ordered us to step back immediately.

▶ Prośby, nakazy, sugestie

Czasownik + to do

Po niektórych czasownikach, np. **ask** *prosić*, **beg** *łagać*, **agree** *zgadzać się*, **offer** *proponować*, *oferować*, **refuse** *odmawiać*, następuje bezokolicznik:

My grandma asked me to help her.

Henry forbade his children to play computer games.

Liz has never offered to support us.

The officer commanded the soldiers to withdraw.

Not to do = żeby nie

Żeby po tych czasownikach wyrazić zakaz, stosuje się konstrukcję **not + bezokolicznik**:

The doctor: Don't strain your voice. → The doctor advised me not to strain my voice.

Meg: Gina, don't give this secret away! → Meg warned her friend not to give that secret away.

Porównaj:

The teacher didn't allow us to answer (= we couldn't answer).

The teacher allowed us not to answer (= we could stay quiet).

Czasownik + ...~ing

Po niektórych czasownikach, np. **admit** przyznawać, **consider** rozważać, **deny** zaprzeczać, **mention** wspominać o, **suggest** proponować, następuje czasownik z końcówką **~ing**:

Sheila suggested changing the channel.

The accused denied robbing the shop.

Po niektórych czasownikach występuje przyimek (**on, of** itd.) oraz forma **gerund**:

Jim apologised for wasting all the money.

The shop assistant accused him of shoplifting.

Not + ...~ing

Żeby po czasownikach, które łączą się z formą **gerund**, przytoczyć wypowiedź o negatywnym wydźwięku, stosuje się konstrukcję **not + gerund**:

My classmates suggested not informing the teacher about the accident.

▶ Pytania

Żeby przytoczyć pytanie, używamy m.in. czasowników: **ask** *pytać*, **inquire/enquire** *pytać*, **demand** *stanowczo pytać*:

The company inquired if I was ready to work flexible hours.

Zmiana szyku

Pytania poprzedzone zdaniem w formie twierdzącej zmieniają szyk – stają się zdaniem twierdzącym lub przeczącym:

Do you realise the danger? → He asked if we realised the danger.

Pytania typu „czy”

Pytania, na które można odpowiedzieć *tak* lub *nie*, wprowadza się za pomocą **if** lub **whether**:

Kelly wanted to know if Tim's fiancée considered moving in with him.

The press inquired whether the politician intended to step down.

Pytania o szczegóły

Pytania zaczynające się od słów typu **how**, **when**, **where** itd. wprowadza się za pomocą tych wyrazów:

Where have I put the car keys? → Do you happen to know where I've put the car keys?

The actress asked when they were going to audition.

Josie demanded how many invitations she was supposed to send.

▶ Exercises

1. Wykorzystując podane **łustym drukiem** wyrazy, przekształć zdania na mowę zależną. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. "What is the weight of the suitcase?", the officer asked.
The _____ officer

HOW

2. "Would it be possible to borrow your car?", asked John.
John _____ asked

IF

3. "Can my son try those trousers on?", Adam asked.
Adam _____ asked

COULD

4. "You will hurt yourself!", said my father.
My _____ father

WARNED

5. "I'm really sorry to keep you waiting", said the doctor.
The _____ doctor

APOLOGISED

6. "Where is Monte Carlo?", asked the student.
The _____ student

INQUIRED

7. "Shall I open the window?", he asked.
He _____

OFFERED

8. "You idiot!", he said to me.
He _____

CALLED

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Do you realise the danger? → He asked if we _____ (realise) the danger.
2. She advised me _____ (take) some rest.
3. The doctor: Don't strain your voice. → The doctor advised me _____ (not/strain) my voice.
4. Sheila suggested _____ (change) the channel.
5. Jim apologised for _____ (waste) all the money.
6. My classmates suggested _____ (not inform) the teacher about the accident.
7. Where have I put the car keys? → Do you happen to know where _____ (I/put) the car keys?
8. I'll be in Paris at Christmas. → She tells me she _____ (be) in Paris at Christmas.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. He _____ (pozwolił mi wyjść) earlier.
2. I _____ (zgodziłam się, że) it was a stupid idea.
3. John _____ (oskarżył) Peter of stealing it.
4. Would it be possible _____ (pożyczyć) your dictionary, please?
5. She asked me _____ (co sądzę) of the book.
6. She _____ (chciała wiedzieć) where I would be.

7. She asked _____ (czy mogę zanieść) the shopping home.
8. He _____ (poprosił o umówienie) an appointment.

4. Uzupełnij każdą lukę zdaniami w mowie zależnej tak, aby zachować znaczenie przytaczanych wypowiedzi.

1. "Be quiet, kids!"
He _____ quiet.
2. "Can you lend me some money?"
He _____ asked _____ if _____ I _____.
3. "Please stay a bit longer."
She _____ asked _____ me _____.
4. "Do not touch this vase!"
He _____ begged _____ us _____ vase.
5. "You should stop smoking."
He _____ advised _____ me _____.
6. "You needn't move to London this year."
I _____ was _____ told _____ not that _____ year.
7. "Sarah, can you swim?"
He _____ wondered _____.
8. "Do you know what the time is, Steve?"
He _____ asked _____ Steve _____.

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna

poprawność gramatyczna i ortograficzna wpisywanych słów.

1. I advised him to not tell a thing.

2. He accused me to tell a lie.

3. They asked if or not there were any free seats.

4. John wanted knew when they would come.

5. I explained him how to get to the stadium.

6. I asked him where do I go next.

7. I asked who was the winner.

8. He reminded us post the letters.

Answer key: 1. 1. The officer asked how much the suitcase weighed. 2. John asked if he could borrow my car. 3. Adam asked if his son could try those trousers on. 4. My father warned me not to hurt myself. 5. The doctor apologised for keeping me waiting. 6. The student inquired where Monte Carlo was/is. 7. He offered to open the window. 8. He called me an idiot. 2. 1. realised 2. to take 3. not to strain 4. changing 5. wasting 6. not informing 7. I have put 8. will be 3. 1. allowed me to leave 2. agreed that 3. accused 4. to borrow 5. what I thought 6. wanted to know 7. if I would carry/if I could carry 8. asked to make 4. 1. He told the kids to be quiet. 2. He asked if I could borrow him some money. 3. She asked me to stay a bit longer. 4. He begged us not to touch that vase. 5. He advised me that I should stop smoking. / He advised me to stop smoking. 6. I was told not to move to London that year. 7. He wondered if Sarah could swim. 8. He asked Steve what the time was. 5. 1. to not tell → not to tell 2. to tell → of telling 3. if or not → whether or not 4. knew → to know 5.

him → to him 6. do I go → where to go 7. who was the winner → who the winner was 8. post
→ to post

7. Conditional Sentences I

W zdaniach warunkowych jedna część zdania opisuje warunek, a w druga – jego wynik:

WARUNEK	SKUTEK
Whenever I have a headache,	I take a painkiller.
If Macy was reliable,	I would lend her the money.

SKUTEK	WARUNEK
I take a painkiller	whenever I have a headache.
I would lend her the money	if Macy was reliable.

▶ Spójniki

Najczęstszymi spójnikami są: **if** *jeśli*, **when** *kiedy*, **unless** *chyba że*, **whenever** *kiedykolwiek*, *ilekroć*, **as soon as** *kiedy tylko*:

Granny will feel disappointed if we don't call her every now and then.

My brother and I will go cycling unless it rains.

Interpunkcja

Przecinek oddziela dwie części zdania tylko wtedy, kiedy cała wypowiedź zaczyna się od spójnika (**if**, **when** itd.):

If we came round to see him, Peter would be delighted.

When you've finished studying, will you explain something to me?

Jeśli spójnik znajduje się wewnątrz wypowiedzi, nie poprzedzamy go przecinkiem:

Peter would be delighted if we came round to see him.

I'll change those dirty clothes as soon as I get home.

► **Zero Conditional – prawdy ogólne**

Wypowiedzi w **Zero Conditional** odnoszą się do prawd i sytuacji ogólnych:

If you heat ice, it melts.

People tend to get confused if you say one thing and do another.

Present Simple + Present Simple

Obydwie części zdań warunkowych typu zero formułuje się w **Present Simple**:

If you add too many eggs, the pastry becomes tough.

Whenever you tease her, she begins to weep.

Past Simple + Past Simple

Zero Conditional może dotyczyć przeszłości – wtedy w obydwu częściach używa się **Past Simple**:

Whenever we wanted to see each other, we went to the same place.

► **First Conditional – sytuacje możliwe**

First Conditional dotyczy sytuacji, które mogą nastąpić w przyszłości, o ile zostanie spełniony określony warunek:

If we manage to win, the coach will be amazed.

If + Present Simple + will

Warunek formułuje się w **Present Simple**, zdanie opisujące skutek buduje się w czasie przyszłym:

If Sheila doesn't stop nagging, I'll tell her where to go!

When I find out where they're staying, I'll let you know.

Ian will text us as soon as the exam finishes.

To be going to

W części opisującej skutek można użyć **to be going to**:

If you don't revise, you're going to fail the test.

You're going to freeze if you go out dressed like that.

Czasowniki modalne

W części zdania opisującej skutek zamiast **will** można zastosować czasowniki modalne:

If Kelly doesn't know the answer, you can tell her.

If + will

Uprzejme prośby

Czasownik **will** może służyć do wyrażenia uprzejmej prośby. Wówczas może się pojawić po **if**:

If you will take a seat, I will inform Mr Bask you have arrived.

If you will, I can schedule the appointment for tomorrow.

▶ **Second Conditional – sytuacje mało prawdopodobne**

Second Conditional dotyczy sytuacji, które mogłyby nastąpić w przyszłości lub obecnie, gdyby został spełniony określony warunek:

If Henry was better-off, he would renovate the house.

I would practise my French more often if I wasn't so busy.

If + Past Simple + would

Warunek formułuje się w **Past Simple**, zdanie opisujące skutek – w trybie przypuszczającym (**would/should + czasownik**):

If my girlfriend wasn't so obstinate, I would talk her into this idea.

They would feel upset if you turned out to be disloyal.

was czy were

Po zaimkach **I, he, she, it** można stosować **were**, a nie **was**, szczególnie w sytuacjach nieprawdopodobnych:

If I were more talented, I'd speak seven languages fluently.

If I were your age, I'd know how to enjoy life!

If + Past Continuous

Warunek można też opisać za pomocą **Past Continuous**:

If we were living in ancient Rome, we would dress otherwise.

Czasowniki modalne

W części zdania opisującej skutek zamiast **would** mogą występować inne czasowniki modalne – **could** i **might**:

I could help her if I had an idea how.

If you became a celebrity, you might be disillusioned.

In somebody's shoes

If I were in (your/her) shoes oznacza *gdybym był(a) na (twoim/jej) miejscu*:

If I were in Helen's shoes, I'd try talking to her classmates.

Third Conditional – sytuacje niemożliwe

Third Conditional dotyczy sytuacji nieodwracalnych – takich, które mogły nastąpić w przeszłości, gdyby został spełniony określony warunek.

If I had realised the danger, I would have warned you.

If + Past Perfect + would have + past participle

Warunek formuluje się w **Past Perfect**, zdanie opisujące skutek buduje się według schematu **would/should + have + past participle**:

If you had needed help with the task, I would have shown you how to solve it.

Pam wouldn't have got so furious if you hadn't cheated her.

▶ Exercises

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. If I don't drive carefully, I will have an accident.
_____ have
an accident. **UNLESS**
2. Becoming a celebrity could make you disillusioned.
If _____ you
_____.
MIGHT
3. I am not rich and I can't afford to buy a car.
If I _____
a car. **WERE**
4. I don't like him and I won't invite him to the wedding.
If I _____.
WOULD
5. If I were you, I would talk this matter over.
If I _____.
SHOES
6. He is an only child and his parents have spoilt him.
_____ an only child,
_____ him. **IF**
7. If he had a job, he would afford a better flat.
_____ job
_____ flat. **SINCE**
8. She must have lived in London because she has a perfect accent.
If _____
wouldn't have a perfect accent. **NOT**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana

jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. If it _____ (not/rain) so much, I _____ (not/get) wet.
2. If Sheila _____ (not/stop) nagging, I _____ (tell) her where to go!
3. I _____ (change) those dirty clothes as soon as I _____ (get) home.
4. I _____ (help) her if I _____ (have) an idea how.
5. If you _____ (add) too many eggs, the pastry _____ (become) tough.
6. If you _____ (tell) me you needed help with the task, I _____ (show) you how to solve it.
7. If you will, I _____ (can) schedule the appointment for tomorrow.
8. I _____ (practise) my French more often if I _____ (not be) so busy.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. If I won the lottery, I _____ (kupiłabym) a big house in the suburbs.
2. If I _____ (była na miejscu Heleny), I'd try talking to her classmates.
3. Pam _____ wouldn't have got so furious _____ (gdybyś nie oszukał) her.
4. If you _____ (zaczekasz chwilę), I _____ (zapakuję to) for you. [request]
5. Ian will text us _____ (jak tylko egzamin się skończy).

6. If you _____ (będziesz stał) in the rain,
_____ (zmokniesz).
7. They _____ (uniknęliby problemów) if
they'd been more careful.
8. If _____ (temperatura jest) low, water
freezes.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. He arrived late this morning because his train was delayed.
If _____ the _____ train
_____ .
2. Lucy is angry because she broke her leg.
Lucy _____ wouldn't
_____ .
3. You can take my car as long as you promise to look after it.
I'll _____ let _____ you _____ take _____ my
_____ .
4. Press the button to stop the machine.
If _____ you
_____ .
5. If he doesn't come at 6 p.m., we will go without him.
Unless _____ he
_____ .
6. If you revise all the papers, you will pass the test.
You _____ will
_____ .
7. If I were in your shoes, I wouldn't take her to the mountains.
If _____ I _____ were
_____ .
8. If I had realised the danger, I would have warned you.
I _____ didn't
_____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdej linijce w poniższych zdaniach pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. If we living in ancient Rome, we would dress otherwise.

2. If I were more talented, I had spoken seven languages fluently.

3. I practise my Italian more often if I wasn't so busy.

4. Unless it doesn't rain, I will go for a walk.

5. When I will feel happy, I listen to my favourite song.

6. What will you do if the weather will be nice?

7. If the play had finished on time, we wouldn't missed the train.

8. If somebody will hit you in the face, what would you do?

Answer key: 1. 1. Unless I drive carefully, I will have an accident. 2. If you became a celebrity, you might be disillusioned. 3. If I were rich, I could afford to buy a new car. 4. If I liked him, I would invite him to the wedding. 5. If I were in your shoes, I would talk this matter over. 6. If he weren't an only child, his parents wouldn't have spoilt him. 7. Since he hasn't got a job, he can't afford a better flat. 8. If she had not lived in London, she wouldn't have a perfect accent. 2. 1. hadn't rained, wouldn't have got 2. doesn't stop, will tell 3. will change, get 4. could help, had 5. add, becomes/will become 6. had told, would have shown

7. can 8. would practise, wasn't **3.** 1. would buy 2. were in Helen's shoes 3. if you hadn't cheated 4. (will) wait, will wrap it 5. as soon as the exam finishes 6. stand, you will get wet 7. would have avoided 8. the temperature is **4.** 1. If the train hadn't been delayed, he wouldn't have arrived late this morning. 2. Lucy wouldn't be angry if she hadn't broken her leg. 3. I'll let you take my car if you promise to look after it. 4. If you press the button, the machine stops. 5. Unless he comes at 6 p.m. we will go without him. 6. You will pass the test if you revise all the papers. 7. If I were you, I wouldn't take her to the mountains. 8. I didn't warn you because I didn't realise the danger. **5.** 1. we living → we were living 2. had spoken → would speak 3. I practise → I would practise 4. doesn't rain → rains 5. will feel → feel 6. will be → is 7. missed → have missed 8. will hit → hit

8. Conditional Sentences II

► Mieszane tryby warunkowe (Mixed Conditionals)

If + 2nd Conditional + 3rd Conditional

1. **If Ian wasn't hardworking, he wouldn't have achieved so much.**

W zdaniu **1** część, która opisuje warunek, została sformułowana w czasie przeszłym. Odnosi się do sytuacji ogólnej – pracowitość jest stałą cechą Iana. Sukces Iana został jednak osiągnięty w przeszłości – dlatego część zdania opisująca skutek zbudowana jest według schematu **would + have + past participle** (czyli tak, jak w trzecim okresie warunkowym). Porównaj:

If Jack didn't live in Kiribati, I wouldn't have a chance to visit Oceania (in general).

If Jack didn't live in Kiribati, I wouldn't have had a chance to visit Oceania (in the past).

If + 3rd Conditional + 2nd Conditional

2. **If Jack hadn't moved to Kiribati 10 years ago, I wouldn't be here now!**

Część zdania **2**, która opisuje warunek, została sformułowana według schematu **would + have + past participle**, ponieważ odnosi się do przeszłości. Część zdania opisująca skutek zbudowana jest w trybie przypuszczającym (**would + czasownik**), ponieważ odnosi się do teraźniejszości.

**If you had warned me, I wouldn't be in trouble now.
Everything would be fine if you hadn't played truant.**

▶ **On condition (that), provided/providing (that)**

Te spójniki oznaczają *pod warunkiem, że*:

I'll help you edit the text on condition that you send it early enough.

They will lend us the money provided we give it back by the end of the week.

▶ **When/If... + imperative**

W zdaniach, gdzie dany warunek jest możliwy do spełnienia, można zastosować tryb rozkazujący:

If you see Liz, tell her that I miss her!

Help me if you can!

▶ **If you should...**

W zdaniach warunkowych możliwych po **if** można zastosować **should**. **Should** sygnalizuje, że opisywana sytuacja jest mało prawdopodobna:

If you should see Liz, tell her that I miss her!

If the authorities should realise the impact of such decision, perhaps they would reconsider it.

If you (should) happen to

Podobne znaczenie mają konstrukcje **if + happen to** oraz **if + should happen to**:

If they happen to sell that old car, I'll be astonished.

If you should happen to find some extra time, I'll be really grateful.

But for...

But for oznacza *gdyby nie...*:

But for devotion of many people, Rachel would still suffer.

But for Alex, I wouldn't have completed the task on time.

If it wasn't/weren't for...

Takie samo znaczenie ma konstrukcja **if it wasn't/weren't for...**:

If it wasn't for those devoted friends, Rachel would still suffer.

If it weren't for his immediate help, we'd go bankrupt.

If it hadn't been for...

W odniesieniu do przeszłości to samo oznacza konstrukcja **if it hadn't been for**:

If it hadn't been for Alex, I wouldn't have completed the task on time.

Inwersja

W języku formalnym czy języku literackim stosuje się w tych konstrukcjach inwersję. Wówczas w odniesieniu do teraźniejszości użyjemy struktury **were it not for**:

Were it not for her devoted friends, Rachel wouldn't enjoy good health these days.

W odniesieniu do przeszłości używa się struktury **had it not been for**:

Had it not been for Alex, I would not have completed the task on time.

▶ **If you were + to do**

If + ... + were + bezokolicznik odnosi się do hipotetycznych sytuacji przyszłych i oznacza *gdyby miał/miała/miało...* itd.:

If we were to prolong our stay, we would have to inform the hosts beforehand.

Konstrukcji tej używa się też w uprzejmych prośbach:

If you were to vacate the room before noon, we would appreciate it.

▶ **Suppose/supposing (that)**

Suppose/supposing (that) oznacza *jeśli, przypuśćmy, że*:

Suppose that Rob leaves school, what is he going to do?

What would you do supposing you won a lottery?

▶ **Inwersja**

Jeśli zdanie opisujące warunek zawiera czasownik **should**, **had** lub **were**, możemy zastosować inwersję, pomijając **if**.

Had you arrived on time, our team would have won the contest.

Should any of the customers need advice, we are at their disposal.

▶ Exercises

1. Wykorzystując podane **tlustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. If you help me, I will help you.

I _____ will _____ .

PROVIDED

2. If they hadn't advised me, I would have been at a loss what to do.

_____ , I would have been at a loss what to do. **BEEN**

3. If you failed the exam, what would you do?

_____ the exam, what _____ ? **SHOULD**

4. If he came here, what would you tell him?

_____ you tell him? **SUPPOSE**

5. If I had been you, I would have fixed that old cooker.

If _____ I _____ were _____ cooker. **POSITION**

6. Suppose he pops the question?

_____ a question? **WHAT**

7. If you don't pay attention to grammar, you will make many mistakes.

_____ pay attention
_____ mistakes. **AS LONG AS**

8. If I had got up earlier, I wouldn't have been late to work.

_____ earlier,
_____ to work. **HAD**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. If Ian wasn't hardworking, he _____ (not achieve) so much.

2. Everything would be fine if you _____ (not play) truant.

3. If you see Liz, _____ (tell) her that I miss her!

4. If you should happen to find some extra time, I _____ (be) really grateful.

5. Were it not for her devoted friends, Rachel _____ (not enjoy) good health these days.

6. Suppose that Rob _____ (leave) school, what is he going to do?

7. But for Alex, I _____ (not complete) the task on time.

8. I'll help you edit the text on condition that you _____ (send) it early enough.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. If I was going to get married at all, I _____ (zaakceptowałabym) Mark's proposal.
2. If you _____ (nie miał) an accident last Monday, we would be lying on the beach right now.
3. The tournament will take place _____ (pod warunkiem, że) they reach a compromise.
4. If she oversleeps, she _____ (spóźni się) to school.
5. And I would have never met the love of my life if it _____ (gdyby nie ty).
6. _____ (gdybym była na twoim miejscu), I wouldn't be rude.
7. If he _____ (znał prawdę), he wouldn't have left the city.
8. _____ (dopóki się starasz), no one will criticise you.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. If you need anything, I will come by later.
In _____ case
2. I will go there and I don't care that you do not agree.
I will go there even _____
3. He lost his job. He is unemployed and uninsured.
If _____ he
4. I am not qualified and I didn't apply for this job.
If I _____ were
5. I won't tell you the secret if you don't promise to keep it to yourself.

Unless

_____ .
6. What would you do if she doesn't believe you?

Supposing

she
?

_____ .
7. If he had arrived on time, our team would have won the contest.

Had

he

_____ .
8. If I had finished school, I would find a better job now.

As

I

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. What the money isn't enough?

2. If I was more gifted, I would take this job.

3. Help me if you could!

4. If they happen to sell that old car, I would be astonished.

5. If you are to vacate the room before noon, we would appreciate it.

6. If you had followed that criminal, you are dead now.

7. If she wasn't afraid of flying, unless she wouldn't have travelled by car.

8. I could be a millionaire now if I listen to you.

Answer key: **1.** 1. I will help you provided that you help me. 2. If it hadn't been for their advice, I would have been at a loss what to do. 3. Should you fail the exam, what would you do? 4. Suppose he came here, what would you tell him? 5. If I were in your position, I would have fixed that old cooker. 6. What will you do if he pops the question? 7. As long as you don't pay attention to grammar, you will make many mistakes. 8. Had I got up earlier, I wouldn't have been late to work. **2.** 1. wouldn't have achieved 2. didn't play/hadn't played 3. tell 4. will be 5. wouldn't enjoy 6. leaves 7. wouldn't have completed 8. send **3.** 1. would have accepted/would accept 2. hadn't had 3. on condition that 4. will be late 5. hadn't been for you 6. If I were you 7. had known the truth 8. As long as you do your best **4.** 1. In case you need something, I will come by later. 2. I will go there even if you do not agree. 3. If he hadn't lost his job, he wouldn't be unemployed or uninsured. 4. If I were qualified, I would apply for this job. 5. Unless you promise to keep it to yourself, I won't tell you the secret. 6. Supposing she doesn't believe you, what would you do? 7. Had he arrived on time, our team would have won the contest. 8. As I didn't finish school, I can't find a better job. **5.** 1. What → What if 2. was → were 3. could → can 4. would → will 5. are → were 6. are → would be 7. unless 8. listen → had listened

9. Wishes and Regrets

▶ Wish/If only + czas przeszły

I wish

Konstrukcji **wish + czas przeszły** używamy, by wyrazić żal, irytację czy rozczarowanie. Jej sens najtrafniej oddaje wyrażenie *szkoda, że...; żałuję, że nie...; chciał(a)bym, żeby...*:

I wish we were together.

I wish the crisis was finally over.

I wish + Past Simple

W odniesieniu do teraźniejszości po **wish/if only** występuje **Past Simple** lub **Past Continuous**:

If only she wasn't ill!

I wish I could become invisible.

I wish we were sailing now.

If only it wasn't raining all the time.

was i were

Po **I, he, she, it** można stosować **were**, a nie **was**:

If only I were less scatterbrained!

I wish he were on his way back home.

► **Wish/If only + Past Perfect**

Aby wyrazić żal czy rozczarowanie sytuacją przeszłą, po **wish/if only** umieszczamy wypowiedź w **Past Perfect**:

I wish I had seen him more often.

If only we'd rehearsed more when there was still time!

► **Wish + would**

Jeśli spełnienie życzenia zależy od innych osób albo czynników, na które nie mamy wpływu, możemy użyć konstrukcji **wish (sb/sth) would + czasownik**:

I wish big companies would stop polluting the Earth.

I wish it wouldn't be raining.

Wish + would można użyć do wyrażenia nakazu, polecenia czy prośby:

I wish you would be more conscientious when you collect the data.

Wish i hope

Wypowiedzi z **I wish** i **if only** odnoszą się do sytuacji, których nie można zmienić:

I wish we didn't have to prepare this presentation – it's pretty time-consuming.

Inaczej jest z wypowiedziami z **hope**. Porównaj:

I wish I could afford such exotic trip. I'm penniless though.

I hope I'll save up for such a trip one day.

► It's (high) time

It's (high) time + bezokolicznik

(High) time (to do something) oznacza (*najwyższy*) czas (*żeby coś zrobić*):

It's high time to get rid of that clutter.

It's (high) time + for somebody + bezokolicznik

Wykonawcę opisywanej czynności poprzedza się przyimkiem **for**:

It's time for them to move out.

Isn't it high time for the children to go to sleep?

It's (high) time + Past Simple

Po **it's (high) time** pojawić się może **Past Simple**. Konstrukcja ta odnosi się do teraźniejszości:

It's high time we got rid of that clutter.

I guess it's time you booked the flight.

► Had better

Had better + czasownik odnosi się do działań, które należy podjąć teraz lub w najbliższej przyszłości. Służy do udzielania porad i wydawania poleceń:

I had better turn down the offer.

You had better vaccinate your dog against rabies.

Had better może również wyrażać kategorię nakaz lub groźbę:

You had better stop lying!

Had często ulega ściągnięciu:

She'd better stay in bed and drink plenty of liquids.

Had better not

Przeczenie tworzymy, dodając **not** bezpośrednio przed czasownikiem:

You'd better not disturb them now.

Hadn't we better...?

Had better występuje też w pytaniach z **not**:

Hadn't we better get ready?



Would rather

Would sooner/rather/just as soon + czasownik to konstrukcja, za pomocą której wyrażamy życzenia, preferencje i sugestie:

I would rather watch something less sensational.

Would you sooner comment on this paragraph now or shall we proceed to the next one?

We'd just as soon order a take-away.

Would rather not

Przeczenie tworzy się, dodając **not** bezpośrednio przed czasownikiem:

I'd rather not interfere.

Mike would rather not drive – he's exhausted.

I'd rather you + Past Simple

Jeśli życzenia i preferencje odnoszą się do innych osób niż podmiot wypowiedzi (osoba, która sobie czegoś życzy lub coś woli), używamy konstrukcji **would rather/sooner + czas przeszły**:

Mike would rather I drove – he's too tired.

I'd sooner we didn't waste time.

▶ Exercises

1. Wykorzystując podane **tłustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. I regret reading this email.

I _____
this email. **HADN'T**

2. Why don't you invite her to the party?

I _____ wish
WOULD

3. I wish to see you in ten minutes.

I _____
minutes. **WANT**

4. I wish you would be more patient.

You _____
IMPATIENT

5. I'm sorry I lied to you.

It _____
you. **PITY**

6. I wish I were healthy.

If _____ .

ONLY

7. She wants to be alone as she is sick.

She

_____ .
sick. **RATHER**

8. You should go home now because you are tired.

You

_____ .
BETTER

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. If only it _____ (not/rain) all the time.

2. It's time for them _____ (move out).

3. It's time for us _____ (get back) home.

4. I had better _____ (turn down) the offer.

5. I'd sooner we _____ (not/waste) time.

6. If only he _____ (pass) this exam last Monday.

7. I hope you _____ (get) the job in a big international company.

8. I wish she _____ (not/be) always late!

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. _____ (najwyższy czas) you went to sleep.

2. I'd rather you _____ (żebyś nie dzwonił) me again.

3. _____ (gdyby tylko) Samantha were here.
4. I'd rather you _____ (wyszedł) before 6 p.m.
5. _____ (wolałabym zostać) at home today. What do you think?
6. I wish I _____ (wzięła) that job.
7. If only I _____ (nie złamała) my leg.
8. I wish we _____ (mieli) a bigger house.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. You should take an umbrella with you.
You _____ had
_____ .
2. I think John should be promoted by now.
It's _____
_____ .
3. It's a pity the car is so expensive.
I _____ wish
_____ .
4. It would be better if you came alone.
I _____ would
_____ .
5. You must learn to cook soon.
It's _____ time
_____ .
6. Why didn't you show him that document?
I _____ would
_____ .
7. He'd rather eat with his family than eat alone.
He _____ prefers
_____ .
8. If you don't feel well, you should go to the doctor.
_____ .

You

had

_____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. I would rather watched something less sensational.

2. Had we not better get ready?

3. I wish you could be more friendly and helpful to your sister.

4. I'd sooner we not waste time.

5. I had rather you went.

6. It's time you pay that bill.

7. I'd rather did not interfere.

8. I hope I would save up for such a trip one day.

Answer key: 1. 1. I wish I hadn't read this email. 2. I wish you would invite her to the party. 3. I want to see you in ten minutes. 4. You shouldn't be so impatient. / You should be less impatient. 5. It's a pity I lied to you. 6. If only I were healthy. 7. She would rather be alone as she is sick. 8. You had better go home now because you are tired. 2. 1. wasn't raining 2. to move out 3. to get back 4. turn down 5. didn't waste 6. had passed 7. will get 8. wasn't/weren't 3. 1. It's high time 2. didn't call 3. If only 4. left 5. I'd prefer to stay 6. had

taken 7. hadn't broken 8. had **4.** 1. You had better take an umbrella with you. 2. It's (high) time John was/were promoted. 3. I wish the car wasn't so expensive. 4. I would rather you came alone. 5. It's time you learnt/learned to cook. 6. I would rather you had shown him that document. 7. He prefers eating with his family to eating alone. 8. You had better go to the doctor. **5.** 1. watched → watch 2. Had we not → Hadn't we 3. could → would 4. not → didn't 5. had → would 6. pay → paid 7. did not → not 8. would → will

10. Passive structures

▶ Strona bierna – zastosowanie

Strony biernej używa się, kiedy wykonawca czynności, o której mówimy, jest nieznany lub nieistotny:

My car was stolen.

A nifty gadget which might help you has been designed.

Najważniejsza jest sama czynność lub jej wynik, a nie wykonawca:

Silk accessories are manufactured in this factory.

Uogólnienia

Strony biernej używa się również, by dokonać uogólnień:

English is spoken here.

Oficjalne komunikaty i instrukcje

To samo dotyczy komunikatów, ogłoszeń, tablic informacyjnych oraz instrukcji:

Smoking is prohibited.

▶ Strona bierna – budowa

Czasy gramatyczne

CZAS	STRONA CZYNNA	STRONA BIERNA – SCHEMAT		STRONA BIERNA
		BE W FORMIE OSOBOWEJ	PP	
Present Simple	They make shoes.	am/is/are	past participle	Shoes are made.
Present Continuous	They are making shoes.	am/is/are + being		Shoes are being made.
Present Perfect	They have made shoes.	have/has + been		Shoes have been made.
Present Perfect Continuous	They have been making shoes.	have/has + been + being		Shoes have been being made.
Past Simple	They made shoes.	was/were		Shoes were made.
Past Continuous	They were making shoes.	was/were + being		Shoes were being made.
Past Perfect	They had made shoes.	had + been		Shoes had been made.
Past Perfect Continuous	They had been making shoes.	had + been + being		Shoes had been being made.
Future Simple	They will make shoes.	will + be		Shoes will be made.

Future Continuous	They will be making shoes.	will + be + being	Shoes will be being made.
Future Perfect	They will have made shoes.	will + have + been	Shoes will have been made.
Future Perfect Continuous	They will have been making shoes.	will + have + been + being	Shoes will have been being made.

To be going to

Stronę bierną z **to be going to** tworzy się według schematu **am/is/are going to be + past participle**:

Who else is going to be involved in the project?

Czasowniki modalne

Zdanie w stronie biernej z czasownikami modalnymi budujemy wtedy według schematu **podmiot + czasownik modalny + be + past participle**:

Something should be done.

By i with

Kiedy chcemy dodać informację o wykonawcy opisywanej czynności, wprowadzamy jego nazwę za pomocą przyimka **by** przez:

The *Handmaid's Tale* was written by Margaret Atwood.

By wskazać narzędzie, za pomocą którego wykonuje się opisywaną czynność, stosuje się przyimek **with**:

The window pane was smashed with a heavy tool.

▶ **Czasowniki nieprzechodnie**

W angielskim istnieją czasowniki nieprzechodnie (**intransitive verbs**). Należą do nich m.in. **belong, die, walk, resemble, sleep**. Nie występują one w stronie biernej. Porównaj:

Stacy slept. (nie: ~~It was slept by Stacy.~~)

Mark resembles his elder brother. (nie: ~~Mark's elder brother is resembled...~~)

▶ **Przyimek na końcu wypowiedzi**

W stronie biernej przyimek na końcu zdania albo jego części zdarza się dość często:

The story must have been made up.

Our house was broken into.

These children should be taken care of.

Unika się go właściwie tylko w tekstach formalnych.

▶ **Dwa dopełnienia**

W niektórych zdaniach występują dwa dopełnienia:

Harry offered Sally a new mobile.

Takie wypowiedzi można przekształcić na stronę bierną na dwa sposoby:

A new mobile was offered to Sally (by Harry).

Sally was offered a new mobile (by Harry).

▶ Przytaczanie sądów i opinii

Strony biernej używa się często, by zrelacjonować czyjeś sądy, opinie czy przekonania:

The assault was considered unjustified.

Martin is believed to be an expert in logic.

Bezokolicznik

Przyjrzyj się, jak zdania w stronie czynnej zostały przekształcone na stronę bierną:

People think that Nick lives in China.

It is thought that Nick lives in China.

Nick is thought to live in China.

Jeśli czynność, którą relacjonujemy, odbywała się w przeszłości, używa się konstrukcji

to have + past participle:

Nick is thought to have lived in China.

Czasy ciągle przekształca się, używając konstrukcji **to be + verb+ing** lub **to have been + verb+ing**:

Nick is thought to be living in China (now).

Nick is thought to have been living in China (in the past).

▶ Have/get something done

Za pomocą czasowników **get** i **have** w połączeniu z dopełnieniem oraz **past participle** tworzymy konstrukcję podobną do strony biernej:

I had my bike fixed the other day.

I wish I knew how to get this presentation finished.

Usługi

Have/get something done odnosi się przede wszystkim do rozmaitych usług:

I need to have/get my hair cut.

Grandma is having/getting her car repaired.

Negatywne doświadczenia

Have/get something done może odnosić się też do wydarzeń, których doświadczamy nie z własnej woli, najczęściej negatywnych:

Tracy had/got her car damaged.

We've had/got our summer house burgled into.

Get it done!

Get something done może też odnosić się do sytuacji, w której to podmiot zdania wykonuje daną czynność. Wtedy ta konstrukcja ma podkreślić, że opisywana czynność została, jest lub będzie doprowadzona do końca:

I'm going to get this cleaning finished no matter what!



Exercises

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie

zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. The neighbour is going to water the flowers for her.
She _____ is

HAVE

2. They say the book was written by John Smith.
It _____
by John Smith. **SAID**

3. The dentist filled her tooth.
She _____
filled. **HAD**

4. The hairdresser dyed my hair red.
I _____ got

DYED

5. The story didn't surprise me.
I _____ was

TAKEN

6. Who made this film?
Who _____ was
?

BY

7. A sharp knife cut my finger.
I _____

WITH

8. Don't let them insult you.
Don't _____

YOURSELF

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana

jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. The conversation _____ (record) during yesterday's conference.
2. Not all the cookies _____ (eat) yet.
3. My car _____ (steal) yesterday.
4. John _____ (might/promote) next year.
5. Fresh fruit _____ (can/sell) fast.
6. A very important meeting _____ (confirm) tomorrow.
7. He _____ (say) to have won a lottery.
8. I like _____ (be) admired.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. _____ (mówi się) that his victory was unfair.
2. America _____ (została odkryta) by Columbus in 1490.
3. You can easily cut this envelope _____ (nożyczkami).
4. This photo _____ (zostało zrobione) two years ago.
5. _____ (czy zostaniemy przedstawieni) to the CEO?
6. _____ (jestem zaproszony) by my parents.
7. The classrooms _____ (muszą być posprzątane) before the parents' meeting.
8. _____ (czy obiad został ugotowany) yet?

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. I am having my house renovated.

My

house

_____ .

2. I usually make coffee with milk.

My

coffee

_____ .

3. The assistant would write all those reports.

All

those

reports

_____ .

4. The hairdresser will cut your hair.

You

will

_____ .

5. They believe she is a murderer.

She

is

_____ .

6. They saw him entering the school.

He

was

_____ .

7. Her new dress was fitted.

She

_____ .

8. We cannot do much for her nowadays.

Little

_____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. We will had our house renovated.

2. I got my bag steal on the bus.

3. This room doesn't cleaned every day.

4. She was made leave.

5. Edison's believed to inventing the light bulb.

6. Who was this car damaged?

7. The keys were given us.

8. I was laughed by.

Answer key: **1.** 1. She is going to have the flowers watered. 2. It is said that the book was written by John Smith. 3. She had her tooth filled. 4. I got my hair dyed red. 5. I was not taken by the story. 6. Who was this film made by? 7. I cut myself with a sharp knife. 8. Don't let yourself being insulted. **2.** 1. was (being) recorded 2. have been eaten 3. was stolen 4. might be promoted 5. can be sold/can sell 6. will/is going to be confirmed 7. is said 8. being **3.** 1. It is said 2. was discovered 3. with scissors 4. was taken 5. Will we be introduced 6. I am invited 7. must be cleaned 8. Has the dinner been cooked **4.** 1. My house is being renovated. 2. My coffee is usually made with milk. 3. All those reports would be written by the assistant. 4. You will have/get your hair cut. 5. She is believed to be a murderer. 6. He was seen entering the school. 7. She had her new dress fitted. 8. Little can be done for her nowadays. **5.** 1. had → have 2. steal → stolen 3. doesn't → isn't 4. leave → to leave 5. inventing → have invented 6. damaged → damaged by 7. us → to us 8. by → at

11. Relative Clauses and Cleft Sentences

▶ Zdania względne

Zdania względne stanowią części dłuższych wypowiedzi:

The coffee machine which you ordered has been delivered.

My sister, who lives in the suburbs, has to commute.

▶ Zaimki względne

Do zbudowania zdań względnych niezbędne są zaimki względne:

- **who** *który, która, które* itd. używany w odniesieniu do osób
- **whom** *którego, której, któremu* itd. używany w odniesieniu do osób. **Whom** występuje w połączeniu z przyimkami, np. **with whom** – *z którym, z którą* itd.; **for whom** – *dla którego, dla której* itd.
- **whose** *którego, której* itd. używany w odniesieniu do relacji posiadania
- **which** *który, która, które* itd. używany w odniesieniu do przedmiotów, zjawisk itd.
- **that** *który, która, które* itd.

W zdaniach względnych używa się też przysłówków **where**, **when** i **why**.

Osoby

W odniesieniu do osób używa się zaimków: **that**, **who**, **whom**:

The actress who/that starred in this film is absolutely amazing.

The plumber who/that/whom you'd recommended demanded a lot of money.

Przedmioty

W odniesieniu do rzeczy, zwierząt, zjawisk itd. używa się zaimków: **that, which**:

The speech which/that the politician delivered was outstanding.

Posiadanie

Mówiąc o relacji posiadania, przynależności i relacji, używa się **whose**, jeśli mówimy o osobach:

A child whose parents are dead is an orphan.

Jeśli mówimy o przedmiotach, zwierzętach, zjawiskach itd., używamy **whose** lub **of which**:

The small house whose walls/the walls of which are yellow belongs to Max.

Miejsce, czas, przyczyna

W odniesieniu do miejsc używa się **where**, a do czasu – **when**:

It's not a city where I'd like to go.

Those were the days when we were blissfully happy.

By podać przyczynę, używa się **why**:

That's the reason why I cannot stay any longer.

► Zdania względne identyfikujące (defining relative clauses)

Zdania względne identyfikujące dostarczają informacji koniecznych do zidentyfikowania przedmiotu bądź osoby, o których mowa:

The family who have just moved in seem very kind.

Cindy is the girl whose mom works at the kindergarten.

Zdań względnych identyfikujących nie oddziela się przecinkami od zdania głównego.

Przymyki

Zaimki względne czasami występują z przymykami, np. **for whom**, **with which**:

The film about which Jacob told me was devastating.

Przymiek może się też pojawić na końcu zdania względnego:

I've never played the game which my boyfriend was talking about.

Nie używamy wtedy **whom**, ale **who**:

Carl turned out to be a true friend on whom one can rely.

Carl turned out to be a true friend who one can rely on.

Pominięcie zaimka względnego

Zaimek = podmiot

Zaimek względny może stanowić podmiot zdania względnego:

1. The girl who lives downstairs is excellent at tennis.

Jeśli podzielimy to zdanie na dwie części, otrzymamy:

1a. zdanie główne: The girl is excellent at tennis.

1b. zdanie względne: Who (= the girl) lives downstairs.

Who to podmiot zdania względnego.

Zaimka względnego, który stanowi podmiot zdania względnego lub jest jego częścią, nie można pominąć.

Zaimek = dopełnienie

Zaimek względny może stanowić dopełnienie zdania względnego:

2. I've never played the game (which) my boyfriend was talking about.

Jeśli podzielimy to zdanie na dwie części, otrzymamy:

2a. zdanie główne: I've never played the game.

2b. zdanie względne: My boyfriend was talking about which (= the game).

Which to dopełnienie i można je pominąć.

Zdania względne nieidentyfikujące

Zdania względne nieidentyfikujące dostarczają jedynie dodatkowych informacji o osobie czy przedmiocie, o których mowa:

My mother, who is a teacher, loves his job.

Angie, who is a gifted painter, is going to exhibit her works in a renowned gallery.

W zdaniach względnych nieidentyfikujących nie stosuje się **that**. Zdania te oddziela się przecinkami od zdania głównego.

▶ Which = co

Which może wprowadzać całe zdanie, które odnosi się do innego zdania:

He left, which surprised us all.

W takich zdaniach nie należy stosować **what**:

Their team pulled off a victory, ~~what~~ which helped them win new supporters.

▶ Zdania rozszczepione (cleft sentences)

W zdaniach rozszczepionych podkreśla się wagę poszczególnych wyrazów lub dłuższych części wypowiedzi:

What she enjoys above all is tennis.

It was George Lucas who directed *Star Wars*.

The person who will deliver the lecture is professor Veggie.

The thing which he appreciated most in life was loyalty.

The memory of you is the thing that/which helps me survive.

The reason why I'm calling you is (that) I love you.

A mug of hot chocolate is what will cheer you up.

What I want you to do now is open your workbooks on page 12.

The day when Liz first talked to her future husband must have been a Sunday.

What actually happened was that he betrayed his accomplice.

His home town must be (the place) where he's hiding.

▶ Exercises

1. Wykorzystując podane **tłustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. She spoke quickly and I got confused.
She

_____ .
WHICH

2. The day I bought a house was the happiest day of my life.
I _____ was

_____ .
ON

3. The gift she got was very ugly.
She

_____ .
WHICH

4. My brother is studying law. He is 24 next month.
My _____ brother

_____ .
WHO

5. Shakespeare wrote *Hamlet*.
Hamlet _____ is _____ a _____ play

_____ .
THAT

6. This is Jack Smith's birthplace.
This

_____ .
WHERE

7. 2008 is the year when I was born.
I _____

_____ .
IN

8. Whose book is that?

Who

BELONG

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. It was Mike who _____ (take) me to the party yesterday.
2. What he _____ (do/take) his kids to the mountains.
3. Is this the book that you _____ (look for)?
4. Jack, who is 60, _____ (just/retire).
5. This is the house that Jack _____ (build) 10 years ago.
6. Do you know the place where we _____ (catch) the taxi last night?
7. With whom _____ (want) to share your flat?
8. Who _____ the keys _____ (belong) to?

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. The actress _____ (która) starred in this film is absolutely amazing.
2. A child _____ (którego) parents are dead is an orphan.
3. The small house the walls _____ (którego) are yellow belongs to Max.

4. A mug of hot chocolate _____ (jest tym, co) will cheer you up.
5. It was George Lucas _____ (który wyreżyserował) *Star Wars*.
6. He is not the person _____ (z którą) I'm going to work _____.
7. The party _____ (na którym) I was last week ended very late.
8. He left, _____ (co) surprised us all.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. I don't really understand what he said.
What _____ he
_____ clear to me.
2. I have read all the books except for this one.
This _____ book
_____.
3. Kate is the person who came late last night.
This _____ is
_____.
4. Kate's house is the largest in the street. She's my best friend.
Kate, _____ whose
_____.
5. My wife got a dog for her birthday.
That's _____ the _____ dog
_____.
6. Jack is the man who brings us mail every day. He has a nice red car.
Jack, _____ who _____ has
_____.
7. Italy is great. I was there last month.
Italy, _____ where
_____.

8. I rented a house. The house was very big.

The

house

_____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Which she enjoys above all is tennis.

2. His home town must be somewhere where he's hiding.

3. It's not a city that I'd like to go.

4. The family they have just moved in seem very kind.

5. I'm planning to grow roses I find beautiful.

6. The person which wins the lottery every year is lucky.

7. Do you see the cat where is lying on the balcony?

8. That's the man that he tried to steal my wallet.

Answer key: 1. She spoke quickly, which confused me. 2. I was the happiest on the day (when) I bought a house. 3. She got a gift which was very ugly. 4. My brother, who is 24, is studying law. 5. *Hamlet* is a play that was written by Shakespeare. / *Hamlet* is a play that Shakespeare wrote. 6. This is the place where Jack Smith was born. 7. I was born in 2008.

8. Who does this book belong to? **2.** 1. took 2. did was to take 3. are/were/have been looking for 4. has just retired 5. built 6. caught 7. do you want 8. do, belong **3.** 1. who/that 2. whose 3. of which 4. is what 5. who directed 6. who, with 7. at which 8. which **4.** 1. What he said was not clear to me. 2. This book is the one I haven't read. 3. This is Kate who came late last night. 4. Kate, whose house is the largest in the street, is my best friend. 5. That's the dog which/that my wife got for her birthday. 6. Jack, who has a nice red car, brings us mail every day. 7. Italy, where I was last month, is great. 8. The house (that/which) I rented was very big. **5.** 1. Which → What 2. ~~somewhere~~ 3. that → where 4. they → who 5. roses I find → roses which I find 6. which → who 7. where → which/that 8. he

12. Modal Verbs

▶ Can, could, to be able to

Can i **could** odnoszą się do **możliwości** wykonania czynności bądź nastąpienia zdarzenia.

Zdolność, umiejętność

John can sing and dance.

As children we couldn't ski so well.

Prawdopodobieństwo

It can rain hard in October.

W tym użyciu **can** występuje głównie w zdaniach przeczących i pytaniach:

Who's the winner? It can't be me anyway.

W zdaniach twierdzących używa się w tym znaczeniu **could**:

Jack could be the winner – he's simply the best.

Możliwości do wyboru

Rozważając możliwości do wyboru obecnie lub w przyszłości, stosujemy **can** i **could**:

We can go to the seaside in the summer. We could try hiking, too.

Prośby i pozwolenie

Obydwu form używamy w prośbach. **Could** wprowadza większy dystans wobec rozmówcy:

Can/Could I enter?

Kiedy udzielamy pozwolenia lub zakazujemy czegoś, stosujemy tylko **can/can't**:

A: Could the patient take a short walk? B: Yes, she ~~could~~ can.

Zmysły

Can i **could** często występują z czasownikami odnoszącymi się do zmysłów (**see, hear, smell, feel, taste**):

Can you see the kite in the sky? (now)

Luke could hear a weird noise. (at a certain moment in the past)

to be able to

W czasie przyszłym oraz w konstrukcjach z bezokolicznikiem zamiast **can** stosuje się **to be able to**:

We'll never be able to afford such luxury.

I'd like to be able to speak Japanese.

W odniesieniu do jednorazowych sytuacji z przeszłości również stosujemy **to be able to**. Mówiąc o przeszłej możliwości ogólnej, używamy **could**. Porównaj:

He could choose to become whoever he wanted.

Luck was on his side and he was able to purchase the property.

May i might

Pozwolenie i zgoda

Obydwu używamy, prosząc o pozwolenie:

May/Might we leave now?

Pozwolenie lub zakaz wyrażamy przez **may (not)**:

You may express your opinion freely.

Students may not bring any electronic devices into the room.

Prawdopodobieństwo

Obydwie formy wyrażają możliwość nastąpienia danych zdarzeń:

Our neighbours may/might come round tonight.

Z **may** i **might** nie używa się wyrazów typu **probably** czy **maybe**.

Might – sugestie i krytyka

Might można zastosować do wyrażania sugestii i próśb:

You might peel the potatoes – I'll make a salad.

Might sygnalizuje również delikatną krytykę:

You might do some housework from time to time.

Will i shall

Shall – propozycje

Shall w połączeniu z pierwszą osobą liczby pojedynczej i mnogiej stosuje się przede wszystkim w propozycjach:

Shall we go for a walk?

Shall I order anything for you?

Will – wola, prośby

Will oznacza również *życzyć sobie, pragnąć, zechcieć*:

I can order something for you if you will.



Must, have to i need

Konieczność i obowiązek

Must i **have (got) to** w formie twierdzącej wyrażają obowiązek i konieczność:

We must pay the rent by the end of the week.

The pupils have to follow certain rules.

W odniesieniu do konieczności, która wynika z wewnętrznego przekonania, używa się raczej **must**. Jeśli natomiast mowa o obowiązku narzuconym z zewnątrz, lepiej użyć **have to**:

I must knuckle down to work – I really want to get the project done.

I have to re-sit the test if I want to pass.

W formie przeczącej **have (got) to** oznacza brak konieczności:

We don't have to hurry.

Must not

Must not/mustn't wyraża zakaz:

You mustn't use your mobile here.

Prawdopodobieństwo

Such a trip must be quite expensive.

Need: konieczność

W połączeniu z czasownikiem w bezokoliczniku **need** sygnalizuje, że trzeba coś zrobić:

I need to get some rest.

Po **need** może również występować czasownik w formie **gerund**:

Our kitchen needs renovating.

Czasownika **need** używa się też jako czasownika modalnego:

She needn't cancel the appointment.

Need your uncle worry so much?

Needn't, don't need to

Zarówno **(not) need to**, jak i **need not** odnoszą się do sytuacji jednorazowych:

We don't need to/needn't text Rob – he already knows.

Jednak jeżeli mowa o sytuacji ogólnej, należy użyć **(not) need to**:

You don't need to speak fluent German to be qualified for this post.

Didn't need, needn't have

Didn't need + bezokolicznik opisuje sytuacje, w których ktoś czegoś nie musiał i tego nie zrobił:

I didn't need to buy any equipment – Josh lent me his gear.

Need not + have + past participle odnosi się do sytuacji, w których ktoś zrobił coś, czego robić nie było trzeba:

I needn't have watered the lawn – it's raining!

▶ **Should i ought to: powinność**

You should/ought to arrange an appointment with the dentist.

Porady i sugestie

You shouldn't work so late at night.

Prawdopodobieństwo

The cash should be delivered to you tomorrow.

Margaret should/ought to be home by now. (= I think she is)

▶ **Czasowniki modalne w przeszłości**

czasownik modalny + have + past participle

He might have misunderstood you.

Prawdopodobieństwo i stopień pewności

must / can / may / could / might + have done

The guests must have checked out by now.

Terry was driving so recklessly he might have caused an accident.

Can + have done bez ograniczeń używa się w pytaniach i zdaniach przeczących, a w zdaniach twierdzących wyłącznie z wyrazami takimi jak **hardly**, **only** czy **never**:

The suspect can never have committed fraud.

Powinność

should / ought to + have done

My sister shouldn't have invited Josh. He's a real wet blanket.

Exercises

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

- 1.** Perhaps he is sick.

He _____
. **MAY**

- 2.** You had better go on a diet.

You _____
diet. **SHOULD**

- 3.** It wasn't necessary for you to buy that expensive ticket.

You _____
NEED

- 4.** Do you mind if I borrow your calculator?

Could _____ ?

LEND

5. It's optional for students to attend this meeting.
Students _____

HAVE TO

6. It's impossible he's forgotten about this party.

He _____

forgotten. **CAN**

7. Under no circumstances should you take those pills.

You _____

those pills. **MUST**

8. I must give him the money back.

I _____

have _____

OPTION

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. When you buy the ticket, you _____ (can) to enter the museum.
2. His condition was serious, so he _____ (have to) be operated on.
3. Ann _____ (can/not) working yesterday. I saw her in the city.
4. You _____ (not/need) to go to work on Sunday.
5. You _____ (must/not) touch this cake, it's for Robert.
6. Students _____ (have to/not) learn this poem by heart.
7. I couldn't wake you up in the morning. You _____ (must/be) really tired.

8. It is too late now. You _____ (ought to/register) two days ago.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Despite the accident he _____ (jest w stanie prowadzić) his car.

2. You _____ (mogłeś mi powiedzieć) about this party.

3. This restaurant _____ (może nie być) open today.

4. I _____ (pozwolono mi) leave early today.

5. You _____ (nie musiałeś) make your bed in the morning.

6. You _____ (powinieneś był) retaken the exam before the summer break.

7. The power _____ (musi być wyłączona) before you leave.

8. _____ (czy musisz) be so stubborn?

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. Shall I help you with the shopping?
Would _____ you _____ like
_____ ?

2. Did she have to scream at me?
Was _____ it
_____ ?

3. How about opening this online meeting now?
Would _____ you _____ be _____ interested
_____ ?

4. She is unlikely to pass that test.
 There _____ is _____ little
 _____ .
5. Give this message to Jack, please.
 Will _____
 _____ , please?
6. Is it possible for me to get a full refund?
 Could _____ ?
 _____ ?
7. It is not advisable to park your car here.
 You _____ ought
 _____ .
8. You can't come late to work!
 I _____ don't
 _____ to
 work.

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. You should have work less. You're exhausted.

2. We shalln't tell her the truth. She would be very angry.

3. Jack should haven't run so fast.

4. I think he should to go to the doctor. His arm is swollen.

5. Yesterday, he can't admit that he was wrong.

6. You mustn't worry – everything is fine.

7. You must be felt upset after your loss.

8. She might do it: she was at home at that time.

Answer key: 1. 1. He may be sick. 2. You should go on a diet. 3. You didn't need to buy that expensive ticket. 4. Could you lend me your calculator? 5. Students don't have to attend this meeting. 6. He cannot have forgotten about this party. 7. You must not take those pills. 8. I have no option but to give him the money back. **2.** 1. will be able 2. had to 3. can't have been 4. don't need 5. mustn't 6. don't have to 7. must have been 8. ought to have registered **3.** 1. is able to drive 2. might have told me 3. may/might not be 4. was allowed to 5. didn't need to 6. should have 7. must be turned off 8. Do you have to **4.** 1. Would you like me to help you with the shopping? 2. Was it necessary for her to scream at me? 3. Would you be interested in opening this online meeting now? 4. There is little chance that she will pass the exam. 5. Will you give this message to Jack, please? 6. Could I get a full refund? 7. You ought not to park your car here. 8. I don't allow you to come late to work. **5.** 1. work → worked 2. shalln't → shan't 3. should haven't → shouldn't have 4. should → ought 5. can't → couldn't 6. mustn't → needn't 7. felt → feeling 8. might do → might have done

13. Nouns I

▶ Nieregularna liczba mnoga

Man, woman → men, women

man – men; woman – women; policewoman – policewomen; spokesman – spokesmen

f/fe → ves

calf – calves; half – halves; knife – knives; wife – wives

Czasami dopuszczalne są dwie formy, np. **dwarf – dwarfs/dwarves**
karzeł; krasnolud; krasnoludek

Inne wyrazy

Nieregularną liczbę mnogą mają: **child – children; foot – feet; goose – geese; louse – lice; ox – oxen; tooth – teeth**

Person

Regularnej liczby mnogiej wyrazu **person** *osoba* używa się tylko w języku formalnym:

Persons vandalizing the museum will be fined.

Na co dzień stosuje się w liczbie mnogiej rzeczownik **people**.

Mouse

mouse (animal) – **mice**; **computer mouse** – **computer mouses**

▶ Bez zmiany formy

Niektóre rzeczowniki zakończone na **-s** mają taką samą formę w liczbie pojedynczej, jak w mnogiej: **barracks** *koszary*, **crossroads** *skrzyżowanie; rozdroże*; **gallows** *szubienica*; **headquarters** *kwatery główna*; **means** *środek do celu*; **series** *seria; cykl; serial*; **species** *gatunek*; **works** *fabryka*

Nazwy zwierząt

Nie zmieniają formy niektóre nazwy zwierząt: **deer** *jeleń*, **reindeer** *renifer*, **sheep** *owca*.

Fruit, fish

Rzeczowniki **fish** *ryba*, **fruit** *owoc* również na ogół nie zmieniają formy w liczbie mnogiej:

If you want to stay healthy, you should eat more fruit.

Unlike most of her peers, small Kate is keen on fish.

Dopuszczalna jest jednak regularna liczba mnoga (**fishes**, **fruits**), jeśli mówimy o kilku gatunkach ryb czy owoców lub kiedy interesuje nas ich liczba:

The elderly woman put a few fruits into her bag.

Those red fishes with golden fins are cute!

Craft

Nie zmienia formy w liczbie mnogiej rzeczownik **craft** *pojazd* oraz wszystkie rzeczowniki złożone zakończone tym wyrazem, np. **spacecraft** *pojazd kosmiczny*, **aircraft** *samolot wojskowy*.

Inne wyrazy

Formy nie zmieniają też: **dice** *kość do gry*, **offspring** *potomek*.

► Rzeczowniki tylko w liczbie mnogiej

Niektóre rzeczowniki mają tylko liczbę mnogą, np.: **belongings** *rzeczy osobiste, dobytek*, **clothes** *ubrania*, **scissors** *nożyczki*, **glasses** *okulary*, **lyrics** *słowa piosenki*, **pants** *majtki, spodnie*, **trousers** *spodnie*, **jeans** *dżinsy*, **outskirts** *przedmieścia*.

A pair of

Z niektórymi spośród tych rzeczowników można użyć wyrażenia **a pair of** *para czegoś*:

It's the tenth pair of scissors I've lost so far!

An item of/a piece of

An item/a piece of łączy się m.in. z **clothes**, **information**, **advice**.

This jumper must be her favourite piece of clothes – she wears it day in day out.

Data

Data *dane* to wyraz występujący zawsze w liczbie mnogiej. W języku potocznym łączy się z czasownikiem w liczbie pojedynczej:

The data you've collected is not valid.

W języku formalnym **data** łączy się z czasownikiem w liczbie mnogiej:

Those data have been proved invalid.

► Rzeczowniki pochodzenia obcego

Rzeczowniki pochodzenia obcego zachowały swoją rdzenną formę liczby mnogiej. Czasami dopuszczalne są dwie formy liczby mnogiej – oryginalna i „nowa”, czyli końcówka **~(e)s**.

LICZBA POJEDYNCZA	LICZBA MNOGA	ZNACZENIE
cactus	cacti lub cactuses	<i>kaktus</i>
focus	foci lub focuses	w optyce: <i>ognisko</i> , <i>punkt skupienia</i>
fungus	fungi lub funguses	w biologii: <i>grzyb</i>
alga	algae	<i>glon</i> , <i>alga</i>
larva	larvae	<i>larwa</i>
aquarium	aquaria lub aquariums	<i>akwarium</i>
bacterium	bacteria	<i>bakteria</i>
crisis	crises	<i>kryzys</i>
oasis	oases	<i>oaza</i>
phenomenon	phenomena	<i>zjawisko</i>
thesis/hypothesis	theses/hypotheses	<i>teza/hipoteza</i>

► Rzeczowniki złożone

Pierwszy z rzeczowników wchodzących w skład złożenia na ogół występuje w liczbie pojedynczej, nawet jeśli odnosi się do więcej niż jednego obiektu, np. **car park** (nie: ~~cars park~~), **bottle bank** (nie: ~~bottles bank~~).

Rzeczowniki złożone – liczba mnoga

Liczbę mnogą większości rzeczowników złożonych tworzy się, zmieniając formę tego wyrazu, który w danym złożeniu ma większe znaczenie, np.: **book shop – book shops; knee pad – knee pads; daughter-in-law – daughters-in-law; bird of prey – birds of prey; editor-in-chief – editors-in-chief.**

Porównaj:

passer-by – passers-by *przechodzień*, ale: **by-passer – by-passers**

looker-on – lookers-on *widz, gap*, ale: **onlooker – onlookers**

Jeśli obydwa człony rzeczownika złożonego są równie ważne, zmieniamy formę obydwu części wyrazu, np. **woman doctor → women doctors.**

▶ Exercises

1. Wykorzystując podane **tłustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. I went to the office and then remembered it was my day off.

I _____
the office. **HAD**

2. It is very possible that editors-in-chief will get bonuses this year.

Editors-in-chief

_____ this
year. **COULD**

3. I can't remember meeting Damian's fiancée.

I _____ have
_____ .

RECOLLECTION

4. Nothing more can be done about this issue.

With _____ regard _____ to
_____ .

MATTER

5. I love people asking me about the wedding.

I _____
_____ about the wedding. **BEING**

6. If you water those cacti too much, they will die.

Water _____ will
_____ die. **OR**

7. What would you tell him if he asked you about the phenomenon?

Suppose _____

WOULD

8. I wish I were an accountant.

If _____ .
ONLY

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. The _____ (barracks) were
surrounded by a high wall.

2. The city is famous for its two big
_____ (zoo).

3. There were many _____ (passer-by) so I am sure we would find a witness.
4. _____ (person) vandalizing the museum will be fined.
5. I made two nice _____ (loaf) of garlic bread.
6. We need a smart dog to protect all our _____ (sheep).
7. If you want to stay healthy, you should eat more _____ (fruit).
8. Those red _____ (fish) with golden fins are cute!

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. In this movie, the red _____ (karły) are the most dangerous.
2. In the autumn _____ (liście) are so colourful.
3. The whole _____ (personel) has done a great job this year.
4. The plural of "fungus" is _____ (grzyby).
5. The _____ (dane) you've collected is not valid.
6. Stella's just bought _____ (trzy pary dżinsów)!
7. She wiped the table and put _____ (kilka owoców) into a glass bowl.
8. How many more _____ (myszy komputerowych) are you going to buy this year?

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w

poszczególnych parach.

1. In my family, my sister-in-law is the best cook.
No one in my family
_____ .
2. Could you tell me where the headquarters is?
Could you show
_____ ?
3. The deer was so beautiful that we couldn't believe our eyes.
So beautiful
_____ .
4. Apart from Paul we all have very good upbringing.
We all have
_____ .
5. Despite being grown-ups, we all like cartoons.
Although we
_____ .
6. The reason for closing the works is still not known.
We don't know
_____ .
closed.
7. They like the same sort of tattoos.
They have the same
_____ .
8. I am sure a child drew this picture.
It looks
_____ .
picture.

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Let's throw the dices to decide who begins.

2. It's the tenth scissors I've lost so far!

3. It was a week journey.

4. See you on Saturday at Greg!

5. Excuse me, where can I find womens' suits?

6. I need a new mouse's mat.

7. Look at my hairs! Maybe the colour is bad?

8. John decided to keep the minute of the meeting.

Answer key: **1.** 1. I had not remembered it was my day off before I entered the office. 2. Editors-in-chief could get bonuses this year. 3. I have no recollection of meeting Damian's fiancée. 4. With regard to this matter nothing more can be done. 5. I love being asked about the wedding. 6. Water those cacti less or they will die. 7. Suppose you were asked about the phenomenon, what would you tell him? 8. If only I were an accountant. **2.** 1. barracks 2. zoos 3. passers-by 4. Persons 5. loaves 6. sheep 7. fruit 8. fishes **3.** 1. dwarves/dwarfs 2. leaves 3. staff 4. fungi/funguses 5. data 6. three pairs of jeans 7. a few fruits 8. computer mouses **4.** 1. No one in my family is a better cook than my sister-in-law/cooks better than my sister-in-law. 2. Could you show me the way to the headquarters? 3. So beautiful was the deer that we couldn't believe our eyes. 4. We all have very good upbringing except for Paul. 5. Although we are grown-ups, we all like cartoons. 6. We don't know why the works was closed. 7. They have the same taste in tattoos. 8. It looks like a child's picture. **5.** 1. dices → dice 2. scissors → pair of scissors 3. week journey → week's journey 4. Greg → Greg's 5. womens' → women's 6. mouse's mat → mouse mat 7. hairs → hair 8. minute → minutes

14. Nouns II

▶ Rzeczowniki policzalne i niepoliczalne

A/an

Rzeczowniki niepoliczalne nie występują z przedimkiem nieokreślonym a/an:

This ring is made of a gold.

Liczba

Rzeczowniki niepoliczalne nie mają liczby mnogiej i występują z czasownikiem w liczbie pojedynczej:

Money is an important issue. (nie: ~~Moneys~~ is...)

The

Jeśli rzeczownik niepoliczalny poprzedza **the**, oznacza to, że mówimy o konkretnej partii, porcji, rodzaju danej substancji. Porównaj:

Stress (= stress in general) is detrimental to your health.

The stress Greg had experienced almost ruined his health.

▶ Określenia ilości

Niektóre kwantyfikatory (określenia ilości) łączą się tylko z rzeczownikami niepoliczalnymi, inne tylko z policzalnymi:

ZNACZENIE	RZECZOWNIKI POLICZALNE	RZECZOWNIKI NIEPOLICZALNE
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<i>ile?</i>	how many?	how much?
<i>mało/mniej/najmniej</i>	few/fewer/the fewest	little/less/the least
<i>kilka, kilkanaście</i>	several	–
<i>dużo</i>	many	much
<i>trochę</i>	a few	a little
<i>bardzo dużo</i>	a big/great/considerable number of	a large/great/considerable amount of a big/great/considerable deal of

W odniesieniu do obydwu grup stosujemy: **all** *wszystko, wszyscy*; **some** *trochę, niektórzy*; **more** *więcej*; **most** *najwięcej*; **a lot of/lots of** *mnóstwo*; **plenty of** *mnóstwo*; **no** *żaden, żadne*.

Little/a little, few/a few

Jest bardzo duża różnica znaczeniowa między **little** *mało* i **a little** *trochę*. Porównaj:

She has got a little money. 😊

She has got little money. ☹️

Podobna różnica dotyczy **few** *niewiele, niewielu* i **a few** *kilka*:

He's got a few friends. 😊

He's got few friends. ☹️

A piece of / An item of

W przypadku rzeczowników typu **advice, data, evidence, information, news, furniture**, żeby podkreślić, że mamy na myśli jedną *radę, dowód, informację, wiadomość* czy *mebel*, używamy struktury **an item / a piece of** + rzeczownik:

Another piece of news proved unreliable.

This armchair is my favourite item of furniture.

▶ **Rzeczowniki niepoliczalne w użyciu policzalnym**

Wiele rzeczowników niepoliczalnych można użyć jako policzalne.

Płyny, artykuły spożywcze, substancje

Należą do nich np. **tea, water, cake, hair, stone**. Te rzeczowniki w użyciu policzalnym nie oznaczają ogólnie pojmowanej substancji, ale pewną jej ilość czy porcję:

I'd like a mineral water and an apple juice.

Rzeczowniki abstrakcyjne

Należą do nich np. **fear, language, life, noise, speech**. W użyciu policzalnym te rzeczowniki odnoszą się nie do pojęć ogólnych, ale do ich jednostkowych przejawów. Porównaj:

According to the researcher, using language is a solely human ability.

How many languages can you speak?

Life appears more meaningful to me now.

Hasty decisions of the authorities could have cost many lives.

Zmiana znaczenia

Do kolejnej grupy rzeczowników, które mogą zostać użyte zarówno jako niepoliczalne, jak i policzalne, należą wyrazy, których znaczenie ulega w takim wypadku istotnej zmianie.

RZECZOWNIK	ZNACZENIE (UŻYCIE NIEPOLICZALNE)	ZNACZENIE (UŻYCIE POLICZALNE)
air	powietrze	atmosfera, nastrój, aura;

		mina, zachowanie
brain	intelekt	mózg
medicine	medycyna	lek, lekarstwo
paper	papier	gazeta; dokument
room	miejsce, przestrzeń	pokój, pomieszczenie
time	czas	raz
tin	cyna; blacha	puszka
wood	drewno	las
work	praca	dzieło
youth	młodość; młodzież	młody człowiek

How time flies!

The medicine must be taken three times a day.

Why don't you get some fresh air?

He looked at the people gathered with a self-confident air.

Zawsze liczba pojedyncza

Niektórych rzeczowników niepoliczalnych można użyć w znaczeniu policzalnym, ale tylko w liczbie pojedynczej. Ich znaczenie nie ulega przy tym zmianie. Należą do nich np. **education, knowledge, traffic**. Porównaj:

They struggled to provide their only son with a decent education.

Rzeczowniki zbiorowe

Rzeczowniki zbiorowe (**group nouns**) odnoszą się na ogół do grup ludzi – instytucji, organizacji itp. Należą do nich np. **army, band, class, committee, company, crew, family, government, jury, team**.

Jeśli daną grupę traktujemy jako niepodzielną całość, czasownik występuje w liczbie pojedynczej:

Our party has voted against the motion.

The band is giving a concert next week.

Gdy daną grupę postrzegamy jako zbiór poszczególnych jednostek, używamy czasownika w liczbie mnogiej:

Our party don't agree about the issue.

The band were about to split.

Zawsze liczba mnoga

Rzeczowniki **people** *ludzie*, **police** *policja*, **staff** *personel*, *pracownicy* zawsze łączą się z czasownikiem w liczbie mnogiej, np.:

The police were interviewing the witness.

Miara

Three weeks, two pounds

Wyrażenia opisujące liczbę czy miarę (np. **two months**, **three weeks**, **two pounds**, **seven dollars**) łączą się z czasownikiem w liczbie pojedynczej:

Two thousand euros is not enough to purchase the ring.

All (of), a lot of, some (of)

Po rzeczowniku w liczbie mnogiej w połączeniu z wyrażeniami **all (of)**, **a lot of**, **a number of**, **a/the majority of**, **some (of)** czasownik występuje w liczbie mnogiej:

A vast majority of party members have disagreed.

The number of

Po wyrażeniu **the number of** występuje czasownik w liczbie pojedynczej:

The number of faulty items has increased.

Any of, each of, either of

Po rzeczowniku lub zaimku w liczbie mnogiej w połączeniu z wyrażeniami **any of, each of, either of, neither of** i **none of** czasownik może występować zarówno w liczbie pojedynczej, jak i mnogiej:

Neither of her brothers feels/feel responsible.

Has/Have any of those people ever experienced famine or poverty?

W języku formalnym lepiej użyć czasownika w liczbie pojedynczej:

As a consequence of the crisis, each/either of the publishing houses is facing serious financial problems.

► Exercises

1. Wykorzystując podane **łustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. There will be no more bread after today's supper.
We will _____ .
RUN
2. Melinda wanted to know if I'd eaten the whole bar of chocolate.
Melinda _____ .
WHETHER
3. We bought the car although we don't have much money.
We _____ of
money. **SPITE**
4. The family always spent their holiday travelling.
The _____ family
_____ . **USED**
5. Will you take care of my luggage?
Will _____ .
AFTER
6. I have been to the woods ten times.

It is _____
woods. **TIME**

7. I am so busy that I cannot join the club.

I am _____ .
TOO

8. Do you know whose this umbrella is?

Do _____ you _____ know
_____ ?

BELONG

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. The band _____ (be) about to split.
2. Two thousand euro _____ (be/not) enough to purchase the ring.
3. Neither of her brothers _____ (feel) responsible for the fire.
4. I _____ (be) under stress lately.
5. Another piece of news _____ (prove) unreliable during the trial.
6. I _____ always _____ (love) romcoms.
7. How many languages _____ (you/speak)?
8. I _____ (buy) a ball in a sports shop many years ago but I lost it at the playground.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. We had a _____ (straszłą pogodę) last week.
2. During the last few months she's made _____ (ogromny postęp).
3. The table was made of _____ (szkło hartowane).

4. How many _____ (kostek cukru) do you want in your coffee?
5. Could you give me _____ (informacje) concerning your last business trip?
6. I found _____ (włos) in my soup.
7. She gave me a useful _____ (radę).
8. _____ (zespół daje) a concert next week.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. It is not my fault that the vase broke.
You can't _____ .
2. Please remember to return the albums you have taken.
Don't _____ forget _____ .
3. I started learning English 10 years ago.
I _____ have _____ been _____ .
4. Kate doesn't like her new job much.
Kate _____ isn't _____ fond _____ .
5. I was really bored with the trip to the capital city.
I found _____ .
6. It was a mistake to break up with Jack.
I wish _____ .
7. I can't wait to see you next week.
I _____ am _____ looking _____ .
8. Governments should be responsible for dealing with the consequences of the war.
Governments _____ ought _____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. This ring is made of a gold.

2. A few people offered to support us. We hoped for much bigger donation.

3. Do you like these furnitures?

4. Are three hundred dollars a fair price?

5. They certainly have a strong piece of evidences.

6. The statistics is annoying.

7. The landscape are beautiful in the country.

8. Can I have slice of bread, please?

Answer key: 1. 1. We will (have) run out of bread after today's supper. 2. Melinda wanted to know whether I'd eaten the whole bar of chocolate. 3. We bought the car in spite of lack of money. 4. The family used to spend their holiday traveling. 5. Will you look after my luggage? 6. It is the tenth time I have been to the woods. 7. I am too busy to join the club. 8. Do you know who this umbrella belongs to? 2. 1. were/are 2. is not 3. feels 4. have been 5. proved 6. have, loved 7. do you speak 8. had bought 3. 1. terrible weather 2. huge progress 3. hardened glass 4. sugars/lumps of sugar 5. some information 6. a hair 7. piece of advice 8. The band is giving 4. 1. You can't blame me for breaking the vase. 2. Don't forget to return the albums you have taken. 3. I have been learning English for 10 years. 4. Kate isn't fond of her new job. 5. I found the trip to the capital city really boring. 6. I wish I hadn't broken up with Jack. 7. I am looking forward to seeing you next week. 8. Governments ought to be responsible for dealing with the consequences of the war. 5. 1. a gold → gold 2. A few → Few 3. these furnitures → this furniture 4. Are → Is 5. piece of evidences → piece of evidence 6. is → are 7. are → is 8. slice of bread → a slice of bread

15. Articles (a/an, the) I

▶ A czy an

Przedimka nieokreślonego **a** używamy przed wyrazem rozpoczynającym się od spółgłoski: **a sound**; **a weird sound** – *dziwny dźwięk*.

Przedimek nieokreślony **an** stosujemy przed wyrazem rozpoczynającym się od samogłoski. Decyduje tu nie pisownia wyrazu, lecz wymowa głoski. Porównaj:

an honest man; an awful sound; a university

▶ The

The stosujemy:

- przed rzeczownikiem wskazującym na osobę, rzecz lub zjawisko, które jest jedyne w swoim rodzaju, niepowtarzalne:

The Earth goes round the Sun.

- kiedy mówimy o rzeczy lub osobie wspomnianej już wcześniej:

I was reading an article. The article was written by a scientist.

- kiedy dodatkowe informacje sprawiają, że wiemy, do jakiej rzeczy, osoby itd. odnosi się rzeczownik:

The boy who fainted suffers from diabetes.

- kiedy z kontekstu jasno wynika, który konkretnie przedmiot lub osobę mamy na myśli lub kiedy w naszym otoczeniu jest tylko jeden taki przedmiot lub osoba:

Josh is in the bathroom.

Can you pass the butter?

- przed przymiotnikiem w stopniu najwyższym oraz przed **only** w znaczeniu *jedyny*:

Luke was the tallest boy in class.

My sister is the only person I can trust.

- przed liczebnikami porządkowymi (np. **the second, the tenth**):

See you on the fourth of July!

► Określenia czasu: **on Monday, in March, at Christmas**

Przed nazwami dni tygodnia, miesięcy i świąt na ogół nie stosujemy przedimków:

I first met her in September.

Nazwy pór roku występują bez przedimka lub z **the**:

We usually go snowboarding in (the) winter.

The może poprzedzać nazwę pory roku również wtedy, gdy podajemy rok lub zastępujemy wyraz **last** lub **next**:

They got married in the winter of 2022.

We last saw Greg in the autumn (= last autumn).

In the morning, at night

in the	morning/afternoon/evening	<i>rano/po południu/wieczorem</i>
by the		<i>do rana/popołudnia/wieczora</i>

at night; at midday; at noon; at midnight

Jeśli chcemy opisać pewną porę roku, miesiąc czy dzień tygodnia lub bardziej precyzyjnie określić jego cechy, używamy **a/an**:

It was a windy April/morning/Sunday.

This is a day/autumn I'll never forget.

Nazwy dni można poprzedzić **a/an** w znaczeniu *jakiś, jakaś*. Sygnalizujemy w ten sposób, że mamy na myśli np. dzień, o którym wiemy, że był wtorkiem, ale niewiele ponadto:

Meg might have been here on a Tuesday – she works nearby on weekdays.

Jeśli określamy dany dzień czy porę itd. bardziej precyzyjnie, poprzedzamy jej nazwę **the**:

Meg might have been here on the Tuesday before Easter.

We had a feeling that the terrible evening would never end.

Posiłki

Przed nazwami posiłków na ogół nie stosuje się **a/an** ani **the**:

I usually have lunch at the canteen.

Jeśli chcemy opisać dany posiłek, używamy **a/an**:

We were served a delicious supper.

Jeśli określamy dany posiłek bardziej precyzyjnie, poprzedzamy jego nazwę **the**:

The breakfast which you made was perfect.

Środki transportu i komunikacji

W wyrażeniach **by + nazwa środka transportu** nie używa się przedimka:

We travelled there by ferry.

W wyrażeniach **by/via + nazwa środka komunikacji** nie używa się przedimka:

I frequently talk to her by phone.

Home

Jeśli rzeczownik **home** występuje bez dodatkowych określeń, nie poprzedza się go przedimkiem:

We were heading home.

W niektórych sytuacjach przed **home** stosujemy przedimek:

Consider that the child has never had a happy home.

Ponadto **a home** odnosi się też do *domu dziecka* **children's home**, *domu starców* **old people's home**, *schroniska dla zwierząt* **animals' home**:

Annie spent her early years in a (children's) home.

W wielu utartych wyrażeniach stosuje się **the**.

On TV, on the radio, on the Internet

Przed rzeczownikami **radio** i **Internet** stosuje się **the**:

I'm just surfing the Internet.

Natomiast przed rzeczownikiem **television/TV** nie stosuje się przedimka:

I seldom watch TV.

► Instrumenty muzyczne

Kiedy dokonujemy uogólnień lub mówimy o grze na danym instrumencie, przed nazwami instrumentów muzycznych używamy **the**:

You can play the drums, can't you?

Jeśli mówimy o instrumencie jako przedmiocie, użyjemy **a/an** lub **the**:

I've bought a new bass guitar.

► Nazwy własne

Nazwy geograficzne

Przedimka nie stosuje się przed nazwami:

- kontynentów (**Asia, Europe**)
- większości państw (**Poland, Romania, Brazil**). Wyjątkiem są nazwy państw w liczbie mnogiej (**the United States of America, the Netherlands**) oraz nazwy państw, które zawierają rzeczownik **republic** lub **kingdom**, np. **the Czech Republic, the United Kingdom of Great Britain and Northern Ireland**.
- stanów (**Pennsylvania, California**)
- miast (**Liverpool, Canberra**). Wyjątkiem od tej zasady jest **the Hague** (*Haga*).
- jezior (**Loch Ness**)
- szczytów górskich (**Mount Fuji**). Wyjątek stanowią te nazwy szczytów górskich, które zawierają przedimek określony w języku, z którego pochodzą (np. *La Meije* to **The Meije**). Powyższa zasada nie dotyczy nazw gór zaczynających się od '**Le Mont**' (**Mont Blanc**).
- pojedynczych wysp (**Moore Island**)

The stosuje się przed nazwami:

- oceanów, mórz i rzek (**the Pacific, the Mediterranean, the Danube Dunaj**)
- archipelagów i grup wysp (**the Canaries**)
- pustyni (**the Gobi Desert, the Sahara**)

Nazwiska

The + nazwisko

The używa się przed nazwiskiem w liczbie mnogiej odnoszącym się do małżeństwa lub rodziny:

Have you heard the Miltons are moving out?

Ponadto przedimek **the** może poprzedzać nazwisko, jeśli:

- chcemy wskazać konkretną osobę spośród dwóch lub kilku o tym samym nazwisku:

The winner wasn't the White from our class; it was somebody older.

- chcemy podkreślić, że dana osoba jest powszechnie znana, np.:

Have you really seen the Amelia Clarkson herself?

- jeśli nazwisko poprzedza dodatkowe określenie, np.:

The famous composer Penderecki died in 2020.

Alan + nazwisko

Alan może poprzedzać nazwisko w wyjątkowych sytuacjach:

- kiedy podkreślamy, że osoba, o której mowa, jest nam nieznana. **Alan** jest wtedy odpowiednikiem określeń *jakiś, niejaki*:

Oh, I'd have forgotten. There was a Novak to see you.

- kiedy mamy na myśli cechy charakterystyczne osoby noszącej dane – na ogół znane – nazwisko:

I'm not an Einstein, but science is my future.

- jeśli mamy na myśli dzieło danego artysty:

A Van Gogh was stolen during the pandemic.

▶ Exercises

1. Wykorzystując podane **tłustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. Do you think you'll speak Italian fluently in three years?

Do _____ you _____ think
_____ ?

ABLE

2. We will finish this course at the end of May.

This _____ course
_____ .

BE

3. Do you like sport?

Are _____
_____ . **KEEN**

4. Have you caught a cold?

Did _____
_____ . **DOWN**

5. The problem we had was connected with money.

The _____ problem
_____ .

CAME

6. The chess game hasn't finished yet.

The _____ chess
_____ .

STILL

7. In the past, we spent our holidays in the United Kingdom.

We _____

USED

8. What is the difference between the Natural History Museum and Tate Modern?

How _____ does _____ ?

DIFFER

2. Uzupełnij luki a/an, the lub –.

1. The new policy will be introduced on _____ first Monday of _____ February.
2. We had _____ brunch with _____ our neighbours.
3. All I can remember is that it was _____ peaceful summer.
4. _____ awful Monday had finally come to an end.
5. Their great-grandchildren organized _____ festive dinner to celebrate the anniversary.
6. In _____ my opinion, _____ teachers should be reliable and fair.
7. I was watching _____ engrossing series when my _____ classmate called me.
8. Meg went to _____ kitchen to prepare _____ dinner.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. There was _____ (obfity deszcz).
2. We travelled there by _____ (promem).
3. I frequently talk to her _____ (przez telefon).
4. There was _____ (jakiś pan Grover) to see you.

5. Consider that the child has never had _____ (szczęśliwego domu).
6. My grandad enjoys playing _____ (w szachy).
7. _____ (tygrys) is a beautiful animal.
8. I'm going to visit _____ (Wyspy Kanaryjskie) this summer.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. We had to finish all our tasks before we could leave.
We _____ had _____ to _____ stay _____ .
2. Dinner will be served when everyone arrives at the hotel.
As _____ soon _____ as _____ .
3. I spent ages looking for information about the indie group.
It _____ took _____ me _____ .
4. I didn't buy a present for you, but I can give you some money.
Instead _____ of _____ .
5. I got lost while coming back from the Sheraton.
I _____ couldn't _____ find _____ .
6. I won't help you unless you try harder.
If _____ you _____ try _____ .
7. His first play was better than the latest one.
His _____ latest _____ play _____ is _____ .
8. John is repairing his father's car.
John's _____ father _____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Meg might have been here on the Tuesday before the Easter.

2. Can you pass butter?

3. We'll meet on fifth of June.

4. The people are sometimes cruel.

5. My parents were invited to dinner to honour one of their friends.

6. Have you seen Johnsons lately?

7. Does this picture present Alps?

8. My GP said I had the fever.

Answer key: 1. 1. Do you think you'll be able to speak Italian fluently in three years? 2. This course will be finished/finish at the end of May. 3. Are you keen on sport? 4. Did you come down with a cold? 5. The problem we came across was connected with money. 6. The chess game is still going on. 7. We used to spend our holidays in the United Kingdom. 8. How does the Natural History Museum differ from Tate Modern? 2. 1. the, – 2. –, – 3. a 4. The 5. a 6. –, – 7. an, – 8. the, – 3. 1. a heavy rain 2. ferry 3. by phone 4. a Grover 5. a happy home 6. chess 7. The tiger 8. the Canaries 4. 1. We had to stay until we finished all our tasks. 2. As soon as everyone arrives at the hotel, dinner will be served. 3. It took me

ages to look for information about the indie group. 4. Instead of buying you a present I can give you some money. 5. I couldn't find the way coming back from the Sheraton. 6. If you try harder, I will help you. 7. His latest play is worse than the first one. 8. John's father is having his car repaired. **5.** 1. the Easter → Easter 2. butter → the butter 3. fifth → the fifth 4. The people → People 5. dinner → a dinner 6. Johnsons → the Johnsons 7. Alps → the Alps 8. the fever → a fever

16. Articles II

▶ Uogólnienia

Kiedy wygłaszamy prawdę ogólną dotyczącą wszystkich przedstawicieli danej grupy, możemy użyć **the**:

The smart phone has changed interpersonal communication.

The tiger is a beautiful animal.

Mając na myśli jednostkowy egzemplarz danej grupy czy klasy, możemy użyć **a/an**:

Can you imagine your life without a smart phone?

The poor, the rich

Konstrukcja **the + przymiotnik** może wskazywać określoną, łatwo rozpoznawalną grupę, np. **the young** *młodzi*, **the poor** *biedni*.

The ceaseless conflict between the rich and the poor seems impossible to overcome.

Podobnie używa się niektórych przymiotników określających narodowość. Są to przymiotniki zakończone na **sh** i **ch**, np. **the French**, **the English**, **the British**.

The + przymiotnik może też odnosić się do pojedynczej osoby, np.: **the accused** *oskarżony*, **the deceased** *zmarły*, **the former** *pierwszy z wymienionych*, **the latter** *drugi/ostatni z wymienionych*.

▶ Rzeczowniki niepoliczalne

Środowisko fizyczne

The stosujemy przed rzeczownikami, które oznaczają zjawiska i elementy środowiska fizycznego, np. **weather, climate, mountains, sea, seaside, country, countryside.**

Jeśli mamy na myśli jednostkowy przykład lub przejaw danego zjawiska przyrody, możemy zastosować **a/an**:

There was a heavy rain.

Sea

Przed rzeczownikiem **sea** używamy **the**, kiedy mówimy o morzu jako akwenie lub o wybrzeżu morskim:

Maggie was born in a town by the sea.

Kiedy mowa o wypłynięciu w morze (na statku, okręcie itp.), opuszcza się **the**:

Her father, who's a sailor, went to sea.

Gry i sporty

Przed nazwami gier i sportów nie stosuje się przedimka:

My grandad enjoys playing chess.

Tom's into basketball.

Choroby

Nazw chorób na ogół nie poprzedza się przedimkiem; w języku potocznym niektóre nazwy często występujących, powszechnych chorób można poprzedzić **the**:

My GP said it was (the) flu.

Przedimek **a/an** występuje przed nazwami drobniejszych dolegliwości, jak np. ból czy gorączka:

I've got a fever, a headache, a runny nose and a sore throat. It must be a cold.

► **Miejsca użyteczności publicznej**

Przed niektórymi rzeczownikami oznaczającymi miejsca opuszczamy przedimek, jeśli mówimy o tych miejscach, odnosząc się do celu, do którego zostały powołane, np. **go to school** to *chodzić do szkoły, żeby się uczyć*, a **go to church** to *pójść do kościoła w celach religijnych*. Do takich wyrazów należą: **cinema, theatre, opera, hospital** (tylko w BrE), **church, prison/jail, school, college, university** (tylko w BrE), **court, work**:

She'll appear in court this week, charged with forgery. She might go to prison.

W innych sytuacjach powyższe rzeczowniki poprzedza się **the** lub **a/an**, oczywiście w zależności od kontekstu. Porównaj:

His family used to pray in church every Sunday.

Jim was hired during the renovation of the church.

A student: Bye, I'm going to school!

A student's mother: I'm going to the school – there's a parent-teacher meeting.

A teacher: They're opening a new school nearby – perhaps I could find work there.

Przed rzeczownikami **cinema, theatre, opera** stosujemy **the**, również wtedy, kiedy mamy na myśli określony typ rozrywki w znaczeniu ogólnym:

My father loves the opera.

▶ **Miara, waga, prędkość itp.**

A/an stosuje się w określeniach dotyczących miar, wag, cen, prędkości czy częstotliwości, np.: **twelve euros a kilo; forty miles an hour; twice a year.**

▶ **What a...! It's such a...!**

A/an używa się przed rzeczownikiem policzalnym w liczbie pojedynczej w wykrzyknieniach rozpoczynających się od wyrazów **what** i **such**:

What a silly idea!

It's such a beautiful morning!

▶ **The... of...**

The pojawia się w konstrukcji **the... + of...**:

Samantha is fascinated by the history of ancient Greece.

How do you practise the pronunciation of French vocabulary?

▶ **Porównania**

The stosuje się przed przymiotnikiem w stopniu wyższym, kiedy mówimy o dwóch cechach lub właściwościach, które są od siebie zależne:

The more I study, the more I know.

▶ **King, Queen, President**

Przedimka nie używa się przed tytułami określającymi funkcję, którą sprawować może tylko jedna osoba, (np. **King, Queen, President**), jeśli występuje po nich imię bądź nazwisko:

Queen Elizabeth I was called the Virgin Queen.

Przedimek pomija się też, jeśli takie słowa występują jako dopełnienie czasowników odnoszących się do objęcia bądź sprawowania danej funkcji, np. **elect, become, be made, appoint**:

Elizabeth became Queen in 1558.

▶ **Arm in arm, hand in hand**

Przedimek często pomija się w związkach dwóch rzeczowników, zwłaszcza w wyrażeniach przyimkowych, np: **arm in arm** ramię w ramię; **pod rękę**, **hand in hand** za rękę, **knife and fork** nóż i widelec.

▶ **Skrótowce**

Skrótowce literowe, czyli te złożone z odczytywanych osobno pierwszych liter wyrażenia, jeśli występują w funkcji rzeczownika, poprzedzamy **the**, np. **the BBC, the FBI**.

Skrótowców złożonych z pierwszych liter skracanego wyrażenia odczytywanych jako jedno słowo nie poprzedza się przedimkiem, np.: **UNICEF, NATO**.

▶ **Exercises**

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie

zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. They are fascinated by Queen Elizabeth I.

They

FIND

2. She hadn't paid attention during the lesson and she didn't pass the test.

If

she

WOULD

3. I started practising to play the piano many years ago.

I

BEEN

4. I moved to Germany because I wanted to speak this language fluently.

In

Germany. **ORDER**

5. You had better find some information about the accident.

If I

the accident. **WERE**

6. How long is your way from home to work?

How

work? **TAKE**

7. Despite passing the test, he wasn't very satisfied.

He

wasn't

EVEN

8. You should look after your younger brother.

You

brother. **HAD**

2. Uzupełnij luki a/an, the lub –.

1. _____ captain decided we were to go to _____ sea in _____ morning.
2. _____ accused appeared in _____ court.
3. A: When am I supposed to finish _____ project? B: _____ sooner _____ better.
4. _____ French protested against _____ decisions of _____ President.
5. I have lectures at _____ university only once _____ week.
6. The exotic fruit cost 50 zloty _____ kilo.
7. I found this ad on _____ Internet.
8. It's _____ action movie whose main character works for _____ CIA.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. I seldom watch _____ (telewizję).
2. Jim was hired during the renovation of _____ (kościół).
3. Samantha is fascinated by the history of _____ (starożytnej Grecji).
4. There were _____ (mniej bezrobotnych) last year.
5. Add _____ (jajko) to mixture [cookbook recipe].
6. She was born in a town _____ (nad morzem).
7. You came late _____ (do biura) again.
8. He loves _____ (operę)!

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. In spite of being rich, she is hard-working.
Though _____ she
_____ as
_____ well.
2. He is too weak to carry the box.
He _____ is _____ so
_____ .
3. When I closed the door, I heard the phone ringing.
Closing _____ the
_____ .
4. My plan is to join the FBI.
I _____ am
_____ .
5. Playing loud music here is forbidden.
Students _____ .
6. This is the first time I spoke to NATO representatives.
I _____ have
_____ .
7. He last phoned her in May.
He _____ hasn't
_____ .
8. "Please don't leave the door open!", she said.
She _____ told _____ me
_____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Rob plays a flute.

2. His family used to pray in a church every Sunday.

3. What silly idea!

4. The ceaseless conflict between rich and poor seems impossible to overcome.

5. Elizabeth II became the Queen in 1952.

6. A woman accused of fraud. [newspaper headline]

7. I've bought new bass guitar.

8. I'm going to hospital to visit Kelly.

Answer key: 1. 1. They find Queen Elizabeth I fascinating. 2. If she had paid attention during the lesson, she would have passed the test. 3. I have been practising to play the piano for many years. 4. In order to speak German fluently, I moved to Germany. 5. If I were you, I would find some information about the accident. 6. How long does it take you to get from home to work? 7. He wasn't satisfied even though he'd passed the test. 8. You had better look after your younger brother. 2. 1. The, -, the 2. The, - 3. the, The, the 4. The, the, the 5. -, a 6. a 7. the 8. an, the 3. 1. TV 2. the church 3. ancient Greece 4. fewer unemployed 5. egg 6. by the sea/at the seaside 7. to the office 8. the opera 4. 1. Though she is rich, she is hard-working as well. 2. He is so weak that he cannot carry the box. 3. Closing the door, I heard the phone ringing. 4. I am going to join the FBI. 5. Students mustn't play loud music here. 6. I have never spoken to NATO representatives before. 7. He hasn't phoned her since May. 8. She told me not to leave the door open. 5. 1. a flute → the flute 2. a church → church 3. silly idea → a silly idea 4. rich/poor → the rich/the poor 5. the Queen → Queen 6. A woman → Woman 7. new bass guitar → a new bass guitar 8. hospital → the hospital

17. Questions and question tags

▶ Pytania o podmiot

Jeśli słowo typu **who**, **which**, **what** czy **where** jest podmiotem pytania, zawsze pojawia się bezpośrednio przed czasownikiem:

Who shut the window?

Porównaj pytania – podkreślone elementy to ich podmioty:

Which mobile is yours?

Which mobile do you prefer?

What happened at the square?

What have they done at the square?

Pytania o podmiot tworzy się bez czasowników posiłkowych **do** i **did**:

Who shouted? (nie: ~~**Who did shout?**~~)

Which sauce tastes better?

▶ Question tags

Podmiot

Question tags (pytania rozłączne) to zwroty, które tłumaczymy jako *prawda?*, *nieprawdaż?*, *czyż nie?*:

It's too expensive for us, isn't it?

Chris was angry, wasn't he?

Question tag składa się jedynie z czasownika posiłkowego lub modalnego i podmiotu zdania, do którego się odnosi. Podmiot zdania głównego zostaje w **question tag** zawsze zredukowany do zaimka osobowego (**I, you, he** itd.):

My parents didn't annoy you, did they?

Dorothy seems a bit childish, doesn't she?

Orzeczenie

Question tags nie następują nigdy po pytaniach. Po zdaniu twierdzącym następuje na ogół pytanie w formie przeczącej, natomiast po zdaniu przeczącym – pytanie w formie twierdzącej:

They have been to the theme park, haven't they?

She's a beauty, isn't she?

Question tag to pytanie skrócone – zawiera tylko podmiot i czasownik pomocniczy (operator) odpowiedni dla danego czasu gramatycznego:

She smokes a lot, doesn't she? (nie: ... ~~doesn't she smoke a lot?~~)

W wypowiedziach formalnych używa się jednak pełnej formy:

You have come to seek help, have you not?

Czasowniki modalne

Po wypowiedziach z czasownikami modalnymi (np. **can, may, would**) stosujemy **question tags** z tymi czasownikami:

Nina can play the piano, can't she?

You wouldn't believe in that rubbish, would you?

Must

Jeśli orzeczeniem wypowiedzi jest **must** w znaczeniu określającym prawdopodobieństwo, pytanie rozłączne może być zbudowane inaczej:

He must be upset, isn't he?

The players must feel tired, don't they?

Have

Po zdaniu z **have** w znaczeniu *mieć, posiadać* stosuje się pytanie rozłączne z **have** lub z operatorem **do**:

Your grandpa has a large house, hasn't he/doesn't he?

Jeśli **have** jest w zdaniu czasownikiem pomocniczym (np. w **Present Perfect**), nie można go zastąpić **do**:

They have already finished, haven't they?

Aren't I

Po wypowiedziach zaczynających się od **I am/I'm not** na ogół stosuje się pytanie rozłączne **aren't I?/are I?**:

I'm bright, aren't I?

Jeśli autor wypowiedzi chce podkreślić swoje przeświadczenie o słuszności wypowiedzi, pytanie rozłączne może brzmieć **am I not?/am I?**:

I am your best friend, am I not?

Nobody, never itp.

Pytania rozłączne w formie twierdzącej występują nie tylko po przeczeniach z **not**, ale również po zdaniach z wyrazami takimi jak

nobody/no one, nothing, never oraz **little, hardly/barely/scarcely**:

There's nothing we can add, is there?

He hardly ever arrives on time, does he?

Everybody, nobody itp.

Jeśli podmiotem wypowiedzi jest któryś z wyrazów: **everybody/everyone, nobody/no one, anybody/anyone** lub wyrażenie z **every, no** czy **any** (np. **every actor**), podmiotem **question tag** jest zaimek **they**:

Nobody likes being bullied, do they?

Every student has a right to mistakes, haven't they?

Prośby, nakazy

Za pomocą **question tags** można wyrazić prośbę. W takim wypadku używa się zdania z **not** i **question tag** w formie twierdzącej:

You couldn't give us a lift, could you?

Tryb rozkazujący

Po zdaniach w trybie rozkazującym używa się **question tags** z **would** i **will**:

Take these heavy bags from grandma, will you?

Revise before the test, would you?

Po wypowiedzi z **Let's...** używamy **shall we?**:

Let's go out tonight, shall we?

Zaproszenie lub dodatkową zachętę wyraża pytanie rozłączne **won't you?**:

Take a seat, won't you?

Zniecierpliwienie możemy wyrazić poprzez pytanie rozłączne **can't you?**:

Go away, can't you?

► Exercises

1. Wykorzystując podane **łustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. Why didn't she give you her address?

Why

_____ address? **REFUSE**

2. Did he mention why he was late?

Did _____

. **REASON**

3. Is this your book?

Does

_____ you? **BELONG**

4. I don't really want to go out tonight.

I _____ .

FEEL

5. They released a new album – is that true?

They

_____ ?
DIDN'T

6. Is that true that the factory is closing down?

The _____ factory
_____ ?

IT

7. Am I right that the youngsters haven't apologised?

The _____ youngsters
_____ ?

HAVE

8. Shall we work out the conditions?

Why _____
_____ ?

DON'T

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Who _____ (own) the house on the left?
2. Why _____ (never/you/help)?
3. What did you think _____ (be) in that letter?
4. Why _____ (you/not/tell) me that he had died?
5. You are always late, _____ (be) you?
6. Whatever _____ (you/do) with your hair?
7. Could you tell me when she _____ (leave)? Was it yesterday?
8. What if your plan _____ (not work)?

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. Nobody has phoned, _____ ?
(prawda?)
2. _____ (z kim) were you talking?
3. _____ (który) of you would like to try?
4. Pick me up at six, _____ ? (dobrze?)
5. Let's go out tonight, _____ ? (co ty na to?)
6. Who _____ Kate _____ (zaprosiła)?
7. What _____ (stało się) during the meeting?
8. How long _____ (mieszkasz) in Paris?

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. Will you be going to the party tomorrow?
Do _____ you _____ intend _____ ?
2. Can you find the fastest solution?
Is _____ there _____ ?
3. Can you describe your friend?
Can _____ you _____ tell _____ me _____ how _____ ?
4. Is this the most difficult exercise you can do?
Can't _____ ?
5. I wish you were nicer to her.
Why _____ ?
6. Who does this suitcase belong?
To _____ belong?

7. When did you finish school?

How _____ long _____ ago
_____ ?

8. Could you pass the salt, please?

Do _____ you
_____ ?

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. For who are you buying this present?

2. Why you haven't finished it so far?

3. Nobody buys that kind of shoes, don't they?

4. Don't open that window, do you?

5. Didn't she realised that it was too late to apologise?

6. Why you don't decorate the house before Christmas?

7. How the journey was?

8. Whom are those boots?

Answer key: 1. 1. Why did she refuse to give you her address? 2. Did he give you the reason why he was late? 3. Does this book belong to you? 4. I don't feel like going out tonight. 5. They released a new album, didn't they? 6. The factory is closing down, isn't it? 7. The youngsters haven't apologised, have they? 8. Why don't we work out the conditions?

2. 1. owns 2. do you never help 3. was 4. didn't you tell 5. aren't 6. have you done 7. left 8. doesn't work

3. 1. have they 2. To whom 3. Which 4. could you 5. shall we 6. did, invite 7. happened 8. have you lived/have you been living

4. 1. Do you intend to go to the party tomorrow? 2. Is there a way to find the fastest solution? 3. Can you tell me how your friend looks? 4. Can't you do a more difficult exercise? 5. Why aren't you nicer to her? 6. To whom does this suitcase belong? 7. How long ago did you finish school? 8. Do you mind passing the salt?

5. 1. For who → Who... for? 2. you haven't → haven't you 3. don't they → do they 4. do you → will you 5. realised → realise 6. you don't → don't you 7. How the journey was? → How was the journey? 8. Whom → Whose

18. Gerund and Infinitive

▶ Czasowniki odnoszące się do emocji

Kiedy mówimy o sytuacjach powtarzalnych i naszym ogólnym stosunku do tych czynności, możemy użyć zarówno **gerund**, jak i bezokolicznika:

My parents like spending/to spend time outdoors.

Kiedy mówimy o sytuacji, która w danym momencie trwa lub trwała, używamy formy **gerund**:

Does Greg like living in Vienna?

Norma hated visiting her grumpy aunt.

Po niektórych czasownikach i wyrażeniach odnoszących się do preferencji i upodobań poprawna jest tylko forma **gerund**. Są to: **enjoy, fancy, (not) mind, be keen on, be fond of, feel like**:

I wouldn't mind eating Indian food every day.

She doesn't feel like staying in tonight.

▶ Czasowniki odnoszące się do zmysłów

Po czasownikach **hear, see, feel, watch, notice** używamy formy **gerund**, jeśli postrzegana czynność trwała po tym, jak zakończyło się jej obserwowanie:

Tom saw clouds moving in the sky.

Po czasownikach **hear, see, feel, watch, notice** stosujemy formę podstawową, jeśli dana czynność była obserwowana od początku do samego końca, np.:

A witness saw him cross the street and enter a shop.

▶ Przymiotnik/liczebnik + bezokolicznik

Bezokolicznik łączy się często z przymiotnikami, które opisują:

- emocje, np.: **anxious, disappointed, pleased, proud, surprised:**

Sophie felt proud to receive the award.

- zdolności, możliwości i chęci, np.: **able, unable, likely, ready, willing:**

Nancy is likely to fail the exam.

- stopień trudności, np.: **difficult, easy, possible:**

It's an easy question to answer.

- opinię lub ocenę: **clever, silly, right, wrong:**

I was wrong to distrust him.

The first/last/only + bezokolicznik

Z **bezokolicznikiem** łączą się wyrażenia z liczebnikami porządkowymi oraz przymiotnikami: **next, last i only:**

Tokarczuk was the third Polish woman to win the Nobel Prize.

▶ Czasownik + gerund

Po pewnych czasownikach można użyć jedynie formy **gerund**. Są to m.in.: **admit, avoid, consider, deny, escape, fancy, imagine, mention, postpone, risk, resist, suggest, understand:**

The spy admitted committing the crime.

▶ Czasownik + bezokolicznik

Po innych czasownikach można użyć tylko **bezokolicznika z to**. Są to m.in.: **agree, claim, decide, fail, hope, intend, manage, offer, plan, prepare, pretend, refuse**:

I didn't intend to hurt you.

Czasownik + dopełnienie + bezokolicznik

Po niektórych czasownikach najpierw następuje dopełnienie, a dopiero potem bezokolicznik, np. **allow, ask, expect, forbid, force, order, persuade, warn**:

You don't expect me to pay for this, do you?

Help

Po **help** *pomagać* można użyć bezokolicznika lub formy podstawowej czasownika:

Can you help me (to) clean the house?

▶ Formy przeczące

Żeby tego typu zdaniom nadać sens negatywny, **not** umieszczamy przed **czasownikiem w formie gerund** lub w **bezokoliczniku**:

Can you imagine not meeting your friends?

Everybody pretended not to know him.

▶ Obie formy możliwe

Po niektórych czasownikach możliwe są obydwie formy przy niewielkiej lub żadnej zmianie znaczenia. Są to m.in.: **begin, cease, start, continue**:

The company ceased using/to use plastic packaging.

► Czasowniki o różnych znaczeniach

Istnieją czasowniki, po których można użyć zarówno formy **gerund**, jak i bezokolicznika. Od zastosowanej po takim czasowniku formy zależy znaczenie całej wypowiedzi.

Stop

Stop + bezokolicznik oznacza *zatrzymać się*:

Jack stopped to tie his shoe. (= He stopped in order to tie his shoe.)

Stop + gerund oznacza *przestać*:

Jack stopped thinking about his problems. (= He gave up thinking about his problems.)

Forget, remember

Forget + bezokolicznik oznacza *zapomnieć coś zrobić*:

She forgot to pay the bills.

Forget + gerund oznacza *zapomnieć, że się coś zrobiło*:

Will the teacher forget giving us the homework?

Remember + bezokolicznik oznacza *pamiętać, żeby coś zrobić*:

My wife always remembers to pay the bills.

Remember + gerund oznacza *pamiętać, że się coś zrobiło, przypominać sobie jakąś czynność*:

Do you remember meeting Marcus at the cinema?

Try

Try + bezokolicznik oznacza *próbować*:

Try to solve this exercise by yourself.

Try + gerund oznacza *próbować coś zrobić w celu rozwiązania jakiegoś problemu*:

Have you tried restarting your laptop?

Mean

Mean + bezokolicznik oznacza *mieć zamiar, chcieć*:

She didn't mean to upset you.

Mean + gerund oznacza *znaczyć, oznaczać* i często odnosi się do skutku danej sytuacji:

Our train departs at 8.15, which means getting up early.

Go on

Go on + bezokolicznik oznacza *przejsć do innej czynności*:

After revision, the teacher went on to discuss a new topic.

Go on + gerund oznacza *kontynuować, robić coś dalej*:

Go on reading till the end of the page.

Regret, dread

Regret + bezokolicznik oznacza *robić coś z przykrością*. Na ogół łączy się wtedy z czasownikami odnoszącymi się do aktów mowy i komunikacji, np. **tell, inform**:

We regret to inform you that the flight has been cancelled.

Regret + gerund oznacza *żałować*:

James truly regrets losing touch with you.

Dread + bezokolicznik oznacza *nie chcieć czegoś zrobić*. Na ogół łączy się wtedy z czasownikami **think, consider** itp.:

We all dread to think about our test results of the pandemic.

Dread + gerund oznacza *bać się*:

I really dreaded taking the exam.

▶ Exercises

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. Driving fast is dangerous.

It _____ .

DRIVE

2. Doing my hair took me an hour.

I _____

my hair. **DOING**

3. Do you want to go to the party tomorrow?

Are _____ you _____ thinking

_____ .

GOING

4. It is a waste of time trying to fix that broken car.

It is _____

. **WORTH**

5. I don't intend to explain the whole situation.

I

have

_____ .
NO

6. Would you be so kind and pass me the salt?

Would

you

_____ .
MIND

7. It was difficult for me to pass the French exam.

I

found

_____ .
PASS

8. I think it is a good idea to invite Kate to the reunion party.

I

_____ party. **SUGGEST**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. The questions were easy _____
(answer).

2. Auntie will be pleased _____ (see)
you.

3. Who was the first contestant _____
(cross) the finishing line?

4. The band members are famous for constant
_____ (party), drug abuse and
numerous acts of vandalism and violence.

5. Have you seen us _____ (perform)
yet?

6. The doctor started _____ (remove)
the bandages.

7. _____ (stop) the bus, press this
button here.

8. They are lucky to _____ (have) such a nice weather during the picnic.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. I refuse _____ (zapłacenia) the electricity bills.
2. The students stopped _____ (rozmawiać) when the teacher entered the class.
3. The battery in my phone is flat. It needs _____ (naładowania).
4. During the visit in London I forgot _____ (odwiedzić) the British Museum.
5. The teacher allowed _____ (jeść) during the lesson.
6. He recommended us _____ (wziąć) a few days off.
7. There is no use _____ (odkładać) your appointment.
8. I remember _____ (jak zamykałam) the main door.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. I hate it when I am so tired.
I _____ can't _____ stand _____ .
2. I don't want to go out with all those people tonight.
I _____ don't _____ feel _____ .
3. It is unnecessary to call him before the meeting.

Calling

4. It was difficult for her to apologise for the misunderstanding.
She _____ found
5. I didn't want to damage your computer.
I _____ regret
6. Don't bother to ask her out.
There _____ is _____ no _____ point
7. I can't stop thinking about the burglary.
I _____ can't _____ help
8. I spent an hour fixing my old evening dress.
It _____ took

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. There isn't enough food going around. Sorry.

2. The doctor advised him taking two pills a day.

3. Jacob's idea of to quit his job really puzzled us.

4. I'll never get used to get up at dawn.

5. My husband's busy renovates the house.

6. Tom saw clouds moved in the sky.

7. I spent hours waiting them to arrive.

8. I avoid to travel to Russia these days.

Answer key: 1. 1. It is dangerous to drive fast. 2. I spent an hour doing my hair. 3. Are you thinking of going to the party tomorrow? 4. It is not worth trying to fix that broken car. 5. I have no intention to explain the whole situation. 6. Would you mind passing me the salt? 7. I found it difficult to pass the French exam. 8. I suggest inviting Kate to the reunion party. **2.** 1. to answer 2. to see 3. to cross 4. partying 5. performing 6. to remove 7. To stop 8. be having **3.** 1. to pay 2. talking 3. charging 4. to visit 5. eating 6. to take 7. postponing 8. locking **4.** 1. I can't stand being so tired. 2. I don't feel like going out with all those people tonight. 3. Calling him before the meeting is unnecessary/not necessary. 4. She found it difficult to apologise for the misunderstanding. 5. I regret damaging your computer. 6. There is no point asking her out. 7. I can't help thinking about the burglary. 8. It took me an hour to fix my old evening dress. **5.** 1. going → to go 2. taking → to take 3. to quit → quitting 4. to get → to getting 5. renovates → renovating 6. moved → moving 7. waiting them → waiting for them 8. to travel → travelling

19. Adjectives and Adverbs

► Pozycja przymiotnika

Czasownik + przymiotnik

Niektóre przymiotniki występują wyłącznie po czasownikach typu **appear/seem, be, become, feel, look**, nie zaś przed rzeczownikiem, do którego się odnoszą. Są to m.in.: **asleep, alive, awake, afraid, alone, ashamed, aware**. Porównaj:

Is he still alive?

The small cactus was the only living (nie: ~~alive~~) plant on our window sill.

Przymiotnik + rzeczownik

Pewne przymiotniki prawie zawsze występują bezpośrednio przed rzeczownikiem. Są to wyrazy wzmacniające znaczenie rzeczownika, do którego się odnoszą, np. **complete, mere**, i takie, które określają przynależność rzeczownika do danej kategorii, np. **digital, initial, main**:

We were provided with the digital version.

Please, follow me to the main hall.

Miara, waga itp.

Przymiotniki występujące w wyrażeniach odnoszących się do miary, np. **deep, long, wide, old**, występują bezpośrednio po określeniu tej

miary:

They dug a ditch, which is two metres deep.

The apple tree is two years old and two metres tall.

► Kolejność przymiotników

Jeśli rzeczownik poprzedza kilka przymiotników, umieszcza się je w kolejności, która zależy od tego, do jakiej cechy dany przymiotnik się odnosi. Kolejność przymiotników należących do poszczególnych kategorii wygląda następująco:

Opinion: beautiful, annoying, pointless

Size: huge, spacious, small, tiny

Weight: heavy, light

Age: old, ancient, new, young, modern

Shape: square, round, triangular, curly

Pattern/Style: checked, flowered, plain

Colour: green, silvery, purple

Origin/Nationality: Asian, Russian, Dutch

Material: plastic, golden, cardboard

Purpose: doctor's, gardening

an ancient long golden Egyptian hair pin

a heavy striped brown leather suitcase

► Przymiotnik czy przysłówek?

Niektóre przysłówki mają taką samą formę jak przymiotniki, np. **fast**, **early**, **late**. Porównaj:

It's such an early morning – don't wake the children yet!

Do they always start work so early?

Szczególny problem mogą sprawić wyrazy **hard** *twardy, trudny; ciężko, mocno* i **hardly** *zaledwie, ledwie, prawie nie*. Porównaj:

He was working hard all his life.

I can hardly (= scarcely) breathe.

Good czy well

Istnieje różnica między wyrażeniami **feel good** i **feel well**. **Good** używa się w odniesieniu do ogólnego samopoczucia, a **well** – w odniesieniu do stanu zdrowia. Porównaj:

As a student, I didn't feel good when making a speech in front of the class.

I'll be absent from work tomorrow – I don't feel well. (= I'm ill.)

Przymiotniki i przysłówki niestopniowalne

Niektóre przymiotniki i przysłówki odnoszą się do cech, które mogą występować w różnym stopniu nasilenia, np. **young**, **stupid**, **quickly**. Te przymiotniki i przysłówki stopniujemy i stąd ich nazwa – stopniowalne (**gradable**).

Niektóre jednak opisują cechę tak intensywną, że trudno mówić o możliwości jej stopniowania, np. **dead**, **ideal**, **superbly**. Takie wyrazy nazywa się niestopniowalnymi (**ungradable**).

Znaczenie zarówno przymiotników, jak i przysłówków możemy modyfikować – wzmacniać lub osłabiać – za pomocą rozmaitych przysłówków, np. **quite nice**, **absolutely perfect**, **very well**. Przymiotniki i przysłówki stopniowalne i niestopniowalne poprzedzić można różnymi wyrazami:

STOPNIOWALNE	NIESTOPNIOWALNE
<p>(not) very (<i>nie</i>) <i>bardzo</i>, so <i>tak</i>, extremely <i>bardzo</i>, <i>niezmiernie</i>, terribly <i>okropnie</i>, most <i>niezwykle</i>, fairly/pretty <i>rather</i> <i>całkiem</i>, <i>dość</i>, slightly <i>nieco</i>, a (little) bit <i>trochę</i>, <i>odrobinę</i>, somewhat <i>nieco</i>, quite <i>dosyć</i>, <i>raczej</i>, really <i>naprawdę</i>, <i>bardzo</i>, enough <i>dość</i>, <i>wystarczająco</i></p>	<p>absolutely/completely/utterly/totally <i>zupełnie</i>, <i>całkowicie</i>, <i>absolutnie</i>, quite <i>całkiem</i>, almost/nearly <i>prawie</i>, <i>niemal</i>, practically <i>praktycznie</i>, really <i>naprawdę</i>, <i>bardzo</i>, virtually <i>praktycznie</i>, <i>właściwie</i></p>

► Enough

Przymiotnik/przysłówek + enough

Enough może odnosić się do przymiotnika lub przysłówka – wtedy występuje po tym wyrazie:

Jake didn't run fast enough to win the race.

The sleeves aren't long enough.

Po strukturze **przymiotnik/przysłówek + enough** może pojawić się bezokolicznik:

You're bright enough to understand the rule.

Bezokolicznik może być w takich konstrukcjach poprzedzony **for** i rzeczownikiem lub zaimkiem, który wskazuje na wykonawcę danej czynności:

That flat was too expensive for Gina to rent.

It's too late for him to apologise.

Enough + rzeczownik

Enough często odnosi się do rzeczownika – wówczas występuje przed określonym słowem:

Gina hasn't got enough money to afford that flat.

Jeśli **enough** odnosi się do rzeczownika poprzedzonego przymiotnikiem, pojawia się przed nimi:

They're not going to hire him – the musician hasn't composed enough catchy tunes yet.

Porównaj:

I thought you'd read enough professional articles to comprehend the issue.

They only publish professional enough articles.

So czy such?

- **so + adjective**

The entire evening was so delightful!

- **such + a/an + adjective + noun**

It was such a delightful evening!

- **such + a/an + noun**

The training was such a waste of time!

- **so + adjective + a/an + noun**

It would be absurd to keep so precious a thing at a summer house.

▶ Exercises

1. Wykorzystując podane tłustym drukiem wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. I have never eaten more delicious pasta.
This _____ is

_____ eaten. **MOST**

2. She has a friendly smile.
She _____ .

_____ **SMILES**

3. If you buy a bigger house, you will have to pay more money.
The _____

_____ pay. **THE**

4. He is more handsome than Jack.
Jack _____ is

_____ **NOT**

5. He is the fastest runner in our class.
No _____

_____ he does. **AS**

6. Can you describe the picture?
Can _____ ?

_____ **LIKE**

7. He is a good driver, especially in extreme conditions.
He _____

_____ conditions. **WELL**

8. He had a friendly talk with us.
He _____

_____ **WAY**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. The tennis player wasn't _____ (good) her opponent.
2. He went _____ (direct) to the manager.
3. You have _____ (hard) eaten anything!
4. He's never got on _____ (good) with his elder brother.
5. Please wait for _____ (far) information.
6. If you wake the _____ (sleep) baby, he's going to cry all night.
7. The performance they gave was quite _____ (disappointment).
8. Mum was feeling _____ (worry) because you didn't call her.

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. The spot is located at the _____ (najdalszy) corner of Poland.
2. The small cactus was the only _____ (żywą) plant on his window sill.
3. They dug a ditch, which _____ (ma dwa metry głębokości).
4. I felt _____ (całkowicie zawiedziony).
5. He's never got on well with his _____ (starszym) brother.

6. The arrested looked _____ (na niewinną).
7. I tried to calculate the costs _____ (tak dokładnie jak to możliwe).
8. _____ (setki tysięcy) of Americans are protesting against acts of racism.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. Could you describe the events?
 Could you tell us what _____ ?
2. It was such an amazing trip!
 The trip was so _____ !
3. I have never seen such a fast car!
 This _____ is _____ .
4. My English isn't as good as my best friend's.
 My _____ best _____ friend's _____ .
5. That's not true that she is the worst cook I have ever known.
 I _____ am _____ sure _____ that _____ .
6. His behaviour is more aggressive every day.
 He _____ is _____ getting _____ .
7. The service was so good that we left a big tip.
 It _____ was _____ such _____ .
8. The big house was too expensive for them to buy.
 The _____ big _____ house _____ wasn't _____ .

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. He's read each volume from the library.

2. She loves cheesecake and chocolate cake – you can bake every for her birthday.

3. Monica had lived in the USA and Canada, but she decided not to stay in neither country.

4. Any other comments were made.

5. Hundred of thousands of people gathered to protest.

6. I've heard about dozen of people who disregard the rule.

7. I hope the trip will be a bit an adventure.

8. You're a quite girl!

Answer key: 1. 1. This is the most delicious pasta I have ever eaten. 2. She smiles in a friendly way. 3. The bigger house you buy, the more you will have to pay. 4. Jack is not as handsome as he is. 5. No one in our class runs as fast as he does. 6. Can you tell me what the picture looks like? 7. He drives well, especially in extreme conditions. 8. He talked with us in a friendly way. 2. 1. as good as 2. directly 3. hardly 4. well 5. further 6. sleeping 7. disappointing 8. worried 3. 1. farthest/furthest 2. living 3. is two metres deep 4. totally disappointed 5. elder 6. innocent 7. as accurately as possible 8. Hundreds of thousands 4.

1. Could you tell us what happened? 2. The trip was so amazing! 3. This is the fastest car I have ever seen. 4. My best friend's English is better than mine. 5. I am sure that she isn't the worst cook I have ever known. 6. He is getting more and more aggressive. 7. It was such a good service that we left a big tip. 8. The big house wasn't cheap enough for them to buy. **5.** 1. each → every 2. every → either 3. not to stay → to stay 4. any → no 5. Hundred → Hundreds 6. dozen of → dozens of 7. bit an adventure → bit of an adventure 8. a quite girl → quite a girl

20. Prepositions

▶ Przymiotnik + przyimek

Niektóre przymiotniki łączą się z określonymi przyimkami – oto niektóre z nich:

accused of oskarżony o (coś), **accustomed to** przyzwyczajony do (czegoś), **addicted to** uzależniony od (czegoś/kogoś), **allergic to** uczulony na (coś), **amazed at/by** zdziwiony (czymś), **angry with** zły na (coś/kogoś), **annoyed at** poirytowany (czymś), **annoyed with** zirytowany na (kogoś), **anxious about** zmartwiony o (coś/kogoś), **astonished at/by** zaskoczony (czymś), **based on** oparty na (czymś), **busy with** zajęty (czymś), **certain about** pewny (czegoś), **characteristic of** charakterystyczny dla (kogoś/czegoś), **conscious of** świadom (czegoś), **crazy about** oszalały na punkcie (czegoś/kogoś), **crowded with** zatłoczony, pełen (czegoś/kogoś), **delighted at/about** zadowolony z (czegoś/kogoś), **disappointed with** rozczarowany (czymś, kimś), **envious of** zazdrosny o (coś/kogoś), **experienced in** doświadczony w (czymś), **faithful to** wierny (komuś/czemuś), **famous for** słynny z (czegoś), **free of/from** wolny od (czegoś), **furious about** wściekły o (coś), **guilty of/about** winny (czegoś), **hopeful of/about** mający nadzieję na (coś), **identical with/to** identyczny z (kimś/czymś), **immune to** odporny na (coś), **indifferent to** obojętny na (coś), **inferior to** gorszy od (czegoś/kogoś), **innocent of** niewinny (czegoś), **involved with** zaangażowany w (coś), **jealous of** zazdrosny o (coś/kogoś), **keen on** skory do (czegoś), **nervous of/about** zdenerwowany (czymś), **opposed to** przeciwny (czemuś), **patient with** cierpliwy wobec (czegoś/kogoś), **puzzled by/about** zakłopotany (czymś), **sad about** smutny z powodu (czegoś), **sensitive to** wrażliwy na (coś); **shocked by** zaszokowany (czymś); **superior to** lepszy od (kogoś/czegoś);

sure of/about pewny (czegoś), **surprised at** zaskoczony (czymś), **suspicious of** podejrzliwy wobec (czegoś/kogoś), **sympathetic with** współczujący (komuś), **typical of** typowy dla (kogoś/czegoś), **unaware of** nieświadomy (czegoś), **upset about** zdenerwowany (czymś), **worried about** zmartwiony (czymś)

► Phrasal Verbs

Phrasal verb to czasownik złożony z czasownika i przyimka, przysłówka lub kilku przyimków, np. **look after** *opiekować się*, **make up** *zmyślić; pogodzić się*, **look up to** *podziwiać*. Czasowniki złożone dzielą się na rozdzielne (**separable**) i nierozdzielne (**inseparable**).

Czasowniki nierozdzielne

Their first hit **caught on** quickly.

Catch on to czasownik nieprzechodni – nie łączy się z dopełnieniem. Nieprzechodnie czasowniki złożone zawsze są nierozdzielne – nie można rozdzielać jego poszczególnych członów:

Out of a sudden, Kate **passed out**.

Why don't you **drop by** some day?

Wśród czasowników przechodnich niektóre również są nierozdzielne:

We've **run into** Sal this morning and guess what she said.

When are you going to **make up with** your sister?

Czasowniki rozdzielne

Porównaj:

Can you **look up** this data for me?

Can you look this data up for me?

Look up to czasownik rozdzielny. Dopełnienie (**this data**) może występować zarówno po całym złożeniu, jak i pomiędzy jego członami (**look** i **up**).

Dopełnienie

Dopełnieniem czasownika jest rzeczownik lub zaimek. W przypadku czasowników nierozdzielnych dopełnienie, niezależnie od tego, jaką część mowy stanowi, znajduje się bezpośrednio po nich:

I'm not going to put up with such behaviour/it!

None of his sons took after Henry/him.

Jeśli dopełnieniem czasownika rozdzielnego jest rzeczownik, może on pojawić się zarówno po całym czasowniku złożonym, jak i między jego członami:

The headmaster promised to think this matter over/think over this matter.

Dopełnienie w postaci zaimka może pojawić się tylko pomiędzy członami **phrasal verb**:

This dress is too tight – could you possibly make it over? (nie: ... ~~make over it~~)

When I don't know the meaning of a word, I look it up in a dictionary.

Exercises

1. Wykorzystując podane **tłustym drukiem** wyrazy, uzupełnij każde z niedokończonych zdań tak, aby zachować znaczenie zdania wyjściowego. Nie wolno zmieniać podanych fragmentów zdań ani formy podanych wyrazów.

1. In my opinion he deserves all the best.
If _____
best. **ASK**
2. Who told you that there was going to be a strike?
How _____ did _____?
OUT
3. I shouldn't have invited him.
I _____
him. **WISH**
4. Kate always makes spontaneous plans about her career.
Kate _____ always _____
when it comes to her career. **ACTS**
5. You mustn't leave the cooker on when you go out.
On _____
the cooker on when you go out. **ACCOUNT**
6. Could you please lend me your dictionary?
I _____
_____ your dictionary. **GRATEFUL**
7. Students often makes mistakes in calculations.
It _____
_____ in calculations. **COMMON**
8. We did not have enough money to buy the games console.
We _____
_____ . **AFFORD**

2. Wstaw podany wyraz w odpowiedniej formie, tak aby otrzymać logiczne i gramatycznie poprawne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych słów.

1. This dress is too tight – could you possibly _____ (make over)?

2. I don't believe your excuse – you must have _____ (make up).
3. I hope she _____ (pull through) the illness.
4. If you go on _____ (put up with) such behaviour, your children will drive you insane sooner or later.
5. Their first hit _____ (catch on) 5 years ago.
6. We _____ (run into) Sal this morning and guess what she said!
7. The old building was over there – they'd decided to _____ (tear down/it).
8. The headmaster promised to _____ (this matter/think over).

3. Przetłumacz na język angielski podane w nawiasach fragmenty zdań, tak aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W częściach zdań w języku angielskim nie wolno niczego zmieniać.

1. My father is very _____ (doświadczony w) electronics.
2. As a young boy he was _____ (oskarżony o) drug dealing.
3. Why are you so _____ (przeciwny) this removal?
4. I was _____ (zaskokowana) the situation in the office. His behaviour was inappropriate.
5. My little son is _____ (uczulony na) many medicines.
6. I was _____ (bardzo zaskoczona) the result of the test.
7. I don't have much time these days, as I am _____ (zaangażowany) a big project at work.

8. I got a better job and bought a car so I am
_____ (pełen nadziei na) better
future.

4. Przeczytaj podane poniżej pary zdań. Uzupełnij każdą lukę tak, aby zachować znaczenie zdań wyjściowych w poszczególnych parach.

1. I am sorry I didn't tell you the whole truth last week.
I _____ apologise
_____ last
week.

2. She burnt her hands while cooking.
She _____ got
_____ .

3. Every next generation is given the property.
The _____ property _____ is
_____ .

4. I lent 10,000 zloties to Johnny for a new car.
Johnny _____ owes
_____ .

5. Your T-shirt is just like mine!
Your _____ T-shirt _____ is
_____ .

6. Nobody helped me to prepare the wedding party.
I _____ prepared
_____ .

7. Could you look after my dog when I am gone?
Could _____ you _____ take
_____ .

8. I prefer doing things by myself.
I _____ prefer
_____ own.

5. Przeczytaj zdania i popraw w nich błędy. Uwaga! W każdym przykładzie pojawił się tylko jeden błąd. Wymagana jest pełna

poprawność gramatyczna i ortograficzna wpisywanych słów.

1. Why don't you drop some day by?

2. Can you look this data for me up?

3. Is it really your story? Have you looked it up?

4. I am very patient for my children, even when they are really naughty.

5. The racing car blows up after it crashed into the fence.

6. My boyfriend and I had broken in before I moved to America.

7. I am looking forward this meeting. I hope to meet new people.

8. Please, do let me go! I am innocent with this crime.

Answer key: 1. 1. If you ask me, he deserves all the best. 2. How did you find out about the strike? 3. I wish I hadn't invited him. 4. Kate always acts spontaneously when it comes to her career. 5. On no account can you leave the cooker on when you go out. 6. I would be grateful if you could lend me your dictionary. 7. It is a common thing for students to make mistakes in calculations. 8. We didn't afford/couldn't afford the games console. 2. 1. make it over 2. made it up 3. will pull through 4. putting up with 5. caught on 6. have run into 7. tear it down 8. think this matter over 3. 1. experienced in 2. accused of 3. opposed to 4. shocked by 5. allergic to 6. astonished at/by 7. involved with/engaged in 8. hopeful of/about 4. 1. I apologise for not telling you the whole truth last week. 2. She got her hands burnt while cooking. 3. The property is given to every next generation. 4. Johnny owes me 10,000 zloties which I lent him for a new car. 5. Your T-shirt is similar to mine. 6. I prepared the

wedding party (by) myself. 7. Could you take care of my dog when I am gone? 8. I prefer doing things on my own. **5.** 1. drop some day by → drop by some day 2. for me up → up for me 3. looked it up → made it up 4. patient for → patient with 5. blows → blew 6. in → up 7. looking forward this → looking forward to this 8. innocent with → innocent of

▶ Culture
Challenge

1. Introduction. English Speaking Countries

Wybierz właściwą odpowiedź (a, b, c albo d).

1. Users of English as a first language are called Anglophones. Which six English-speaking countries are called the Central Anglosphere?
 - a. The USA, Barbados, the UK, Canada, Belize, Jamaica
 - b. Australia, Grenada, Antigua, Barbuda, New Zealand, Dominica
 - c. The USA, the UK, Canada, Australia, New Zealand, Republic of Ireland
 - d. The USA, the UK, Australia, Trinidad and Tobago, Guyana, Saint Vincent
2. The largest English speaking country by population is:
 - a. The UK
 - b. New Zealand
 - c. Australia
 - d. The USA
3. How many people in the world speak English as their mother tongue?
 - a. 4.11 billion
 - b. 411 million
 - c. 4.11 million
 - d. 411,000
4. Which of the following is **not** a part of the United Kingdom?
 - a. Scotland
 - b. Wales
 - c. Ireland
 - d. Northern Ireland
5. Which English speaking country also has French as the second official language?
 - a. India

- b. Canada
 - c. The Bahamas
 - d. Wales
6. Who is the patron saint of England?
- a. St George
 - b. St Patrick
 - c. St Andrew
 - d. St David
7. Who was the first president of the United States of America?
- a. Abraham Lincoln
 - b. Theodore Roosevelt Jr.
 - c. George Bush
 - d. George Washington
8. The capital city of Canada is:
- a. Toronto
 - b. Ontario
 - c. Vancouver
 - d. Ottawa
9. The population of the UK is:
- a. over 49 million
 - b. over 83 million
 - c. over 67 million
 - d. over 38 million
10. The first settlers from the UK arrived in Australia in 1788.
Who were they?
- a. The pilgrims
 - b. Upper class British citizens
 - c. Convicts sent there by force
 - d. Lower class British citizens
11. What is the national bird of the USA?
- a. The bald eagle
 - b. The stork
 - c. The nightingale
 - d. The vulture
12. Complete the sentence: "There are more _____
than people in New Zealand."

- a. hobbits
 - b. sheep
 - c. geysers
 - d. wolves
13. Which of the following is **not** a British Overseas Territory or Crown Dependency?
- a. Hong Kong
 - b. The Isle of Man
 - c. The Falkland Islands
 - d. Gibraltar
14. What is the capital city of Australia?
- a. Sydney
 - b. Canberra
 - c. Melbourne
 - d. Brisbane
15. How many stars are there on the flag of the USA?
- a. 40
 - b. 45
 - c. 50
 - d. 55
16. What is the name of the UK flag?
- a. Star Spangled Banner
 - b. Nots and Cross
 - c. The Red Rose
 - d. The Union Jack
17. What is true about Scotland?
- a. It is a part of the UK.
 - b. Its capital is Dublin.
 - c. A kilt is **not** a part of the traditional dress for men.
 - d. Its national animal is a dragon.
18. Who is the patron saint of Wales?
- a. St David
 - b. St Andrew
 - c. St George
 - d. St Patrick
19. What are the official languages of Ireland?

- a. English and Welsh
 - b. English and French
 - c. English and Irish (Gaelige)
 - d. English, Scottish Gaelic and Scots
20. Major rivers in the UK are:
- a. Mississippi, Missouri, Colorado
 - b. Thames, Severn, Tyne
 - c. Shannon, Liffey, Boyne, Moy, Barrow
 - d. Murray-Darling, Murrumbidgee, Lachlan.
21. The British monarch is **not** the head of state in:
- a. Canada
 - b. Australia
 - c. New Zealand
 - d. Ireland
22. The citizens of which country are commonly referred to as 'Kiwis'?
- a. Wales
 - b. Canada
 - c. New Zealand
 - d. Australia
23. What is the capital city of the USA?
- a. Los Angeles
 - b. New York
 - c. Las Vegas
 - d. Washington DC
24. What is the capital of Scotland?
- a. Edinburgh
 - b. Dublin
 - c. Cardiff
 - d. Ulster
25. What is the capital of Wales?
- a. Edinburgh
 - b. Dublin
 - c. Cardiff
 - d. Ulster
26. London's original name was:

- a. Londonium
 - b. Londinium
 - c. Landomium
 - d. Londum
27. London was established by
- a. The Celts
 - b. The Angles
 - c. The Romans
 - d. The Normans
28. What does POTUS stand for?
- a. The Monarch of England
 - b. The Prime Minister of Canada
 - c. The Prime Minister of Australia
 - d. The President of the United States
29. What is the most popular symbol of Canada?
- a. A moose
 - b. A goose
 - c. A maple leaf
 - d. A star
30. What is the floral emblem of Scotland?
- a. A thistle
 - b. A shamrock
 - c. A rose
 - d. A daffodil
31. What is **not** a part of the Canadian flag?
- a. A red maple leaf
 - b. Two red stripes
 - c. A green circle
 - d. A white stripe
32. What is the biggest city in Australia?
- a. Canberra
 - b. Sydney
 - c. Melbourne
 - d. Brisbane
33. What is the nickname for New York City?
- a. The Great Pear

- b. The Capital of Pizza
 - c. The Big Apple
 - d. The Green City
34. What is the most popular sport in New Zealand?
- a. Football
 - b. Cricket
 - c. Baseball
 - d. Rugby
35. Who is the patron saint of Ireland?
- a. St Nicolas
 - b. St Patrick
 - c. St George
 - d. St Andrew
36. Why is the Chicago River dyed [\[1\]](#) green every year on 17th of March?
- a. To celebrate St Patrick's Day
 - b. To promote ecology
 - c. To clean it
 - d. To celebrate Easter
37. Which sport did Canadians invent?
- a. Football
 - b. Baseball
 - c. Basketball
 - d. Tennis
38. When is the American Independence Day celebrated?
- a. July 4
 - b. December 26
 - c. April 1
 - d. June 1
39. What do Australians celebrate on 26th of January?
- a. Labour Day
 - b. Australia Day
 - c. The Monarch's Birthday
 - d. Easter
40. How many people live in the USA?
- a. 120 million

- b. 400 million
 - c. 1 billion
 - d. 330 million
41. What is the capital city of Northern Ireland?
- a. Dublin
 - b. Edinburgh
 - c. London
 - d. Belfast
42. Who gave Americans the Statue of Liberty?
- a. The French
 - b. The English
 - c. The Dutch
 - d. The Italians
43. What is the national animal of Canada?
- a. The moose
 - b. The Canada Goose
 - c. The beaver
 - d. The bison
44. Who is the patron saint of Scotland?
- a. St George
 - b. St Andrew
 - c. St Mark
 - d. St John
45. When do Americans celebrate Thanksgiving?
- a. April 1
 - b. December 26
 - c. On the first Sunday after Lent
 - d. On the fourth Thursday of November
46. What is **not** true about New Zealand?
- a. Wellington is New Zealand's capital and largest city.
 - b. Auckland is New Zealand's largest city.
 - c. New Zealand is made up of two islands, the North Island and the South Island.
 - d. New Zealand is smaller than Australia.
47. What is the American anthem called?
- a. God Save the King

- b. O America
 - c. The Star-Spangled Banner
 - d. For America Live and Die
48. The biggest city in Canada is:
- a. Canberra
 - b. Toronto
 - c. Ottawa
 - d. Montreal
49. Where do Aborigines live?
- a. North America
 - b. Canada
 - c. Australia
 - d. New Zealand
50. Where does the president of the USA live and work?
- a. The Statue of Liberty
 - b. The Pentagon
 - c. Manhattan
 - d. The White House
51. The Maori are indigenous[2] people of:
- a. Jamaica
 - b. New Zealand
 - c. Australia
 - d. The UK
52. Which part of the UK is **not** represented in the UK's flag (the Union Jack)?
- a. England
 - b. Scotland
 - c. Wales
 - d. Northern Ireland
53. What is haggis?
- a. A traditional Scottish dish made of sheep's stomach and intestines.
 - b. A name for a kind of Australian cow.
 - c. A name of a brand producing children's clothes in England.
 - d. An Irish dessert.
54. Which part of the UK has a dragon on their flag?

- a. Scotland
 - b. England
 - c. Northern Ireland
 - d. Wales
55. In your opinion, which English-speaking country is the most interesting?
- a. Australia
 - b. Canada
 - c. New Zealand
 - d. The UK
 - e. The USA

Answer key: 1. c: Citizens of all the countries that appeared in the answers speak English as their primary language of communication, but those in answer C have the largest number of users and are therefore called the Central Anglosphere. 2. d 3. b 4. c 5. b 6. a 7. d 8. d 9. c 10. c 11. a 12. b 13. a: Hong Kong was a British colony from 1841 to 1997. In 1997, for political and economic reasons, the UK returned Hong Kong to China. 14. b: As Sydney is the most famous Australian city, many take it as the capital city. 15. c: 50 stars represent the number of states in the US, each star was added after a new state was admitted to the union. It is worth remembering that the USA currently consists of 52 states. 16. d: The name of the UK flag comes from the fact that it combines elements of the flags of the UK countries. 17. a: The remaining answers are wrong because: Dublin is the capital of Ireland; a kilt is a traditional type of skirt for men in Scotland; dragon is a symbol and a national animal of Wales. 18. a 19. c: Welsh, next to English, is the official language of Wales, whereas English, Scottish Gaelic and Scots are spoken in Scotland. 20. b: Mississippi, Missouri and Colorado are major American rivers, Shannon, Liffey, Boyne, Moy, Barrow – Irish, and Murray-Darling, Murrumbidgee and Lachlan are major Australian rivers. 21. d: Ireland left the Commonwealth of Nations in April 1949, at which point it stopped having a monarch and became a republic, the Republic of Ireland. 22. c 23. d: Cities mentioned in a, b and c are also American and well-known, which is why they are sometimes mistakenly taken for US capitals. 24. a 25. c 26. b 27. c 28. d: An acronym is a shortened version of a long name or expression formed from the initials of the words from the name or expression and pronounced as a word, e.g. NASA – National Aeronautics and Space Administration. 29. c: A red maple leaf has been the centrepiece of Canada's national flag since 1965. 30. a: The shamrock is the floral emblem of Ireland, the Tudor rose – of England, and the daffodil is the floral emblem of Wales. 31. c 32. b: Although the capital city of Australia is Canberra, it's not even one of the three biggest cities of Australia, Sydney being the biggest (most populated) of them all. 33. c 34. d 35. b 36. a: St Patrick's Day is celebrated on 17th March each year. Many Irish people live in Chicago and St Patrick is the patron saint of Ireland, also green is a colour that symbolises Ireland, which is why the Chicago River is dyed green on that day. 37. c 38. a 39. b 40. d 41. d: The capital city of Northern Ireland is Belfast. Remember! Northern Ireland and Ireland are not the same! Northern Ireland is a part of the UK and Ireland is not. 42. a 43. c: The national animal of Canada is the beaver,

although the moose, bison and the Canada Goose are also typical Canadian animals. **44.** b
45. d **46.** a: Wellington is New Zealand's capital city, but Auckland is twice as big when it comes to population. **47.** c: The American anthem is called "The Star-Spangled Banner" in connection to the flag which has stars and stripes on it. **48.** b: The capital city of Canada is Ottawa and Toronto is the biggest, which is why it is often mistaken for the capital city. **49.** c: The Aborigines are indigenous people of Australia. **50.** d **51.** b **52.** c: It's Wales, simply because the first union between the countries of what is now the UK was made without Wales. **53.** a **54.** d: The dragon on the Welsh flag symbolises Welsh power, authority and independence. **55.** Your own answer.

2. History and Geography

▶ History of the UK

Britain through the centuries. Who and when?

- **The Picts** were the first so-called Britons (people who lived in Great Britain). They arrived about 10,000 years ago.
- **The Celts** arrived from Europe and pushed the Picts north into what is now called Scotland. They started appearing approximately 1,000 B.C.[3]
- **The Romans** invaded the United Kingdom in A.D. 43[4], they ruled for nearly 400 years and introduced inventions of the civilisation of the time such as roads, forts, walls (including Hadrian's Wall), baths, aqueducts, sewers and large villas to the inhabitants of the British islands.
- **The Angles, Jutes and Saxons**, Germanic peoples that appeared in Britain in the sixth century A.D. The Angles named the land "England" and the people living there were known as Anglo-Saxons from then on.
- **Viking, Danish and Norman** invaders ruled England between the 900s and 1400s.
- **Henry Tudor**, a Welsh noble who seized the English crown, became King Henry VII in 1485. Five more Tudor monarchs followed.
- **King James I**, the first of the Stuart dynasty (who ruled both England and Scotland), which united the two countries and the United Kingdom has been ruled by one monarch ever since. His reign started in 1603.
- **King George I** became the first king from the Hanoverian dynasty in 1714. The Hanoverian period is characterised by political

stability. It is also when Britain acquired its first overseas colonies. By 1901, which was the end of the Hanoverian dynasty, the British Empire occupied a third of the globe.

- **King Charles III** is the current ruling monarch from the Windsor dynasty. **King George V** was the first Windsor monarch and became king in 1910. A significant task of rulers in the 20th century was to provide moral support and reassurance to the people of Britain during both World Wars.

Key Events

- **The Roman Conquest of England and Wales, 43 A.D.** The boundaries drawn by the Roman invaders became the basis for the division of modern Britain. Whereas England and Wales were conquered, Scotland never surrendered to the Romans. Furthermore, the unyielding^[5] Scots, on the orders of the Roman ruler Hadrian, were separated from the rest of Roman Britain by the so-called Hadrian's Wall, which stretched for 73 miles (118 km) and served as a boundary to stop the Scots from entering Britain.
- **The Battle of Hastings in 1066: William the Conqueror defeated King Harold.** It is believed that king Harold II was shot in the eye with an arrow, which led to William's coronation as the king of the country and the Norman rule spread throughout the country, while William, the Norman leader, gained the nickname 'the Conqueror'.
- **The sealing of Magna Carta, 1215.** The Magna Carta or "The Great Charter" is a document constituting an agreement between King John and his barons. The Magna Carta guaranteed that the King would respect feudal rights and privileges, that he would uphold the rights of the English nation and maintain the freedom of the Church and religion. The 1215 document stands as a symbol of democratic England in the eyes of future generations.
- **The Plague of 1346 – Black Death in England.** The Black Death spread across England, taking the lives of more than a quarter of

the population. The terror that the plague brought with it had a significant impact on the society – it led to peace between people and social classes for a relatively long time. The plague also caused raising wages for the peasant survivors, which later led to the **Peasants' Revolt** resulting in the end of serfdom.

- **Wars of the Roses, 1455.** The next dramatic event after the scourge of Black Death was the Wars of the Roses, a civil war over the crown of England between the Houses of **York** and **Lancaster**. The final outcome of the war was the interception of the throne by a Welsh nobleman, **Henry Tudor**, who, having killed **Richard III** of the House of York at the **Battle of Bosworth in 1485**, hailed himself king. His emblem became the **Tudor Rose** formed from a combination of the Lancaster and York roses. It is a red and white flower that is still the national flower of England today.
- **King Henry VIII Tudor** known for having six wives. He wished to divorce his first wife, **Catherine of Aragon**, as she had failed to give him a son and heir to the throne. Having failed to get the Pope's permission for a divorce, Henry announced the separation of the Church of England from the Roman Catholic Church. Since then, to this day, the head of the Church of England called the **Anglican Church** has been the British monarch. What Henry initiated with his decision is called the **Reformation**.
- **Elizabeth I Tudor** was Henry VIII's daughter. Her reign is known as the "**Golden Age**" of England. During her reign theatre and playwriting was important and developed, and the theatre developed during her reign is called **Elizabethan theatre**. Elizabeth was a hardy, courageous and invincible ruler. During her reign, the English had to fight a Spanish fleet called the **Spanish Armada**. It is said that Elizabeth's speech before the battle was so encouraging and courageous that, thanks to her, the English crushed half of the Spanish fleet and won the battle.
- **Guy Fawkes and the Gunpowder Plot.** In **1605**, a group of Catholics opposed to the Protestant king hatched a plot to kill him by blowing up the Houses of Parliament where he was to stay. The Gunpowder Plot failed as the King was warned by an

anonymous letter. The plot and its failure are still remembered on **5th November** each year. The short phrase “Remember, remember the 5th of November” symbolises the day, as well as **bonfires** and **fireworks**.

- **The Battle of Waterloo, 1815.** The Allied forces representing the nations of Europe and led by the Duke of Wellington finally defeated the French army of the great **Napoleon Bonaparte**, thereby disabling his imperial ambitions. The victory of the allied forces secured peace in Europe for decades and helped end the age-old Anglo-French conflict.
- **Victorian era – the days of Queen Victoria.** Not only is she known as one of the longest-reigning monarchs (second to Elizabeth II), a period of time was named after her. The era of Queen Victoria was marked by huge changes transforming Britain. The industrial and cultural revolutions were symbols of development, while new inventions transformed people’s lives not only in Britain and Europe, but also worldwide thanks to the growth of the British Empire.
- **Elisabeth II** was the longest reigning monarch in the history of the UK. Her Platinum Jubilee (70 years on the throne) took place in June 2022; she died in September the same year.

Patron Saints and National Symbols of the UK

The four countries combining the UK each have a different flag, a patron saint and a floral emblem.

Wales’s patron saint is St David, and the country has two national flowers – the leek and the daffodil. The country’s flag is a red dragon on a white and green background.

England’s patron saint is St George, the floral emblem is a Tudor rose and the flag is white with a red cross on it.

Scotland’s patron saint is St Andrew, the national flower is the purple thistle^[6] and the flag is blue with a white “X” symbol.

Northern Ireland's patron saint is St Patrick, the national floral symbol is a shamrock[7] and its flag is a red "X" symbol on a white background.

Together, the flags of England, Scotland and Northern Ireland create the flag of the UK, which is called the **Union Flag** or the **Union Jack**. The flag of Wales is not included as the Union Jack was designed in 1606, when Wales was a part of England.

1. Wybierz poprawną odpowiedź (a, b, c albo d).

1. Who introduced roads, forts, baths, aqueducts, sewers and other innovative inventions to the inhabitants of what now is Great Britain?
 - a. The Saxons
 - b. The Jutes
 - c. Danish explorers
 - d. The Romans
2. What is Henry VII Tudor known for?
 - a. He was the first king from the Tudor dynasty.
 - b. He had six wives and founded the Church of England.
 - c. He was the first king to rule both England and Scotland.
 - d. He invaded England in the 900s.
3. Who defeated King Harold in the Battle of Hastings?
 - a. George V
 - b. Julius Caesar
 - c. Napoleon Bonaparte
 - d. William the Conqueror
4. When was the Magna Carta sealed?
 - a. 1066
 - b. 1346
 - c. 1215
 - d. 1605
5. "Remember, remember the 5th of November" is a phrase associated[8] with what event?
 - a. The Wars of Roses
 - b. The Gunpowder Plot

- c. The Battle of Hasting
- d. The Black Death plague

Answer key: 1. d 2. a 3. d 4. c 5. b

2. Połącz nazwy krain geograficznych z ich patronami i symbolami.

1. Wales St Andrew Tudor rose
2. England St Patrick leek and daffodil
3. Scotland St David shamrock
4. Northern Ireland St George thistle

Answer key: **Wales** + St David + leek and daffodil; **England** + St George + Tudor rose; **Scotland** + St Andrew + thistle; **Northern Ireland** + St Patrick + shamrock

Geography of the UK

fun fact No one in the UK lives more than 120 km (which is 75 miles) from the sea.

The United Kingdom is a group of islands lying between the North Atlantic Ocean and the Irish Sea from the west and the North Sea from the east. It is separated from continental Europe by the **English Channel**, which is now easy to cross thanks to The Channel Tunnel which connects the UK to France. The main island is surrounded by several smaller ones, including the Isle of Wight, Anglesey, the Isle of Man, Scilly, Orkney, Shetland, and Hebridean archipelagos.

Great Britain consists of three countries: England, Wales and Scotland.

The United Kingdom (the UK) is England, Scotland, Wales, and Northern Ireland. The full name of the country is The United Kingdom of Great Britain and Northern Ireland.

England is a country that is a part of Great Britain and its capital city is **London**, which is also the capital of Great Britain. London is the largest metropolitan area in the UK with a population of 8.6 million. The most famous tourist destinations in London are:

- Buckingham Palace, where the British monarch lives.
- The Tower of London, which used to be a prison, a royal palace and a fortress. The Crown Jewels are stored and displayed^[9] in there.
- Westminster Abbey, which is a big church and a traditional place of coronation of the British monarchs.
- The Houses of Parliament.
- Big Ben which is a bell that rings in the clock tower of the Houses of Parliament.
- The London Eye, which is a ferris wheel in the city centre by the river Thames.

Scotland is in the north of Great Britain and its capital is **Edinburgh**.

Northern Ireland is in the north-east part of the island of Ireland and its capital city is **Belfast**. Remember! **Ireland** is **not** a part of the UK.

Wales is in the west of Great Britain and its capital city is **Cardiff**.

From the **Grampian Mountains** in Scotland to the English lowlands^[10] – the UK's landscape is quite varied^[11]. Scotland, the northern part of the island, and Wales – set in the west – are the parts with hills and mountains. The highest mountain in the UK is Ben Nevis, whose summit is 1,345 m above sea level, situated in the Grampians, Scotland.

There are also hills running down the centre of northern England called the Pennines. Most of the UK terrain is made up of gently sloping hills.

The largest UK's lake, Lough Neagh, is in Northern Ireland and covers an area of 396 square km. **Lake Windermere** is the largest lake in Lake District (which is a breathtaking national park with a number of bigger and smaller lakes) and **Loch Lomond** in Scotland. The most famous lake, however, is **Loch Ness**, where one can

allegedly sight a mythical creature with the graceful name 'Nessie'. It is worth mentioning that "loch" in Scottish means "lake".

When it comes to rivers, the longest UK's river is the **Severn** and it is 338 km long, which, if compared to other European rivers, is not very long. Severn has its source in Wales and enters the Atlantic Ocean near Bristol in England. The famous river **Thames** flows through London and Oxford while the **Trent** and the **Mersey**, two other major rivers in the UK flow through central England.

Natural wonders of the UK

Durdle Door, Lulworth, Dorset, a limestone arch formed around 10,000 years ago.

Giant Causeway, Northern Ireland, a UNESCO World Heritage Site formed between 50 to 60 million years ago after a volcanic eruption that consists of 40,000 basalt columns. However, according to the legend, it was formed by a mythical giant **Finn McCool** so that he could cross the sea over to Scotland to fight another giant, **Benandonner**.

Fingal's Cave, created by the same lava that formed the Causeway, is a spectacularly bizarre and mysterious cave on the uninhabited **Isle of Staffa**, Northern Ireland.

Seven Sisters are a series of monumental chalk cliffs within the South Downs National Park in East Sussex.

Scafell Pike in Lake District, England's highest mountain, not an easy climb, but the views from the top are supposed to be worth the hike.

Quick Facts

Population of the UK: 65 million people

Highest point: Ben Nevis, 1,345 m, Scotland

Lowest point: Holme Fen, birch woodland

Longest river: Severn, 354 km long

Largest lake (by volume) Loch Ness, Scotland

Largest lake (by size) Lough Neagh, Northern Ireland

Largest urban area: London, over 8.6 million people live in the area of the capital of England

3. Czy poniższe stwierdzenia są prawdziwe (T), fałszywe (F), czy informacja na ich temat nie znalazła się w tekście (NI)?

1. Great Britain consists of more countries than the United Kingdom. T/F/NI
2. The United Kingdom includes England, Scotland, Wales, and Northern Ireland. T/F/NI
3. The capital of England is London and 8.6 million people live there. T/F/NI
4. Edinburgh is the biggest city in Europe. T/F/NI
5. Ireland is not a part of the UK. T/F/NI
6. The capital city of Scotland is Cardiff. T/F/NI
7. The UK's longest river is the Severn. T/F/NI
8. The UK's most famous river is the Thames. T/F/NI
9. Wales is in the central part of the UK. T/F/NI
10. Northern Ireland's capital city is Belfast. T/F/NI

Answer key: 1. F 2. T 3. T 4. NI 5. T 6. F 7. T 8. NI 9. F 10. T

4. Do nazw geograficznych dopisz miejsca.

1. Fingal's Cave	
2. Scafell Pike	

3. Seven Sisters	
4. Giant Causeway	
5. Durdle Door	
6. Ben Nevis	
7. The Tower	City:
8. The Loch Ness	
9. Cardiff	
10. Edinburg	
11. Belfast	
12. Westminster Abbey	City:

Answer key: 1. Isle of Staffa, Northern Ireland 2. Lake District 3. South Downs National Park, East Sussex 4. Northern Ireland 5. Lulworth, Dorset 6. Scotland 7. London 8. Scotland 9. Wales 10. Scotland 11. Northern Ireland 12. London

History of the USA

North America through the centuries. Who and when?

The Pilgrim Fathers. Thanksgiving is linked to them^[12]. They came to the New World from England on a ship called “Mayflower” in the early 17th century. They established colonies in Plymouth, Massachusetts in 1620.

The Founding Fathers: George Washington, Thomas Jefferson, John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, James Madison. Many wanted the United States of America to come into being, but these seven men are considered to have put the most effort into the country’s creation.

Abraham Lincoln was the 16th President of the United States from 1861 to 1865. His reign saw the Civil War, the end of which brought

the abolition (formal ban) of slavery in the USA.

Andrew Carnegie and **John D. Rockefeller**, millionaires and philanthropists, their careers peaked at the turn of the 19th and 20th centuries.

Thomas Edison (1847–1931) invented and developed commercially available electric light bulbs.

Theodore Roosevelt (1858–1919) was the 26th American president between 1901 and 1909. He created the first American National Parks and fought against corruption and monopoly power. He was a symbol of development.

Henry Ford (1858–1919) founded and developed Ford Motor Company. Ford cars were widely available and affordable to the average American.

Wright Brothers, Orville and Wilbur, became famous after successfully flying a machine-powered aircraft. They later developed and produced aircraft.

Franklin D. Roosevelt was president during the Great Depression (1932) and World War II.

Amelia Earhart, known as the first woman to fly solo across the Atlantic in 1932, broke several other aviation-related records. She disappeared during an attempt to fly around the world.

John F. Kennedy symbolised development and the energy to make a difference. He contributed to resolving the nuclear war crisis. He was assassinated in 1963 while being driven in a presidential car.

Neil Armstrong. In 1969, he became the first man to step on the moon. He then famously said, "That's one small step for man, one giant leap for mankind."

George Bush Junior was president (2000–2008) during the so called 9/11 attacks (terrorist attacks on World Trade Centre in New York and Pentagon), which resulted in the invasion of Iraq led by him.

Bill Gates, one of the richest men in the world, founder of Microsoft and philanthropist.

Key Events

- The territory of the modern United States of America was inhabited by native peoples for centuries. They were forced to move inland to make way for settlers and their colonies from the 16th century onwards. The first European explorers were Spaniards, who arrived at the present-day **St Augustine, Florida**, in 1565, the British followed in 1587 and landed in what currently is **Virginia**, and another British colony founded in 1606 became **Jamestown, Virginia**. Canadian **Quebec** was founded by the French in 1608 and in 1609 the Dutch started a colony which became the present-day **New York**. Since then, over the next few centuries, settlers have flocked to the New World to discover new lives and opportunities.
- The **native Americans** did not at all want to give up their land without a fight. However, the newcomers had firearms that gave them a significant advantage, which made it easier to take over more land. By the mid-19th century, most Native American tribes had been slaughtered or were forced to move to the Midwest.
- Most of the colonies established in the New World were under the British rule. In **1776**, the colonists created a document stating that from then on, the colonies would come out from under the rule of the United Kingdom. This document was called the **Declaration of Independence** and included the famous words “all men are created equal”. A war of independence broke out. The Americans won and created a country made up of a union of states, whose rights were recorded in the world’s **first constitution**.
- America thus became an independent country. At the same time, it was also the new “home” for millions of **slaves** kidnapped from Africa from 1619 onwards. The enslaved Africans were shipped mostly to the South where their free labour was used to produce tobacco, sugar and cotton.

- In 1861 **Abraham Lincoln** became President of the United States and his desire was to end slavery. Not every state supported the new president's idea which resulted in the so-called **Civil War**. The parties were the **Confederates**, who were the people of the southern states and based their business on slavery, and opposed to its end. The opposition to the Confederate States was the rest of the United States supporting President Lincoln. In **1865**, the war ended in victory for Lincoln's supporters and slavery was officially banned. The so-called 13th Amendment was added to the US Constitution formally abolishing slavery.
- The 20th century was a time of economical and industrial development of the USA. The rise of factories opened many job opportunities and people started relocating from the countryside to live in bigger cities. America became a popular destination for **immigrants** from countries such as Italy, Russia or Poland. The 20th century was also a time of **two World Wars** and economic crises, and the **Great Depression** of the 1930s was the biggest of them. The time from the 1950s to 1980s was a time of advancement. In 1958, the **National Aeronautics and Space Administration** set off and in 1969 the previously mentioned NASA landed the first human on the moon. It was also a time of racial injustice – many Americans fought for equal rights for American citizens of colour. One of the most celebrated civil rights leaders was **Martin Luther King Jr.**, who is especially remembered for his "I Have a Dream" speech. The U.S. government got involved in several wars in the late 1900s with the **Vietnam War**, and the **Gulf War** in Iraq among them.
- **11 September 2001** is one of the most tragic dates in North American history. That was when terrorists from the group known as **Al Qaeda** hijacked four planes to show their disagreement with the United States' involvement in world affairs. Two planes were directed by the terrorists at two of New York City's **World Trade Center** skyscrapers, the third plane crashed into the **Pentagon** on the outskirts of Washington D.C., and the fourth plummeted into a field in the state of Pennsylvania. Almost 3,000 people were killed that day.

5. Odpowiedz na pytania w języku angielskim.

1. What was the name of the ship the Pilgrims came to what is now the USA?
2. Name the Founding Fathers of the USA.
3. Name the two millionaires and philanthropists that lived in the 19th and 20th centuries.
4. Who invented the electric light bulb?
5. Who was the first woman to fly solo across the Atlantic?
6. Name the president assassinated in 1963.
7. Who founded Quebec in 1608?
8. What was the name of the document that stated independence of the British colonies signed in 1776?
9. Where were slaves shipped to in America and what were they used for?
10. What was the name of the president who abolished (formally ended) slavery?

Answer key: 1. The Mayflower 2. George Washington, Thomas Jefferson, John Adams, Benjamin Franklin, Alexander Hamilton, John Jay, James Madison 3. Andrew Carnegie, John D. Rockefeller 4. Thomas Edison 5. Amelia Earhart 6. John F. Kennedy 7. The French 8. The Declaration of Independence 9. The south of the USA; harvesting tobacco, sugar, cotton 10. Abraham Lincoln

6. Połącz wydarzenia z wiekami, latami lub dziesięcioleciami, w których się wydarzyły.

1. The settlement of first colonies 16th century
2. The Declaration of Independence September 2001
3. The Civil War 20th century
4. Immigrants from Europe arrive in America 1861
5. The foundation of NASA 1776
6. The so-called "9/11" tragedy in New York 1958

Answer key: 1. 16th century 2. 1776 3. 1861 4. 20th century 5. 1958 6. September 2001

► Geography of the USA

The United States of America lies in between the Pacific Ocean to the west and the Atlantic Ocean to the east. It is the third largest country in the world by size. The USA is bordered to the north by Canada and to the south by Mexico. It is made up of **50 states** and the **District of Colombia**, in which the capital, **Washington**, is located.

North America's terrain is quite varied, there are mountains rising in the west. North America's longest chain, the Rockies, is located there.

The temperate rainforest is located in the north-west (states of Washington, Idaho and Montana) of the continent and its home to indigenous (characteristic to or of a specific place) plants such as the Sitka spruce, western red cedar, and Douglas fir. The temperate rainforest is extremely green with native animal species - black bears, Roosevelt elk, and marmots live and thrive there.

Major desert regions, the Sonoran, Mojave and Chihuahuan are set in the south-west. They are home to plants such as saguaro cactus, Joshua tree and mesquite and roadrunner, Gila monster and rattlesnake when it comes to animals.

The Great Plains cover the central part of the continent. Vast blankets of rich soil make it possible to grow enormous quantities of grains there. Crops harvested on the Great Plains earned the name of the "Breadbasket of North America". Another part of the central plain is the grassland or the prairie, which make up the largest biome (an area with specific flora and fauna) in North America.

The Great Lakes region is a chain of freshwater lakes in east-central North America and it consists of lakes Superior, Michigan, Huron, Erie and Ontario. The combined area of the Great Lakes exceeds the size of the whole United Kingdom.

East coast region is where the **Appalachian** mountain range rises, an area rich in coal and other minerals.

The Atlantic coastal plain is an area stretching eastwards from the Appalachian mountains to the east coast of the USA. This part of the United States is called the wetlands due to the large number of marshes and generally damp soil. A famous area in the region is the Florida Everglades with its iconic sawgrass marshes, home to alligators and wading birds such as egrets, herons, spoonbills and ibises.

The Caribbean Region has quite a varied topography (study of the shape of the surface features of an area). It is made up of more than 7,000 islands, islets and coral reefs, some of which are rather flat, others mountainous and volcanic.

Quick Facts

Natural wonders: **Yellowstone National Park** has the world's most active geysers with Old Faithful, which erupts every 35–120 minutes and each eruption lasts for 1 to 5 minutes. **Death Valley** is North America's driest and hottest spot. **The Grand Canyon** covers an area of almost 5,000 square kilometres and it is a steep-sided canyon carved by the Colorado River in Arizona. **Hawaii Volcanoes National Park** is famous for what is traditionally considered the largest active volcano in the world, Mauna Loa. **Niagara Falls** is where you can take a boat trip to get closer to the third biggest waterfall in the world. **Sequoia National Park** with the gigantic sequoias which can be up to 95 m tall and can live between 2,000 to 3,500 years.

Highest point: Mount McKinley, Denali, Alaska, 6,190m

Lowest point: –86m, Death Valley

Largest city: 23.7 million people live in the area of New York City, NY, USA

Longest river: Missouri River

Largest lake: Lake Superior

Largest state (by area): Alaska

Largest state (by population): California

7. Uzupełnij tabelę.

MIEJSCE	CECHY CHARAKTERYSTYCZNE, NP. NAZWA TERENU, KLIMAT, ZWIERZĘTA, ROŚLINNOŚĆ
1. North-western states (Idaho, Washington, Montana)	
2. South-west (Sonoran, Mojave,	

Chihuahua)	
3. Central part of North America	
4. East-central North America	
5. East coast	
6. The Atlantic coastal plain	
7. The Caribbean region	

Answer key: (sugerowane odpowiedzi): **1.** Temperate rainforests, Sitka spruces and western red cedar grow there. **2.** Home to cacti; roadrunners and rattlesnakes. **3.** Rich soil. Called the Breadbasket of North America. **4.** Has a chain of freshwater lakes: Superior, Michigan, Huron, Erie, and Ontario. **5.** It is where the Appalachian Mountains are. **6.** Wetlands – the Florida Everglades with alligators, egrets and herons. **7.** Made up of 7,000 islands.

8. Dopisz nazwy opisanych miejsc w USA.

1. Largest state by population

2. Largest lake

3. Highest point

4. North America's driest and hottest spot

5. National Park with the highest active volcano in the world

6. Where the Old Faithful geyser is

7. A gigantic canyon carved by the Colorado River

8. Third biggest waterfall in the world

Answer key: 1. California 2. Lake Superior 3. Mount McKinley 4. Death Valley 5. Hawaii Volcanoes National Park 6. Yellowstone National Park 7. Grand Canyon 8. Niagara Falls

History of Canada

Canada through the centuries. Who and when?

First people in Canada arrived between 15,000 and 30,000 years ago across a land bridge that joined Asia and North America.

Leif Eriksson was a Viking explorer who arrived in Newfoundland in Canada around 1,000 A.D. Eriksson set a settlement, but it did not last long.

Jacques Cartier crossed the Atlantic and arrived in Canada to claim the land for King Francis I of France. He heard two Iroquian prisoners saying the word “kanata” which meant “village” and by 1550s the name Canada could be seen on maps.

French and British settlers appeared in Canada in the 16th century. Lots of them were farmers or fur traders which so they fought about land and who should get it in four wars between 1689 and 1763. Although the final war, called the French and Indian War, ended with the British gaining control of Canada, French influence is still visible and strong even today. One of the biggest French province was **Quebec**, where French Catholics persevered^[13] and

maintained their French ways among the British Protestants. The **Quebec Act of 1774** gave priority to British laws and institutions, but allowed religious freedom for Catholics and permitted the practice of French civil law while maintaining British criminal law.

Canadian colonies under the British rule built an economy by expanding their trade networks, developing agriculture and exporting natural resources, such as fur and timber.

During the Revolutionary War[\[14\]](#) Canada served as shelter for **Loyalists** (supporters for the British Crown to rule in North America) as it still was under British rule. In 1867 three colonies, Canada, Nova Scotia and New Brunswick, were united into the **Dominion of Canada**, which meant Canada was no longer a British colony, gained financial independence and the responsibility to defend itself. It was, however, still under British rule and did not have full autonomy.

Through the Statute of Westminster, the British government gave Canada full legal freedom and independence in 1931. It became a **Commonwealth country**[\[15\]](#), so Britain could still change the Canadian constitution. The legal ties were finally cut in **1982**, when Canada adopted its own constitution and became completely independent. In the meantime, Canada adopted its own flag and symbols, the **maple leaf** (debuted in 1965) being the most recognisable of them. As it still is a part of the Commonwealth, King Charles III is King of Canada, yet his role is essentially ceremonial and the British Crown does not interfere in Canadian self-governance.

Geography of Canada – facts and figures

1. Canada is the second, after Russia, biggest country in the world and the largest country in the Western Hemisphere[\[16\]](#). It shares a border with only one country, the United States of America.

2. Although the country is huge, its population is rather small: it's 36 million people, 81% of whom live in cities.
3. There are three categories of original inhabitants (Indigenous peoples) in Canada: **Inuit**, **Metis** and **First Nations**. The latter group is the biggest.
4. Canada's coastline is extremely long and some of its islands are among the top ten biggest islands in the world.
5. Canada has more than **3 million lakes**, which means that half of the lakes in the world are located in Canada, with **Great Bear Lake** and **Great Slave Lake**, which are the biggest lakes in the world.
6. The capital city of Canada is **Ottawa**, but **Toronto** is the largest metropolitan area with over 6 million people. The second largest city is **Montreal** with the second largest (after Paris) French-speaking population. Other big cities are Vancouver, Calgary and Edmonton.
7. Canada's biggest bay is **Hudson Bay** discovered by Henry Hudson in 1610. As it is located in East Canada, it is frozen from about mid-December until mid-June every year.
8. Canada's longest river is **McKenzie River**. It is 4,241 km long.
9. The largest uranium mine in the world is located in Cigar Lake, Canada. What is more, Canadians are world leaders in uranium mining.
10. **Mount Logan**, Yukon Territory, 5,959 m above sea level, is the highest mountain in Canada.
11. Nearly half of Canadian landmass is covered by forests, which makes it the third most forested country in the world.
12. The country is known for giant animal residents such as moose, wood bison, polar bears and grizzly bears. Other iconic Canadian animals are wolverines, beavers, Canadian geese, bobcats, cougars, caribous, killer whales and blue whales.

Australia through centuries. Who and when?

The first people who appeared in Australia were **Aborigines**, which in Latin means “original inhabitants”. They travelled to Australia from Asia about 40,000 years ago and learned how to survive in the difficult conditions of the outback. The next people to come to Australia were **Chinese explorers** around 2,500 years ago and then **Dutch explorers** landed in Australia in 1606. **British settlers** arrived and settled in Australia first in 1788. As British prisons were overcrowded, prisoners were sent to Australia as punishment. There was no way of escaping and the convicts[17] had to build roads, buildings and farms. The newcomers lived peacefully with the Aboriginal people, who were already there, but that peace did not last long and soon fights for who owned

the land started. More people from Great Britain arrived in Australia to start a new life there. An enormous number of **immigrants** from China, North America, Britain and Ireland landed on the continent in 1851, when gold was discovered there. By 1859, six newly founded colonies (New South Wales, South Australia, Western Australia, Victoria, Queens and Tasmania) became one country and a part of the British Commonwealth, which means it was a country that had the British king or queen as its monarch.

► **Geography of Australia – facts, figures and trivia**

Australia is an island country surrounded by the Indian and Pacific oceans. It is the smallest continent in the world, but it also is a country and the second biggest island in the world (Greenland is the largest). It consists of **six states**: New South Wales, South Australia, Western Australia, Victoria, Queens and Tasmania). The country is very dry, about 70% of it is the “outback”, an extremely dry and infertile[18] area in the mainland. That is why most people live on the coast, as the climate there is milder and easier.

fun fact Australia is the largest country without land borders and the largest country in the Southern hemisphere.

Australian trivia:

1. The **Great Dividing Range** stretches over 3,500 km which makes it the longest mountain range in Australia. **Mount Kosciuszko** is the highest mountain in Australia.
2. The largest rock standing “alone”, not as a part of a mountain chain, in the world is **Uluru** (its previous name was Ayers Rock) and is located in the centre of Australia.
3. The biggest coral reef system in the world is also located in Australia. It consists of more than 3,000 reefs and 900 islands and it is called the **Great Barrier Reef**.
4. The longest Australian river is the **Murray River** and it is 2,508 km long.
5. Australia’s largest desert is the **Great Victoria Basin** and it covers most of South Australia and Western Australia, which is the country’s largest state.
6. Australia’s biggest city is **Sydney** (Sydney is not the capital) with more than 5 million inhabitants. Other big cities are Melbourne, Perth, Brisbane, and Adelaide. **Canberra** is the capital city with more than 1 million inhabitants.
7. The state with the most inhabitants, 65% of Australia’s population, is New South Wales.
8. Australia is the world’s largest **coal exporter**.
9. In Australia’s biggest city (over 5 million inhabitants, can you remember its name?) one can find the iconic **Opera House**, which was designed to look like orange peels and is one of the world’s most famous landmarks.
10. The **Aborigines**, Australia’s first indigenous people, make up 2% of Australia’s population today. Most of them live in the desert areas of the outback.
11. Australia is home to vast numbers of **animals** that cannot be found living in the wild anywhere else in the world. The most well-known are kangaroos, wombats, koalas and dingos.
12. Almost half of **Tasmania**, which is an Australian state and an island, is a World Heritage Area, which means it has a number of natural reserves, so it is illegal to destroy them.

Tasmania's famous **marsupials** (animals that carry their babies in their pouches) are Tasmanian Devils, which look like small dogs, have black fur and their bite can be very dangerous. Tasmania is the only place in the world where these animals can be found in the wild. Hobart is Tasmania's capital and largest city.

▶ **New Zealand – History and Geography**

1. **Maori** people were the first settlers in New Zealand and they landed there as early as 1300 A.D. The land was later on discovered by a Dutch explorer **Abel Tasman**, who saw the islands but never stepped off his ship to actually explore them. In 1769, a British discoverer **James Cook** arrived in New Zealand and decided that it would belong to the British crown. The independence was claimed back by the Maori, the indigenous inhabitants of New Zealand in **1835**, and in **1840** the **Treaty of Waitangi**, which is now recognized as the founding document of New Zealand, was signed between Maori Chiefs and Great Britain.
2. New Zealand is a country in the Southern hemisphere and it is a part of Oceania. It consists of two main islands: North Island and South Island, the latter being the bigger one. North Island has a number of volcanoes. The country is surrounded by the Pacific Ocean.
3. The capital city is **Wellington** with 420,000 inhabitants. Other large cities are **Auckland**, which is the biggest city in New Zealand, Hamilton and Tauranga.
4. The population of New Zealand is 5 million people and half of them live in the largest New Zealand cities.
5. The country is sometimes called "**the land of sheep**" and there is a reason for it – the number of sheep farmed on the island is over 26 million, which means 5 times more sheep than people live in the country.

6. The highest mountain of the country is **Aoraki** (its previous name was Mount Cook). It is 3,724 m high.
7. New Zealand is a country of geysers – Pohutu is the country's largest one and it is also the largest active geyser in the Southern Hemisphere.
8. **Lake Taupo** is New Zealand's largest lake, it is located on the North Island.
9. New Zealand was the first country in the world to grant **women the right to vote** in 1893.
10. If one is a fan of the *Lord of the Rings* or *The Hobbit Trilogy* by **J.R.R. Tolkien**, both books and films, one might want to visit New Zealand as the films were made there and the **Hobbiton Movie Set** is open for fans and tourists to visit.

3. Social and Political Life

▶ Great Britain

1. Wybierz właściwą odpowiedź (a, b albo c).

1. The United Kingdom of Great Britain and Northern Ireland is
 - a. a constitutional monarchy.
 - b. a republic.
 - c. a dictatorship.
2. The laws are passed by
 - a. political parties.
 - b. the Parliament of the UK.
 - c. the Prime Minister and the Cabinet.
3. The King is the head of
 - a. armed forces.
 - b. the Church of England.
 - c. armed forces and the Church of England.
4. The Parliament of the United Kingdom of Great Britain and Northern Ireland includes
 - a. two houses and the King.
 - b. one House the King.
 - c. three Houses and the King.
5. There are
 - a. two main political parties in the UK.
 - b. three main political parties in the UK.
 - c. four main political parties in the UK.
6. So far in GB there have been
 - a. two women Prime Ministers.
 - b. three women Prime Ministers.
 - c. four women Prime Ministers.
7. The most important Conservative Party Prime Ministers are:

- a. Richard Chamberlain and Tony Blair.
 - b. Winston Churchill and Margaret Thatcher.
 - c. Teresa May and Gordon Brown.
8. The Commonwealth is
- a. an association of 56 independent countries.
 - b. money shared by all citizens of GB.
 - c. a popular medical association.
9. Great Britain left the European Union in a process called Brexit in
- a. 2019.
 - b. 2020.
 - c. 2021.
10. Rishi Sunak is
- a. the monarch.
 - b. the judge.
 - c. the Prime Minister.
11. Which newspaper is one of the oldest in the world?
- a. *The Sun*
 - b. *The Guardian*
 - c. *The Times*
12. What is English law based on?
- a. The country's constitution
 - b. King's decisions
 - c. Common-law principles
13. There are separate governments in
- a. Scotland, Wales and Ireland.
 - b. Scotland and Wales, Ireland and England.
 - c. Wales and England.
14. What form does the British constitution have?
- a. There is no formal constitution.
 - b. There is one document serving as a constitution.
 - c. There are many laws and documents which form the law.
15. What does the NHS stand for?
- a. National Health Service
 - b. National Head of State
 - c. New Holiday Service

Answer key: **1.** a: A constitutional monarchy is the form of government in which the king or queen is a Head of State with ceremonial duties. Such duties are separated from party politics. **2.** b: The Parliament of the United Kingdom is responsible for passing laws in the UK. It is the supreme legislative body in the United Kingdom. **3.** c **4.** a: the House of Lords, the House of Commons and the King as the Head of the Parliament opening and closing its sessions **5.** a: the Labour Party and the Conservative Party **6.** b: Margaret Thatcher, Teresa May, and Liz Truss **7.** b: Winston Churchill and Margaret Thatcher were the leaders of the Conservative Party, Tony Blair and Gordon Brown are the leaders of the Labour Party. **8.** a: The origins of the Commonwealth go back to the former colonies of the British Empire. Today any state can join the organization. The last two countries to join it in 2022 are Gabon and Togo. **9.** b **10.** c: The Prime Minister is appointed by the monarch and is the most senior minister in the government. **11.** c: *The Times* is one of the world's oldest newspapers and is published in London. *The Sun* is a very popular tabloid and is the country's most widely read paper. **12.** c: English law in England and Wales and Northern Ireland is based on common-law principles. It means that law is made by judges in courts who use their knowledge and common sense to decide upon verdicts. **13.** b: There are separate governments in Scotland, Wales and Northern Ireland. **14.** c: The constitution of the UK is uncodified, it is made up of constitutional conventions, statutes and other documents. It is sometimes based on tradition. **15.** a: National Health Service – the public system of medical care

The United States of America

2. Wybierz właściwą odpowiedź (a, b albo c).

1. The United States of America is
 - a. a constitutional monarchy.
 - b. an authoritarian democracy.
 - c. a constitutional federal republic.
2. The USA consists of
 - a. 50 states.
 - b. 51 states.
 - c. 49 states.
3. The President of the US is the head of
 - a. the armed forces.
 - b. the church.
 - c. the Supreme Court.
4. In the American Supreme Court there are
 - a. 5 judges.
 - b. 7 judges.

- c. 9 judges.
- 5. There are
 - a. two main political parties in the US.
 - b. three main political parties in the US.
 - c. four main political parties in the US.
- 6. In the USA elections are held
 - a. for the President and both houses of the Congress.
 - b. only for the President.
 - c. for the President, both houses of the Congress and the Supreme Court.
- 7. The number of Presidents of the United States assassinated while in office is
 - a. two.
 - b. three.
 - c. four.
- 8. What is the meaning of the term “checks and balances” in the USA?
 - a. In international transactions money is paid by cheques and not in cash.
 - b. The President, the Supreme Court and the Congress watch each other’s powers.
 - c. The balance of the budget is checked by presidential law firms.
- 9. How many amendments have been added to the US Constitution?
 - a. 33
 - b. 30
 - c. 13
- 10. Joe Biden is
 - a. the Supreme Court judge.
 - b. the President.
 - c. the Prime Minister.
- 11. Which is the most popular newspaper in the USA?
 - a. *The Wall Street Journal*
 - b. *The New York Times*
 - c. *USA Today*

12. The federal government of the US is made up of
 - a. two branches.
 - b. three branches.
 - c. one branch.
13. The legislative branch of the US government consists of
 - a. two houses.
 - b. one house.
 - c. three houses.
14. What form does the American constitution have?
 - a. There is no formal constitution.
 - b. There is one document serving as a constitution.
 - c. There are many laws and documents which form the law.
15. What does Washington D.C. stand for?
 - a. Washington, District of Columbia
 - b. Washington, Capital of Diplomacy
 - c. Washington, Capitol Division

Answer key: 1. c: The US is a constitutional federal republic with the presidential system of government. 2. a: There are 50 states in the USA. Each of the 50 states has its own government with the power to make laws. Each state also has a constitution following the pattern of the federal constitution. Each has three branches: an executive branch headed by a governor, a legislative body, and a judicial branch. 3. a: The US President is both the head of state and Commander-in-Chief of the armed forces. He lives in the White House in Washington, D.C. 4. c: The Constitution created a Supreme Court of the United States. There are 9 judges in the Supreme Court. 5. a: There are two main political parties in the USA, the Democratic Party and the Republican Party. They were both formed in the 19th century. 6. a: Elections for the President and the Vice-President are held every four years, elections for the 435 members of the Congress are held every two years. 100 (two from each state) Senators serve 6 years. 7. c: The four US Presidents assassinated while in office are: Abraham Lincoln (1865), James A. Garfield (1881), William McKinley (1901), and John F. Kennedy (1963). 8. b: The authors of the U.S. Constitution came up with the idea of checks and balances, where the three powers – the legislative, the executive and the judicial – are checked by each other, as essential for the security of freedom. 9. a: Thirty-three amendments to the United States Constitution have been proposed by the US Congress and sent to the states for ratification since the [Constitution](#) was put into operation on March 4, 1789. The first ten amendments were adopted and ratified simultaneously and are known collectively as the Bill of Rights. 10. b: Joe Biden is the 46th President of the USA. 11. a 12. b: The federal (national) government of the US is made up of three branches: the legislative, executive and judicial. 13. a: The legislative branch consists of two houses of Congress: the Senate and the House of Representatives. 14. b: In 1788 the constitution document was signed and ratified by 9 states. It describes the division of powers

into the legislative branch (Congress), the executive branch (President and Vice-President), and the judicial branch (the Supreme Court). **15.** a

4. Education

▶ The United Kingdom

Academic year: starts in early September, ends with the end of July.

Number of terms: 3. Autumn, Spring and Summer. Each term is about 13 weeks long and is split in half with a week-long break called half term. Each term ends with a 2-week long break, therefore pupils in the UK have a week or 2-week long break from school every 6 weeks and summer holidays last one month (August).

Education in the UK starts at the **age of 4** when children go to **primary school**. The first class of primary school is called Foundation Year and after that there are 6 more years on that level. In primary school, children in Year 2 and Year 6 (which is the last year of primary school) have to take exams called **SATs** to check their educational progress. The next step after primary school is **secondary school**, which starts with year 7 and ends at year 11, when it is the time for the pupils to take their compulsory **GCSE** exams. The preparations for the GCSE exams start in year 10 and last till the end of year 11. The results of these exams are vital^[19] for university admission or further studies.

Once a student turns **16**, he or she can start a 2 year programme called **Sixth form**, which enables the student to specialise in 3 or 4 subjects which are compatible with the courses and subjects they wish to attend at university. At the end of Sixth form, students take **Advanced Level** exams which grant them **A-level Certificates**. Another way of preparation for university is **college**, which can be attended by students from the age of 16. Not only can a student prepare for university, colleges also offer further education with

various **vocational courses**[\[20\]](#) for students to start their chosen career.

If a student chooses to move on with their education after Sixth form or college, they can move onto **undergraduate studies**, which they finish with a title of a **Bachelor**, for example a Bachelor of Art (BA) or Engineering (BEng). In some cases, the first or second year of undergraduate studies can be done in state colleges that grant one- or two-year vocational diplomas. Most students who choose to enter universities do not go further than undergraduate studies, but if they wish to continue studying on a higher level, they might enroll for **postgraduate or Master's Degree** (MA) courses which usually last one or two years and are quite intense. After that students can move onto a **Professional Doctorate Degree**, which is considered the highest postgraduate achievement one can earn in the UK. A PhD degree involves conducting independent and original research in a specific field or subject.

The most recognisable universities in the UK are the University of Oxford, University of Cambridge, Imperial College in London, University College London (UCL), the University of Edinburgh, King's College London and London School of Economics and Political Science. Most universities in the UK charge a rather large tuition fee[\[21\]](#), which vary from about £11,000 to £40,000 a year. For many students it means taking a tuition fee loan[\[22\]](#) from the British government, which they have to pay back once they start working.

Children can educate themselves in **private** or **state schools**. State schools provide free education, while private schools require students to pay a tuition fee to attend them. **Boarding schools** are a relatively common choice in the UK and they provide a place to live and study for the pupils during the academic year. Pupils stay on the premises of a boarding school for most of the school year and come home or are visited for half terms or holidays. Independent boarding schools are on the more expensive end in the UK. There are, however, state boarding schools, where education is free. One of the most prestigious and well-known boarding schools in the United

Kingdom is **Eton College**, an all-boys school in Berkshire, England. It is especially known for being a school of choice for **Prince William** and **Prince Harry**, sons of the current British monarch, King Charles III. Eton College was also a place of education for 20 British Prime Ministers and famous actors, such as Tom Hiddleston or Eddie Redmayne. King Charles III and his brothers, princes Edward and Andrew, attended Gordonstoun School in Moray, Scotland, which is a co-educational school for boarding and day pupils and has been a popular choice for members of the Royal Family.

The USA

Academic year: starts in early September, ends mid-June.

Number of terms: two semesters. First semester ends at the end of January with exams called mid-terms for older pupils. The second semester starts in February and ends with the end of the school year. There are two major breaks during the school year – the Christmas break lasts for about 2 weeks and the spring break, which coincides [\[23\]](#) with the Easter holidays. Pupils in the USA also get a break from school for various public holidays.

Children in the USA can start their education in **preschool** when they are as young as **2 years old**, which is also called early childhood education. It refers to knowledge acquisition [\[24\]](#) that occurs before kindergarten and is not required by law. The first formal stage of education starts in the first class of **elementary school**, which is called **kindergarten** (grade K) when they reach the **age of 5**. Elementary school goes up to grade 5, and children finish elementary school when they are **10 years old**. After that, students (not pupils, which is a British word for school children) move on to **middle school**, also called **junior high school**. It starts with grade 6 and ends with grade 8 and the children and the students are aged between 11 and 13 years old. While in elementary school children learn different subjects from one teacher, in middle school they start

moving from classroom to classroom and have various teachers for every subject. This educational stage does not end with standardised tests.

High school is the last educational stage in the USA that is required by law. Students start high school at the **age of 14** and end it when they are either **16 or 18**, depending on the state. High school includes grades from 9 to 12 and each student chooses the subjects according to what they assume is going to help them pursue [\[25\]](#) their chosen career. High school generally prepares students for either work or college. Additionally, high schools provide clubs, sports, and vocational school classes, where you can get ready for a particular job and other activities. There are names for students in each grade:

- Grade 9: freshman
- Grade 10: sophomore
- Grade 11: junior
- Grade 12: senior.

Seniors who choose to move onto post-high school education, take important exams called **SATs (Scholastic Aptitude Test)**. They check their knowledge of Maths, Science, writing skills, reading comprehension [\[26\]](#) and English. The higher the result, the better chance they have to be accepted into their dream school.

Grade 12 ends with a graduation (also called **cap and gown ceremony**) a special ceremony during which high school leavers are given a diploma that marks the end of that stage of their education. The leavers wear long, black gowns and special square-shaped caps. A **valedictorian** gives a speech to the crowd of graduating students, their families and friends. There can be more than one valedictorian and he or she is given the honour to speak during the ceremony for exceptional school achievements. After receiving their diplomas, all of the students throw their graduation caps in the air to mark the end of high school and the beginning of a new stage in their life.

Anyone who graduated from high school can go to **college** or **university**, which are practically the same with only one difference – universities are usually bigger and more prestigious than colleges. You can start college after applying and being accepted. Higher education in the USA is not free, therefore one has to pay tuition to attend college classes. Additionally, students have to pay for their food and the places they live in, the so-called “room and board” fees. There are **scholarships**[\[27\]](#) available for students with exceptionally good grades, immigrants and refugees[\[28\]](#). **Public colleges** are funded by cities and state funds and offer low tuition for students living in the city or state where the college is located. There are also **private colleges** which are funded by donations. They have no funding from the government at all. They are therefore smaller and have fewer students, which makes them more exclusive and prestigious. The last category are **community colleges**, which are the most affordable, but less prestigious. They offer two-year courses after which students can transfer to universities to continue their education or vocational training.

Most students choose to end their college education after 4 years (undergraduate studies) with a **Bachelor’s Degree**, some wish to continue and apply for a **Master’s Degree** (postgraduate studies) and later – a **Doctorate**.

Ivy League Schools

There is a special category of private universities called the Ivy League Schools and it gathers the most prestigious and exclusive universities in the country. Students accepted to Ivy League universities not only have to have exceptional grades and SATs results, they also have to show that they took part in additional activities such as school clubs, sport teams and musical bands. There are only 8 schools in the Ivy League and they are:

- Brown University
- Columbia University

- Cornell University
- Dartmouth College
- Harvard University
- Princeton University
- University of Pennsylvania
- Yale University

There are many more great schools that are not private and not so exclusive – therefore they are not on “the list of eight”, but they have their own category – the **Public Ivys**. Top 5 Public Ivy League schools are:

- University of Michigan – Ann Arbor
- University of North Carolina – Chapel Hill
- University of Virginia
- University of California Berkeley (UC Berkeley)
- University of California Los Angeles (UCLA)

1. Zdecyduj, czy poniższe zdania są prawdziwe (T), czy fałszywe (F).

1. There are four terms in the academic year in the UK. T/F
2. Compulsory education in the UK is divided into primary and secondary school. T/F
3. Universities in the UK are not free – students have to pay tuition fees. T/F
4. Boarding schools are not common in the UK. T/F
5. Pupils have to take exams called GCSE to go to university. T/F
6. Children in the USA do not have to go to a preschool. T/F
7. School children in the USA are called “pupils”. T/F
8. There are two compulsory educational stages in the USA. T/F
9. American high school consists of two grades: junior and senior. T/F
10. There are eight universities in the Ivy League. T/F

Answer key: 1. F 2. T 3. T 4. F 5. T 6. T 7. F 8. T 9. F 10. T

2. Odpowiedz na pytania w języku angielskim.

1. How old are the children who start primary school in the UK?
2. What is the exam at the end of secondary school called?
3. Name three most recognisable universities in the UK.
4. What is the average cost of one year of studying in the UK?
5. What do we call students in each high school grade in America? Write all four names.
6. Who is a valedictorian?
7. What is a scholarship?
8. List the eight universities in the Ivy League.

Answer key: 1. Four years old. 2. The GCSE. 3. Examples: University of Oxford, University of Cambridge, Imperial College London. 4. Between £11,000 and £40,000 a year. 5. Freshman, sophomore, junior, senior. 6. A valedictorian gives a speech to the crowd of graduating students, their families and friends during high school graduation. 7. A scholarship is an amount of money that a student might get for his or her studies when he or she is not able to pay for studying for various reasons (for example when they are immigrants or refugees). Exceptionally good high school students may also get a scholarship. 8. Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, Princeton University, University of Pennsylvania, Yale University.

Canada

School year: starts in early September, ends mid June.

General division: primary, secondary and post-secondary education (college or university).

Age of compulsory education: from five, six or seven to 16 or 18, depending on the province (area).

Primary school: starts with Kindergarten, moves on to Grades from 1 (ages 6 or 7) to Grade 8 (ages 13 to 14).

Secondary school: starts with Grade 9 (ages 14 to 15) and runs to Grade 12 (ages 17 to 18).

Post-secondary education: colleges offer shorter degrees, it takes two or three years to finish college with a degree. Universities offer four to five-year programmes. Bachelor's Degree in Canada takes 3 to 4 years to complete and Master's Degree takes 1 to 3 extra years of studying. As French is an official language in Canada, students are offered courses in French, especially in Quebec, where the Francophone communities[29] are especially present. Post-secondary education in Canada is not free, so students have to either pay tuition, get a scholarship or get a student's loan from the government to pay the fees[30]. Tuition fees are between \$2,500 to \$11,500 a year and students additionally have to pay for housing and food.

► Australia and New Zealand

School year: starts late in January, and runs until mid-December. It is divided into two semesters and each has two terms, so there are four terms altogether. Every term lasts for about 10 weeks and ends with a two week-long break.

General division: Primary, secondary (school education) and tertiary education including vocational education and universities.

Primary school: starts at Kindergarten or Preparatory, which children start at the age of 5 and runs through to Year 6 (10–11 years old) or 7 (11 to 12 years old).

Secondary school: lasts four years. Children aged 12 to 16 are set in Years 7 to 10.

Senior secondary school: it runs for two years – Year 11 and Year 12. Students who wish to attend an Australian university or vocational training school have to acquire[31] a certificate showing that they have passed a national exam, which has a different name in each Australian state.

Tertiary education: includes **vocational education and training** and **universities**. Students can obtain^[32] the basic university qualification, which is **the Bachelor's Degree**. The course usually lasts from three to five years but students who do particularly well in their course can be granted an additional year of study to graduate with a **Bachelor's Degree with Honours**. After that students may move onto **Master's Degree**. It takes another one or two years to finish. The last step is the **Doctoral Degree**, which is the highest academic achievement in Australia. Australian universities are not free; the cost of one year of studying is usually between AU\$ 14,000 to AU\$ 37,000^[33].

3. Wypełnij tabelę na podstawie informacji o systemach edukacyjnych w Kanadzie, Australii i Nowej Zelandii.

CECHY SYSTEMU EDUKACYJNEGO	KRAJ
<i>Example:</i> General division of this system is primary, secondary and post-secondary education.	Canada
1. The school year starts in late January and runs until mid-December.	
2. It takes only 2 or 3 years to finish college with a degree.	
3. Secondary school includes Grades from 9 to 12.	
4. Children start Kindergarten or Preparatory when they are 5 years old.	
5. The average cost of university tuition is between \$2,500 and \$11,500 a year.	
6. Tertiary education includes vocational-training schools and universities.	
7. The school year is divided into two semesters, which are divided into two terms each.	
8. The school year starts in early September and ends	

mid-June.

|

Answer key: 1. Australia and New Zealand 2. Canada 3. Canada 4. Australia and NZ 5. Canada 6. Australia and NZ 7. Australia and NZ 8. Canada

5. Science and Technology

▶ British scientists

Isaac Newton (1643–1727)

an English physicist, astronomer, mathematician, philosopher, alchemist, theologian and historian. One of the most important scientists of all time. He is famous mostly for his input into *the Scientific Revolution* and **classical mechanics** and his book *Mathematical Principles of Natural Philosophy* (1687), where he formed **the laws of motion**[\[34\]](#) and **universal gravitation**. He built **the first reflecting telescope**, made contributions to the field of optics, including prisms, white light, colours and the visible spectrum. He was also referring to thermodynamics, geophysics and the Solar System and its heliocentricity[\[35\]](#).

Charles Darwin (1809–1882)

an English naturalist, geologist, biologist. He formulated **the theory of evolution**, including **natural selection** and **the struggle for existence**.

Ada Lovelace (1815–1852)

an English mathematician, writer and poet and **the first computer programmer** as she worked with algorithms.

Alexander Graham Bell (1847–1922)

was a Scottish inventor of **the telephone**. He came to the United States in 1871 and worked at the Boston School for Deaf-Mutes and at Boston University. Bell discovered the conditions needed to transmit sound over the wire by electric waves. On February 14, 1876, his patent application was admitted to the Patent Office, when

just a few hours later another inventor showed up to do the same. It was **Elisha Gray**.

The first telephone message was spoken by Bell to his assistant Thomas W. Watson, who was in another room in Bell's house and it went as follows: "Mr. Watson, come here, I want you". At that time it was a one-way telephone conversation. The first two-way conversations took place a few months later over a telegraph line.

A year later the first intercity phone conversation took place between Boston and New York. The same year Bell founded his company, **the Bell Telephone Company**, which had installed 56,000 telephones, including one in the White House. It was in 1884 when long-distance telephone service began.

Alexander Fleming (1881–1955)

was a Scottish microbiologist and physician, who discovered **penicillin**, the first antibiotic. For the discovery he shared the Nobel Prize in Physiology or Medicine in 1945.

Sir Walter Haworth (1883–1950)

was an English chemist who worked on **vitamin C** (ascorbic acid). In 1937 he received the Nobel Prize in Chemistry.

Steven Hawking (1942–2018)

was an English theoretical physicist, cosmologist and mathematician. His groundbreaking works embrace **physics and cosmology**.

Sir Gregory Winter (1951–)

an English molecular biologist, won the Nobel Prize in Chemistry in 2018. He has been examining **antibodies**.

Technological achievements and inventions in the UK

The reflecting telescope (1668) by Isaac Newton

The seed drill – a motor of the British Agricultural Revolution (1701)
 The steam engine (1698–1801)
 The first practical hovercraft (1953)
 The whittle turbo-jet engine (1929–1937)
 The first commercial telegraph (1837)
 The modern fire extinguisher (1818)
 The World Wide Web, WWW (1989)
 The light bulb by Joseph Swan (1879)[\[36\]](#)
 The first working electric motor (1821)
 Portland cement (1824) changed the construction industry forever.
 The first public railway (1825 to 1863) ran between Stockton and
 Darlington.
 The first successful flight (1849) by a glider
 The telephone (1876)
 The Rover – the first modern bicycle (1885)
 The spinning frame used for yarn[\[37\]](#) production (1769), one of the
 most important inventions of the Industrial Revolution
 The match (1826), indispensable fire starters even today
 The vaccine and discovery of immunology (1796) – Edward Jenner
 pioneered vaccination of smallpox and vaccines in general
 Dolly, the first mammal clone (1996)
 The tank (1914) – a bulletproof “landship” by Ernest Swinton

1. Połącz osobę z pojęciem, z którym jest związana.

Isaac Newton	cosmology
Charles Darwin	the laws of motion
Ada Lovelace	the theory of evolution
Alexander Graham Bell	the telephone
Alexander Fleming	natural selection
Sir Walter Haworth	ascorbic acid
Charles Darwin	penicillin, the antibiotic
Steven Hawking	the reflecting telescope
Isaac Newton	universal gravitation
Sir Gregory Winter	antibodies

Isaac Newton
Edward Jenner
Ernest Swinton

vaccines
the tank
computer programming

Answer key:

Isaac Newton
Charles Darwin
Ada Lovelace
Alexander Graham Bell
Alexander Fleming
Sir Walter Haworth
Charles Darwin
Steven Hawking
Isaac Newton
Sir Gregory Winter
Isaac Newton
Edward Jenner
Ernest Swinton

the laws of motion
the theory of evolution
computer programming
the telephone
penicillin, the antibiotic
ascorbic acid
natural selection
cosmology
universal gravitation
antibodies
the reflecting telescope
vaccines
the tank

American scientists

Benjamin Franklin (1706–1790)

The Founding Father of the United States, an American diplomat, publisher, writer, scientist, inventor, probably the most popular man of his age. In Philadelphia he gradually became a successful printer, the sole owner and editor of the *Pennsylvania Gazette* (1729–1766), and author of the enormously popular *Poor Richard's Almanack* (1732–1757). Active as a public figure. He helped to transform Philadelphia into the most socially advanced city in the country. In 1727 he founded the Junto, a debating club, which developed into the American Philosophical Society in 1743 and the Philadelphia Academy in 1751, which is now the **University of Pennsylvania**. He either launched or helped to create **street lighting, paving, the first circulating library (1731), the first firefighting company (1736)**

and **the first hospital in Philadelphia**. At the age of 42, he devoted himself to the study of science, which he had always been interested in. He is famous for experimenting with electricity when in a thunderstorm he proved the identity of lightning and electricity, which led to the invention of the **lightning rod**[\[38\]](#). He also advised George Washington on matters of defence, signed the Declaration of Independence (1776), negotiated an alliance with France (1778) and the final peace treaty with Britain (1783) and helped to adopt the Constitution (1787).

Thomas Alva Edison (1847–1931)

One of America's greatest inventors. Edison was a technological leader in the late 1800s. He liked to practically apply science. "Anything that won't sell, I don't want to invent", he used to say. He was granted 1093 patents, the most of any other inventor. In 1869 he patented the first of them – **a vote recorder**. He mainly focused on inventing devices which enabled communication. The most significant inventions of his include the **light bulb**, the **motion picture camera**, the carbon telephone transmitter, the **lamp**, the **phonograph**, the storage battery, the kinetoscope, the **electrical distribution system** for lighting and power which led to the world's first central electric light power plant in New York City.

George Eastman (1854–1932)

He was an American inventor and industrialist, who revolutionised the photographic industry making photography a popular pastime. He designed **No. 1 Kodak camera** in 1888, which was the first cheap one and easy to operate for amateurs. The slogan on the camera's ad said: "You push the button – we do the rest". The camera was loaded with a film for 100 exposures, which were developed and printed in the factory in New York.

Edwin H. Land (1909–1991)

He was a scientist who years later, in 1947, invented the first camera to take, develop and print photographs within seconds. It was the **Polaroid Land Camera**.

Henry Ford (1863–1947)

An American industrialist, a pioneer in the mass production of automobiles. In 1903 he founded **the Ford Motor Company** and in 1908 designed **the famous Model T**. He introduced an **assembly line**[\[39\]](#) to reduce the production costs and lower the price of the car. Mass production manners enabled Ford to triple the production of the Model T within three years, cutting its price from \$850 to \$290 by 1927, to reduce the working week and to introduce the highest minimum wage of that time. Model T was number 1 car until the 1920s when General Motors and Chrysler introduced larger, more powerful and more stylish models.

Samuel Finley Breese Morse (1791–1892)

An American artist and inventor. In 1832 he invented the **electromagnetic telegraph** and in 1837 – the dot-dash code – **Morse code**. In 1844 Morse transmitted the first public message via telegraph and later experimented with submarine cable technology, **SOS**[\[40\]](#).

Wright brothers, Orville (1871–1948) and Wilbur (1867–1912)

American brothers, inventors and aviation pioneers. With outstanding mechanical talent, in 1903 they built the first **powered machine Flyer 1** and later the same year, they made a powered and controlled flight from the ground without any assistance to take off. With the course of time and having made improvements and experiments, the flights lasted longer and longer. So did distances, more and more metres were covered. The brothers dominated world aviation until 1910, as their machines were built in the USA and Europe.

Steve Jobs (1955–2011)

An American industrialist, inventor and co-inventor, chairman and finally CEO of **Apple**. He was a pioneer in the **personal computer revolution** of the 1970s and 1980s.

Bill Gates (1955–)

An American businessman, inventor, philanthropist and co-founder of **Microsoft**, a gigantic software company. He was a pioneer in the **microcomputer revolution** of the 1970s and 1980s. Microsoft became the largest personal computer software company in the world.

Vera Rubin (1928–2016)

She studied astronomy and was the first woman to use a Palomar's telescope. Having studied how galaxies rotate, she discovered the first evidence of **Dark Matter**[\[41\]](#).

J. Robert Oppenheimer (1904–1967)

Known as “the father of the atomic bomb”. He was a brilliantly genius physicist who led the Manhattan Project, which produced the **nuclear bomb** used in World War II.

Linus Pauling (1901–1994)

Won two Nobel Prizes for supporting nuclear disarmament and for his scientific research. He is one of the most influential American scientists in history in the fields of science, medicine, molecular genetics, chemistry and biology. Some of his work is still used in modern technologies.

Lewis Howard Latimer (1848–1928)

In 1881 he invented the **electric lamp** and contributed to the development of the telephone and Edison's light bulb as he worked with both Edison and Graham Bell.

Lynn Margulis (1938–2011)

She was an evolutionary biologist. She studied at the University of Wisconsin, then earned her Ph.D. from the University of California. She developed a theory of **mitochondria** being organelles found in all living cells (the endosymbiotic theory) and also used viruses for studying purposes, showing cell structure and function.

Grace Murray Hopper (1906–1992)

Was a computer scientist and a military leader. During World War II she programmed computers which led to **COBOL**, a programming language used today.

Jonas Salk (1914–1995)

Studied chemistry and medicine at New York University and is known for his research on the **polio virus** – it can be stopped by vaccination (**Salk's vaccine**).

John Forbes Nash Jr. (1928–2015)

Was a brilliant mathematician. He won the Nobel Prize in Economics in 1994 for his theories used in the fields of economics, finance, mathematics and philosophy.

Technological Achievements in the USA

In the United States 161 of Britannica's [\[42\]](#) 321 greatest inventions were made, including items such as the aeroplane, the Internet, microchip, laser, cellphone, refrigerator, email, microwave, personal computer, liquid-crystal display and light-emitting diode technology, air conditioning, assembly line and many more. Let us take a closer look at this matter.

The Apollo Project was a series of manned space flights undertaken by the United States between October 1968 and December 1972. Its goal was to land a man on the moon and return him back safely to earth as President John F. Kennedy announced in his speech to Congress on May 25, 1961.

The President was concerned the USA might lose the race into space [\[43\]](#) to the Soviets, who had successfully launched the first artificial satellite Sputnik I on October 4, 1957 and sent the first astronaut, Yuri Gagarin, into orbit on April 12, 1961.

On July 20, 1969, the first historic lunar landing mission was accomplished by **Apollo 11** with **Neil Armstrong**, the commander,

and two more astronauts aboard (Edwin E. Aldrin, Jr. and Michael Collins). There were six lunar landing missions altogether before the project was terminated[\[44\]](#) due to high costs.

Mieczysław Grzegorz Bekker (1905–1989), a Polish-American engineer, whose wheeled mobility system research contributed to the construction of the famous **Lunar Rover** by General Motors. The Lunar Rover, which was a highly sophisticated vehicle used by U.S. astronauts to explore the surface of the moon, was first ridden by the fourth lunar mission, Apollo 15, in July 1971.

The Project Gemini was a series of 10 manned space flights (each with two astronauts) undertaken by the United States in preparation for the Apollo moon landings. It ran from 1965 to 1966 when the astronauts made the first walk in space (June, 1965) and the first linking of two spacecraft by human crews while in orbit (December, 1965).

The Mercury Project ran from 1961 to 1963. It was the earliest project of rocket-powered flights with one astronaut aboard in the Mercury spacecraft. It completed six successful missions, two suborbital and four orbital.

Explorer I – the first satellite launched on January 31, 1958, from Cape Canaveral, Florida. It discovered the Van Allen radiation belts that surround the earth.

The Boeing Company – American company specialising in large commercial and military aircraft, founded in 1916 in Seattle, Washington, by William Edward Boeing (1881–1956). It first produced large seaplanes[\[45\]](#) and bombers. It is also a major producer in the missile, space electronics and computer data fields.

Silicon Valley is the area in California of the Santa Clara Valley where many high-technology microelectronics companies are located. Their job concentrates on the production or application of **silicon semiconductors**, known as **chips**, in computers, calculators, televisions and other electronic appliances. It started in 1955 when Dr. William Shockley[\[46\]](#) came to Palo Alto and founded

Shockley Semiconductor Laboratory to develop silicon transistors. When his company failed to be a success, some young bright men left it and set up another semiconductor company, **Fairchild Semiconductor**, in 1957. More and more companies were founded there which were spin-offs of Fairchild as the place became the world's electronics headquarter.

IBM or **International Business Machines Corporation** is one of the world leaders in its field. It manufactures and sells large **processors** and **telecommunication systems**. It started in 1911 and is recognised by the colour blue, the company's official colour. IBM is headquartered in Armonk, New York.

Microsoft is a multinational technology company with the main base in Washington. Its flagship products are the Windows operating system, the Microsoft Office suite, web browsers (Internet Explorer and Edge) and the Xbox console. It was founded by **Bill Gates** and Paul Allen in 1975.

Apple Inc. – an American world's largest multinational technology company from California. The company started as Apple Computer Company on April 1, 1976, by **Steve Jobs**, **Steve Wozniak** and **Ronald Wayne**. It turned into Apple Computer, Inc. in 1977. The company produced computers, among which was the original Macintosh computer (1984). The company lost market share in the 1990s, but Steve Jobs led it back into the business, offering a range of new products such as iMac, iPod, iPad and iPhone.

Google, founded in 1998 by computer scientist, PhD students at Stanford University in California, Larry Page and Sergey Brin, is an American multinational computer company. Some of its widely used and well-known products are the Gmail, Google navigation maps, Google Cloud computing and Google Drive storage, the Google Translate language translator, the Chrome web browser, YouTube, the Android operating system and the Google Assistant, AI[47].

The Big Five American IT companies are:

- Alphabet (parent company of Google)

- Amazon
- Apple Inc.
- Meta Platforms (formerly Facebook)
- Microsoft

Global positioning systems (GPS) widely used today was a complex and time-consuming technology created by Ivan Getting, Roger Easton and Bradford Parkinson.

2. Odpowiedz na pytania.

Who? What?

1. Commanded the Apollo 11 mission.
2. Discovered Dark Matter.
3. Set up a successful software company.
4. Introduced an assembly line in his company to cut costs.
5. Helped motion pictures to develop.
6. Made the first powered flying machine.
7. Make up The Big Five when it comes to Information Technology.
8. Was a man of many talents and also the Founding Father of the USA.
9. Led his company successfully back to the business introducing new products.
10. Won with the polio virus.
11. Is known as the father of the atomic bomb.
12. Applied science into numerous practical daily used items.
13. Were both into photography.
14. Consists of dots and dashes as a code communication.

Answer key: 1. Neil Armstrong 2. Vera Rubin 3. Bill Gates. It is Microsoft. 4. Henry Ford 5. Thomas Elva Edison 6. The Wright brothers 7. Alphabet, Amazon, Apple Inc., Meta Platforms, Microsoft 8. Benjamin Franklin 9. Steve Jobs, the Apple Company 10. Jonas Salk 11. J. Robert Oppenheimer 12. Thomas Elva Edison 13. George Eastman and Edwin H. Land 14. Morse code

6. Art

▶ Art in the UK – selected milestones

In the 18th and 19th centuries **romantic artists** such as William Blake, J.M.W. Turner, John Constable and Samuel Palmer became quite well-known on the British Isles, and art originating in Britain, especially portraits and landscapes, reached countries all over Europe.

The times of Queen Victoria's reign (1837–1901), named as the Victorian era, saw the formation of the **Pre-Raphaelite Brotherhood** (later known as the Pre-Raphaelites) whose idea was to promote the colour, detail and complexity of compositions following the concepts by Italian artists Raphael Santi and Michelangelo. In the 19th century a circle of influential artists called the **Glasgow School** was formed in Scotland making a particularly large contribution to the **British Art Nouveau** movement. However, in the era of **modernism** (1901–1939) the British made a relatively small contribution, whereas today, art from the UK is internationally recognised and popular all over the globe.

▶ Art in the USA – selected milestones

Before Europeans came to the land which is now the USA, **Native Americans** created cave paintings, expressed their beliefs, told stories about the life and religious rituals of the time through art left in the memory of their offspring. After the discovery of the “New Continent” by Europeans in the 15th century, American art began to resemble more that of Western Europe.

The first turning point in American art was the founding of the **Hudson River School** in the mid-19th century, although at that time the influence from Europe on American artists was still rather large. In the 20th century, American art began to truly differentiate itself from that in Europe and local artists started to portray life in American towns and villages. After World War II, the famous **Abstract Expressionist** movement gained worldwide fame. Soon after, **Minimalism** and **Pop Art**, which originated in America, has had a gigantic influence on art in the rest of the world.

1. Uzupełnij tabelę.

		BRITISH ART	AMERICAN ART
1.	Native Americans		
2.	Pre-Raphaelites		
3.	Art Nouveau		
4.	Minimalism		
5.	Glasgow School		
6.	Hudson River School		
7.	Victorian era		
8.	Pop Art		

Answer key: British Art: Pre-Raphaelites, Art Nouveau, Glasgow School, Victorian era
American Art: Native Americans, Minimalism, Hudson River School, Pop Art

2. Przeczytaj informacje na temat dziesięciu najwybitniejszych malarzy i rzeźbiarzy brytyjskich, a następnie odpowiedz na pytania, wybierając jeden z podanych wariantów odpowiedzi. Zakreśl literę a, b, c albo d.

Top British painters and sculptors

1. **Joseph Mallord William Turner** (1775–1851) – is probably the most famous British landscape painter. He used colour and light so well that he was named “the painter of light”. He is a key figure of British Romanticism. His most recognizable piece is *The Fighting Temeraire* (1839). He used his finger to paint some of his paintings.
2. **Banksy** (1974–) – a contemporary artist creating his art on walls or in other public surfaces. He began his career in the 1990s in Bristol. He has created some best known graffiti like *Balloon Girl* or *Flower Thrower*. There is a lot of speculation about Banksy’s identity.
3. **William Hogarth** (1697–1764) – not only a painter, but also a printmaker, a social critic and a cartoonist. He developed a new type of painting that would appeal to his countrymen because he wanted the English to be proud of their own art and not only of the Italian creation. He is known in particular for his series of paintings of “modern moral subjects” such as *A Harlot’s Progress*.
4. **Sir Joshua Reynolds** (1723–1792) – a portrait painter and an aristocrat, which helped him become famous rather fast. Reynolds mainly painted aristocrats. Founder and the first president of The Royal Academy of Arts knighted by King George III in 1769 becoming the second artist to be that appreciated. Reynolds’s best known piece is *The Age of Innocence* (1788).
5. **Thomas Gainsborough** (1727–1788) – one of the founders of The Royal Academy of Arts (RA). Portraitist and landscape painter, created an innovative way of painting portraits by integrating them into the landscape. His *The Painter’s Daughter Chasing A Butterfly* is seen as one of the best English portraits of children.
6. **John Constable** (1776–1831) – was born in east England. He was a romantic English artist deeply linked to his local surroundings painting landscapes focusing on local nature showing its beauty and power. There is a term *Constable Country* describing the landscape he lived in. He sold only 20 paintings in

England when he lived. *The Hay Wain* is considered his most famous work.

7. **Damien Hirst** (1965–) – an YBAs (Young British Artists movement) artist known internationally not only for being described as “the richest living artist in the UK” but also for being the superstar of the 90s. His series of artworks in which dead animals are preserved in formaldehyde has given him fame and money. In 2008 his piece was sold for \$198 million, a record for a one-artist auction. *The Physical Impossibility of Death in the Mind of Someone Living* is supposedly his best-known art piece.
8. **Lucian Freud** (1922–2011) – grandson of the famous neurologist Sigmund Freud known for his presentation of anatomy and psychology is regarded as one of the leading portraitists of the 20th century. He belonged to Surrealism and figurative realism. His portraits are intensive and show people he knew, namely his friends and family. His career lasted over 60 years. It often took him a long time to complete a painting, for example in the 1970s he spent 4,000 hours painting a series of portraits of his mother. Freud’s best recognizable painting is *Benefits Supervisor Sleeping* (1995).
9. **Henry Moore** (1898–1986) – one of the greatest sculptors of the 20th century and a pioneer of modern sculpture. Together with Barbara Hepworth – his rival in art – they contributed to the development of modernism on the British Isles. He is best known for his bronze sculptures located around the world in public places showing abstractions of the human figure with piercings and holes. His best known piece is titled *Reclining Figures*.
10. **Tracey Emin** (1963–) – called the “bad girl of British art”, Emin is considered the second most famous artist from the Young British Artists (YBAs) group. In her work, she is not afraid to share personal matters and stories of her life. Emin’s best known works are e.g. *Everyone I Have Ever Slept With 1963–1995* and *My Bed*. In 2013, she was named one of the 100 most powerful women in the UK.
 1. Grandson of a famous neurologist and psychologist, belonged to Surrealism and figurative realism.

- a. Henry Moore
 - b. Banksy
 - c. Lucian Freud
 - d. Joshua Reynolds
2. A painter knighted by King George III, founder of The Royal Academy of Arts.
- a. Damien Hirst
 - b. William Hogarth
 - c. John Constable
 - d. Joshua Reynolds
3. An artist without an identity, known for street art works.
- a. Banksy
 - b. Joseph Mallord William Turner
 - c. Tracey Emin
 - d. John Constable
4. Born in 1697, died in 1764, known for creating a new type of art that would be loved by his countrymen, the British.
- a. Lucian Freud
 - b. William Hogarth
 - c. Thomas Gainsborough
 - d. Damien Hirst
5. The most famous British landscape painter born in 1775.
- a. Joseph Mallord William Turner
 - b. Henry Moore
 - c. Joshua Reynolds
 - d. Thomas Gainsborough

Answer key: 1. c 2. d 3. a 4. b 5. a

3. Przeczytaj tekst o brytyjskich artystach raz jeszcze. Zaznacz, które zdania są zgodne z treścią tekstu (T – True), które są niezgodne (F – False) oraz które zawierają informacje niepodane w tekście (NI – No Information).

1. Thomas Gainsborough is especially known for his series of paintings of “modern moral subjects”. T/F/NI

2. Damien Hirst was described as “the richest living artist in the UK”. T/F/NI
3. J.M.W. Turner is probably the most famous British landscape painter. T/F/NI
4. John Constable sold hundreds of his paintings in France. T/F/NI
5. William Hogarth’s piece was sold for \$198 million. T/F/NI
6. Banksy was born in the 18th century. T/F/NI
7. Lucian Freud was Sigmund Freud’s grandson. T/F/NI
8. Henry Moore was knighted by King George III. T/F/NI
9. Tracey Emin shared her life’s personal matters in her works. T/F/NI
10. Sir Joshua Reynolds founded The Royal Academy of Arts. T/F/NI

Answer key: 1. F 2. T 3. T 4. NI 5. NI 6. F 7. T 8. NI 9. T 10. T

4. Do nazwisk twórców (1–10) dopasuj tytuły ich dzieł (a–j).

1. Thomas Gainsborough **a.** *Everyone I Have Ever Slept With*
2. Joshua Reynolds **b.** *Reclining Figures*
3. Joseph Mallord William Turner **c.** *Benefits Supervisor Sleeping*
4. Henry Moore **d.** *The Physical Impossibility of Death in the Mind of Someone Living*
5. Banksy **e.** *The Hay Wain*
6. William Hogarth **f.** *The Painter’s Daughter Chasing a Butterfly*
7. Damien Hirst **g.** *The Fighting Temeraire*
8. Lucian Freud **h.** *The Age of Innocence*
9. Tracey Emin **i.** *Girl with Balloon*
10. John Constable **j.** *A Harlot’s Progress*

Answer key: 1. f 2. h 3. g 4. b 5. i 6. j 7. d 8. c 9. a 10. e

5. Przeczytaj informacje na temat dziesięciu najwybitniejszych artystów amerykańskich i odpowiedz na pytania, wybierając

jeden z podanych wariantów odpowiedzi. Zakreśl literę a, b, c albo d.

Top American painters and sculptors

1. **Andy Warhol** (1928–1987) – also known as “Pope of Pop”, the best known and most influential artist of the Pop Art movement. He created with the help of different media namely film, sculpture, photography, painting and silk-screening. His paintings are among the most expensive ever sold. The work *Silver Car Crash* reached \$105 million. Warhol’s most famous piece is *Marilyn Diptych* (1962).
2. **Jackson Pollock** (1912–1956) – called “Jack the Dripper” by *Time* magazine, used a technique of dripping and pouring paint onto the canvas. This form of abstract art is also known as “action painting” with special focus on the process rather than the product. He was a representative of the Abstract Expressionism movement. His work *No. 5* was sold for \$140 million – the highest price paid for a contemporary American painting.
3. **Georgia O’Keeffe** (1887–1986) – called the Mother of American Modernism famous for creating large, close-ups of flowers which look abstract. She is the best known female American artist awarded the Presidential Medal of Freedom in 1977. She used innovative forms of expression stepping away from tradition. *Black Iris III* (1926) is O’Keeffe’s most famous work.
4. **Keith Haring** (1958–1990) – a son of a cartoonist who brought “low art” into the “high art” found in museums and galleries. Once in New York he got interested in graffiti and became one of the most prominent graffiti artists who was arrested on many occasions for painting murals and public buildings. His works are simple, the topics include love, death, birth, war and social harmony and are known in Europe, Australia, North and South America. One of his most famous works is *Crack is Wack* (1986).
5. **Mark Rothko** (1903–1970) – or rather Markus Yakovlevich Rothkowitz, a Russian Jew by origin. He tried his hand at various styles, including Surrealism, before discovering his own unique style of painting. He was the first to start painting in the style of

colour field painting, where colour is most important. A representative of Abstract Expressionism, one of the most important abstract painters of the Western world. One of his most significant paintings is *Orange, Red, Yellow*.

6. **Edward Hopper** (1882–1967) – America’s best-known realist painter. His painting *Nighthawks* is one of the most recognisable American paintings. The subjects of Hopper’s paintings are portrayed as individuals who are lonely and isolated in their society. He was one of the first painters to leave the interpretation of a painting up to the viewer, which had a huge impact on the art world, not only in America.
7. **Roy Lichtenstein** (1923–1997) – initially a Cubist and Abstract Expressionist, eventually began to create Pop Art. He was called an imitator of other artists, as his works often resembled those created earlier. Lichtenstein was not bothered by this criticism; he even believed that his reproduced paintings could become more famous than the originals. In the end, he became a leading artist of the Pop Art movement. Lichtenstein’s masterpiece *WHAAM!* is one of the most recognisable Pop Art works.
8. **Jean-Michel Basquiat** (1960–1988) – he began his career while homeless and unemployed. He painted graffiti in Lower Manhattan and his street art quickly gained media attention. He based his work on contrasts, such as wealth and poverty or integration and segregation. A representative of the neo-expressionist movement. He died after a drug overdose at the age of 27. Basquiat’s famous works include *Skull* (1981).
9. **Norman Rockwell** (1894–1978) – a very active artist who created over 4,000 works throughout his life. He was an illustrator for *The Saturday Evening Post* and *Look* magazine. Rockwell mainly depicted images of the everyday lives of ordinary Americans. His most famous work is a set of paintings titled *Four Freedoms* relating to the famous speech by U.S. President Franklin D. Roosevelt – *Freedom of Speech, Freedom of Worship, Freedom from Fear, and Freedom from Want*.
10. **Alexander Calder** (1898–1976) – one of the most famous and influential sculptors of the 20th century, became particularly

famous for his so-called “mobile”, an abstract sculpture that moves when touched or moved by air. He also created static sculptures called “stabiles” made of wire, toys, jewellery and many other household objects. Calder is particularly known for his *Calder’s Circus* (1926–1931).

1. Started his career as homeless and unemployed, died tragically at 27.
 - a. Norman Rockwell
 - b. Edward Hopper
 - c. Jean-Michel Basquiat
 - d. Alexander Calder
2. An extremely famous sculptor, came up with “mobile” and “stabile” sculptures.
 - a. Norman Rockwell
 - b. Alexander Calder
 - c. Andy Warhol
 - d. Keith Haring
3. His real name was Markus Yakovlevich as he was a Russian Jew.
 - a. Mark Rothko
 - b. Roy Lichtenstein
 - c. Jackson Pollock
 - d. Edward Hopper
4. This artist is well known for painting abstract forms of flowers.
 - a. Keith Haring
 - b. Andy Warhol
 - c. Alexander Calder
 - d. Georgia O’Keeffe
5. A very active artist, he produced over 4,000 pieces throughout his life.
 - a. Norman Rockwell
 - b. Jean-Michel Basquiat
 - c. Keith Haring
 - d. Jackson Pollock
6. Also known as the “Pope of Pop”.
 - a. Georgia O’Keeffe

- b. Jackson Pollock
 - c. Andy Warhol
 - d. Mark Rothko
7. This artist got arrested for painting murals and graffiti. A son of a cartoonist.
 - a. Edward Hopper
 - b. Keith Haring
 - c. Alexander Calder
 - d. Norman Rockwell
 8. Called “Jack the Dripper” by the press, his work of art got sold for \$140 million, the highest price paid for a contemporary American painting.
 - a. Jean-Michel Basquiat
 - b. Roy Lichtenstein
 - c. Andy Warhol
 - d. Jackson Pollock
 9. America’s best known realist painter, especially famous for his painting titled *Nighthawks*.
 - a. Edward Hopper
 - b. Mark Rothko
 - c. Norman Rockwell
 - d. Alexander Calder
 10. Often called “an imitator” by his fellow artists, a leading artist of the Pop Art movement.
 - a. Andy Warhol
 - b. Roy Lichtenstein
 - c. Keith Haring
 - d. Jackson Pollock

Answer key: 1. c 2. b 3. a 4. d 5. a 6. c 7. b 8. d 9. a 10. b

6. Do nazwisk twórców (1–10) dopasuj tytuły ich dzieł (a–j).

1. Alexander Calder **a. Scull**
2. Jean-Michel Basquiat **b. WHAAM!**
3. Mark Rothko **c. Nighthawks**

4. Norman Rockwell **d.** *Crack is Whack*
5. Georgia O'Keeffe **e.** *No. 5*
6. Jackson Pollock **f.** *Orange, Red, Yellow*
7. Roy Lichtenstein **g.** *Four Freedoms*
8. Andy Warhol **h.** *Black Iris III*
9. Keith Haring **i.** *Marilyn Diptych*
10. Edward Hopper **j.** *Calder's Circus*

Answer key: 1. j 2. a 3. f 4. g 5. h 6. e 7. b 8. i 9. d 10. c

Art in Australia

Australian Art – a timeline

Indigenous (Aboriginal) Australian Art can be traced back to at least 30,000 years ago.

1600–1795 – Early Exploration period. Art pieces: maps, charts, records of Indigenous Life, Flora and Fauna.

1778–1880 – Colonialism. Art pieces: landscapes, depictions of Australian lands.

1880–1920 – Nationalism & Federalism. Australian Impressionism and Symbolism are created. Art Movements: Heidelberg School, Tonalism, Julian Ashton School, Art Nouveau.

1920–1940 – Modernism period, includes Post Impressionism, Expressionism and Abstract Art. Art Movements: The Heide Circle, Surrealism.

1929–1945 – Depression & WWII, Surrealism and Social Realism become existent in Australian art.

1945–2000 – Postmodernism. Art Movement: The Antipodean Art Movement.

2000–now – Contemporary Art.

Ten Top Australian Artists

1. **Sidney Nolan** (1917–1992) – a representative of modernism and a star of the Australian art scene in the 20th century. Nolan painted a lot focusing mainly on “bush stories”, specifically portraying the adventures of Ned Kelly and his gang of bushrangers. One of his most famous paintings is *The Camp* (1946).
2. **Grace Cossington Smith** (1892–1984) – considered to be a pioneer of modernism in Australia. Her particularly well-known work is *The Sock Knitter* (1915). Smith painted the everyday life of Sydney and its inhabitants in the 20th century using vibrant colours.
3. **Brett Whiteley** (1939–1992) – his works are inspired by the style of Vincent van Gogh. The influence of alcohol, drugs and memories of the Vietnam War can also be seen in his abstract works. Whiteley died tragically at the age of 53 from a drug overdose. One of his particularly celebrated works is *Woman in Bath* (1964).
4. **Margaret Preston** (1875–1963) – an art publisher called her “the natural enemy of the dull”. Preston was a progressive artist and was ahead of her time in her art. She was a leading modernist in the 20th century and one of the first non-Indigenous Australian artists to use Aboriginal motifs in her work. Her *Thea Proctor’s Tea Party* (1924) is worth mentioning as one of her most famous works.
5. **Albert Namatjira** (1902–1959) – Australia’s most celebrated indigenous artist. His background is Aboriginal, he came from the Arrernte people, and he painted watercolour landscapes of the Australian outback, inhabited by almost no one. It was his paintings that introduced the white community to Aboriginal art.
6. **Fiona Hall** (1953–) – in her works, Hall explores the combination of nature and culture. In addition to being a painter, she is also a photographer, sculptor and creator of installations, moving images and even a garden designer. Her work is proudly

exhibited in many Australian galleries. One of her most famous works is *Paradisus Terrestris Entitled*, 1996.

7. **David Noonan** (1969–) – born in the Australian town of Ballarat. He reproduces images from famous film productions by printing them on linen canvases. Noonan’s work has been exhibited all over the world, for example at the Tate Modern in London, as well as in LA, the USA and Australia. Many of his paintings are untitled hence are presented as “Untitled” with an annotation of the year of creation, and one of his most famous works is *Untitled 2012*.
8. **John Olsen** (1928–) – regarded as an artistic national treasure, this almost century-old artist created a series of colourful, sharply vivid depictions of the Australian landscape that attracted attention because of their experimental nature. Olsen’s style of landscape creation has defined his remarkably long artistic career. One of his most celebrated works is *Sydney Sun or King Sun* (1965).
9. **Margaret Olley** (1923–2011) – grew up on a sugar cane farm. Her art mainly depicted still life and interiors inspired by flowers, fruit and functional pottery. Margaret Olley’s charming and welcoming art centre is located in Murwillumbah, New South Wales. An example of her notable works is *Still Life in Green* (1947).
10. **Simryn Gill** (1959–) – born in Singapore, an artist of Punjabi-Australian descent using everyday objects to create large art pieces, which by their size and tone are meant to touch, move and evoke intense emotions in the viewer. Examples of such works include the installation *Roadkill* (1999), consisting of toy cars constructed from rubbish left on Australian highways.

7. Do nazwisk australijskich twórców (1–9) dopasuj tytuły ich dzieł (a–i).

1. Margaret Olley **a.** *The Sock Knitter*
2. Sidney Nolan **b.** *Untitled 2012*
3. Fiona Hall **c.** *Paradisus Terrestris Entitled*

4. Brett Whiteley **d.** *Woman in Bath*
5. Margaret Preston **e.** *The Camp*
6. David Noonan **f.** *Sydney Sun*
7. John Olsen **g.** *Still Life in Green*
8. Simryn Gill **h.** *Roadkill*
9. Grace Cossington Smith **i.** *Thea Proctor's Tea Party*

Answer key: 1. g 2. e 3. c 4. d 5. i 6. b 7. f 8. h 9. a

8. Przeczytaj tekst o australijskich artystach raz jeszcze. Zaznacz, które zdania są zgodne z treścią tekstu (T – True), które są niezgodne (F – False) oraz które zawierają informacje niepodane w tekście (NI – No Information).

1. Sidney Nolan depicts the adventures of Ned Kelly and his bushrangers gang in many of his paintings. T/F/NI
2. Margaret Preston studied art in Europe. T/F/NI
3. Brett Whiteley's works are visibly inspired by Vincent van Gogh's style. T/F/NI
4. The one art form that Fiona Hall specialises in is painting. T/F/NI
5. David Noonan is a film producer. T/F/NI
6. Albert Namatjira painted watercolour landscapes of the Australian outback. T/F/NI
7. Grace Cossington Smith specialised in depicting everyday life in rural areas of Australia. T/F/NI
8. John Olsen's artistic career was remarkably long. T/F/NI
9. Simryn Gill is not afraid to express criticism in his work. T/F/NI
10. Margaret Olley's works cannot be seen in an art centre. T/F/NI

Answer key: 1. T 2. NI 3. T 4. F 5. NI 6. T 7. F 8. T 9. T 10. F

 **Top British Museums**

- 1. Sir John Soane's Museum, London** – The world's first architectural house museum created by one of the greatest English architects Sir John Sloane in his own house. The museum has been kept in the same state since Sloane's death in 1837. It displays a collection of furniture, sculptures, antiquities and numerous pieces of art.
- 2. Victoria and Albert Museum, London** – This museum, which was founded by Henry Cole in 1852, houses a permanent collection of over 4,5 million exhibits including ceramics, glass, textiles, dresses, silver, ironwork, jewellery, furniture, sculpture, paintings, prints and photographs from around the world.
- 3. British Museum, London** – This first national public museum in the world and the biggest one in the UK was founded in 1753. It is presently displaying eight million different objects from different cultures throughout the world e.g. the Rosetta Stone, and the Elgin Marbles.
- 4. Imperial War Museum Duxford, Cambridgeshire** – It is the European centre of the history of aviation which played an important role as a base for pilots during World War II. There are hundreds of large aircraft, boats and other combat vehicles in numerous hangars serving as exhibition halls. Many exhibits can be explored by the visitors.
- 5. National Railway Museum, Yorkshire** – In this largest railway museum in the world the story of rail transport in Britain and its impact on the society is told. The collection of railway vehicles from Britain and other countries is combined with the presence of other objects like a household recipe book used in George Stephenson's house. The Museum has won many awards, including the European Museum of the Year Award in 2001.
- 6. Science Museum, London** – The building featuring seven floors of scientific exhibits including the Apollo 10 command module and a flight simulator was founded in 1857 in South Kensington in London. It included a collection of machinery which first became the Museum of Patents and an independent Science Museum in 1909. The present quarters were opened in 1928.

7. **Royal Academy of Arts, London** – The home to British classics such as Constable and Hockney the Royal Academy of Arts receives funding from neither the State nor the Crown, and operates as a charity. It is an art institution founded in 1768 led by eminent artists and architects. Its purpose is to promote the creation, enjoyment and appreciation of the visual arts through exhibitions, education and debate. The most prized possession of the Academy's collection is Michelangelo's *Taddei Tondo* the only marble by Michelangelo in the United Kingdom.
8. **Natural History Museum, London** – This Museum hosts about 80 million items in five main collections: botany, entomology, mineralogy, palaeontology and zoology. Many of the collections have both great historical and scientific value, especially specimens collected by Charles Darwin. The museum is famous for its exhibition of dinosaur skeletons with the large Diplodocus cast placed in the central hall before it was replaced in 2017 with the skeleton of a blue whale hanging from the ceiling.
9. **Tate Galleries, Tate Britain and Tate Modern (London), Tate Liverpool (Liverpool) Tate St. Ives (Cornwall)** – They are galleries and museums in the UK housing national collections of British art from the 16th century and the national collection of modern art. Works by most prominent British artists like Joshua Reynolds or John Constable can be enjoyed in Tate galleries.

9. Podaj nazwy muzeów, w których znajdują się następujące eksponaty:

1. specimens collected by Charles Darwin – _____
2. *Taddei Tondo* – the marble carved by Michelangelo – _____
3. a household recipe book – _____
4. the Rosetta Stone – _____
5. aircraft from World War II – _____
6. Apollo 10 flight module – _____
7. John Constable's paintings – _____

Answer key: 1. specimens collected by Charles Darwin – Natural History Museum 2. *Taddei Tondo* – the marble carved by Michelangelo – Royal Academy of Arts 3. a household recipe book – National Railway Museum 4. the Rosetta Stone – British Museum 5. aircraft from World War II – Imperial War Museum Duxford 6. Apollo 10 flight module – Science Museum 7. John Constable's paintings – Tate Galleries

▶ Top American Museums

1. **The Metropolitan Museum of Art, New York City** – collection includes an Egyptian temple, ancient Greek and Roman sculptures, Middle Age armour, Nigerian ivory masks, Renaissance paintings and contemporary pieces of art.
2. **Museum of Modern Art, New York City, Manhattan** – works like van Gogh's *Starry Night*, Dali's *Persistence of Memory* and Frida Kahlo's *Self-Portrait with Cropped Hair*, the MoMA boasts one of the best collections of modern art.
3. **The Art Institute of Chicago, Chicago** – one of the oldest and the largest museums in the world. You will find works such as Pablo Picasso's *The Old Guitarist*, Edward Hopper's *Nighthawks* or Georges Seurat's *A Sunday on La Grande Jatte* as well as Grant Wood's *American Gothic* or Marc Chagall's *America's Window* and Vincent Van Gogh's *The Bedroom*.
4. **National Museum of American History, Washington D.C.** – the museum tells the history of the US through a collection of over 1.8 million historical objects which include: the original Star-Spangled banner, Dorothy's ruby slippers from *The Wizard of Oz*, the exact kitchen of Julia Child or Michelle Obama's inauguration dress in the exhibit titled "The First Ladies", the Batmobile and Abraham Lincoln's hat.
5. **United States Holocaust Memorial Museum, Washington D.C.** – Here you can learn about the history of the Holocaust, find documents relating to it and learn how to interpret them.
6. **American Museum of Natural History, New York City** – the museum is set on more than 190,000 square metres and contains collections of more than 34 million specimens of plants,

animals, fossils, minerals, rocks and meteorites, human remains as well as human cultural artefacts.

7. **National Gallery of Art, Washington D.C.** – Located near Capitol Hill, and established in 1937, the museum mainly focuses on European and American art including Henri, Monet, Dégas, Da Vinci, El Greco and Rubens.
8. **National Museum of African American History and Culture, Washington D.C.** – the only American museum dedicated exclusively to African-American history and culture. Its collections consist of artefacts depicting the history of slavery, segregation and the Civil Rights Movement.
9. **Museum of Fine Arts, Boston** – second largest collection of works of art in North America. Its collection includes Vincent Van Gogh's *Postman Joseph Roulin*, Francisco Goya's *Seated Giant* or Rembrandt's *Portrait of a 62 year-old woman*.
10. **National September 11 Memorial & Museum, New York City** – commemorates the victims of the terrorist attacks of September 11 and the 1993 bombing attack on the World Trade Center. It is located on the site where the Twin Towers used to be.

Top Australian Museums

1. **Melbourne Museum** is the largest museum in Australia. Not only does it let visitors explore Australian history, culture and science, but it makes it possible for them to see a forest with living trees, plants and animals.
2. **National Museum of Australia** in Canberra. Its exhibitions focus on three main areas: how Australians influence and interact with the environment, Aboriginal history and culture, and post-1788 Australian history, culture and society. It is one of the nation's most important cultural institutions.
3. **The Australian Museum** in Sydney was established in 1827 which makes it the oldest museum on the continent. The museum was originally intended to be a collection of curiosities

collected by and for Australians. It holds more than 18 million objects of major importance for Australian culture, science and history.

4. **The Australian National Maritime Museum** in Sydney is particularly important due to Australia being surrounded by the ocean. The exhibitions highlight the discovery of Australia, the relationship of Indigenous Australians to the water, stories of the Australian Navy and stories of water-based travel and entertainment.
5. **Scienceworks** in Melbourne – a museum where curious visitors can ask questions, and discover links between industry, heritage, history and technology, see an electrifying presentation in the Lighting Room, travel into space at the Planetarium, tour the Pumping Station, and discover the science of movement.
6. **Queensland Museum** in Melbourne is described as a museum of natural history, cultural heritage, science and human achievement. The Museum tells the story of the sunshine state – Queensland. Exhibitions include the Discovery Centre, This is my heritage, Body Zone, ENERGEX Playasaurus Place, Wild State and Lost Creatures. Queensland Museum also hosts the World Science Festival.
7. **Powerhouse Museum** in Sydney. A major branch of the Museum of Applied Arts & Sciences, the Powerhouse Museum is located in the old Ultimo Power Station building. There are around 400,000 artifacts related to science, design, communication, engineering, fashion, space and contemporary culture. The Museum was established in 1879.
8. **Australian Sports Museum** in Melbourne. Championing Australian sporting achievement at the National Sports Museum the museum features the Sport Australia Hall of Fame, the Australian Cricket Hall of Fame and Australian Football Hall of Fame as well as 3,500 artefacts including Melbourne Cup trophies and Olympic medals. There are also interactive experiences and holograms of famous Australian sportsmen and sportswomen.

9. Questacon in Canberra boasts more than 200 interactive exhibits featuring science and technology and was opened in 1988. It has eight themed galleries and offers hands-on activities and demonstrations in such fields as meteorology, prehistoric creatures, photography or engineering.

10. Uzupełnij tabelę, wpisując nazwę kraju i miasto, w którym znajduje się dane muzeum.

przykład:

Questacon – AUSTRALIA – CANBERRA

1. National September 11 Memorial & Museum		
2. The Metropolitan Museum of Art		
3. Natural History Museum		
4. Queensland Museum		
5. Museum of Fine Arts		
6. Museum of Modern Art		
7. Tate Modern		
8. National Railway Museum		
9. Powerhouse Museum		
10. National Museum of African American History and Culture		

Answer key: 1. National September 11 Memorial & Museum – New York City – USA 2. The Metropolitan Museum of Art – New York City – USA 3. Natural History Museum – London – UK 4. Queensland Museum – Brisbane – Australia 5. Museum of Fine Arts – Boston – USA 6. Museum of Modern Art – New York City – USA 7. Tate Modern – London – UK 8. National Railway Museum – York – UK 9. Powerhouse Museum – Sydney – Australia 10. National Museum of African American History and Culture – Washington D.C. – USA

7. Music

▶ Top British Musicians

1. **Freddie Mercury** (1946–1991) born to Parsi-Indian parents as Farrokh Bulsara in the British protectorate of Zanzibar, a songwriter and the lead vocalist of a rock band, **Queen**. He is widely recognised as the best rock artist of all time for his unique four-octave vocal range. On stage Mercury performed in his own, rich, theatrical style which described the character of the band Queen.
2. **Sir James Paul McCartney** (born 1942) is an English singer, songwriter, businessman and charity activist who gained worldwide fame as a bass guitarist and one of the lead singers with **the Beatles**. He is known for his melodic bass-playing, tenor vocal range, and musical exploration of genres such as pre-rock and roll, roll pop, classical, ballads and electronica. He debuted as a solo artist in 1970. McCartney has written or co-written 32 songs that are on top of *Billboard* Hot 100, he got an Academy Award, a Primetime Emmy Award, 18 Grammy Awards, and a knighthood in 1997 for services to music. He was also appointed a member of the Order of the Companions of Honour. He is one the wealthiest musicians in the world, with a fortune of around £800 million.
3. **David Bowie** (1947–2016) whose real name was David Robert Jones, was an English singer, songwriter and actor. During his career, he released 11 albums which gained “number 1” status. He was valued by critics, musicians and fans for his innovative work in the 1970s. He created visual, audio and light shows attracting huge audiences. He described his sound as “plastic soul”.

4. **John Lennon** (1940–1980) was an artist and a peace activist from Liverpool who achieved worldwide fame as a singer and songwriter for the band **The Beatles**. After the band broke up, he continued his musical career solo in New York supported by his wife, **Yoko Ono**. He was shot by his fan in the USA. Lennon had 25 number-one singles in the *Billboard* Hot 100 chart. In 2002, Lennon was voted eighth in a BBC history poll of the 100 Greatest Britons.
5. **Ed Sheeran** (born 1991) is a musician whose rhythm-driven sound and upbeat melodies promoted him from being a YouTube star to the position of one of the most popular music personalities. He was nominated for an Academy Award for his song “I See Fire”, with over 400 million views. He won two Grammy Awards in 2014 for Best New Artist and Song of The Year (for “Thinking Out Loud”).
6. **Eric Clapton** (born 1945) is an English rock and blues guitarist, singer, and songwriter regarded as one of the most successful and influential guitarists in rock music. Having played in different bands, Clapton started a solo career in 1970. He has received 18 Grammy Awards as well as the Brit Award for Outstanding Contribution to Music. In 2004, he was awarded an Order of the British Empire for services to music. In his solo career, Clapton has sold more than 280 million records worldwide which makes him one of the best-selling musicians of all time.
7. **Sir Elton Hercules John** (real name **Reginald Kenneth Dwight**, born in 1947) is a great British singer, pianist, composer and a showman and one of the most successful artists of all time, having sold over 300 million records worldwide in a six decade career in music. He is especially valued for his work during the 1970s, and his lasting impact on the popular music industry. He is also a holder of the Order of the British Empire. He was knighted by Queen Elisabeth II for services to music and charity in 1998, and was appointed a member of the Order of the Companions of Honour by King Charles III (then Prince of Wales) in 2020.
8. **Amy Jade Winehouse** (1983–2011) was an English singer and songwriter. Widely recognized for her deep, expressive voice.

She sang songs in an eclectic mixture of musical genres, jazz, soul, rhythm and blues. In 2008 she won Grammy Awards becoming the first British woman to win five of them. She died of alcohol poisoning at the age of 27. Soon after, her album *Back to Black* briefly became the UK's best-selling album of the 21st century.

9. **Robert Anthony Plant** (born 1948) is an English singer and songwriter, best known as the lead singer and lyricist of the rock band **Led Zeppelin** for all of its existence and later the band **Genesis** with which he joined the Rock and Roll Hall of Fame in 1995. Regarded by many fans and critics as one of the greatest singers in rock music, he is known for his original, charismatic personality of a lead singer and modest stage performances. Plant enjoyed great success with Led Zeppelin until the band dissolved in 1980. Plant is a holder of the Order of the British Empire.
10. **Peter Gabriel** (born 1950) is an English musician, singer, songwriter, record producer, and activist. He became famous as the original lead singer of the progressive rock band Genesis. In recognition of years of human rights activism, in 2006 he received the Man of Peace award from the Nobel Peace Prize laureates, and *TIME* magazine named him one of the 100 most influential people in the world in 2008. He has won three Brit Awards and six Grammy Awards among other prizes.
11. **Gordon Matthew Thomas Sumner** (born 1951), known as **Sting**, is an English musician and actor. He was the frontman, songwriter and bass guitar player for The Police from 1977 until their breakup in 1986. He started a solo career in 1985 performing different kinds of music with elements of rock, jazz, reggae, classical, new-age and worldbeat. Sting has received 17 Grammy Awards, three Brit Awards, a golden Globe and Emmy. His song "Every Breath You Take" has become the most-played song in radio history. In 2003, Sting received the Order of the British Empire from Elizabeth II for services to music. He is one of the world's best-selling music artists.

1. Wybierz poprawną odpowiedź (a, b, c albo d).

1. Sting is a nickname of:
 - a. Robert Anthony Plant
 - b. Gordon Matthew Thomas Sumner
 - c. Peter Gabriel
 - d. Reginald Kenneth Dwight
2. Died of alcohol poisoning at the age of 27:
 - a. Amy Winehouse
 - b. John Lennon
 - c. Eric Clapton
 - d. Ed Sheeran
3. Born to Parsi-Indian parents:
 - a. Sting
 - b. Elton John
 - c. David Bowie
 - d. Freddie Mercury
4. Had a four-octave vocal range:
 - a. Amy Winehouse
 - b. Freddie Mercury
 - c. David Bowie
 - d. John Lennon
5. Was knighted by Queen Elizabeth II:
 - a. John Lennon
 - b. Sting
 - c. Elton John
 - d. Ed Sheeran

Answer key: 1. b 2. a 3. d 4. b 5. c

2. Połącz nazwisko artysty z zespołem, z którym był związany. Jeden wykonawca związany był z dwoma zespołami.

1. Sting **a.** Genesis
2. Paul McCartney **b.** The Beatles
3. John Lennon **c.** Led Zeppelin

4. Robert Plant **d.** Queen
5. Peter Gabriel **e.** The Police
6. Freddie Mercury

Answer key: 1. e 2. b 3. b 4. a, c 5. a 6. d

Top American Musicians

1. **Bob Dylan (Robert Zimmerman, born 1941).** He was born in a coal-mining town in Minnesota and began his career in the folk scene of Greenwich Village in New York City. During the civil rights movement he composed songs like “Blowin’ in the Wind” which showed his change from a folk singer to a modern songwriter. Dylan has sold more than 125 million records and has been given ten Grammy Awards, a Golden Globe Award and an Academy Award. In 2016 Dylan was awarded the Nobel Prize in Literature for new, poetic expression in the great American song tradition.
2. **Johnny Hendrix (1942–1970)** known as Jimi Hendrix, a psychedelic guitar virtuoso, singer and songwriter whose career lasted only four years. He is regarded as one of the most influential electric guitarists in the history of popular music. Hendrix experimented with guitar sounds using effects pedals to revolutionise rock music. He is one of the most celebrated musicians of the 20th century listed number one as a guitarist and the sixth-greatest artist of all time by *Rolling Stone*. Hendrix died at the age of 27.
3. **Elvis Presley (1935–1977).** Known as “the king of rock and roll” Elvis Presley was born in Mississippi but his parents moved to Tennessee and he became associated with the city of Memphis. He lived in his famous residence Graceland. He was a musician, singer, actor and also sergeant in the US Army. As one of the earliest performers on the legendary Sun Records label, Elvis brought traditionally Black music to a white audience. His

rockabilly sound captivated teenagers and shocked adults. He became a sex symbol due to his performance style. Presley is considered to be the best-selling solo music artist of all time by *Guinness World Records*. In 2018 he was posthumously awarded the Presidential Medal of Freedom.

4. **Michael Joseph Jackson** (1958–2009) known as “the king of pop” was an American singer, songwriter, dancer, and philanthropist. He is regarded as one of the most significant cultural figures of the 20th century. His career lasted over forty years. He gave the name to complicated dance moves, namely moonwalk and robot. He is the most awarded recording artist in the history of pop music who began his solo career in 1971 at a very famous studio – Motown Records. His album *Thriller* became the best-selling album of all time. He was famous for his changing appearance, behaviour and lifestyle. He died from an overdose of medicines and the memorial service held in his memory was viewed by about 2.5 billion people around the world. Jackson is one of the best-selling of all time, with estimated sales of over 400 million records worldwide.
5. **Louis Armstrong** (1901–1970). A black jazz trumpeter and vocalist nicknamed “Satchmo” Armstrong was born in New Orleans in Louisiana where he began his professional career playing in brass bands on riverboats. In the 1920s, Armstrong developed his unique style as a frontman of a group The Hot Five and remained an active musician for over five decades. He is famous for his individual improvisation and singing during performances. His best known songs include “What a Wonderful World”, “Dream a Little Dream of Me”, or “When the Saints go Marching In”.
6. **Miles Davis** (1926–1991). A jazz trumpeter and composer, one of the key figures of jazz music in the 20th century. His album *Birth of the Cool* developed the genre of cool jazz. Davis adopted a variety of musical directions in a five-decade career. In the early 1950s, he recorded some of the earliest hard bop music. Later he played orchestral jazz. In the 1970s, he experimented with rock, funk, African rhythms, electronic music technology with jazz

fusion. The Rock and Roll Hall of Fame recognized him as “one of the key figures in the history of jazz”. Rolling Stone described him as “the most revered jazz trumpeter of all time”, and “one of the most important musicians of the 20th century”.

7. **Bruce Springsteen** (born 1949) is an American singer, songwriter, and musician who has released 21 studio albums during a career lasting over 60 years. He created the type of music called heartland rock, a genre combining mainstream rock music with poetic and socially conscious lyrics that tell a narrative about working-class American life. His performances often last more than four hours. His album *Born in the USA* (1984) is one of the best-selling albums of all time. He has earned 20 Grammy Awards, two Golden Globes, and an Academy Award. He was awarded the Presidential Medal of Freedom in 2016. He ranked 23rd on Rolling Stone’s list of the Greatest Artists of All Time.
8. **Stevie Wonder** (born 1950). Legendary Motown singer, songwriter, pianist, an activist and a child prodigy was born blind. He started performing at his local church and soon he was noticed by music producers from Motown Records. The genres he is best known for are soul music, rhythm and blues, pop, gospel, funk and jazz. He uses synthesizers and other electronic musical instruments to compose and perform on stage. His first album at the age of 13 reached the top of the Billboard Hot 100 making him the youngest artist ever to be at the top in 1963. Wonder is one of the best-selling music artists of all time, with sales of over 100 million records worldwide. He has won 25 Grammy Awards (the most by a solo artist) and one Academy Award. He is also noted for his work as an activist for political causes, including his 1980 campaign to make Martin Luther King Jr.’s birthday a federal holiday in the U.S.
9. **Whitney Elizabeth Houston** (1963–2012) was an American singer, actress and film producer whose nickname was “The Voice”. She was known for her powerful vocals and rich improvisation skills. She began singing in church as a child and was a model in her teens. In 2023, *Rolling Stone* ranked her second on their list of the greatest singers. She has been

awarded with two Emmy Awards, six Grammy Awards, 16 Billboard Music Awards, and 28 Guinness World Records. She made her acting debut with the romantic thriller film *The Bodyguard*. The song "I Will Always Love You", recorded for the film, became the best-selling single by a woman in music history. The soundtrack for *The Bodyguard* won the Grammy Award for Album of the Year and remains the best-selling soundtrack album of all time.

10. Tina Turner (1939–2023), whose real name is Anna Mae Bullock, was an American-born singer performing in the rhythm and blues, soul, and rock genres for around fifty years. She began singing as a teenager in a church choir, later she met Ike Turner – her future husband – and began performing as Tina Turner. Her eccentric and dynamic stage performance made her the star of each show. When she divorced her husband in 1984 she released her debut solo album, *Private Dancer*, which sold more than 20 million copies worldwide and won three Grammy Awards, including record of the year and best female vocal award for the song "What's Love Got to Do with It". Tina Turner is known as the Queen of Rock and Roll. Her most popular songs are "Private Dancer", "We don't Need Another Hero" and "Golden Eye" performed for one of the James Bond films. She received 12 Grammy Awards and was the first black artist and first woman to be on the cover of *Rolling Stone* which ranked her among the 100 Greatest Artists of All Time and the 100 Greatest Singers of All Time.

3. Przeczytaj informacje na temat amerykańskich muzyków i wybierz właściwą odpowiedź – T (True) lub F (False).

1. Jimi Hendrix died at the age of 28. T/F
2. Whitney Huston's nickname was "The Boss". T/F
3. Stevie Wonder is deaf. T/F
4. Bruce Springsteen wrote a famous album *Born in the USA*. T/F
5. Miles Davis was a trumpeter. T/F

6. Louis Armstrong was born in New Orleans. T/F
7. Graceland was the home to Elvis Presley. T/F
8. Bob Dylan was awarded an Oscar. T/F
9. Michael Jackson produced the film *The Bodyguard*. T/F
10. Whitney Houston first sang at school. T/F

Answer key: 1. F 2. F 3. F 4. T 5. T 6. T 7. T 8. F 9. F 10. F

▶ Top British bands

NAME, PLACE	MUSIC GENRE	TOP SONGS	KEY MUSICIANS	YEARS ACTIVE
The Beatles, Liverpool	rock, pop, beat, psychedelic rock	<i>Love Me Do, A Hard day's Night, She Loves You, From Me to You</i>	John Lennon, Paul McCartney, George Harrison, Ringo Starr	1960– 1970
The Rolling Stones, London	rock, pop, blues	<i>(I Can't Get No) Satisfaction, Sympathy for the Devil</i>	Mick Jagger, Keith Richards	1962 – present
Queen, London	rock	<i>We will Rock You, We are the Champions, Bohemian Rhapsody</i>	Freddie Mercury, Brian May	1970 – present
Pink Floyd, London	progressive rock,	<i>Wish You Were Here,</i>	Roger Waters,	1965– 1994 and

	psychedelia, space rock, art rock, experimental rock	<i>Hey You, Money, Another Brick in the Wall</i>	David Gilmour	2005, 2007, 2013– 2014, 2022
Led Zeppelin, London	hard rock, blues rock, folk rock, heavy metal	<i>Stairway to Heaven</i>	Jimmy Page, Robert Plant	1968– 1980
Genesis, Godalming, England	progressive rock, art rock, pop rock	<i>Mama, Follow You Follow Me</i>	Phil Collins, Peter Gabriel	1967– 2000, 2006– 2007, 2020 – present
Deep Purple, London	hard rock, heavy metal	<i>Smoke on the Water, Child in Time</i>	Rod Evans, Ian Paice	1968– 1976, 1984 – present
Iron Maiden, London	heavy metal	<i>Hallowed Be Thy Name</i>	Bruce Dickinson, Adrian Smith	1975 – present
Black Sabbath, Birmingham, England	heavy metal	<i>Paranoid</i>	Ozzy Osbourne	1968– 2017
The Clash, London	punk rock, new wave	<i>Should I Stay or Should I Go</i>	Joe Strummer	1976– 1986
The Cure, Crawley, England	gothic rock, post punk,	<i>Boys Don't Cry, Friday I'm in Love</i>	Robert Smith	1978 – present

	alternative rock			
The Police, London	new wave, reggae rock	<i>Every Breath You Take, Roxanne, Message in the Bottle</i>	Sting	1977–1986, 2003, 2007–2008
The Who, London	rock, hard rock, power pop	<i>My Generation</i>	Roger Daltrey	1964–1983, 1985, 1988–1991, 1996–1997, 1999 – present
Coldplay, London	alternative rock, pop rock, post-Britpop	<i>Viva La Vida</i>	Chris Martin	1997 – present

4. Uzupełnij luki informacjami z tabeli o brytyjskich zespołach muzycznych.

- The youngest group's name: _____ and the oldest group's name: _____ .
- Heavy metal groups: _____ , _____ , _____ , _____ .
- Groups coming from London: _____ , _____ , _____ , _____ , _____ , _____ .
- John Lennon and Paul McCartney played in _____ .
- The leader of Black Sabbath: _____ .

6. Types of rock music: _____ , _____ ,
 _____ , _____ , _____ , _____ ,
 _____ , _____ , _____ , _____ ,
 _____ , _____ .
7. The frontman of The Police: _____ .
8. The song “Boys Don’t Cry” was released by _____ .
9. Finish the titles: “Message in the _____ ”, “Should I Stay or _____ ”,
 “Another Brick _____ ”.
10. British groups from other places than London: _____
 , _____ , _____ , _____ .

Answer key: 1. Coldplay, The Beatles 2. Black Sabbath, Iron Maiden, Deep Purple, Led Zeppelin 3. Coldplay, The Who, The Police, The Clash, Iron Maiden, Deep Purple, Led Zeppelin, Pink Floyd, Queen, The Rolling Stones 4. The Beatles 5. Ozzy Osbourne 6. alternative rock, pop rock, hard rock, rock, reggae rock, gothic rock, psychedelic rock, space rock, art rock, experimental rock, punk rock, progressive rock 7. Sting 8. The Cure 9. “Message in the Bottle”, “Should I Stay or Should I Go”, “Another Brick in the Wall” 10. The Cure, Black Sabbath, The Beatles, Genesis

► Top American Bands

NAME, PLACE	MUSIC GENRE	TOP SONGS	KEY MUSICIANS	YEARS ACTIVE
Santana, San Francisco	Latin rock, blues rock, acid rock	<i>Oye Como Va</i>	Carlos Santana	1966 – present
Bon Jovi, Sayreville	glam metal, arena rock, hard rock	<i>It's my Life, Living on a Prayer</i>	Jon Bon Jovi	1983 – present
Metallica, Los Angeles	heavy metal, thrash metal, speed metal, hard rock	<i>Master of Puppets</i>	James Hetfield	1981 – present

Guns N' Roses, Los Angeles	heavy metal, hard rock	<i>Knockin' on Heaven's Door, Sweet Child O'Mine</i>	Axl Rose	1985 – present
Talking Heads, New York	new wave, post-punk, avant-funk, funk rock	<i>Burning Down the House</i>	David Byrne	1975–1991, 2002
The Beach Boys, Hawthorne	rock, pop, surf	<i>Good Vibrations</i>	Brian Wilson	1961 – present
Simon & Garfunkel, New York	folk rock	<i>Mrs. Robinson, Cecilia, El condor pasa</i>	Paul Simon, Art Garfunkel	1956–2010 with intervals
Nirvana, Aberdeen, Washington	grunge, punk rock, alternative rock	<i>Smells Like Teen Spirit</i>	Kurt Cobain	1987–1994
The Doors, Los Angeles	psychedelic rock, blues rock	<i>Riders on the Storm, Light my Fire</i>	Jim Morrison	1965–1973, 1978

5. Uzupełnij brakujące elementy informacjami z tabeli o amerykańskich zespołach muzycznych.

NAME OF THE BAND	MUSICIAN(S)	SONG
		<i>Oye Como Va</i>
Bon Jovi		<i>It's My Life</i>
Metallica	James Hetfield	
	Axl Rose	<i>Knockin' on Heaven's</i>

		<i>Door</i>
	David Byrne	<i>Burning Down the House</i>
The Beach Boys	Brian Wilson	
Simon & Garfunkel	Paul Simon, Art Garfunkel	
	Kurt Cobain	<i>Smells like Teen Spirit</i>
The Doors	Jim Morrison	

Answer key:

NAME OF THE BAND	MUSICIAN(S)	SONG
Santana	Carlos Santana	<i>Oye Como Va</i>
Bon Jovi	Jon Bon Jovi	<i>It's My Life</i>
Metallica	James Hetfield	<i>Master of Puppets</i>
Guns N' Roses	Axl Rose	<i>Knockin' on Heaven's Door</i>
Talking Heads	David Byrne	<i>Burning Down the House</i>
The Beach Boys	Brian Wilson	<i>Good Vibrations</i>
Simon & Garfunkel	Paul Simon, Art Garfunkel	<i>Mrs. Robinson</i>
Nirvana	Kurt Cobain	<i>Smells like Teen Spirit</i>
The Doors	Jim Morrison	<i>Riders on the Storm</i>

► Top music awards

The award sometimes called the musical Oscar, **Grammy**, was first given in 1959 and is awarded in almost a hundred nominations. Not only musicians, singers or composers but also sound engineers, producers or technicians are the recipients of this award. It is not the commercial success of the album or singer that matters, but rather the overall success and achievements in music.

A gilded statuette of a **small gramophone** on a wooden stand is the prize.

Beyonce has received as many as 24 gilded gramophones so far and remains the winner. Stevie Wonder, Jay-Z and U2 have received 22 Grammys each.

American Music Awards (AMAs) founded in 1973 to compete with the Grammy Awards where it is the commercial success, the sales and airplay that matter.

The winners are selected through people's votes.

Taylor Swift (29 awards) and Michael Jackson (26 awards) are top of the list of winners.

AMAs come in the form of a **crystal pyramid**.

The **BRITs** trophy in the form of **Britannia** – the female personification of Britain originated in 1977 and has remained among the most important music awards ever since.

Robbie Williams has won 18 BRITs and opens the list of winners.

In 2000 Classic BRITs Awards was established to celebrate the success of classical music composers and artists.

Billboard Music Award was founded in 1990. It is presented annually by *Billboard* – the American music magazine and a music popularity chart. Top musicians and best-selling songs and albums in many different music genres are given the award.

So far Drake has been the most honoured artist receiving as many as 27 Billboard Music Awards.

In 1984, MTV established the **VMAs**, awards given to the best music videos of the year.

The voting takes place on MTV's website and the winners receive the statuette of a "**Moon Person**" which depicts an astronaut on the Moon. Beyonce (25), Madonna (20) and Lady Gaga (18 statuettes) are top winners in this category.

6. Przeczytaj tekst o największych nagrodach muzycznych i uzupełnij tabelę informacjami z tekstu.

AWARD	YEAR OF ORIGIN	STATUETTE	WINNER	EXTRA INFORMATION
Grammy				
			Taylor Swift	
	1990			
		microphone		
				classical music award
VMAs				

Answer key:

AWARD	YEAR	STATUETTE	WINNER	EXTRA INFORMATION (SUGGESTED)
Grammy	1959	small gramophone	Beyonce	received by artists and other professionals in the music field
AMAs	1973	crystal pyramid	Taylor Swift	commercial success matters
BRITs	1977	Britannia	Robbie Williams	classical music award
Billboard Music Award	1990	golden microphone	Drake	many different genres, American magazine award
VMAs	1984	Moon person	Beyonce	Best video of the year

8. Architecture

▶ British architecture – an overview

Architecture on the British Isles is different in various parts of the country because of the **building materials** available locally. When you go to Oxford, you see light yellow stone used in construction of most buildings. Slate roofs and limestone walls are characteristic for Cotswold villages and towns; thatched roofs appear close to river valleys.

In Scotland local stones are used to construct fortified castles on hills. Round stone towers, stone graveyards or Celtic crosses which date back to early Christian times are to be found all over Northern Ireland.

From Ancient times to Renaissance

The first standing structures and constructions erected during the **prehistoric** period were made of stone. The most popular and characteristic monument of this type located in Wiltshire is called **Stonehenge**. It is a neolithic circle built most probably for religious and burial purposes. The structure was constructed around 3000 B.C. to 2000 B.C.

Another ancient monument – the Irish village **Skara Brae** inhabited between 3180–2500 B.C. is Europe's most complete neolithic village. It is a UNESCO World Heritage Site.

Many architectural structures in the UK originate from the times of the **Roman occupation** of the British Isles (43 B.C. – 410 A.D.). One of the remaining constructions to be visited is **Hadrian's Wall** – a UNESCO World Heritage Site. It is a long wall which was used to

protect the Roman Empire against tribes inhabiting the present Scotland.

Another well-preserved site still in use is the **Roman Baths** complex in Bath.

Most of the ancient sites are now destroyed as they were often built of wood, but many ruins of Roman forts or aqueducts are to be seen in many parts of Britain. The Romans also founded many cities, among them London, called Londinium in the Roman times.

The Romans left in 410 A.D. but Britain was invaded again, this time by the Anglo-Saxon tribes. As most of the Anglo-Saxon constructions in Britain were still made of wood, there is little physical evidence of those, apart from several Anglo-Saxon Christian churches built in stone. The best example is **All Saints' Church** in Brixworth built in the 7th century and well preserved till this time.

Year 1066 and the Norman invasion mark the beginning of stone-block construction techniques in England, Wales and Ireland. These constructions originated from France but developed into the **English Gothic** architectural style. One of the best examples of this style is the **White Tower** within the Tower of London as well as numerous Gothic churches and cathedrals. Many castles, such as **Stirling Castle** serving military purposes, or **Windsor Castle**, the home to the British Royal Family, appeared all over the country too. Windsor Castle is the longest-occupied palace in Europe.

Common people, however, lived in simple and rather primitive dwellings consisting of one or two rooms. Thatched roofs, low walls and lack of windows were typical characteristic features of those houses.

Between 1500 and 1660 cultural and political changes were introduced by James VI, King of Scots, and also by the ideas and philosophy brought by the Protestant Reformation. Catholic churches and monasteries were often robbed, destroyed and closed, large

manors, mansions and palaces, on the other hand, were commonly constructed to bring comfort to the people living there.

From Renaissance to modern times

With the arrival of the **English Renaissance** in the second half of the 16th and at the beginning of the 17th centuries came a mixture of styles but also the common use of local materials. Timber was replaced with stone and brick. Elements of ancient Greek and Roman ideas were implemented by architects, especially by the most popular representative of the profession at that time – Inigo Jones. The most outstanding example of the period is the **Banqueting House** in London completed in 1692.

The 18th century was an era of the **English Baroque**. Its key architect, Sir Christopher Wren, supervised the construction or reconstruction of over 50 churches in the City of London after the great fire in 1666 including the most famous masterpiece **St Paul's Cathedral**, which was finished in 1710. Magnificent private country houses in the surrounding of carefully planned parks and gardens were designed to fit into the countryside.

In London the **Palace of Westminster**, which is a mixture of ancient and modern buildings was originally constructed in Gothic style in 1016 but in the 19th century it was rebuilt under the supervision of the British architect Charles Barry to become one of the most recognizable buildings in Europe.

Romanticism and the reign of Queen Victoria in the 19th century mark the **Gothic Revival** and also the era of **modernism** in England. In the 1930s and later various modernist forms have appeared. One of the most significant structures from this period is the **Crystal Palace** in London built of iron and glass in 1850.

The **20th century** was the time of construction of many amazing buildings in the UK. The best examples are: **Tate Modern** (2000),

The Shard (2012), London Aquatics Center (2012) or Millennium Dome (1999).

1. Wpisz do tabeli nazwy budynków i obiektów architektonicznych w porządku chronologicznym od najstarszej budowli do najmłodszej. Podaj rok lub okres powstania konstrukcji. Wybierz spośród:

**Skara Brae St. Paul's Cathedral Millennium Dome Palace of Westminster
Banqueting House Crystal Palace Stonehenge The Shard
Hadrian's Wall**

1. Skara Brae	3180–2500 B.C.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Answer key:

1. Skara Brae	3180–2500 B.C.
2. Stonehenge	around 3000 B.C. to 2000 B.C.
3. Hadrian's Wall	43 B.C. – 410 A.D.
4. Palace of Westminster	1016
5. Banqueting House	1692
6. St Paul's Cathedral	1710
7. Crystal Palace	1850
8. Millennium Dome	1999

► Famous British buildings and landmarks

1. **Cathedral of Saint Peter in York**, England, York Minster, (1472) is one of the largest cathedrals in Northern Europe. It has a very wide Gothic nave which contains the **Great East Window**, which is the largest medieval stained glass window in the world. The south transept contains a rose window, while the **West Window** contains a heart-shaped design known as The Heart of Yorkshire.
2. **Buckingham Palace** is a London royal residence of the British Monarchs. Built in 1703 it became the royal residence in 1837 when Queen Victoria was crowned. The East Front, which contains the well-known balcony on which the Royal Family traditionally appears to greet crowds, was added later. The Palace serves as an administrative seat for the monarchs of the United Kingdom.
3. **Big Ben** (1859) is the nickname for the largest of the five bells of the clock in the **Palace of Westminster** in London placed in the Neo-Gothic Elizabeth Tower. There are four national emblems of the four nations of the UK in the Tower – a rose for England, a thistle for Scotland, a shamrock for Northern Ireland, and a leek for Wales. The Tower is a UNESCO World Heritage Site. The bell is usually silent, it tolls on special occasions only.
4. **The London Eye**, or the Millennium Wheel (2000) is Europe's largest observation wheel located on the River Thames. The Wheel hosts over three million visitors per year and it is the most popular paid attraction in the UK.
5. **Westminster Abbey** or Collegiate Church of St. Peter at Westminster, originally built in Gothic style, is an Anglican church in London and a UNESCO World Heritage Site. Since 1066, 39 English and British monarchs have been crowned in the Abbey, 18 English, Scottish and British monarchs have been buried there. Since 1100 16 royal weddings have taken place in the

Abbey. The first records of the Abbey are from the 1060s with the installation of Benedictine monks. The monastery was dissolved in 1559 and the church was made a Church of England responsible directly to Queen Elisabeth I. The Abbey is the burial site of more than 3,300 important people: monarchs, prime ministers, poets, actors, scientists, military leaders, and the Unknown Warrior. The first documented coronation in the abbey was that of William the Conqueror on Christmas Day in 1066.

6. **Edinburgh Castle** stands on the basalt **Castle Rock**, which has been occupied by humans since the Iron Age. First there was a castle there and later the site was used as military barracks. The rock is described as the most besieged place in Great Britain and one of the most attacked in the world. The castle houses the Scottish regalia, and is the site of the Scottish National War Memorial and the National War Museum of Scotland. The castle is Scotland's most and the United Kingdom's second most-visited paid tourist attraction, with over 2.2 million visitors.
7. **Warwick Castle** is a medieval castle built by William the Conqueror in 1068. It is situated in the town of Warwick on the River Avon. The construction ordered by William the Conqueror began in 1068 after the Norman conquest of England. The Warwick School which was founded at the time is one of the oldest boys' schools in the country.
8. **30 St Mary Axe** known as **The Gherkin** (2003) is a commercial skyscraper in London. It has 41 floors and is 180 metres tall. The building has become a recognisable landmark of London, and it is one of the city's most widely recognised examples of contemporary architecture. It won the 2003 Emporis Skyscraper Award. The name "Gherkin" comes from the unusual shape of the building.
9. **The Shard**, also referred to as the Shard London Bridge, built in 2012, is a 72-storey skyscraper, designed by the Italian architect Lorenzo Piano. The Shard is the tallest building in the UK and the seventh-tallest building in Europe. There are 72 habitable floors, there is a viewing gallery and open-air observation deck on the 72nd floor.

2. Wybierz poprawną odpowiedź (a, b lub c).

1. The tallest building in the the UK is called
 - a. The Shard.
 - b. The Gherkin.
 - c. The London Eye.
2. The Warwick Castle was built in
 - a. 1066.
 - b. 1068.
 - c. 1070.
3. The most popular paid tourist attraction in the UK is
 - a. the Edinburgh Castle.
 - b. the Millennium Wheel.
 - c. Big Ben.
4. A window in the shape of a heart is in
 - a. Warwick.
 - b. York.
 - c. London.
5. The official administrative British Royal Family residence is
 - a. Buckingham Palace.
 - b. Edinburgh Castle.
 - c. Windsor Castle.
6. William the Conqueror's coronation took place in
 - a. Warwick Castle.
 - b. Buckingham Palace.
 - c. Westminster Abbey.
7. The Heart of Yorkshire made of stained glass is in
 - a. a window.
 - b. a clock.
 - c. a tower.
8. The Gherkin is
 - a. in London.
 - b. in York.
 - c. in Edinburgh.
9. Scottish regalia are kept
 - a. in London.

- b. in Edinburgh.
 - c. in Windsor.
10. British kings and queens are usually crowned in
- a. St. Paul's Cathedral.
 - b. Edinburgh Castle.
 - c. Westminster Abbey.

Answer key: 1. a 2. b 3. b 4. b 5. a 6. c 7. a 8. a 9. b 10. c

3. Połącz liczby (punkt a) z elementami z punktów b i c.

- a. 4; 72; 41; 3,000,000; 2.2 million; 16
- b. royal weddings; visitors a year; floors; floors; emblems; national emblems
- c. Westminster Abbey; Edinburgh Castle; Millennium Wheel; The Shard; Big Ben; 30 St Mary Axe (The Gherkin)

Answer key: 1. 4 national emblems – Big Ben 2. 72 floors – The Shard 3. 41 floors – 30 St Mary Axe (The Gherkin) 4. 3,000,000 visitors – The London Eye (the Millennium Wheel) 5. 2.2 million visitors a year – Edinburgh Castle 6. 16 royal weddings – Westminster Abbey



American architecture – an overview

Modern American architecture is younger than in the rest of the world as modern Americans have been constructing and designing buildings only for a few hundred years. Yet it is important to remember that there are many unusual, innovative and breathtaking buildings in the USA.

Famous American buildings

1. **The Empire State Building**, New York City, Manhattan (1931), Art Deco style. The building has 104 floors. : it is often struck by lightning.

2. **The White House**, Washington, DC (1792), Neoclassicism, designed by an architect James Hoban who was born in Ireland. It is the official residence of the US presidents.
3. **Washington National Cathedral**, Washington, DC (1907–1990), Neo-Gothic style, it is the second-largest church building in the USA.
4. **Golden Gate Bridge**, San Francisco (1937) is a suspension bridge designed by Irwin Morrow. : the bridge is orange, not golden and it is the most photographed bridge in the world.
5. **United States Capitol**, Washington, DC (1800), Neoclassicism. The building is located on Capitol Hill and was designed by dr William Thornton, an amateur architect whose project was accepted by President George Washington.
6. **Mount Rushmore National Memorial**, South Dakota (1927–1941) is a huge granite monument and one of the most visited sites in the USA. The sculpture features heads of four US presidents: George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. The sculptors names are Gutzon Borglum and his son Lincoln Borglum.
7. **Brooklyn Bridge** (1883) is a hybrid suspension bridge in New York City between Manhattan and Brooklyn. It was the longest suspension bridge in the world at the time of its opening. The bridge carried horse-drawn vehicles and elevated railway lines until 1950. Now only passenger vehicles and pedestrians and cyclists can use it.
8. **Willis Tower** (1979) – previously named Sears Tower – is the tallest skyscraper in Chicago. It has 108 floors and remains the second-tallest building in the US.
9. **One World Trade Center** or One WTC (2013) is the main building of the rebuilt **World Trade Center** in Lower Manhattan in New York City. One World Trade Center is the tallest building in the USA, and the seventh-tallest in the world. It has the same name as the North Tower of the World Trade Center, which was destroyed in the terrorist attacks of September 11, 2001.
10. **Statue of Liberty** (1886), Neoclassicism. It is a copper sculpture in New York City with the metal framework designed by Gustave

Eiffel. It was a gift from the people of France. The Statue holds a torch with a restaurant above her head. The Statue is an icon of freedom and of the United States and it welcomes visitors to the New York Harbour by sea.

**4. Zdecyduj, czy zdania są prawdziwe (T), czy fałszywe (F).
Popraw zdania fałszywe.**

1. The Empire State Building is never struck by lightning. T/F
2. One World Trade Center or One WTC has the same name as the North Tower of the World Trade Center. T/F
3. The Statue of Liberty was a gift from the people of Holland. T/F
4. Brooklyn Bridge in New York is a hybrid suspension bridge between Manhattan and Brooklyn. T/F
5. The White House is in New York. T/F
6. Golden Gate Bridge is orange. T/F
7. Mount Rushmore National Memorial is located in California. T/F
8. President George Washington designed the United States Capitol building. T/F
9. Washington National Cathedral is the largest church building in the USA. T/F
10. Willis Tower used to be called Sears Tower. T/F

Answer key: 1. F: The Empire State Building is OFTEN struck by lightning. 2. T 3. F: The Statue of Liberty was a gift from the people of FRANCE. 4. T 5. F: The White House is in WASHINGTON, DC. 6. T 7. F: Mount Rushmore National Memorial is located in DAKOTA. 8. F: President George Washington ACCEPTED the design. 9. F: Washington National Cathedral is the SECOND largest church building in the USA. 10. T

9. Film

▶ The Film Industry

The beginning of filmmaking

The history of movie making started with the invention of the **phonograph** (1877) and **kinetoscope** (1894) designed by Thomas Alva Edison in America. Both devices gained immediate popularity in the United States and Edison patented the popular movie cameras.

With the course of time more and more films were made while **film companies** were established in **the northeast part of the USA**. One of them was The International Film Company set up in New York in 1896. In New Jersey **a film studio** was founded together with a factory and an outlet selling film equipment. In Pennsylvania in 1903 four **Warner brothers** opened **a movie theatre** with ninety-nine seats. The Warner brothers were born in Poland, but following their father, they moved to the United States. They went into film distribution and by 1912 were making movies.

Why Hollywood?

It was still New York which was considered to be the centre of filmmaking with its many newly opened film studios, among which was a film company established in 1909 – “Bison” Life Motion Pictures. They wanted to make **western movies**. That year the New York crew shot *The Count of Monte Cristo* in the northern suburbs of Los Angeles on Santa Monica beach. The film became a success and therefore William Selig, the producer, made a decision to return to California in order to make more movies. This area, which was

vast and geographically varied with lots of sunlight throughout the whole year, constituted an attractive place for shooting films. These were the Hollywood Hills and it was the time when Hollywood became the epicentre of the American movie industry. From that moment on, **Hollywood** was considered to be a factory town producing dreams for sale. In 1915 alone over 250 silent pictures poured out of the studios at Universal City in Los Angeles County.

The Silent Era

The 1920s were significant to the cinema. The Silent Era enabled people to watch **movies with no sound but with live music**. One could only watch images and the rest was left to **imagination**, which greatly stimulated people to think. They could have their own **interpretation** of what was being shown. Furthermore, there was one more crucial factor which affected the popularity of silent films. Namely, in America, such films also met the needs of **a large immigrant population**. Many new arrivals would not know English and silent films would enable them not only to understand the plot without knowing the language, but also they would be a good way of spending leisure time.

The Golden Age – why so successful?

In the Silent Era many foreign actors were hired to play leading roles until 1927 when **the first “talkie” film** with dialogues by the Warner brothers was shown – *The Jazz Singer* (1927). Next, the same year they released a first all-talking movie – *Lights of New York*. From that moment on sound became an integral part of filmmaking and the demand for speaking English properly made foreign artists, actors and actresses, go back to their homeland. The **1930s**, when the Golden Age of Hollywood started, were marked with **the growth of the film industry**. Eight million viewers per week watched movies.

All these factors helped **the movie companies** to expand. They were:

MGM Metro Goldwyn Mayer (family films, romantic musical comedies, musicals, *The Merry Widow*, 1934, *Romeo and Juliet*, 1936, *The Wizard of Oz*, 1939),

Paramount Pictures (a crime story *City Streets*, 1931, a sci-fi horror drama *Dr. Jekyll and Mr. Hyde*, 1932, a drama romance *Cleopatra*, 1934),

Warner Bros (films targeted at the working class presenting the aftermath of the Depression, gangster stories *Little Caesar*, 1930, *The Public Enemy*, 1931, racial prejudice *They won't forget*, 1937, and biopics such as *The Story of Louis Pasteur* or *The Life of Emile Zola*, 1937),

Universal Pictures (horror films such as *Dracula*, 1931, and *Frankenstein*, 1935),

Columbia Pictures (comedies, sports films, serials, cartoons and romantic comedies such as *It Happened One Night*, 1934),

Radio Pictures (connected with the stars Fred Astaire and Katharine Hepburn made many musicals but its number-one hit was a horror and adventure film titled *King Kong*),

20th Century-Fox (a musical drama *In Old Chicago*, 1938, a western *Drums Along the Mohawk*, 1939). In November 1939 Victor Fleming filmed a historical drama *Gone with the Wind*, a colourful movie which transpired to be a blockbuster.

The threats to the film industry and new challenges

Several years later the situation in the film industry deteriorated because of **World War II** and later due to the introduction of **television** in 1946. It was a considerable threat to the cinema and a spur^[48] to filmmakers to improve the film industry by making profitable hits, relying not only on the story and casting, but also on the **technological possibilities** offered by the large silver screen.

1. Zaznacz właściwą odpowiedź (a, b, c albo d).

1. What did Thomas Alva Edison invent?
 - a. the cinematograph
 - b. the phonograph
 - c. the camera and projector
 - d. the notion of *cinema*
2. The Warner brothers
 - a. set up the International Film Company
 - b. were selling film equipment in New Jersey
 - c. opened a movie theatre in 1912
 - d. were born in Poland
3. What made filmmakers move to California to create films?
 - a. lower prices
 - b. amount of annual rainfalls
 - c. climate and landscape
 - d. talented and motivated actors and actresses
4. Except for Hollywood, CA (California), which states initially played a significant role in making motion pictures?
 - a. Pennsylvania and New York
 - b. New Jersey and New York
 - c. Illinois and New Jersey
 - d. New York and Massachusetts

Answer key: 1. b 2. d 3. c 4. b

2. Odpowiedz na pytania w języku angielskim.

- a. What made watching films in the cinema so popular in the Silent Era?
- b. What were the two biggest changes between the Silent Era and the Golden Age of the Cinema?

Answer key: a. Films were silent so viewers could interpret them in many ways and many things were left to their imagination. Even immigrants who couldn't speak English were satisfied. b. The introduction of the sound and the growth of film companies.

3. Uzupełnij tabelę, wskazując gatunki filmowe, z których dana wytwórnia była znana w czasach Złotego Wieku Filmu.

THE MOVIE COMPANY	THE FILM GENRES
MGM Metro Goldwyn Mayer	
20th Century-Fox	
Columbia Pictures	
Radio Pictures	
Warner Bros	
Universal Pictures	
Paramount Pictures	

Answer key:

THE MOVIE COMPANY	THE FILM GENRES
MGM Metro Goldwyn Mayer	family films, romantic musical comedies, musicals
20th Century-Fox	westerns, musicals, historical dramas
Columbia Pictures	comedies, sports films, serials, cartoons, romantic comedies
Radio Pictures	musicals, horror films, adventure films
Warner Bros	gangster movies, biopics
Universal Pictures	horror films
Paramount Pictures	crime stories, science-fiction films, horror films, drama romances

Main film genres

Genre	Film title/year	Director	Defining info
western	<i>My Darling Clementine</i> , 1946	John Ford	fictitious stories about the life in the 19th century in Western

	<i>Once Upon a Time in the West</i> , 1969	Sergio Leone	United States between the Gold Rush and the Wounded Knee Massacre (1890); rarely attempted outside the US
	<i>The Magnificent Seven</i> , 1960	John Sturges	
	<i>Rio Bravo</i> , 1959	Howard Hawks, starring John Wayne	
musical	<i>Singin' in the rain</i> , 1952	Stanley Donen	includes songs sung by the characters
	<i>Chicago</i> , 2002	Rob Marshall	
	<i>Dreamgirls</i> , 2006	Bill Condon	
biopic	<i>Raging Bull</i> , 1980	Martin Scorsese	a film biography of a person; first produced chiefly by Warner Bros. in the 1930s and 1940s
	<i>Frida</i> , 2002	Julie Taymor	
	<i>Monster</i> , 2003	Patty Jenkins	
science-fiction	<i>Star Wars</i> , 1977	George Lucas	topics of the universe, supernatural powers, extraterrestrial beings
	<i>E.T. the Extra-Terrestrial</i> , 1982	Steven Spielberg	
	<i>Avatar</i> , 2009	James Cameron	

	<i>Avatar: The Way of Water</i> , 2022		
comedy	<i>Monty Python's Flying Circus</i> , 1969–1974	Graham Chapman, John Cleese, Terry Gilliam, Eric Idle, Terry Jones, and Michael Palin	contains humour, satire, parody
	<i>The Pink Panther</i> , 2006	Shawn Levy	
	<i>Bean</i> , 1997 <i>Mr. Bean's Holiday</i> , 2007	Mel Smith	
romantic comedy	<i>The Music Box</i> , 1932	Laurel and Hardy[49]	about romantic relationships
	<i>Four Weddings and a Funeral</i> , 1994 <i>Notting Hill</i> , 1999 <i>Love Actually</i> , 2003	Richard Curtis	

	<i>Bridget Jones's Diary</i> , 2001	Sharon Maguire	
action film	<i>The Poseidon Adventure</i> , 1972	Ronald Neame	made to entertain; contains chases, gunfire, crimes, the battle of the good and evil
	<i>Die Hard</i> , 1988	John McTiernan	
adventure film	<i>The Adventures of Robin Hood</i> , 1938	Michael Curtiz	includes survival struggles, quests, battles, treasure hunts, heroic journeys; set in exotic location or far-away lands
	<i>Indiana Jones and the Kingdom of the Crystal Skull</i> , 2008	Steven Spielberg	
	<i>Jumanji</i> , 1995	Joe Johnston	
drama	<i>12 Angry Men</i> , 1957	Sydney Lumet	highly emotional; contains an in-depth analysis of one's personality
	<i>Taxi Driver</i> , 1976	Martin Scorsese	
	<i>Apocalypse Now</i> , 1979	Francis Ford Coppola	
	<i>The Shawshank Redemption</i> , 1994	Frank Darabont	
melodrama	<i>Picnic at</i>	Peter Weir	contains a love plot;

	<i>Hanging Rock</i> , 1975 <i>Dead Poets Society</i> , 1989		arouses intense emotions
	<i>Casablanca</i> , 1942	Michael Curtiz	
horror film	<i>Dracula</i> , 1931	Tod Browning	based upon gore, fear, supernatural creatures, fantasy
	<i>The Ring</i> , 2002	Gore Verbinski	
thriller	<i>Rosemary's Baby</i> , 1968	Roman Polański	based upon terror, mystery, anxiety, suspense, concealed killers
	<i>Psycho</i> , 1960	Alfred Hitchcock	
documentary	<i>Super Size Me</i> , 2004	Morgan Spurlock	shows actual events, real people; interprets reality; communicates social ideas and values
	<i>Fahrenheit 9/11</i> , 2004	Michael Moore	
docudrama	<i>United 93</i> , 2006	Paul Greengrass	depicts real events of a hijacked plane during the 9/11 tragedy in the US in the form of a film narrative
animated	<i>The Lion King</i> , 1994	Roger Allers, Rob Minkoff	a cartoon; serves as a family film; often memorabilia created to prolong the life of the movie Walt Disney (1901–1966) was a film producer, famous as a
	<i>Shrek</i> , 2001	Henry Adamson, Vicky Jenson	

<i>Steamboat Willie</i> , 1928 – the first cartoon starring Mickey Mouse, including synchronised sound; <i>Snow White and the Seven Dwarfs</i> , 1937; <i>Pinocchio</i> , <i>Dumbo</i> , <i>Cinderella</i> , <i>Peter Pan</i>	Walt Disney	pioneer of animated cartoons, admired for their humour and technical brilliance and funny characters: Mickey Mouse, Goofy, Pluto, Donald Duck. Disney collected 30 Oscars.
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4. Dopasuj tytuł filmu do gatunku. Niektórych nazw gatunków użyj dwukrotnie.

FILM TITLE	GENRE
<i>The Magnificent Seven</i>	thriller
<i>The Lion King</i>	documentary
<i>Super Size Me</i>	science-fiction
<i>Psycho</i>	adventure film
<i>Dracula</i>	horror film
<i>Chicago</i>	musical
<i>Jumanji</i>	drama
<i>12 Angry Men</i>	romantic comedy
<i>Raging Bull</i>	melodrama
<i>Love Actually</i>	cartoon

<i>Rio Bravo</i>	biopic
<i>Notting Hill</i>	action film
<i>Casablanca</i>	western
<i>Apocalypse Now</i>	
<i>Die Hard</i>	
<i>Avatar</i>	

Answer key:

FILM TITLE	GENRE
<i>The Magnificent Seven</i>	western
<i>The Lion King</i>	cartoon
<i>Super Size Me</i>	documentary
<i>Psycho</i>	thriller
<i>Dracula</i>	horror film
<i>Chicago</i>	musical
<i>Jumanji</i>	adventure film
<i>12 Angry Men</i>	drama
<i>Raging Bull</i>	biopic
<i>Love Actually</i>	romantic comedy
<i>Rio Bravo</i>	western
<i>Notting Hill</i>	romantic comedy
<i>Casablanca</i>	melodrama
<i>Apocalypse Now</i>	drama
<i>Die Hard</i>	action film
<i>Avatar</i>	science-fiction

British and American film directors of all time

Charlie Chaplin (1889–1977) – an actor, director, producer, screenwriter, born in the poorest part of London, went to America and within a few years became a sensation. His image of a tramp in a black suit and oversized shoes, a bowler hat, the bent cane along with the moustache is probably one of the most recognisable worldwide. Chaplin brought soul and pathos to a new genre called a **slapstick comedy**. He made a first appearance in Hollywood in 1914 as an actor. Along with Mary Pickford and Douglas Fairbanks

he formed United Artists in 1919. Their movies got a warm reception and at once Chaplin became popular and appreciated by the audience.

His entertaining and hilarious short films as well as feature films talking about poverty (*The Kid*, 1920), about Tramp's love to a blind girl (*City Lights*, 1931), being a satire on an industrial progress and social classes (*Modern Times*, 1936) and finally criticising Adolf Hitler's tyranny in a brilliant satire titled *The Great Dictator* (1940) contributed to being presented with a special Oscar in 1972. Chaplin's profound caricature of Hitler's personality, behaviour and addressing people came as a complete revelation to the audience.

Alfred Hitchcock (1899–1980) – as a British filmmaker is believed to be the master of suspense, mystery, anxiety and horror. He directed thrillers and horror films. Hitchcock's film productions were innovative. Dialogues in *Psycho* (1960) were constrained to the minimum and the action was performed through a weird atmosphere with the grand climax at the end of the movie. The innovative type of a narrative embraced “an earthquake” at the beginning of the film (when the main protagonist dies) and subsequent rising tension, shifts of the film structure and not one but two main stories. Hitchcock explored the themes of identity dissolution (*Psycho*), crimes (*Dial M for Murder*, 1954), fear (*The Birds*, 1963) and he managed to make viewers terrified without the use of much gore (the famous shower scene murder of the main protagonist at the beginning of *Psycho*).

Woody Allen (1935–) – an American director, comedian, playwright, screenwriter and producer, is believed to be a workaholic judging by his filmography embracing 49 films (*Manhattan*, 1979; *Zelig*, 1983; *Radio Days*, 1987; *Small Time Crooks*, 2000; *Hollywood Ending*, 2002; *Vicky Christina Barcelona*, 2008; *Blue Jasmine*, 2013) and 14 Broadway theatre productions (*Play It Again, Sam*, 1969; *God*, 1975). His films are ambitious, full of dialogues and improvisations, containing autobiographical elements, witty and sarcastic. His films get more favourable reception in Europe than the

USA. Allen has been quoted and Allenisms became more of moral sayings. Allen proved his directing talent by making *Annie Hall* (1977) which, as a unique production with a variety of non-standard film gimmicks transpired to be a success appreciated by both critics and the public. Advertised as a nervous romance, the film presents a story about a neurotic New York stand-up comedian Alvy Singer (Allen) and his singer-to-be girlfriend Annie Hall (Diane Keaton). The film starts with Allen's direct talking to the camera, telling jokes to the audience. The whole film is a flashback and contains split screens, flashforwards, a black-and-white pseudo-documentary, a Snow White animation, an empty screen after the characters have left the frame and we can only hear them, a double exposure (two scenes superimposed on each other), source music only (the absence of music other than from the radio or a party), long, unabridged takes and finally a resume at the end of the film. All these non-mainstream filmic devices serve as profound evidence that Allen's works were hugely influenced by the European cinema of Bergman and Fellini.

Martin Scorsese (1942–) – an American film director, producer, actor, screenwriter who depicts the world of organised crime, dual morality, incapability of finding one's identity, a division between the good and the bad, political corruption and religious guilt. The films avoid the Hollywood schemes creating universal, complex, provocative and surprising crime dramas. *Mean Streets* (1973), *Taxi Driver* (1976), *Raging Bull* (1980), *The colour of money* (1986), *Good Fellas* (1990), *Cape Fear* (1991), *Gangs of New York* (2002), *The Aviator* (2004), *The Departed* (2006), *The Wolf of Wall Street* (2013). Scorsese presents intellectual and psychological games which involve spectators and build up tension till the climax at the end. The tension is generated by the way scenes are filmed – a camera is in constant motion, the shots are short, the rhythm is sustained through the music and sudden scenes of violence. It is worth noting that Scorsese especially likes to collaborate with two very well-known actors, Robert de Niro and Leonardo di Caprio.

Tim Burton (1958–) – an American filmmaker and an animator. Known for fantasy (*Edward Scissorhands*, 1990; *Alice in*

Wonderland, 2010), horror films (*The Nightmare before Christmas*, 1993), TV series (*Wednesday*, 2022), superhero films (*Batman*, 1989; *Batman Returns*, 1992), science fiction films (*Planets of the Apes*, 2001) and for musical adventure films (*Charlie and the Chocolate Factory*, 2005). He started his career in the 80s as an animator, graphic designer and art director working for Walt Disney Productions.

Spike Lee (1957–) – an American actor and filmmaker who has been exploring the themes of racial issues, urban crime, poverty and political questions in the context of the black community. Since 1983 he has been running his own production company producing, writing and directing more than 35 films so far (*She's Gotta Have It*, 1986; *Do the right thing*, 1989; *Malcolm X*, 1992; *4 Little Girls*, 1997; *25th hour*, 2002; *Da 5 Bloods*, 2020). Spike Lee was born to a family of a black literature teacher and a jazz musician. His movies are considered to be culturally, historically and stylistically unique and significant. He collaborated with Denzel Washington and Samuel L. Jackson, whose performances were highly acclaimed and constituted a breakthrough in their careers.

Oliver Stone (1946–) – an American film director, producer and screenwriter who served in the Vietnam War and was wounded twice in action. The subjects that he likes to explore are connected with political issues of the late 20th century and presidents (*JFK*, 1991; *Nixon*, 1995; *W.*, 2008), gangsters (*Scarface*, 1983), the Vietnam War (*Platoon*, 1986), finances (a financial drama titled *Wall Street*, 1987). He also made a biographical film about Jim Morrison (*The Doors*, 1991).

Sir Ridley Scott (1937–) – an English film director and producer famous for directing sci-fi movies and historical dramas; honoured by Queen Elisabeth II for huge contribution to the British film industry and ranked as one of the most influential artists in British culture. He created *Alien* (1979), *Gladiator* (2000), *Robin Hood* (2010) and *The Martian* (2015).

George Lucas (1944–) – an American filmmaker famous for the trilogy of *Star Wars* films (1977–2019); cooperated with Steven Spielberg to create and produce the *Indiana Jones* films. His *Star Wars* films transpired to be so financially successful that they are defined as blockbusters and they constitute a pop culture phenomenon and franchise with further parts being made.

James Cameron (1954–) – a Canadian filmmaker who uses new techniques and technologically advanced filmic devices to make movies. He directed *The Terminator* (1984), *Titanic* (1997), *Avatar* (2009) and *Avatar: The Way of Water* (2022). The three latter films made him one of the most highest-grossing film directors of all time.

Clint Eastwood (1930–) – an American actor and director who created award-winning westerns such as *Unforgiven* (1992), war dramas titled *Heartbreak Ridge* (1986) and *American Sniper* (2014) and many sport dramas, for example *Million Dollar Baby* (2004) or *Invictus* (2009).

Orson Welles (1915–1985) – an American actor, director, producer, screenwriter dealing with film, radio and theatre. He is known for being innovative and one of the greatest and most influential filmmakers ever. His controversial radio adaptation of an English writer Herbert George Wells' novel *The War of the Worlds* (1938) made listeners believe that a Martian invasion on the Earth was occurring for real. His first feature film which is often ranked as one of the greatest films of all time is entitled *Citizen Kane* (1941). It's a drama remembering the life of Charles Foster Kane, a very rich newspaper publisher, who dies.

Steven Spielberg (1946–) – an American director and producer. The most commercially successful director creating many award-winning blockbusters: *Jaws* (1975), *E.T. the Extra-Terrestrial* (1982), the *Indiana Jones* trilogy (1981–1989), *Jurassic Park* (1993), *Schindler's List* (1993) about Holocaust, *Saving Private Ryan* (1998), *A.I. Artificial Intelligence* (2001), *Minority Report* (2002) and a musical *West Side Story* (2021).

David Lynch (1946–) – an American filmmaker with a very unique and surreal way of presenting his work, using supernatural elements, eccentric characters, creepy tone, strong emotional appeal, horror and humour. Created *The Elephant Man* (1980), *Mulholland Drive* (2001), the TV series *Twin Peaks* (1990–1991) and later feature films *Twin Peaks: Fire Walk with Me* (1992).

Stanley Kubrick (1928–1999) – an American director, producer, screenwriter known for using a variety of film genres, innovative special effects, dark humour and scientific realism. He created *2001: A Space Odyssey* (1968), regarded as one of the greatest films ever made, a horror film *The Shining* (1980) and *Eyes Wide Shut* (1999), which was finished shortly before his death.

Peter Jackson (1961–) – is a New Zealand film director, screenwriter and producer best known for creating the *Lord of the Rings* trilogy (2001–2003) and the *Hobbit* trilogy (2012–2014). His films are the ones most profitable in the history of cinematography.

Francis Ford Coppola (1939–) – an American director, producer, screenwriter. He transformed the gangster genre by making *The Godfather* (1972) together with *The Godfather Part II* (1974) and later *The Godfather III* (1990). The 1979 epic war drama *Apocalypse Now* inspired by Joseph Conrad's *Heart of Darkness* (1899), which depicts the Vietnam War, tells the story of Captain Willard's river journey from Vietnam to Cambodia whose secret mission is to kill Colonel Kurtz, who is accused of murders.

Quentin Tarantino (1963–) – an American film director, actor and producer applying popular culture references, events out of chronological order, dark humour and long dialogues. He created *Pulp Fiction* (1994), which was acclaimed by both the audience and critics. *Kill Bill: Volume 1* (2003) and *Volume 2* (2004), *Django Unchained* (2012) and *Once Upon a Time in Hollywood* (2019) are his well-known and appreciated works.

5. Zaznacz odpowiedź a, b lub c, wybierając odpowiedniego reżysera.

Who...

1. is known for using many popular culture references?
a. Spike Lee **b.** Quentin Tarantino **c.** Martin Scorsese
2. is the Master of Suspense?
a. Oliver Stone **b.** Alfred Hitchcock **c.** David Lynch
3. introduced an innovative type of a film narrative?
a. Clint Eastwood **b.** Spike Lee **c.** Alfred Hitchcock
4. directed superhero films?
a. Woody Allen **b.** Tim Burton **c.** Peter Jackson
5. was an actor, director, producer and a screenplay writer at the same time?
a. George Lucas **b.** James Cameron **c.** Charlie Chaplin
6. lets improvisation in long dialogues?
a. Alfred Hitchcock **b.** Oliver Stone **c.** Woody Allen
7. loves the surrealistic way in his films?
a. David Lynch **b.** Spike Lee **c.** Tim Burton
8. used scientific realism in one of the greatest films ever?
a. Ridley Scott **b.** Stanley Kubrick **c.** Martin Scorsese
9. created a trilogy of science fiction movies which later became a franchise with more parts?
a. Oliver Stone **b.** James Cameron **c.** George Lucas
10. explores deeply the themes of racial and political issues?
a. Tim Burton **b.** Quentin Tarantino **c.** Spike Lee
11. uses a wide variety of film gimmicks which are not according to the mainstream Hollywood cinema?
a. Steven Spielberg **b.** Alfred Hitchcock **c.** Woody Allen
12. created crime dramas about the Mob?
a. Oliver Stone, Francis Ford Coppola, Clint Eastwood
b. Martin Scorsese, Oliver Stone, Peter Jackson
c. Martin Scorsese, Francis Ford Coppola and Oliver Stone
13. was inspired by Joseph Conrad's *Heart of Darkness*?
a. Orson Welles **b.** Francis Ford Coppola **c.** Stanley Kubrick
14. directed award-winning westerns?
a. Clint Eastwood **b.** Martin Scorsese **c.** David Lynch
15. made people believe that Martians had invaded the Earth?

- a. Tim Burton b. Orson Welles c. James Cameron
16. contributed to the film industry so much that Queen Elisabeth II honoured him?
a. George Lucas b. Ridley Scott c. Peter Jackson
17. served in the Vietnam War and later made a film about the war?
a. Oliver Stone b. Martin Scorsese c. Francis Ford Coppola
18. made films which brought huge profits?
a. Peter Jackson b. Spike Lee c. David Lynch
19. is the father of blockbuster films?
a. Woody Allen b. Charlie Chaplin c. Steven Spielberg
20. is not afraid of using technologically advanced film devices in his productions?
a. Steven Spielberg b. Oliver Stone c. James Cameron

Answer key: 1. b 2. b 3. c 4. b 5. c 6. c 7. a 8. b 9. c 10. c 11. c 12. c 13. b 14. a 15. b 16. b 17. a 18. a 19. c 20. c

Top British and American actors and actresses

BRITISH	
ACTORS:	ACTRESSES:
Daniel Day-Lewis	Elizabeth Taylor
Anthony Hopkins	Judi Dench
Colin Firth	Keira Knightley
Ben Kingsley	Emma Thompson
Ricky Gervais	Rachel Weich
Benedict Cumberbatch	Kate Winslet
Hugh Grant	Emily Blunt
Gary Oldman	Helena Bonham Carter
Jude Law	Helen Mirren
Sean Connery	Tilda Swinton
Ewan McGregor	Audrey Hepburn

Orlando Bloom
Michael Caine
Jeremy Irons
Christian Bale
Daniel Craig
Roger Moore
Timothy Dalton
Daniel Radcliffe
Liam Neeson

Sienna Miller
Naomi Watts

AMERICAN

ACTORS:

Henry Fonda
James Dean
Tom Hanks
Jack Nicholson
Marlon Brando
Paul Newman
Dustin Hoffman
Gary Cooper
Spencer Tracy
Al Pacino
Gene Hackman

ACTRESSES:

Marilyn Monroe
Jodie Foster
Jane Fonda
Meryl Streep
Hilary Swank
Barbra Streisand
Judy Garland
Liza Minnelli
Gwyneth Paltrow
Emma Stone
Kim Basinger

Robert de Niro
Leonardo DiCaprio
John Wayne
Sean Penn
Forest Whitaker
Joaquin Phoenix
Nicolas Cage
Brad Pitt
Tom Cruise
Morgan Freeman

Grace Kelly
Julianne Moore
Reese Witherspoon
Shirley MacLaine
Scarlett Johansson
Sandra Bullock
Meg Ryan
Halle Berry
Jamie Lee Curtis
Drew Barrymore

Mel Gibson
Robin Williams
Denzel Washington
Kevin Costner
Eddie Murphy
Bruce Willis
Sylvester Stallone
Arnold Schwarzenegger
Elijah Wood
John Malkovich

Michelle Pfeiffer
Demi Moore
Whoopi Goldberg

Most prestigious movie awards in Great Britain and the USA

Oscars – The Academy Awards Since 1929 every year in the first quarter of a year the Academy Award has been presented to the winners. The Oscars, as they are popularly known, is the most renowned and awaited film ceremony every year, watched live in over 200 countries. The official name of the prize is the **Academy Award of Merit** and it was first presented in 1929 with the Academy of Motion Picture Arts and Sciences overseeing the process. The annual ceremony honours the achievements of the previous year. The statuette is made of gold-plated britannium with a black metal base and depicts an Art Deco representation of a **knight with a sword** standing on a reel of film with five spokes, each one suggesting the branches of the Academy – the actors, writers, directors, producers and technicians.

BAFTA Awards The award ceremony is hosted by the British Academy of Film and Television Arts which was founded in 1947. The first awards were given two years later. In 1958 the Academy merged with the Guild of Television Producers and Directors and their purpose was to “support, develop and promote the art forms of the moving image by identifying and rewarding excellence, inspiring

practitioners and benefiting the public.” The award is a **theatrical mask** designed by Mitzi Cunliffe and the ceremony usually takes place in February, before the Oscars.

Grand Jury Prize – The Sundance Film Festival The Sundance Film Festival is organised by the Sundance Institute and it takes place each year in Utah. It is the largest independent film festival in the U.S. and is the main event where independent filmmakers can showcase their work. The competitive part of the festival is for dramatic and documentary films with the most important award being the Grand Jury Prize for both categories. The festival began in 1978 when Sterling Van Wagenen, the head of Robert Redford’s Wildwood company, started the festival to attract more filmmakers to Utah. In 1984 the festival was taken over by the Sundance Institute and its name was changed to the Sundance Film Festival in honour of the film *Butch Cassidy and the Sundance Kid*. The Grand Jury Award is one of the best ways for independent filmmakers to boost their reputation.

The Golden Globes award is given by the Hollywood Foreign Press Association during an annual ceremony and dinner that has been held at the Beverly Hilton Hotel since 1961. The first award was given in 1943. Since then it has become a significant element of the film industry since the ceremony was first broadcast in 167 countries in the world, making it the third most watched awards show after the Grammy Awards and the Oscars. Actress Meryl Streep is the only person to receive eight Golden Globes and Barbra Streisand has nine if you include the honorary awards.

6. Dokończ zdania, posługując się informacjami z tekstu o nagrodach filmowych.

1. The most popular film award is an Academy Award, called the _____.
2. The largest independent film festival is called _____.

3. The most watched film award shows are

Answer key: 1. Oscar 2. the Sundance Film Festival 3. the Oscars and the Golden Globes

The most Oscar-winning films (1929–2023)

YEAR	TITLE	DIRECTOR	AWARDS
1940	<i>Gone with the Wind</i>	Victor Fleming	8 Oscars incl. Best Film, Best Director, Best Actress, Best Supp. Actress
1941	<i>The Grapes of Wrath</i>	Jane Darwell	Best Director, Best Supp. Actress
1944	<i>Casablanca</i>	Michael Curtiz	Best Film, Best Director
1945	<i>Going My Way</i>	Leo McCarey	7 Oscars incl. Best Film, Best Director, Best Actor, Best Supp. Actor
1946	<i>The Lost Weekend</i>	Billy Wilder (AM)	4 Oscars incl. Best Film, Best Director, Best Actor
1952	<i>A Streetcar Named Desire</i>	Elia Kazan (AM)	4 Oscars incl. Best Actress, Best Supp. Actor, Best Supp. Actress
1954	<i>From Here to Eternity</i>	Fred Zinnemann	8 Oscars incl. Best Film, Best Director, Best Supp. Actor, Best Supp. Actress
1955	<i>On the Waterfront</i>	Elia Kazan	8 Oscars incl. Best Film, Best Director, Best Actor, Best Supp. Actress
1958	<i>The Bridge on</i>	David Lean	7 Oscars incl. Best Film,

	<i>the River Kwai</i>	(BR)	Best Director, Best Actor
1960	<i>Ben-Hur</i>	William Wyler (AM)	11 Oscars incl. Best Film, Best Director, Best Actor, Best Supp. Actor
1962	<i>West Side Story</i>	Robert Wise (AM) Jerome Robbins (AM)	10 Oscars incl. Best Film, Best Director, Best Supp. Actor, Best Supp. Actress
1967	<i>A Man for All Seasons</i>	Fred Zinnemann (AM)	6 Oscars incl. Best Film, Best Director, Best Actor
	<i>Who's Afraid of Virginia Woolf?</i>	Mike Nichols (Am)	5 Oscars incl. Best Actress, Best Supp. Actress
1971	<i>Patton</i>	Franklin J. Schaffner (AM)	7 Oscars incl. Best Film, Best Director, Best Actor
1973	<i>The Godfather</i>	Francis Ford Coppola (AM)	3 Oscars incl. Best Film, Best Actor
1974	<i>The Sting</i>	George Roy Hill (AM)	7 Oscars incl. Best Film, Best Director
1975	<i>The Godfather Part II</i>	Francis Ford Coppola (AM)	6 Oscars incl. Best Film, Best Director, Best Supp. Actor
1977	<i>Rocky</i>	John G. Avildsen (AM)	3 Oscars incl. Best Film, Best Director

1978	<i>Annie Hall</i>	Woody Allen (AM)	Best Film, Best Director, Best Screenplay, Best Actress
1780	<i>Kramer vs. Kramer</i>	Robert Benton (AM)	Best Film, Best Director, Best Screenplay, Best Actor, Best Supp. Actress
1984	<i>Terms of Endearment</i>	James L. Brooks (AM)	5 Oscars incl. Best Film, Best Director, Best Actress, Best Supp. Actor
1987	<i>Platoon</i>	Oliver Stone (AM)	4 Oscars incl. Best Film, Best Director
1989	<i>Rain Man</i>	Barry Levinson (AM)	4 Oscars incl. Best Film, Best Director, Best Actor
1991	<i>Dances With Wolves</i>	Kevin Costner (AM)	7 Oscars incl. Best Film, Best Director
1992	<i>The Silence of the Lambs</i>	Jonathan Demme (AM)	5 Oscars incl. Best Film, Best Director, Best Actor, Best Actress
1993	<i>Unforgiven</i>	Clint Eastwood (AM)	4 Oscars incl. Best Film, Best Director
1994	<i>Schindler's List</i>	Steven Spielberg (AM)	7 Oscars incl. Best Film, Best Director
1995	<i>Forrest Gump</i>	Robert Zemeckis (AM)	6 Oscars incl. Best Film, Best Director, Best Actor
1996	<i>Braveheart</i>	Mel Gibson (AM)	5 Oscars incl. Best Film, Best Director

1997	<i>The English Patient</i>	Anthony Minghella (BR)	9 Oscars incl. Best Picture, Best Director, Best Supp. Actress
1998	<i>Titanic</i>	James Cameron (CAN)	11 Oscars incl. Best Picture, Best Director
1999	<i>Shakespeare in Love</i>	John Madden (BR)	7 Oscars incl. Best Picture, Best Actress, Best Supp. Actress
2000	<i>American Beauty</i>	Sam Mendes (BR)	5 Oscars incl. Best Picture, Best Director, Best Actor
2001	<i>Gladiator</i>	Ridley Scott (BR)	5 Oscars incl. Best Picture, Best Actor
2002	<i>A Beautiful Mind</i>	Ron Howard (AM)	4 Oscars incl. Best Picture, Best Director, Best Supp. Actress
2003	<i>Chicago</i>	Rob Marshall (AM)	6 Oscars incl. Best Picture, Best Supp. Actress
2004	<i>The Lord of the Rings: The Return of the King</i>	Peter Jackson (NZ)	11 Oscars incl. Best Picture, Best Director, Best Adapted Screenplay
2007	<i>The Departed</i>	Martin Scorsese (AM)	Best Picture, Best Director, Best Adapted Screenplay, Best Film Editing
2008	<i>No country for Old Men</i>	Joel Coen, Ethan Coen (AM)	4 Oscars incl. Best Picture, Best Director, Best Adapted Screenplay
2009	<i>Slumdog Millionaire</i>	Danny Boyle (BR)	8 Oscars incl. Best Picture, Best Director, Best

			Adapted Screenplay
2010	<i>Avatar</i>	James Cameron (AM)	Best Art Direction, Best Cinematography, Best Visual Effects
2011	<i>The King's Speech</i>	Tom Hooper (BR-AU)	Best Picture, Best Director, Best Actor, Best Original Screenplay
2017	<i>Moonlight</i>	Barry Jenkins (AM)	Best Picture, Best Supp. Actor, Best Adapted Screenplay
2019	<i>Bohemian Rhapsody</i>	Bryan Singer (AM)	Best Actor, Best Film Editing, Best Sound Editing, Best Sound Mixing
2020	<i>1917</i>	Sam Mendes (BR)	Best Sound Mixing, Best Cinematography, Best Visual Effects
	<i>Joker</i>	Tod Phillips (AM)	Best Actor, Best Original Score
	<i>Once Upon a Time in Hollywood</i>	Quentin Tarantino (AM)	Best Supp. Actor, Best Production Design
2022	<i>CODA</i>	Sian Heder (AM)	Best Picture, Best Supp. Actor, Best Adapting Screenplay
2023	<i>The Whale</i>	Darren Arnofsky (AM)	Best Actor, Best makeup and hairstyling
	<i>Avatar: The Way of Water</i>	James Cameron (AM)	Best Visual Effects
	<i>Top Gun:</i>	Joseph	Best Sound

Maverick

Kosinski
(AM)

Top film festivals

Great Britain

NAME	WHERE?	WHEN?	WHAT?
The UK Film Festival	Soho in London, England	November	since 2011, feature films over 40 minutes, international productions, all genres, all budget levels
The BFI London Film Festival	London, England	October	new British and international films, lasts 13 days
The London Short Film Festival	London, England	January	short-form films
The Raindance Film Festival	cinemas across London, England	autumn months	independent cinema, since 1992
The London Film Week	London, England	December	only a few best submissions shown to the audience
The London Independent Film Festival	London, England	April	lasts 11 days, presents more than 100 films
The Norwich Film Festival	Norwich, England	November	short films only, all genres, both mainstream and independent films, since 2009

The Leeds International Film Festival	Leeds, England	November	short films and features, all genres, since 1987, the largest outside London, both commercial and independent
The Edinburgh International Film Festival	Edinburgh, Scotland	August	short films and feature, all genres, since 1947, UK and international films

The USA

NAME	WHERE?	WHEN?	WHAT?
The Sundance Film Festival	Park City, Salt Lake City and the Sundance Ski Resort near Provo, Utah	January	the largest independent film festival, American and international films
The Tribeca Festival	New York City	spring months	all genres, 600 screenings
South by Southwest	Austin, Texas	March	since 1987, films and music, lasts for several days
The Fantastic Fest	Austin, Texas	September	since 2005, lasts 8 days, horror, sci-fi, fantasy, action films
The Hollywood Shorts Fest	Los Angeles, California	May	independent films, all genres, from all over the world,

The Santa Fe International Festival	Santa Fe, New Mexico	October	features and shorts, all genres, by new and established filmmakers
The Seattle International Film Festival	Seattle, Washington	May	the largest film festival in the USA, showing 400 films in a month across the city

10. THEATRE

▶ Theatre in the UK

Short history of the theatre in England

Theatre in the UK has always played a significant role in British culture.

The Romans first brought the idea of the theatre and auditoriums from Europe to the kingdom.

In **the Middle Ages** actors travelled from town to town performing in the street retelling old folk stories about Saint George and the Dragon or Robin Hood and also presenting Christian themes in the form of *the mystery plays*[\[50\]](#) or of *the miracle plays*[\[51\]](#).

With the course of time, *morality plays*[\[52\]](#) became of more secular and entertaining character. Those plays were most popular in **the 15th and 16th centuries**.

The Elizabethan age (1558–1603; the age of Shakespeare) at the turn of the 16th and 17th century let the drama, tragedy and comedy along with a *revenge play*[\[53\]](#) develop. The most prominent playwrights of that time were William Shakespeare, Ben Jonson, Christopher Marlowe, John Webster and Thomas Kyd.

Between 1642–1660 the English government banned public performances. Some playwrights started to write dramas never intended on stage.

The Restoration (1660–1685; the times of King Charles II reign) together with William Wycherley, Aphra Behn and John Vanbrugh as main playwrights brought new genres such as heroic[\[54\]](#) drama and

a Restoration comedy[55]. King Charles II was personally interested in the theatre. It was the time when female roles were for the first time played by women (unlike as it was in Shakespeare's time).

In **the 18th century** sentimental comedies became a popular form of entertainment. The British government introduced the Licensing Act of 1737 in order to control what was being said on stage about the government.

In **the 19th century** the popularity of stage plays declined in favour of the closet drama – plays written to be solitary read at home or aloud in front of a group of people.

In **Romanticism** (1798–1836) the theatre focused on imagination, emotions, feelings, appreciation of nature, strong and successful protagonists. The popular genre was melodrama and George Colman and Thomas Holcroft were the most notable dramatists of the era.

The Victorian era (1837–1901) also abounded with prominent playwrights such as Robert Browning, Oscar Wilde, Henry Arthur Jones or Sir Arthur Pinero. Melodrama often with dramatic monologues was still the most popular form of entertainment to watch and the 19th century was the time when there were more spectators in the theatre than in any other epoch.

The 20th century theatre is full of many new forms such as modernism, expressionism, impressionism, experimental theatre, political[56] theatre and realism. The Theatres Act 1968 abolished the system of censorship of the stage that existed in Great Britain since 1737.

1. Przeczytaj jeszcze raz tekst o rozwoju teatru w Wielkiej Brytanii i wybierz poprawną odpowiedź (a, b lub c).

1. The Elizabethan Age is also known as
 - a. the age of Shakespeare
 - b. the Middle Ages
 - c. the Restoration

2. The short stories from the Bible and about the saints were called
 - a. the mystery plays
 - b. the mystery plays and the morality plays
 - c. the miracle plays and the mystery plays
3. At the turn of which centuries did drama, tragedy and comedy develop?
 - a. The 15th and the 16th
 - b. The 16th and the 17th
 - c. The 17th and the 18th
4. King Charles II is associated with which era?
 - a. Romanticism
 - b. The 18th century
 - c. The Restoration
5. What are the traits of romanticism?
 - a. Emphasis on the role of emotions and feelings
 - b. Emphasis on the role of imagination and science
 - c. References to nature and death

Answer key: 1. a 2. c 3. b 4. c 5. a

The most famous theatres across the United Kingdom

National Theatre, London, England

Royal Exchange Theatre, Manchester – the largest in England

Festival Theatre Edinburgh, Edinburgh, Scotland

Wales Millennium Centre, Cardiff, Wales

Citizens Theatre, Glasgow, Scotland

Royal Shakespeare Company, Stratford-upon-Avon, England

Theatre Royal, Bath, England

Crucible Theatre, Sheffield, England

London is the UK's and even the world's theatre and musicals centre. It's because of 204 theatres, numerous shows, big audiences and the beautiful architecture of the theatrical venues.

You can attend shows in **the West End** which is often referred to as Theatreland, London's theatrical centre. It embraces more than 40 theatres.

London's 10 most popular theatres

The Royal Opera House

Hackney Empire

National Theatre

Sadler's Wells

Shakespeare's Globe

The Old Vic

Her Majesty's Theatre

Theatre Royal Drury Lane

London Palladium

The Dominion Theatre

The first permanent playhouse ever built in London in 1576 was The Theatre, an Elizabethan theatre.

Shakespeare's Globe is one of **the most famous** theatres in the world. The original Globe Theatre was built in 1599, but was destroyed in a fire. At the Globe Theatre the plays of Shakespeare were performed while the playwright himself had been acting in them.

Theatre Royal Drury Lane is London's **oldest** theatre and dates back to 1660. It still operates holding over 2000 spectators. It is located in Covent Garden, near the heart of the West End.

The English National Opera's London Coliseum is **the largest** theatre in London with the capacity of 2,359 seats. You can enjoy impressive opera and ballet performances in this luxurious theatre.

Ambassadors Theatre is one of **the smallest** theatres in the West End with just 444 seats.

The best musicals and West End shows

1. *The Lion King* at the Lyceum Theatre
2. *The Phantom of the Opera* at Her Majesty's Theatre
3. *Wicked* at the Apollo Victoria
4. *Matilda The Musical* at the Cambridge Theatre
5. *Mamma Mia!* at the Novello Theatre
6. *Les Miserables*[\[57\]](#) at the Sondheim Theatre
7. *The Book of Mormon* at the Prince of Wales Theatre
8. *Pretty Woman* at The Piccadilly Theatre
9. *Frozen* at the Theatre Royal Drury Lane
10. *Back to the Future* at the Adelphi Theatre

Theatre in the USA

Short history of the theatre in the USA

1716 – the first theatre in Virginia

1730 – another theatre in South California

Other colonies followed the trend slowly due to some restrictions of this form of art which compared it to negative practices such as gambling or animal fighting.

With the course of time moral and religious boundaries declined which made it possible for the theatre to become more popular. The beginning of the 19th century brought many playhouses in the larger Eastern cities.

After 1825 **New York City** had higher standards and more theatre buildings than any other city in America becoming the heart of the theatre. Actors become popular and respected. There were more and more American playwrights and actors, so Shakespearian plays were losing popularity.

Minstrel shows (racist portrayals of African-Americans) became popular for some time and after they started to be less popular, **vaudeville** (a variety of acting forms, songs, ballet, light poetry, comedy) productions gained popularity (the 1880s – the 1930s – the golden years for theatre). Audiences could choose between legitimate theatre, ballet, vaudeville, burlesque and opera.

By the 1930s theatre had lost its national mass audience as the development of motion pictures grew.

1930 – present – Serious and mature **realism** productions have been popular. So have **musicals**, which enabled Broadway to massively grow.

Since 1990 **Broadway** has been an entertainment district with fancy musicals and luxurious hotels. Therefore New York City has become North America's theatre capital with about 180 theatres.

Broadway:

- 30 million spectators annually
- around 3,500 live performances a year
- 41 theatres
- both big-budget musicals and smaller, independent shows
- The Gershwin Theatre is the largest (1,933 seats)
- Hayes Theater is the smallest (597 seats)

Broadway most profitable musicals

1. *The Lion King* 1997
2. *Wicked* 2003
3. *The Phantom of the Opera* 1988
4. *Hamilton* 2015

5. *The Book of Mormon* 2011
6. *Chicago* 1975
7. *Mamma Mia!* 2001
8. *Jersey Boys* 2005
9. *Aladdin* 2011
10. *Les Miserables* 1987

The most famous theatres across the United States

Kauffman Center for the Performing Arts, Kansas City, Missouri

The Fox Theatre, Detroit, Michigan

The Central City Opera House, Central City, Colorado

Paramount Theatre, Oakland, California

Radio City Music Hall, New York City, New York

Durham Performing Arts Center, Durham, North Carolina

Kleinhans Music Hall, Buffalo, New York

Schermerhorn Symphony Center, Nashville, Tennessee

The Walt Disney Concert Hall, Los Angeles, California

The War Memorial Opera House, San Francisco, California

The Egg, Albany, New York

2. Po przeczytaniu rozdziału o teatrze uzupełnij zdania informacjami z tekstu.

If you want to go to the most well-known theatres in the UK, you should visit London's a. _____ . If you are in the US, on the other hand, go to b. _____ in New York. You can watch there musicals such as c. _____ .

Answer key: a. West End b. Broadway c. (examples) *The Lion King*, *Mamma Mia!*, *Les Miserables*

11. Literature

▶ Best British writers and their greatest works

- 1. William Shakespeare** (1564–1616) – known as “the Bard” – was an English actor, poet and playwright born in Stratford-upon-Avon. He married at the age of 18 and had three children. Later he started a career in London which lasted from the late 16th and early 17th centuries. He is considered to be the greatest writer in the English language. He wrote plays which have been played for the past 500 years and have been translated into every major living language. He also coined and introduced about 1,500 words and phrases into the English language. Most of these words and phrases are still used today. His company built a theatre called The Globe in London. He wrote 39 plays, 154 sonnets and three narrative poems. Among his works the most famous are: *Hamlet*, *Romeo and Juliet*, *King Lear* or *Othello*.
- 2. Jane Austen** (1775–1817) was an English novelist famous for her six novels describing the British landowners from upper and middle classes at the end of the 18th century. She showed women and their struggle to be married to get economic security and status. She wrote her novels anonymously as women in those times were not supposed to work or have a career and she herself did not enjoy a lot of success in her lifetime. There is a lot of humour, realism, irony and romance in Austen’s novels titled *Pride and Prejudice*, *Sense and Sensibility* or *Emma* which brought little fame in her times, but gained popularity after her death.
- 3. Charles Dickens** (1812–1870) was an English novelist, journalist and a social critic writing in the Victorian era. He was really popular during his times and his books are still

popular now. He wrote 15 novels such as *Oliver Twist* and *A Christmas Carol* and hundreds of short stories criticizing conditions in which many people lived in the 19th century. He supported children's rights, especially their right for education. Ebenezer Scrooge, a character from the book *A Christmas Carol*, has become the symbol of meanness and the name Scrooge has been used to describe mean people.

4. **J.R.R. Tolkien** (John Ronald Reuel Tolkien, 1892–1973) was an English writer and philologist. He is known as the man who invented the fantasy genre, known as high fantasy and the author of the famous series *The Hobbit* and *The Lord of the Rings*. He was a literature professor at the University of Oxford. Together with C.S. Lewis, another British writer, they formed the informal literary group called the Inklings. In 1972 he was appointed a Commander of the Order of the British Empire by Queen Elisabeth II. Tolkien created the fantasy world of Arda and Middle Earth, he invented new languages his characters spoke. *Silmarillion* is a collection of Tolkien's manuscripts published by his son after J.R.R. Tolkien's death.
5. **Brontë sisters** coming from a literary family, **Anne**, **Emily**, and **Charlotte**, were writers and poets who lived and worked in the first half of the 19th century in England. They were raised in a religious home strongly encouraged to write by their father who admired their literary talents. As young women in 19th century Britain could not follow a professional career, the sisters used pseudonyms – Currer, Ellis and Acton Bell – to publish their work. They described the isolation of women in the society and the beauty of the British countryside. Charlotte is most famous for the novel *Jane Eyre*, Emily for *Wuthering Heights*, and Anne for *The Tenant of Wildfell Hall*.
6. **Daniel Defoe** (1660–1731) has become most famous for his novel *Robinson Crusoe*, the famous tale of a man living on a desert island. Daniel Defoe wrote several hundred literary pieces over his lifetime. He lived and worked in the 17th and 18th centuries in England. His famous novel *Robinson Crusoe* has become extremely popular all over the world and the

story has been filmed many times in many languages. Daniel Defoe is believed to be the founder of the British novel and a pioneer of business and economic journalism.

7. **George Eliot** (1819–1880), whose real name was Mary Ann Evans, wrote in the 19th century in England. She was one of the most important writers in the Victorian era, who carefully described the English countryside and presented characters with deep psychological insight. She was also a poet, a journalist and a translator. One of the seven novels she wrote – *Middlemarch* – was voted the greatest British novel by the BBC as well as writers from outside the UK.
8. **C.S. Lewis** (1898–1963) – a British writer of Irish origin, lecturer, and an Anglican theologian most known for his fictional fantasy books for children. A good friend to J.R.R. Tolkien and a fellow academic teacher in Oxford, Lewis was the co-founder of the Inklings – an informal Oxford literary group. In his series of books *The Chronicles of Narnia* he created an unforgettable, impressive fantasy world. Lewis wrote more than 30 books which have been translated into more than 30 languages and have sold millions of copies.
9. **Virginia Woolf** (1882–1941) was an English writer and one of the most important modernist 20th century authors who used the narrative of stream of consciousness as a pioneer. She was also involved in feminist movements in the 1920s. Her works have been translated into more than 50 languages. She herself has been the character portrayed in films, novels and plays. Her most important novels are *Mrs Dalloway*, *To the Lighthouse* and *Orlando*.
10. **George Orwell** (the pen name of Eric Arthur Blair, born in 1903, died in 1950) was an English novelist, essayist, journalist and critic. In his novels such as *Nineteen Eighty-Four* or *Animal Farm* he opposed totalitarianism and social injustice. A man of many professions – a policeman in Burma, a teacher, bookseller and journalist in England – he coined many expressions still used in popular culture as well as in political references. When you say that something is

Orwellian, it describes authoritarian activity. Other neologisms such as *Big Brother* or *Newspeak* are well known to the large population of speakers of English.

1. Odpowiedz na pytania (1–10), wybierając jeden z podanych wariantów odpowiedzi. Zakreśl literę a, b, c albo d.

1. The author who coined many new expressions like Big Brother was:
a. George Eliot **b.** George Orwell **c.** William Shakespeare **d.** J.R.R. Tolkien
2. The founder of the British novel was:
a. Robinson Crusoe **b.** Daniel Defoe **c.** C.S. Lewis **d.** George Orwell
3. Two writers belonged to the Inklings. They were:
a. Tolkien and Lewis **b.** Orwell and Defoe **c.** Lewis and Woolf **d.** Tolkien and Eliot
4. The writer whose origins are Irish was:
a. J.R.R. Tolkien **b.** C.S. Lewis **c.** Daniel Defoe **d.** George Eliot
5. William Shakespeare was born in:
a. London **b.** The Globe **c.** Oxford **d.** Stratford-upon-Avon
6. Jane Austen wrote:
a. 6 novels **b.** 15 novels **c.** 30 novels **d.** 39 plays
7. One of the most famous characters from Dickens' books is:
a. J.R.R. Tolkien **b.** Oliver Twist **c.** C.S. Lewis **d.** Jane Eyre
8. Middle Earth is:
a. a theatre in London **b.** a literary group **c.** a fantasy world **d.** a lost continent
9. Acton Bell is a pseudonym of:
a. one of the Brontë sisters **b.** Virginia Woolf **c.** George Eliot **d.** Robinson Crusoe
10. The leading female modernist 20th century writer known for the use of stream of consciousness in her works was:
a. Emily Brontë **b.** George Eliot **c.** Mary Ann Evans **d.** Virginia Woolf

Answer key: 1. b 2. b 3. a 4. b 5. d 6. a 7. b 8. c 9. a 10. d

▶ Best Irish authors and their greatest works

- 1. Jonathan Swift** (1667–1745) was a satirical writer and poet, a cleric working and living in Dublin's Saint Patrick's Cathedral. He wrote many novels, essays, poems and political papers using a type of satire later called "Swiftian". In 1726 his most popular novel called *Gulliver's Travels* was published. Swift often wrote under pseudonyms or anonymously. At the age of 75 he got ill and mentally disturbed and he could not speak. When he died at the age of 80 according to his wish his fortune was used to establish a psychiatric institution which serves as a psychiatric hospital in Dublin to this day.
- 2. William Butler Yeats** (1865–1939) the first Irishman to win the Nobel Prize in Literature in 1923, a talented poet, a Senator in the Irish government. He was also one of the founders of the most important theatre, the Abbey. His poetry was often inspired by his public service job. His early poems were lyrical while later creation became more physical and realistic. One of his most famous works, *The Tower*, was published in 1928.
- 3. Oscar Wilde** (1845–1900) born in Dublin where he is still remembered and cherished in museums dedicated to him. He wrote the play titled *The Importance of Being Earnest* and *The Picture of Dorian Gray*, the most well-known Irish novel belonging to three genres: philosophical fiction, Gothic fiction and decadent literature. The novel was seen as controversial at Wilde's times and Wilde was imprisoned and exiled for his vision of the world.
- 4. Samuel Beckett** (1906–1989) Irish author of a lot of plays, poems and a few novels. He wrote both in English and French as he lived most of his life in Paris. He fought in the French resistance during World War II. In 1969 he was awarded the Nobel Prize in Literature. Apart from being a writer he was a

theatre director, poet and translator. He used the concept of black comedy and nonsense in his writing; he is considered one of the last modernist writers, and one of the key figures in the Theatre of Absurd. His most famous play is titled *Waiting for Godot*. The play was originally written in French.

5. **Bram Stoker** (1847–1912) an Irish writer and a theatre critic born in Dublin and educated in Trinity College, most famous for his Gothic novel *Dracula*. Stoker travelled around the world as an assistant and a business manager writing in his spare time. During such trips the manuscript of *Dracula* got lost later to be found in a barn in Pennsylvania in 1980's. Since the writer's death, *Dracula* has become one of the most well-known works in English literature, and the novel has been adapted for numerous films, short stories, and plays.
6. **George Bernard Shaw** (1856–1950) an Irish playwright, political activist and a journalist who wrote more than sixty plays such as *Man and Superman* or *Pygmalion*. In 1925 he was awarded the Nobel Prize in Literature. He was known for his realism, support for women's rights and socialism. His screenplay for the play *Pygmalion* was filmed and received an Academy Award. He continued to write until shortly before his death, aged ninety-four. He is seen to be inferior only to Shakespeare among British dramatists. The term *Shavian* describes Shaw's ideas and his means of expressing them in the English language.
7. **James Joyce** (1882–1941) dubbed the most important Irish writer, poet and literary critic and one of the most important writers in the world who revolutionised fiction in the 20th century. His creation is remembered all around the world in a series of literary activities called "Bloomsday" on June the 16th. Joyce lived in Switzerland and Paris, he wrote story collections *Dubliners*, novels *A Portrait of the Artist as a Young Man* and *Ulysses*. The latter written in 1922 is a landmark belonging to the modernist avant-garde movement and is compared to Homer's *Odyssey* especially in the literary

style of stream of consciousness Joyce used in this novel. Other important works include *Finnegan's Wake*.

- 8. Seamus Justin Heaney** (1939–2013) yet another Irish writer and poet to receive the Nobel Prize in Literature in 1995. Many critics and poets describe him as the greatest Irish poet. In 1966 he published his best known volume of poetry *Death of a Naturalist*. He was a professor at Harvard University when he lived in the USA, but also the Professor of Poetry in Oxford University while still in Great Britain and a lecturer at St. Joseph's College in Belfast when he lived in Northern Ireland. He received many important awards during his life. He is buried in Northern Ireland. The headstone bears an inscription from one of his poems "Walk on air against your better judgement."

2. Rozwiąż zadania (1–10), udzielając odpowiedzi w języku angielskim. Wymagana jest pełna poprawność merytoryczna i językowa odpowiedzi.

1. What is the name of the literary style of writing used in *Ulysses*?
2. Which writer is described both as an English and an Irish one?
3. Give the name of the Irish writer whose play was a successful film adaptation which received an Academy Award.
4. Give an example of an Irish Gothic novel. Who wrote it?
5. Which languages did Samuel Beckett use to write his plays?
6. Give the name of an Irish writer who was also a clergyman.
7. Who was the first Irishman to win the Nobel Prize in Literature in 1923?
8. How many writers from Ireland received the Nobel Prize in Literature? Give their names and surnames.
9. Who is the author of the novel about a very famous portrait of Dorian Gray?
10. Give the name of the Irish writer who was also a Senator in the Irish government.

Answer key: 1. stream of consciousness 2. C.S. Lewis 3. George Bernard Shaw 4. *Dracula* by Bram Stoker 5. English and French 6. Jonathan Swift 7. William Butler Yeats 8. 4 writers: George Bernard Shaw, William Butler Yeats, Samuel Beckett, and Seamus Heaney 9. Oscar Wilde 10. William Butler Yeats

▶ Best American novelists and their greatest works

- 1. Jack London (1876–1916)** His childhood and youth in poverty made him fight for a better life. As a teenager he had to work and support himself to finish school. London even sailed to join the Klondike Gold Rush. His struggles there inspired him in writing a short story, *To Build a Fire*. As the trip was unsuccessful, London decided to earn a living as a writer. He soon began gaining popularity for his fresh subjects which made readers interested in reading his stories. At that time he actually became a celebrity and the highest-paid writer in the US. He wrote among others *White Fang*, *The Call of the Wild* belonging to the genre of adventure fiction. He was also a pioneer of commercial fiction.
- 2. Joseph Heller (1923–1999)** was a son of poor Jewish immigrants from Russia. After graduation from high school he began work as a clerk and in 1942 he joined the US Army to fight in World War II. As a bombardier he flew 60 combat missions in Italy. After the war, Heller first studied and later taught English at University. In 1953, he began writing his most popular novel *Catch-22*. A catch-22 is a symbol of a concept, a paradoxical situation from which an individual cannot escape because of rules and regulations which contradict each other. Set during World War II, the novel is seen as one of the greatest works of the 20th century. Heller wrote six more novels which sold well, but *Catch 22* remains his greatest literary achievement.
- 3. Jerome David Salinger (1919–2010)** is best known for his novel *Catcher in the Rye* in which he successfully depicts problems related to adolescence. The novel, partially

published in serial form in 1945–1946 and as a novel in 1951, brought a lot of controversy among critics and readers. Yet, it has been successful ever since and it is considered to be one of the greatest novels of the 20th century. What's interesting about the author is that Salinger fought in the US army during World War II and was present at Utah Beach on D-Day. He was a very popular writer, yet he was trying to hide away from the crowds of fans, but with little success.

4. **John Steinbeck** (1902–1968) studied English literature at Stanford University though he left without a degree in 1925. He wrote 33 books, 16 of them novels. After studies he worked in New York taking odd jobs while trying to write but with little commercial success so he moved to California to work as a tour guide. His first successful novel was *Tortilla Flat* in 1935 which was later adapted as a 1942 film of the same name. His masterpiece *The Grapes of Wrath* was published in 1939 and won both the National Book Award and Pulitzer Prize for fiction. In 1962, John Steinbeck won the Nobel Prize in Literature and is regarded as one of the greatest American authors of the 20th century. Many of his works are considered classics of western prose and are widely read in American schools.
5. **Henry James** (1843–1916) was an American-British author as he was born in the US but became a British citizen before his death. He graduated from Harvard Law School. He gained fame and popularity as a writer of short stories and novels describing relations between the English, the Americans and continental Europeans. James wrote thirty-six volumes of tales and novels and the same amount of other prose in 50 years of his literary career. His most acclaimed novels are *The Wings of the Dove*, *The Ambassadors*, *The Golden Bowl* and *The Portrait of a Young Lady*. *The Turn of the Screw*, a novella, is one of the most puzzling ghost stories in the English language. James belongs both to the trend of literary realism and modernism. He was nominated for the Nobel Prize in Literature three times, never to be awarded the prize.

- 6. F. Scott Fitzgerald** (1896–1940) was born in an upper class family and had a turbulent personal life. Once he achieved commercial success with his first novel *This Side of Paradise*, he could marry the love of his life. The newlyweds moved to New York and quickly became celebrities whose eccentric behaviour was widely commented on. In 1924, the couple moved to Paris where Fitzgerald started working on his novel, *The Great Gatsby*. The novel did not sell very well and was not appreciated by the critics. Fitzgerald started drinking, his wife had a mental breakdown, there were financial problems so the writer moved to Hollywood to become a scriptwriter. He died soon at the age of 44. After World War II *The Great Gatsby* gained in popularity and it is regarded as a masterpiece of literature.
- 7. William Faulkner** (1897–1962) undoubtedly one of the greatest writers of the 20th century came from an old southern family from Oxford, Mississippi. He was influenced by the history of his family and the region in which he lived. He began writing poetry in adolescence, and continued to write novels in adulthood. In 1954 his novel *A Fable* won both the Pulitzer Prize and the National Book Award. He won another Pulitzer Prize for *The Reivers* (1962). He was also awarded the Nobel Prize in Literature. Part of the prize money served helped fund the PEN/Faulkner Award for Fiction. The most successful novels are: *The Sound and the Fury*, *As I Lay Dying* and *Light in August*.
- 8. Ernest Miller Hemingway** (1899–1961) a journalist, a war correspondent during the Spanish civil war, an ambulance driver in World War I and a novelist raised in a respected and well educated family in Illinois. He published many novels and short stories belonging to American classics. His most popular works are: *The Sun Also Rises*, *The Old Man and the Sea*, *For Whom the Bell Tolls* and *A Farewell to Arms*. He received the Pulitzer Prize for Fiction in 1953 and the Nobel Prize in Literature for all his creations in 1954. His work is described as modernist and his style of writing modern and economical.

9. Mark Twain (1835–1910) was a writer and journalist whose real name was Samuel Longhorne Clemens. He lived in Missouri on the Mississippi River and he is called the father of American literature. In his life he occupied himself with many professions like a miner, a steamboat pilot or a soldier. Twain was also fascinated with science. He was a friend to Nikola Tesla and he patented three inventions. He is best known for his books written for children *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn*, referred to by many as the Great American Novel. Mark Twain is renowned worldwide. His life was full of adventures. He went bankrupt investing his money in unfortunate inventions, but he managed to earn a lot of money once again. In his books he uses humour and vivid descriptions of America and its people.

3. Połącz nazwisko autora z książką, którą napisał.

1. Joseph Heller **a.** *Light in August*
2. Mark Twain **b.** *Catch 22*
3. Ernest Hemingway **c.** *The Adventures of Tom Sawyer*
4. John Steinbeck **d.** *The Old Man and the Sea*
5. Jack London **e.** *The Ambassadors*
6. William Faulkner **f.** *The Great Gatsby*
7. Jerome Salinger **g.** *White Fang*
8. Henry James **h.** *Catcher in the Rye*
9. F. Scott Fitzgerald **i.** *The Grapes of Wrath*

Answer key: 1. b 2. c 3. d 4. i 5. g 6. a 7. h 8. e 9. f

Book Awards For Authors

1. **Pulitzer Prize.** Established in 1917, Pulitzer Prize is an award given for achievements in journalism, literature and music. The prize is awarded every year in twenty one categories for US creators. It was established in the will of Joseph Pulitzer,

who earned his fortune as a newspaper publisher. The first person ever to win the Pulitzer Prize in literature was Jean Jules Jusserand, a French ambassador, in 1917 for writing the best historical book about the past and present of the Americans.

- 2. Nobel Prize in Literature.** The Nobel Prize in Literature was established in Sweden and is given every year to people from any country and origin who have “produced the most outstanding work in an idealistic direction” in literature. Established in 1895 by the will of Alfred Nobel, it was first awarded in 1901 to Sully Prudhomme. One of the laureates was also the British Prime Minister Sir Winston Churchill in 1953.
- 3. The Booker Prize.** The first name – the Booker Prize for Fiction (1969 to 2001), later renamed as The Man Booker Prize (2002–2019), a literary prize given to the best novel of the year written in English and published in the UK or Ireland. This award was established and awarded for the first time in 1969 to P.H. Newby for his fictional work *Something To Answer For*, which received huge publicity. There is also the International Booker Prize awarded for books translated into English and published in the UK or Ireland.
- 4. America Award.** The America Award, also seen as an alternative for the Nobel Prize in Literature, is given each year to a particular writer for their lifetime achievements in the literary field. This award was first given in 1994 to Aimé Fernand David Césaire of Martinique for his work as a poet. The award is presented each year by the jury of 6 to 8 American poets, prose writers, playwrights and literary critics and there is no money given to the winners.
- 5. Costa Book Awards.** Costa Book Awards were a series of literary awards given annually to English language writers based in Great Britain and Ireland. They were inaugurated and first awarded in 1971 and terminated in 2022. The awards were given not only for works with high literary merit but also for those which were enjoyable reading for many people. The

Costa Book Awards were given in six categories: Biography, Children's Books, First Novel, Novel, Poetry and Short Story. In 1971 Gerda Charles was given the prize for her novel *The Destiny Waltz*.

6. **Edgar Awards.** The Edgar Awards are a set of awards given by the panel of mystery American writers to the best works in mystery fiction, non-fiction, television, film, and theatre. They are often called *The Edgars* as they were named after the first writer of the mystery genre, Edgar Allan Poe. These awards were first given in 1946 and the first author to be awarded the Edgar was Julius Fast for *Watchful at Night* – the Best First Novel by an American Author.
7. **The Women's Prize For Fiction** is a literary award given to the female author belonging to any nationality for an English fictional novel, not a translation, published in the United Kingdom in the previous year. The Prize was first presented in 1996 to Helen Dunmore for her fictional work titled *Winter*. The award was conceptualized in 1996 by a group of professionals working in the publishing industry.
8. **National Book Awards** are presented annually to highest quality books written by American authors for their lifetime work and achievements. These awards, founded in 1950 by the American Book Publishers Council, American Booksellers Association, and Book Manufacturers Institute, were founded in 1950. Publishers deliver chosen books to compete in the following categories: fiction, nonfiction, and poetry. Winners receive a \$10,000 cash award and a crystal sculpture. The first author to receive the prize was Nelson Algren in 1950 for the book *The Man with the Golden Arm*.
9. **Hugo Award**, first presented in 1953, is the most prestigious international annual award for science-fiction and fantasy writers. The Hugo Award is an annual literary award for the best fantasy and science fiction works and achievements of the previous year. The award is given at the World Science Fiction Convention and the selection of best books is done by its members. The award is named after Hugo Gernsback, the

founder of the science fiction magazine *Amazing Stories*. The awards, originally given in seven categories, are now presented in seventeen categories of written and dramatic works. The winners receive a trophy consisting of a rocket ship on a base. The first novel to be awarded in 1953 was titled *The Demolished Man* by Alfred Bester.

4. Uzupełnij tabelę informacjami na temat nagród literackich podanymi w tekście.

AWARD	YEAR OF ORIGIN/COUNTRY	FIRST LAUREATE	CATEGORY/TYPE OF LITERATURE
Pulitzer Prize			
Nobel Prize in Literature			
The Booker Prize			
America Award			
Costa Book Awards			
Edgar Awards			
The Women's Prize For Fiction			
National Book			

Awards			
Hugo Awards			

Answer key:

AWARD	YEAR OF ORIGIN/COUNTRY	FIRST LAUREATE	CATEGORY/TYPE OF LITERATURE
Pulitzer Prize	1917/USA	Jean Jules Jusserand	journalism, literature, music
Nobel Prize in Literature	1901/Sweden	Sully Prudhomme	literature
The Booker Prize	1969/UK, Ireland	P.H. Newby	novels
America Award	1994/USA	Aimé Fernand David Césaire of Martinique	lifetime achievements in the literary field
Costa Book Awards	1971/UK	Gerda Charles	six categories: Biography, Children's Books, First Novel, Novel, Poetry and Short Story
Edgar Awards	1946/USA	Julius Fast	mystery fiction, non-fiction, television, film, and theatre
The Women's Prize For Fiction	1996/USA	Helen Dunmore	novel by a female author
National Book Awards	1950/USA	Nelson Algren	fiction/nonfiction/poetry
Hugo Awards	1953/International	Alfred Bester	science-fiction and fantasy

12. Sport

▶ Sport in the United Kingdom

Top 5 sports in the UK

1. Football

Every year there are 11.5 million attendances at League football games, making it one of the most popular spectator sports watched in the UK. Football is believed to be Britain's national sport.

Since 1992 the **Premier League** has been the most famous league in England that embraces 20 best football teams such as Manchester United (the best team with 13 championships), Liverpool, Arsenal and Manchester City F.C. (currently the best team in 2022).

The most exciting games are often between teams from the same city: Manchester United and Manchester City; Arsenal and Chelsea from London; Celtic and Rangers from Glasgow.

The second most prestigious and professional league is the **Football League Championship** while the league with the least successful football teams is called **League One**.

The **Football Association** is a body that governs the Premier League and other football-related events.

The **FA Cup (the Football Association Challenge Cup)** at Wembley Stadium in London is the highlight of the football season^[58]. It has been the oldest national football competition in the world. The first tournament was held in 1871.

The **EFL English Football League** is a professional football league for English and Welsh teams. It was founded in 1888 and until 1992 it was the top-level football league before the best clubs formed the Premier League.

There are over one hundred football clubs in the UK.

In 1966 England won its first and only FIFA World Cup title[\[59\]](#).

“**The Big 6**” refers to the best men’s professional football clubs in England. They are:

Arsenal, Chelsea, Liverpool, Manchester United, Manchester City and Tottenham Hotspur. They generate more revenue than most other clubs in the Premier League.

Having won the most top division titles including the Premier League for 13 times with the coach Alex Ferguson and being supported by an incredible number of fans (659 million), Manchester United is the best English football club.

Alan Shearer, Wayne Rooney, Michael Owen, Steven Gerrard, Frank Lampard and David Beckham are considered the best English football players of all time.

There are various reasons behind **football being so popular in the UK**. It is accessible and does not demand much equipment. The rules are easy and known worldwide. It also forms relations between club supporters and is a way to feel a part of a community. Football clubs are a significant part of the British culture and are commonly seen as symbols of their local communities.

2. Cricket

Cricket is an English national summer sport. It was first played in England in the 16th century and its rules were written in the 18th century. There are 18 professional county clubs which compete in **the County Championship** every summer. Matches involve English and Welsh teams. Cricket clubs all over England and Wales are full of players of all ages.

Cricket is very popular in **the Commonwealth countries** of Australia, India, New Zealand and Pakistan. Every year there are **Test Matches** between all these countries. A Test Match can last up to five days. Usually Commonwealth countries play better and faster cricket than England. Many people think of cricket as a slow sport, but the ball can be bowled[\[60\]](#) at speeds of up to 136 kph[\[61\]](#).

3. Rugby

Rugby takes its name from Rugby School in the Midlands. In 1823 a boy playing football at the school picked up the ball and ran with it.

The sport is played with an oval ball and players can both kick or run with it.

There are two types of rugby: in **Rugby Union** there are teams of 15 players who are amateurs and it is played in England, Wales, Scotland, Ireland (a joint team from both Northern Ireland and the Republic of Ireland), France, South Africa, Australia and New Zealand. There are regular matches between these countries.

In **Rugby League** there are 13 players in a team. The players are all professionals and it is mostly played in the north of England and Australia.

The Rugby Football Union governs Rugby Union in the UK, while the Rugby Football League manages Rugby League.

4. Badminton

It is the most popular racket sport in the UK.

Badminton England, which is officially referred to as **the Badminton Association of England**, was constituted in 1893. It governs badminton events in the UK and it is also a founding member of the International Badminton Federation, which is in charge of supporting the 41 countries in the league and club structure.

5. Tennis

British people not only like playing tennis at many facilities open for the general public, but also love watching it, especially when the most popular **Wimbledon Tennis Tournament** in London is held. It has been conducted since 1877.

Wimbledon is a part of **the Grand Slam** which also includes the Australian Open, the US Open, and the French Open.

fun facts

- Football, rugby and hockey were first played in British public schools in the 19th century. The rules for all of these games were written between 1870 and 1890.
- **UK Sport** is the nation's high-performance sports agency, funded by the Government and the National Lottery. Its mission is to lead high-performance sport, take it to a higher level, and inspire positive change in the society.
- **Fox-hunting**, which constitutes in [\[62\]](#) tracking, chasing, and killing a fox by specially trained dogs with men and women following on horseback, was banned in 2002 in Scotland and in 2005 in England and Wales. This controversial sport was a part of tradition for hundreds of years as it started in the 16th century.
- **Golf** has become a very popular sport in the UK thanks to the government, which made a significant effort to promote it in Britain. Now there are 2270 registered golf courses in England.
- **Boxing** is both a spectator and booming participation sport with approximately 500,000 people doing it. It all started during the times of merchant trading in the 18th century in England when the Brits were believed to be tough and fearless.
- **Horse racing** festivals held annually are eagerly watched by the British. The sport dates back to the 3rd century in Great Britain. It is deeply rooted in history and often referred to as the Sport of Kings. The prestigious **Royal Ascot** race is held every June, being known for royal attendees, beautiful landscapes and extravagant outfits.
- Football, cricket, rugby, tennis and golf were all invented in Britain.

- Around 2 million people in England play football at least twice a month.
- The national game of Scotland is **shinty** with its roots in the 17th century.
- In the UK the responsibility for sport is on **the Secretary of State for Culture, Media and Sport**.
- **Padel** is a new racket sport. Its popularity in the UK is growing fast. It combines tennis and squash. It requires an enclosed court which is 25% smaller than the tennis one.
- **The British Esports^[63] Federation** (British Esports) is a body that since 2016 has been managing competitive *video gaming* in the UK. There are regular tournaments and leagues, among which there are the two biggest ones: **ESL's National Championship** and **the United Kingdom Esports League**.

1. Na podstawie informacji na temat sportu w Wielkiej Brytanii odpowiedz na pytania w języku angielskim.

1. What is the most famous English football league called?
2. What are the names of the two competing football clubs in each city: Manchester, London, Glasgow?
3. Where is the FA Cup played?
4. What are the six best professional football teams in England?
5. What makes Manchester United the best English football club?
6. What sport are the Commonwealth countries better at than England?
7. What are the most popular team sports in the UK?
8. What is the name of the horse race held every June, being known for royal attendees, beautiful landscapes and extravagant outfits?
9. What is the national Scottish sport called?
10. What is the new racket sport combining tennis and squash, whose popularity in the UK is growing fast?

Answer key: 1. the Premier League 2. in Manchester: Manchester United and Manchester City; in London: Arsenal and Chelsea; in Glasgow: Celtic and Rangers 3. at Wembley

Stadium, London **4.** Arsenal, Chelsea, Liverpool, Manchester United, Manchester City and Tottenham Hotspur **5.** Two facts make Manchester United the best English football club: 13 winning titles in the Premier League and the greatest number of supporters (659 million). **6.** cricket **7.** football, cricket, rugby, badminton (can be both an individual and team sport) **8.** the Royal Ascot race **9.** shinty **10.** padel

2. Na podstawie informacji z pierwszej części rozdziału określ, czy poniższe zdania są prawdziwe (T), czy fałszywe (F).

- 1.** The football season in the UK starts in August and finishes in June. T/F
- 2.** England won its first and only World Cup in 1966. T/F
- 3.** Rugby Union consists of professional rugby teams. T/F
- 4.** The Grand Slam includes Wimbledon, the Australian Open, the US Open, and the French Open. T/F
- 5.** Football, cricket, rugby, tennis and golf were all invented in Britain. T/F
- 6.** Fox-hunting is now banned in England, Scotland, and Wales. T/F
- 7.** Competitive video gaming, called esports, has one national league in the UK. T/F

Answer key: **1.** F (It finishes in May.) **2.** T **3.** F (They are amateurish.) **4.** T **5.** T **6.** T **7.** F (It has two national leagues: ESL's National Championship and the United Kingdom Esports League.)

Sport in the United States

Top 5 sports in the USA

1. American football

Americans call it just “football”. With more than 9 million active participants and 112 million TV viewers, it is the most loved and watched sport in America.

The American football craze started in the late 1860s with the competition of so-called “**college football**” teams. The rules of the game were indeed based on the rules for rugby, but Americans introduced a number of changes that would make the sport more interesting for the viewing public (the players were more aggressive and the game itself – much less predictable than a typical rugby game). The year 1869 marked the moment in history when the first official game of American football was played, as the teams of two renowned[\[64\]](#) American universities – Princeton University and Rutgers University – competed with each other on the playing field.

The NFL – the National Football League – is the biggest league embracing 32 teams. It was founded in 1920 initially by the American Professional Football Association.

The 32 teams are divided into two conferences, **American Football Conference** and **National Football Conference**, and six best teams from each conference compete with each other annually[\[65\]](#) during “playoffs”. Afterwards, **the Super Bowl** or “the big game” is played. It is the final game of the NFL season that has been held since 1966. Its aim is to determine the league champion. It is played in January or February, always on Sunday. That is why the day is called “Super Bowl Sunday” or “Super Sunday”. Winners are awarded the **Lombardi Trophy**[\[66\]](#). The Super Bowl is the highest-rated annual TV event watched by millions of viewers in the USA and many other countries around the world. **The Super Bowl halftime show** is a musical performance of the most famous artists such as Michael Jackson, Madonna, Prince, Aerosmith, Eminem, Jennifer Lopez, Shakira, Beyonce or Rihanna. Many viewers watch the Super Bowl only to see **Super Bowl commercials** or **Super Bowl ads**[\[67\]](#), which are high-profile television commercials which have become a cultural phenomenon. They are known for their cinematographic quality, humour, unpredictability, special effects and famous people starring in them. They often become viral videos.

In Canton, Ohio, there is a genuine “temple” of American football – **Pro Football Hall of Fame**. It was opened in 1963 to honour the

best football players such as legendary George Blanda, Doug Atkins, Mike Ditka, Johnny Unitas, Larry Csonka and Steve Young. The visitors can view exhibitions, watch documentaries, browse through a collection of books and buy souvenirs.

2. Basketball

The NBA – the National Basketball Association – consists of 30 teams (29 from the USA and 1 from Canada). It was established in New York in 1946 and firstly named Basketball Association of America, but finally changed its name to NBA after the merger with National Basketball League.

Chicago Bulls, led by Michael Jordan, Scottie Pippen and Dennis Rodman, is one of greatest basketball teams of all time which dominated the league season in the '95–96.

The best basketball players of all time are: Michael Jordan, Kobe Bryant (1978–2020, died tragically), LeBron James, Shaquille O'Neal, Magic Johnson, Karl Malone, Charles Barkley and Kareem Abdul-Jabbar.

The top NBA teams of all time are: **Chicago Bulls, Los Angeles Lakers, Boston Celtics, the Milwaukee Bucks** and **Golden State Warriors**.

3. Baseball

It is considered the national pastime sport and a “national game” of Americans because it has always been an integral part of the nation's culture.

Baseball grew out of the English games of cricket and rounders. It was first played in the 1700s. Many of its rules were first set down by Alexander Cartwright (1820–1892), now considered the father of modern baseball.

The game is played between two teams with nine players each. The basic equipment consists of a leather-covered ball, wooden or aluminium bats for hitting the ball and gloves for catching it. To win, a

team must score more runs in nine innings^[68] than its opponent, and a run is made when a player completes a circuit of the four bases on the diamond-shaped playing field. The culmination of the season, which runs from April to October, is a best-of-seven **World Series game** between the champions of the American and National leagues. Among the stars of baseball were many Americans of Polish descent – the greatest of them was Stan Musial.

The tradition of throwing out the first ball of the baseball season by the U.S. President was begun by William H. Taft in 1910.

America's greatest baseball star was **George Herman Ruth "Babe"** (1895–1948).

Professional teams make up **the Major League Baseball (MLB)** which consists of 30 teams and is divided into two leagues: **the National League** and **the American League**. It was founded by **the National Association of BaseBall Players** in 1876 in Ohio, but now its headquarters is based in New York City.

The best team with 27 titles in the MLB is **the New York Yankees**.

4. Soccer

Soccer and football are often confused as they may actually mean the same thing – what Americans call "soccer" is the sport the British call "football".

The name derives from a colloquial abbreviation for *association football* and next abbreviated to *assoc.* with a slang *-er* as a suffix: *assocer*. It ultimately resulted in the name of *soccer* in 1888.

The MLS – Major League Soccer – since 1993 has been a men's professional highest level soccer league in the USA. It was founded by the United States Soccer Federation and its headquarter is in New York City. The league consists of 29 teams (26 American teams and 3 Canadian teams).

The MLS season runs from late February or early March to mid-October. Each team plays 34 games, then participates in the playoffs

usually in November competing to win the MLS Cup, the league's championship game. In the meantime, the club with the best record score is awarded **the Supporters' Shield**.

LA Galaxy (five MLS Cups), **D.C. United**, **Los Angeles FC** and **Philadelphia Union** are currently the best soccer clubs (2022).

5. Hockey

The NHL is the National Hockey League, a professional ice hockey league in North America embracing 32 teams (25 American and 7 Canadian ones).

It awards **the Stanley Cup** to the league playoff champion at the end of the season. The Cup is the oldest professional sports trophy in North America.

The NHL was founded in 1917 in Montreal in Canada, after the suspension of the National Hockey Association (1909, Ontario). Having done a series of mergers, it became the only league competing for the Stanley Cup (1926).

The head office has been located in New York City since 1989 after it moved from Montreal.

The Montreal Canadiens or the Habs, a Canadian team, scored the most NHL championship titles (24) and won 23 Stanley Cups. **The Colorado Avalanche** and **the Tampa Bay Lightning** are the two other best hockey teams in the league.

fun facts

- Typical American sports such as baseball and basketball were brought to America by European settlers in the 17th century.
- **Volleyball**, on the other hand, originates from the USA. It is a popular recreational or professional, indoor or outdoor game played between two teams of six players each, which was invented in 1895 by William G. Morgan, the physical director of **the YMCA**[\[69\]](#). His intention was to create a game that was less demanding than basketball and suitable for middle-aged

businessmen. In 1928 **the US Volleyball Association** was founded. The game became popular abroad when American soldiers went to fight in World War II.

- **NASCAR** (the National Association for Stock Car Auto Racing) in 1947 sanctioned the racing events in America to make them safer and possible to be watched by the masses. This dangerous hobby turned into a relatively safe sport. Car racing in America, especially **the Sprint Cup**, is televised all over the world.
- The 2.66-mile [\[70\]](#) long Alabama International Motor Speedway known as **Talladega Superspeedway** built in 1969 is the largest and fastest of all racing tracks in the world.
- **The Ivy League** – a group of eight old private universities in the Northeastern United States with high academic and social prestige, which comprises Brown, Columbia, Cornell, Dartmouth, Harvard, University of Pennsylvania, Princeton and Yale. It was founded when the colleges in 1956 formed a league for football and other athletic teams.
- **The National Association of Collegiate eSports** (NACE) is an association governing 170 schools with 5,000 video game players. The USA is the leading country when it comes to the number of active competition esports players (3.7 thousand).

3. Na podstawie informacji o sporcie w Stanach Zjednoczonych uzupełnij tabelę, dopasowując nazwę ligi narodowej USA do sportu, który reprezentuje.

THE LEAGUE	SPORT
The NHL	
The MLB	
The MLS	
The NFL	
The NBA	

Answer key:

THE LEAGUE	SPORT
The NHL	Hockey
The MLB	Baseball
The MLS	Soccer
The NFL	American football
The NBA	Basketball

4. Z jaką popularną w USA dyscypliną sportową wiążą się poniższe pojęcia i osoby? Odpowiedz w języku angielskim.

1. Super Sunday
2. the Supporters' Shield
3. the Stanley Cup
4. Princeton University
5. the Super Bowl
6. Alexander Cartwright
7. Chicago Bulls
8. "Babe"
9. the Sprint Cup
10. Kobe Bryant

Answer key: 1. American football 2. soccer 3. hockey 4. American football 5. American football 6. baseball 7. basketball 8. baseball 9. car racing 10. basketball



Sport in the other English-speaking countries

Canada

The oldest sport in North America is **lacrosse**. Jesuit missionary priests played it in the territory of Canada in the 17th century. It is based on games played by Native Americans around 1100.

The traditional version of lacrosse engaged two teams of 100 to 1,000 men on a several kilometres long field. The game lasted for

two to three days and was a part of a symbolic and thankful ceremony to praise God, the Creator.

Lacrosse is the national summer sport in Canada, while ice hockey is the national winter sport in the country.

With a huge history of being the Creator's Game, modern lacrosse has been managed by **the Canadian Lacrosse Association** since 1925. The body has been conducting tournaments for juniors and seniors, boys and girls, men and women, outdoors and indoors (box lacrosse).

Since 2003 there has been the only professional lacrosse league called **the National Lacrosse League**. The Vancouver Warriors, Calgary Roughnecks, Saskatchewan Rush, Toronto Rock and Halifax Thunderbirds are the best lacrosse clubs.

The Canadian Football League (1958) – **the CFL** – is a professional league with nine teams and two divisions: the East Division and the West Division.

The season lasts 21 weeks and embraces 18 games. It runs from June to November. The winner of the championship game is awarded with **the Grey Cup**. It is an occasion for a spectacular TV sports event, the most popular one in the country.

Curling is a sport which started in Scotland and was brought by Scottish emigrants to the Canadian territory, namely in 1807 when the first club, the **Royal Montreal Curling Club**, was established. It is still active. The popularity of curling spread from Montreal to all over the country in the time of the Great Depression and World War II.

Tim Hortons Brier is the annual Canadian curling championship for men.

The Canadians, both men and women, have been the strongest at curling at the Olympics or the World Championships.

Australia

Sport in Australia plays an important role and Australians are the sportiest nation with the highest participation rates in recreational physical activity.

The most popular sports in Australia are: rugby, Australian Rules Football, tennis, netball, swimming, basketball, cycling, field hockey, soccer and cricket.

New Zealand

Sport is believed to be an integral part of New Zealand's culture and lifestyle. The body that governs sport and recreational activities in the country is called **Sport New Zealand**.

The country with breathtaking landscapes, mountains and water enables New Zealanders to hike, ski or surf. The most popular sports are: rugby, soccer, cricket, hockey, volleyball and basketball.

5. Odpowiedz na pytania w języku angielskim.

1. What are the national summer and winter sports in Canada?
2. What is the name of the most famous Canadian football trophy?
3. Does a large number of Australians practise recreational sports?
4. How many divisions are there in the CFL?
5. What is the annual Canadian curling championship for men called?

Answer key: 1. summer – lacrosse, winter – ice hockey 2. the Grey Cup 3. Yes, it does 4. two divisions: the East Division and the West Division 5. Tim Hortons Brier

13. Leisure

Leisure or free time is closely related to holiday or vacation time. Do you know the different types of holiday? We can differentiate between:

- **staycation** (*stay + vacation*) – exploring the place of your residence by taking day trips from your home to nearby areas
- **city breaks** – short one or two-day trips to sightsee big cities
- **beach holidays**
- **package holidays**[\[71\]](#) – a travel agent organises every aspect of the stay, such as: journey, accommodation, meals, extra tours
- **bucket list travel** – going to dream places one wants to visit before they *kick the bucket* (before they die)
- **road trips** – you can plan your own personalised route to see off-the-beaten-path[\[72\]](#) places
- **cruises** (on a cruise ship)
- **snowbirding** – travelling away from harsh northern winters
- **travel groups/travel tours** – travelling in groups of people of a similar age, interests or travel styles
- **the grand tour** – a long European trip, going from country to country
- **travelling solo** – travelling alone, making one's own decisions in peace and quiet on their own terms
- **multigenerational travels** – family vacations with grandparents, adult kids, grandchildren, bringing everyone together and creating lasting memories
- **heritage trips** – looking for ancestral roots and visiting places of origin
- **themed trips** – basing on hobbies and passions, one can turn them, for example, into a route of major battlefields or famous film locations
- **volunteer vacations** – contributing to a good cause in one's time off

- **adventure holidays** – an organised type of holiday that includes experiencing challenging activities for the first time, for example a safari, a trek, canoeing
- **physical challenge holidays** – focused on sports activities including, for instance, bungee jumping, skydiving, mountain climbing
- **cycling holidays**
- **wellness holidays** – visiting a spa or doing yoga

▶ Leisure in the UK

Gardening is one of the most popular pastimes in Britain. Many British people have gardens and spend a lot of time gardening.

Fishing is a popular hobby in Britain. It is commonly known as *angling*[\[73\]](#). Anglers in Britain wait hours beside canals, rivers or lakes to catch a fish, especially salmon and trout. After they get it, they weigh it and set it free.

Esports are growing more and more popular. Both amateur and professional players choose games like *CS:GO*, *League of Legends*, *Rainbow Seige*, *Fortnite* or *FIFA*.

How do young people spend their free time?

Girls prefer **going out with friends** or **reading books and magazines** the most, while boys prefer **playing sports** or **computer games** and **watching videos**. Next, girls like **shopping**, **playing sports** and **watching videos**. Boys, on the other hand, also enjoy **going out** with friends and **reading books**. The least popular activity that girls do in their free time is playing computer games, whereas boys do not like visiting friends very much. Both girls and boys, as well as their families, love spending time in parks **having picnics**.

Children love to be taken to **theme parks**. The largest theme park in the UK, **Alton Towers** in Staffordshire in England, offers fast roller coasters and waterpark attractions for whole families. However, **the most visited theme park** in the UK with over 2 million visitors yearly is **Legoland Windsor** located in Windsor, Berkshire. Visitors enjoy Lego-themed rides, models and workshops.

Eating out in Britain

People spend less time cooking nowadays. They prefer ready-made, convenience food, which they only have to heat up in the oven.

Most British people, if they go out for a meal or buy a takeaway, go to their **local Indian** or **Chinese restaurant**. There are many Indian restaurants which serve food from India, Pakistan and Bangladesh. British people also appreciate Chinese food for lunch-time snacks such as dumplings. However, **Thai restaurants** are becoming more and more popular in Britain as well. So are **fast food restaurants** offering burgers and French fries or Greek or Turkish kebabs. The Brits also like Italian cuisine.

Good **British food** can be difficult to find and is expensive. Only a few restaurants and luxurious hotels in London serve it. They are traditional lamb from Wales, shellfish and salmon from Northern Ireland, fresh or smoked fish from Scotland and cheese from England and Wales. Fried food served in cheaper **cafes and pubs** is more popular. They serve both hot and cold meals of good quality. The Brits visit them for family dinners. Especially, they like to go to **pubs** on Sunday to have their family **Sunday roast**[\[74\]](#).

Domestic tourism

The British travel around the United Kingdom by **camper vans** or **with caravans**. They pack up their stuff, tents and barbecues. They take their pets and travel for weeks. **Scotland** and **Cornwallian beaches** are popular destinations.

British people love exploring **the countryside** at weekends as the UK's countries are densely populated and abound with [\[75\]](#) fields, low hills, rivers, woods and leafy lanes. The countryside's footpaths across Britain go through England, Scotland and Wales, where one can enjoy beautiful sceneries. Calderdale is part of **the Pennine Way** [\[76\]](#). A relaxing way to see the countryside is also possible by water as Britain has about 2,000 accessible **water canals**, which were used for transporting goods in the 19th century. Canal boats are called *barges* or *narrow boats*, which are often hired by holiday-makers. They use them also on rivers. Particularly, the River Thames is full of private pleasure boats.

The Brits are huge football fans so in their free time they love to watch **football matches** of all sorts. They also enjoy spectating **horse races, motor racing, cycling** and **athletics**.

The British like to be **physically active** in their free time. There are many **sports centres** in Britain, no matter how big a town or a city is. They started to spread in the 1980s to encourage the public to do physical activities. To keep fit, most people take part in individual sports. Namely, they go walking, swimming, cycling, mountain biking or do aerobics, yoga and pilates.

Most popular sports done by women:

- walking
- aerobics
- swimming
- cycling

Most popular sports done by men:

- walking
- snooker
- swimming
- cycling

Especially young people between 15 and 24 like going to **the cinema** in the UK. They often buy popcorn and milkshakes to snack

while watching a film. People are often attracted to multiplexes, which are cinema complexes with several screens.

Going to **the theatre** is not as popular as it used to be decades ago. One of the reasons may be the fact that the tickets are expensive and not many young people can afford them. Yet, it is possible to get cheaper tickets by going to *matinees*[\[77\]](#) or by buying *stand-ups*, which are half-price tickets sold half an hour before the performance starts.

The most famous British theatres are **the National Theatre** and **the Barbican**. **The Royal Shakespeare Company** performs at the Barbican in London and in Stratford-upon-Avon, where Shakespeare was born. **London's West End** offers over 50 theatres to choose from.

To get into many **clubs** you have to be 18 or 21. There is often a dress code. Many clubs play different types of music because the British music scene is varied so they attract different types of clubbers.

The British like heavy metal, house, indie, pop, rock, ragga[\[78\]](#), reggae, rap, funk, R&B, soul, rave and techno music. They like attending **concerts**. The most famous UK's music festival is **The Glastonbury Festival**, which embraces a lot of different music genres. Every year there are a lot of entertainment events, such as concerts and festivals to choose from all over the UK.

British people love reading **newspapers**. There are two types of newspapers: more popular **tabloids**[\[79\]](#) (*The Sun*, *The Daily Mirror*) and less popular **broadsheets**[\[80\]](#) (*The Times*, *The Guardian*). A broadsheet newspaper is double the size of a tabloid newspaper. Many broadsheets have decided to cover stories about famous people, realising tabloids are easier and more attractive to read.

Sunday newspapers (*The Sunday Times*) are a part of the British way of life. These newspapers only appear on Sundays and are more popular than the daily issues. They concentrate on general issues and famous people.

Magazines

Unlike newspapers, magazines are chosen by children, teenagers and adults. The British buy them with regards to their interests. **Children**, for instance, like *DOT*, *Brilliant Brainz*, *Kick Magazine* and *National Geographic Kids*, while **teenagers** choose *The Week Junior*, *Family Tree Magazine* and *The Phoenix*. Among the top-selling magazines for **adults** are titles such as *National Geographic*, *BBC Wildlife*, *Radio Times* or *Good Food*.

TV and the radio

There is a TV set in almost every British home. Informal names for a TV set are **telly** or **the box**.

The BBC, Channel 3, 4 and 5 are public channels.

BBC1 and **ITV** broadcast sports programmes, recent films, news, game shows, children's programmes or soaps.

BBC2 and **Channel 4** focus on more ambitious content, such as TV plays, classical music concerts or foreign films.

Channel 5 shows games shows and American films.

69% of Brits subscribe to **satellite TV** (37%), **cable TV** (24%) and **VOD services** (20%) such as **Netflix**, **Disney+** or **Amazon Prime Video** (which are less popular than the world's average).

British people enjoy watching **David Attenborough's wildlife documentaries**, **soap operas** (*Coronation Street*, *EastEnders*), **sitcoms**^[81] (*Keeping Up Appearances*, *Fawlty Towers*, *Mr. Bean*), **Jeremy Clarkson's Top Gear** or any televised live event connected to **the Royal Family**.

British people listen to **the radio** usually in the morning, on their way to work or school and also as background music at home. The BBC broadcasts on five national and 39 local radio stations. **The five national radio stations** specialise in specific content: **Radio 1** – rock music, **Radio 2** – popular music and entertainment, **Radio 3** –

classical music, **Radio 4** – current affairs and drama and **Radio 5** – sport and current affairs.

Shopping

In most towns and villages the main street is called **the High Street**. The high streets of Britain tend to look alike as they are full of branches of big chain shops, pubs, cafes, cinemas and other places of entertainment.

The popular shops are The Body Shop (skin and hair care products), Primark and Marks & Spencer (clothes and food), Sainsbury's, Aldi and Tesco (supermarkets), British Home Stores (clothes and household goods).

Britain is famous for its **charity shops** – the shops where profits are donated to charity. Oxfam is one of the best-known charity shops which sells second-hand clothes and books.

British people can shop in numerous **corner shops**, which sell food and newspapers. Many of them are run by Indian or Pakistani owners. They are open late in the evening and on Sundays.

Street markets offer yet another way to do the shopping. They sell fruit and vegetables, clothes, household items, and flowers. Camden Market is the most iconic London's complex of markets selling crafts, jewellery, clothing and fast food. It is the fourth main tourist attraction in London.

Harrods in London is the most expensive department store in the world. It started as a small grocery shop in 1849 and with the course of time it became a huge venue with 300 departments and more than 4,000 staff employees. Its displays are amazing.

British people like shopping also at **the shopping centres**, which are very convenient in many aspects such as their location (near big roads or outside town), offer (a wide variety of goods in many shops and superstores such as IKEA or other chain-stores from countries outside Britain; food; entertainment) and parking lots. Westfield

London is the largest shopping centre in the UK. Metrocentre in Gateshead is the second biggest shopping complex.

London

Samuel Johnson (1709–1784), an English writer, once wrote: “when a man is tired in London, he is tired of life!” What he meant by this is that London is full of attractions and you can never get bored there. The city offers a variety of ways to spend free time. Firstly, there are hundreds of **historic places, galleries** and **museums** (The Tower of London, Tower Bridge, St. Paul’s Cathedral, Westminster Abbey, the House of Parliament, Buckingham Palace, Madame Tussauds, the British Museum, the Natural History Museum, the Museum of the Moving Image MOMI, the National Gallery, Tate Modern). Secondly, one can visit **the parks and street markets** to spend time outdoors. Thirdly, London offers many venues meant for entertainment such as **theatres, cinemas, cafes** (the Covent Garden in London’s West End), **clubs** and **discos** (Soho) and **shops** (Knightsbridge).

1. Odpowiedz na pytania w języku angielskim.

1. What are the most popular spectator sports in Britain?
2. What is the largest theme park in England?
3. What is Camden Market?
4. What are charity shops?
5. What are six London's famous galleries and museums?
6. What is the most famous UK's music festival?
7. How do the British move around in the countryside while spending their spare time there?
8. What are the two types of newspapers the British read?
9. How do the Brits spend their free time outdoors?
10. What is a cheap afternoon play in the theatre called?

Answer key: 1. football, horse racing, motor racing, cycling and athletics 2. Alton Towers 3. It is the most iconic London's street market selling crafts, jewellery, clothing and fast food. 4. They are shops selling second-hand items, whose profits are donated to charity. 5. Madame Tussauds, the British Museum, the Natural History Museum, the Museum of the Moving

Image MOMI, the National Gallery, Tate Modern **6**. It is the Glastonbury Festival. **7**. They walk, hike or go by canal boats (barges). **8**. broadsheets and tabloids **9**. They do the gardening, watch matches, visit the countryside, have picnics, do outdoor sports, go fishing (or angling) and go to concerts or street markets. **10**. a matinee

► Leisure in the USA

Americans spend their leisure time mostly resting and sleeping, doing sport activities, taking care of children and parents and, finally, eating and drinking.

Many moms spend a lot of time taking their school-age children to extra classes and activities from the suburbs, where they live, to some bigger metropolitan areas. No matter if they are music, art or sports activities, such a mom is called a *soccer mom*.

Americans work long hours so they do not have much free time in the week, but rather on **weekends**. They like to spend time with their families, taking children to weekend family events, sports tournaments and competitions. They often watch matches together, mostly American football, baseball and basketball. Attending sporting events is half as popular as watching TV.

Watching TV has been hugely popular among different age groups. It was officially inaugurated at the New York Fair in April, 1939. TV quickly became the main source of information and entertainment. The first TV in colour was broadcast in 1954.

There are four main types of television: nationwide commercial network television, public television, local television and cable television.

There are approximately 124 million TV homes in the United States.

In 1980 **CNN** (Cable News Network) became the first television news network to broadcast 24/7. Americans watch entertainment, news, education, culture, weather, sport and music on TV. They love **talk shows** (*The Tonight Show*), *The Ellen DeGeneres Show*, *Jimmy Kimmel Live!*, *The Daily Show* with Trevor Noah, *The Late Late*

Show with James Corden), **game shows** (*Jeopardy!*, *Wheel of fortune*), **sitcoms** (*I love Lucy*, *Friends*, *The Golden Girls*), **kids programmes** (*Sesame Street*[\[82\]](#), *The Flintstones*, *The Bugs Bunny Show*, *Tom and Jerry* cartoons, *The Muppet Show*, *The Simpsons*) and **series** (*House*, *House of Cards*, *Games of Thrones*, *Lost*, *Homeland*).

There are more than 50 national free-to-air[\[83\]](#) networks, which can be categorised into groups:

1. Commercial (English-speaking; general audience; ABC, CBS, NBC, Fox)
2. Spanish-language (in Spanish; Latin-American audience)
3. Educational (in English and foreign languages; non-commercial programmes; PBS)
4. Religious (religion-based, family-oriented programmes)
5. Shopping (live presentation of products to be sold to viewers)

NBC[\[84\]](#), **CBS**[\[85\]](#) and **ABC**[\[86\]](#) constitute *the Big Three* – the three major traditional commercial broadcast television networks in the United States.

Americans also use VOD streaming services such as **Netflix**, **Amazon Prime Video** and **Disney+**, which offer them direct access to numerous films and series.

They also listen to the radio but mostly in cars while they commute to work, frequently many miles away. **WTOP** (Washington's Top News), **KIIS-FM** from California and **WLTW-FM** from New York are the most popular radio stations.

Sport is present absolutely everywhere in the USA, no matter if it is about watching or doing it. Americans meet to spectate sport matches of American football, basketball, baseball or ice hockey, treating them as **community events**. Whole towns meet up to support their local teams. Americans are very loyal to the teams they decide to support.

They eagerly practise sport in their free time as well. Men do it more frequently than women. There are many fantastic venues

everywhere that make it possible to play **basketball**, **tennis** and **golf**, do **gymnastics** or **yoga**, go **jogging**, **scuba diving**, **hiking** or **mountain biking**.

Local communities

Americans are highly **sociable** and active as far their community and neighbourhood go. Making friends and integration matter to them a lot. They often organise and attend local events with live music, craft fairs, cook-outs, fundraising activities. Sometimes they are thematic events for writers, sportspeople or food festivals.

Many activities in local communities revolve around **the church**. Churchgoers may attend church choir meetings, meetings for youth or fundraising events.

America's favourite **newspapers** are national *USA Today* and local *The Wall Street Journal*, *The New York Times*, *New York Post*, *Los Angeles Times* and *The Washington Post*. It is common to see daily or weekly newspapers in central parts of the big cities. They are distributed **free of charge** and constitute a substantial segment in the U.S. newspaper industry.

Dining out and ordering food for **takeaway** or a **delivery** is affordable in the USA and hugely popular. Americans do it on a regular basis. One of the reasons for this is the fact that Americans have not been cooking much at home for at least three generations. They spend around half of their food budget on eating out. They choose mainly **fast food restaurants**, **steakhouses** and **Italian cuisine**. It is customary for Americans to buy breakfast and coffee in cafes or gas stations in the morning before work and go for drinks after work with friends or colleagues, mostly on Fridays.

The statistics show that Americans claim that eating out is not only more convenient for them, but also healthier than the food they eat at home. Dining out has become an integral part of the American culture.

Territory of the USA abounds with **amusement parks**. Many of America's favourite ones are located in Orlando, Florida. They are Magic Kingdom Park, Universal's Islands of Adventure, Disney's Animal Kingdom, Universal Studios Florida and Disney's Hollywood Studios. One can visit Universal Studios Hollywood – Los Angeles, California; Disneyland Park – Anaheim, California; Knoebels Amusement Resort in Elysburg, Pennsylvania, or Seabreeze Amusement Park, Rochester, New York, with fast roller coasters and smaller rides for kids.

Americans often visit **shopping malls** for clothes, food, household essentials, but also for entertainment reasons. Those big malls are usually situated by the main roads outside cities. Mall of America in Minnesota, American Dream in New Jersey, Aventura Mall in Florida, South Coast Plaza in California are the biggest ones.

Americans' favourite stores are Walmart, Costco, the Home Depot, Target, CVS, TJ Maxx, Dollar Tree, Macy's, J.C. Penny, or Kohl.

Concerts

Austin, Texas, has numerous concert halls. It boasts about the greatest number of concerts which makes the city Number 1 as far as live music is concerned. New York City also offers many venues for concerts such as Carnegie Hall, Radio City Music Hall, Webster Hall, the Bowery Ballroom, Forest Hills Stadium, and Madison Square Garden. Although concert tickets are expensive, listening to live music is still popular among Americans.

If US citizens travel for holiday, they often choose **domatic destinations**, for example Florida (the coast; lots of theme parks), Arizona (the Grand Canyon), mountains in the State of New York or big cities. The differences between states and regions may be very surprising. Americans also choose in-state travels – travelling within one's state can be very eye-opening and give you a whole new perspective. To travel within the United states Americans can go by plane or train across the country (**Amtrak**) or by car or RV[87].

New York City, as “the city that never sleeps”, offers a great variety of pastimes. Americans love to lie on the grass in Central Park, visit the Metropolitan Museum of Art, the Museum of Modern Art (MoMA), go to theatres on Broadway, taste delicious food at Chinatown and Little Italy Food Fests, admire art at Soho, visit the biggest city zoo in the Bronx, Bronx Zoo, or enjoy a concert or play to Radio City Music Hall or to watch a sports game in Madison Square Garden. They walk along NYC’s most famous Fifth Avenue, which offers fashionable department stores, international boutiques (Tiffany & Co.), expensive apartment houses, grand hotels (the Plaza), museums (the Guggenheim Museum) and skyscrapers (the Empire State Building and the Rockefeller Center). It is also a popular route for **the city’s parades** – Easter Parade and Bonnet Festival, Columbus Day Parade, St. Patrick’s Day Parade or the Polish Pulaski Day Parade.

2. Odpowiedz na pytania w języku angielskim.

1. What are the most popular spectator sports in the USA?
2. What is America’s favourite pastime?
3. What are the most popular talk shows?
4. What is *the Big Three*?
5. What does a soccer mom do?
6. Where can you go to a concert in New York?
7. What makes Americans eat out a lot?
8. What is the largest shopping mall in America?
9. What is the title of the national newspaper in the USA?
10. Where in the USA are the most well-known and spectacular amusement parks located?

Answer key: 1. American football, baseball, basketball 2. watching TV 3. *The Tonight Show Starring Jay Leno/Conan O’Brien/Jimmy Fallon, The Ellen DeGeneres Show, Jimmy Kimmel Live!, The Daily Show with Trevor Noah, The Late Late Show with James Corden* 4. the three major traditional commercial broadcast television networks in the United States: NBC, CBS, and ABC 5. She regularly takes her school-age children to extra classes. 6. Carnegie Hall, Radio City Music Hall, Webster Hall, the Bowery Ballroom, Forest Hills Stadium, and Madison Square Garden 7. It is relatively cheap, they do not cook much at

home and they claim that eating out is both more convenient and healthier than the food they eat at home. **8.** Mall of America **9.** *USA Today* **10.** in Orlando, FL

14. Celebrations and Food

▶ British celebrations

Spring Celebrations

17th of March is St Patrick's Day, commonly known as **St Patty's Day**. It is especially celebrated by Irish communities all around the world, but everyone is invited to party as it is a worldwide celebration. People wear green and decorate their houses, places of work and schools with shamrocks and Irish flags to mark the occasion. Many UK cities host official St Patrick's Day celebrations but those who celebrate often choose spending the evening in a pub^[88] drinking Guinness Irish beer.

Easter is a Christian holiday that falls on a different date between March 22 and April 25 every year. Good Week is the week right before Easter and Easter bank holidays are Good Friday (the Friday before Easter Sunday) and Easter Monday. To mark this celebration, people usually get together for a sit-down meal. Adults also prepare an **Easter Egg Hunt** for children on Easter Sunday – they hide chocolate eggs in houses, gardens or parks and children are to follow clues to find them. Children are told that the eggs were hidden by the **Easter Bunny** and they put the found chocolate eggs in colourful baskets that they carry. Another Easter tradition celebrated in the UK is baking and eating **hot cross buns** which are small, sweet buns filled with raisins and spices and each of them is decorated with a cross at the top, which symbolises the Christian belief that Jesus died on the cross. **Egg painting** was particularly popular before the chocolate eggs era but many children still enjoy this tradition. Eggs symbolise new life and represent the rebirth of Jesus. Another Easter tradition in the UK is **Maypole Dancing**,

which takes place in villages across the UK. Dancers who take part in the celebration hold on to colourful ribbons that are attached to a tall pole and they dance around the pole in patterns while village bands play live music. This tradition has been a big part of Easter celebrations in the UK for centuries as it dates back to the pre-Christian era. Another Easter tradition in the UK are **Easter Bonnets** parades where people wear hats of any size decorated with flowers, leaves, Easter eggs and other Easter symbols.

Early May Bank Holiday takes place on the first Monday of May and is traditionally celebrated with maypole dancing. It is a day off from school for children and a day off from work for their parents, so the more typical celebration is to have a barbecue with friends and family or to visit some touristy places. The next bank holiday is the so-called **Spring Bank Holiday** or Late May bank holiday. It takes place on the last Monday of May. It is a time when people relax at home, go on short trips or participate in barbecues, picnics or do sports with friends and family.

Summer Celebrations

Summer Solstice is on the 21st June and it marks the beginning of summer – the longest day and the shortest night of the year. People celebrate it all over the UK in various ways, yet the most famous celebration takes place in Stonehenge, which is an

ancient monument made up of gigantic stones believed to have been constructed around 3000 B.C. to 2000 B.C. and could have been an ancient burial ground. As the monument is aligned [\[89\]](#) towards the sunrise on the summer solstice, thousands of people go there every year on this day to watch the sunrise.

Music Festivals – June to August. Many music festivals in the UK are held in the summer and the largest, most famous and most iconic one is the **Glastonbury Festival**. Over 210,000 fans came to see their favourite artists during Glastonbury in 2022. And Glastonbury is not only about music: dancing, comedy, theatre,

cabaret, circus and many others can be enjoyed at the festival too. **Edinburgh Fringe Festival** is the world's biggest art festival, therefore great numbers of people from all around the world come to see it. It is held in August and continues for over 3 weeks. Edinburgh Fringe Festival is a place for fans of stand-up comedy, dancing, theatre, art exhibitions, circus, literature and spoken word and much more. Another August event is the **Notting Hill Festival** in London. It is held on the last Monday of August and it is the biggest **street festival** in Europe. Anyone can join the carnival to enjoy Caribbean food and music and observe the spirited, colourful parade moving through the iconic streets of Notting Hill, London.

Autumn Celebrations

Halloween (short for **All Hallows' Eve**) is celebrated all over the world on 31st October and originates from the UK. Halloween was influenced by **Celtic harvest festivals**. Nowadays, Halloween is all about **trick-or-treating** (children dress up as scary characters and go from house to house in the evening in order to collect as many sweets as possible), pumpkin carving (carved pumpkins are called **Jack-o-Lanterns**), lighting **bonfires**, **bobbing for apples** (the task is to pull out apples from a bowl full of water using teeth only – contestants cannot use their hands at all). Halloween is also celebrated by adults, who throw costume parties or watch horror films.

Diwali is a major religious festival for Hindus, Jains and Sikhs (the last two religions derive from [\[90\]](#) Hinduism) and as **Hindu community** in the UK is quite large, it is celebrated across the whole country. Diwali celebrates the victory of light over darkness so thousands of bright, decorative **Diwali lights** are lit during street parties and parades on Diwali night all over the UK. The country hosts the biggest Diwali celebrations outside of India, during which traditional Indian food is served, there is also traditional music, dancing and fireworks as the big finale.

Bonfire Night. It is celebrated in the UK every year on the **5th November** and it marks the anniversary of the **Gunpowder Plot**, in which **Guy Fawkes** played the main role as he attempted, unsuccessfully, to blow up the Westminster Palace when King James I was there. People across the UK celebrate by lighting **bonfires** in towns, villages and cities. Sometimes a doll of Guy Fawkes made of rags and old clothes is lit and burned in the bonfires to commemorate the conspirator's treason[\[91\]](#).

Remembrance Day is celebrated on the **11th November** and it marks the end of World War I and is now held to give citizens a chance to remember and pray for soldiers who fought and lost their lives during World Wars I and II while protecting the country. To commemorate this day, people wear **red poppies** attached to their jackets and coats, some decorate their cars with poppies from the beginning of November. Poppies were chosen as the symbol of Remembrance Day as they grew in the fields where battles had taken place. At 11 o'clock on Remembrance Day, a two-minute period of silence is held in schools and places of work, church services take place and people gather in front of memorials to decorate them with poppy wreaths[\[92\]](#). Major National Service of Remembrance takes place on Remembrance Sunday, which is the closest Sunday to 11th November. The service is attended by the members of the Royal Family and His Majesty The King.

Winter Celebrations

Christmas Day (25th December) and **Boxing Day** (26th December) are greatly celebrated across the UK. Shops, markets and public places start the preparations leading to Christmas a few weeks before. Christmas decorations are put up in the streets and buildings while shops and markets start selling Christmas products, such as traditional **mince pies**, which are sweet puff pastry with a spicy, fruity filling. On Christmas itself people meet with their family and friends for a sitting meal, which consists of **roast turkey** with roasted potatoes and vegetables with mince pies or **trifle**[\[93\]](#). It is also an

important day for children as it is when Christmas presents are opened. **Christmas Eve** (24th December) is also celebrated in the UK but the 25th December is the main event of Christmas celebrations. Boxing Day was originally a holiday to give gifts of food and everyday items in boxes to poor people and servants, who were allowed to go and visit their families after Christmas Day celebrations in great houses and palaces ended.

The first celebration of the year is **New Year's Day** celebrated on the **1st January**. It is a **public holiday** or **bank holiday**[\[94\]](#) after New Year's Eve. The British also celebrate **Lunar New Year**, which usually takes place in late January and early February. The celebrations take place in many cities across the UK or wherever large Chinese communities are. London's Lunar New Year's Eve celebration with food stalls, fireworks, red lanterns and dragon parades is the biggest outside of Asia.

1. Połącz wydarzenia z ich symbolami.

1. Halloween **a.** roast turkey and figgy pudding
2. Diwali **b.** Maypole dancing, hot cross buns, egg hunt
3. Easter **c.** bonfires, Gunpowder Plot
4. St Patrick's Day **d.** red poppies
5. Bonfire Night **e.** the victory of light over darkness
6. Christmas **f.** trick-o-treating, pumpkin carving
7. Remembrance Day **g.** shamrock, green, Guinness beer

Answer key: 1. f 2. e 3. b 4. g 5. c 6. a 7. d

American Celebrations

Quite a few American celebrations are the same as the ones in the UK as these two countries share history. There are, however, many celebrations that are American only.

Winter Celebrations

Christmas in America is celebrated in various ways. It all starts with Christmas shopping and colourful decorations set in public places, streets and houses. This holiday is deeply commercialised, so people spend rather large sums of money on presents, decorations and Christmas food. Children can meet **Santa Claus**, the symbol of Christmas, in shopping malls, where Christmas concerts and theatrical productions are also held. It is also time to support charities, there are people who organise meals and shelter for homeless and jobless people in the Christmas season. People arrange family gatherings, either brunches or dinners and prepare special Christmas food to be enjoyed by friends and family. The meal usually consists of **roast turkey** or **Christmas ham**, stuffing prepared from leftover bread, sausage and sage[95], mashed potatoes, **gravy** (which is a rich, dark meat sauce), **cranberry sauce**, creamed spinach, different types of casseroles[96]. As for dessert, cookies, **fruitcake**, **gingerbread houses** and **eggnog** are served. Other traditional Christmas foods that are served depending on the region are tamales, roast goose with red cabbage, crawfish jambalaya, roast pork and “seven fishes” seafood salad.

New Year’s Eve. Americans across the whole country celebrate New Year’s Eve in their homes with their closest ones, at house parties or at elegant balls. One of the most renowned New Year’s Eve celebrations is the so-called **Times Square Ball Drop** in New York, where thousands of people come to see a crystal ball slowly dropping from the roof of One Times Square located in the most recognisable square in the USA – the Times Square in New York. The drop starts at 11.59 and stops at midnight to mark the beginning of the new year. Then people sing *Auld Lang Syne*, an old Scottish folk tune with lyrics from Scottish poet Robert Burns and drink champagne. Another custom is to **kiss a loved one** precisely at midnight. New Year’s Day comes with New Year resolutions[97] and the **Tournament of Roses Parade** in Pasadena, California with

brehtaking flower parade floats, which are watched by millions of Americans every year on the 1st January.

Martin Luther King Day is celebrated on the third Monday of January and it marks and honours the life and achievements of Martin Luther King, who was a **Civil Right Movement leader** who fought for equal rights for Black Americans, which earned him a Nobel Peace Prize in 1964. Another day that celebrates important people in American history is commonly referred to as President's Day, but the formal name of the federal holiday^[98] is **Washington's Birthday**. It is celebrated on the third Monday of February and has been a holiday that celebrates the birthday of George Washington, the first president of the US.

The time of Carnival is the time between Christmas celebrations and Lent. **Lent** is a time when religious people traditionally give up many delicacies such as meat and sugar; therefore Carnival is the time to enjoy them again. A major Carnival celebration in the USA is **Mardi Gras** and it takes place in New Orleans. "Mardi Gras" is French for "Fat Tuesday", which is the day before **Ash Wednesday**, the first day of Lent. Mardi Gras celebrations in New Orleans last for about two weeks and there are parades every day with performers dressed up in special costumes, riding on richly decorated floats^[99]. Dances, balls and masked balls are also typical for Mardi Gras. It is a festival extremely popular with tourists – it is estimated that over a million people come to observe Mardi Gras celebrations every year.

Spring and Summer Celebrations

The earliest spring celebration in the USA is **Easter**. Just as in Europe, Easter falls on a different day between 22nd March and 25th April every year. Easter is not a public holiday in every state and so in some states it is upon the employer if workers get some time off or not. Nonetheless, Easter is still an important celebration in the USA. One of the most iconic Easter celebration in the USA is the **Easter Egg Roll**, where eggs found during an Easter Egg Hunt are rolled

down a hill to see which one will end on the bottom first and win. A very famous Easter Egg Roll is the one that takes place on the **South Lawn of the White House** in Washington D.C. It was hosted by President Rutherford B. Hayes for the first time in 1878 and children with their parents have been invited for the roll every Easter Monday since then. What is even more exciting is that the President of the USA is also a referee! Another famous Easter tradition is the **New York Easter Parade** on Fifth Avenue. As the parade is associated with the Bonnet Festival, the participants are all wearing creatively decorated Easter hats and bonnets in all shapes and sizes. Easter in the USA is also about food and time spent with the closest ones. Traditionally served Easter dinner consists of specially prepared Easter ham or Hot Cross Buns. There are also boiled eggs, potatoes and vegetables. As for dessert, **Simmel Cake** made of dried fruit and marzipan or **Easter Biscuits** are served. Christians also go to church at that special time in the Christian calendar.

Memorial Day takes place on the **fourth Monday of May** and it is a day to remember and mourn men and women who fought in America's military services and died while defending their country. The first celebrations started after the Civil War and it became a federal holiday in 1971. Americans celebrate Memorial Day on **parades** commemorating the fallen soldiers, by visiting memorials and cemeteries or by spending this special day with friends and family, as this day also marks the beginning of the summer season, unofficially.

Independence Day is celebrated on **July 4** as **the Declaration of Independence** was signed on 4th July 1776. It is a federal holiday, so Americans across the country celebrate the day on barbecues and picnics in local parks and nature areas. There is lots of barbecuing, typical American food like **hot dogs, burgers, potato salad** and **corn on cobs**. Independence Day is a major holiday and it takes place during a school break, therefore many people decide to take longer trips at that time to visit entertainment centres, places of nature and historic sites. **Washington D.C.**, the capital city of the U.S. holds the main 4th July celebrations and many people visit the

city at the time. Americans participate in parades, events and concerts that are held to mark the occasion and watch **fireworks displays** at night.

Autumn Celebrations

Labour Day is a celebration when people honour workers and their contribution to the country and the nation. This day helps to raise awareness to struggles and difficulties that workers have to face. It takes place on the **first Monday of September** and it marks the beginning of school and the end of summer so Americans celebrate it by taking part in parades, family picnics, barbecues and they gather together to watch fireworks in the evening.

Columbus Day commemorates Christopher Columbus, who is traditionally treated as the first explorer to reach the New World – today's United States of America. The land that he discovered in **1492** was what is now the coast of the Bahamas. Although most schools and businesses, except for banks and government offices, are open, Columbus Day is still celebrated in large cities, such as New York, San Francisco, Chicago, Boston and Denver, with colourful parades, music and street food.

Thanksgiving is celebrated on the fourth Thursday of November. It is a holiday during which people in North America and Canada give thanks for good harvest and other blessings of the year. It is traditionally believed that the first Thanksgiving happened in **1621** during a feast shared by English colonists that had recently arrived in America on a ship called **Mayflower (the Pilgrims)** and native peoples of the **Wampanoag** tribe. According to the legend, the Wampanoag people taught the Pilgrims how to grow crops, such as corn and showed them how to hunt for various American animals. The first Thanksgiving was symbolic as it sealed a treaty [\[100\]](#) between Native Americans and the Pilgrims. Nowadays, it is a major public holiday when people travel to be with their loved ones to dine together and watch parades, especially the **New York City Macy's**

Thanksgiving Day Parade with marching bands, floats and giant balloons that float above the participants. The Thanksgiving feast consists of **roast turkey** followed with **stuffing** (which is a side dish made of breadcrumbs, herbs, fruit, sausage and onion), gravy (dark sauce), sweet potatoes, cornbread, mashed potatoes and **cranberry sauce**. The traditional Thanksgiving desserts are **pies**, pumpkin pie being the most common, but pecan, sweet potato pie and apple pie are also eaten quite often. There are a few Thanksgiving traditions that are worth mentioning, such as when the president of the U.S. is gifted two live turkeys which he then **“pardons”** during a ceremony at the White House. That means that the two turkeys are given another chance – they will be spared and are sent to live on a farm instead of being eaten. Another Thanksgiving tradition is **breaking the turkey’s wishbone** – two people hold the wishbone, they make a wish and pull. The person that ends up with the bigger part of the bone can be sure that their wish will be granted!

2. Wpisz odpowiednie nazwy świąt przy porach roku.

SEASON	CELEBRATION
Spring	
Summer	
Autumn	
Winter	

Answer key: **Spring:** Easter, Memorial Day. **Summer:** Independence Day. **Autumn:** Labour Day, Columbus Day, Thanksgiving. **Winter:** Christmas, New Year’s Eve, Martin Luther King Day, Washington’s Birthday, Carnival.

3. Wymień najważniejsze skojarzenia ze świętami poniżej:

New Year’s Eve

Martin Luther King Day

Memorial Day

Independence Day

Columbus Day

Thanksgiving

Answer key: New Year's Eve: Times Square Ball Drop in New York, singing of the *Auld Land Syne*, New Year's resolutions, parades. **Martin Luther King Day:** third Monday of January, marks the life and achievements of Martin Luther King, Civil Rights Movement leader who fought for equal rights for Black and White Americans. **Memorial Day:** fourth Monday of May, a day to remember soldiers of the American army. Celebrations started after the Civil War. A day to visit memorial and cemeteries, there are also parades. **Independence Day:** 4th July, anniversary of signing the Declaration of Independence. Barbecues, picnics and outdoor activities. Major celebrations in the capital city, Washington D.C. **Columbus Day:** commemorates Christopher Columbus' discovery of the New World. Biggest celebrations in major cities, such as New York, San Francisco, Chicago, Boston,

Denver. **Thanksgiving**: giving thanks for good harvest and blessings, the first Thanksgiving took place in 1621; parades with marching bands, floats and giant balloons are held in big cities. Thanksgiving dinner: roast turkey, stuffing, cranberry sauce, gravy, mashed potatoes, sweet potatoes, pumpkin pie. The President “pardons” two turkeys during a ceremony at the White House. Breaking the wishbone at Thanksgiving dinner.

▶ **Canadian Celebrations**

Not only is Canada a part of the British Commonwealth, which makes it take over some of the British celebrations, but it also borders the United States of America and shares some holidays with it. **New Year’s Eve** is celebrated similarly to the American way. However, there is a very Canadian New Year’s tradition, which is the **polar bear swim** and involves swimming or just plunging [\[101\]](#) into freezing waters for charity. This tradition was popularised in **Vancouver** in the early 1900s and has survived until today.

Easter is celebrated in a rather European manner – Good Friday and Easter Monday are national holidays, there are Easter egg hunts, hot cross buns eaten on Good Friday and children are entertained by egg painting.

Canadian Christmas is reminiscent of UK classics with a rich Christmas meal including roast turkey, boiled or roast vegetables, mashed potatoes and gravy with figgy pudding, Christmas fruit cake and mince pies for dessert.

Other celebrations that did not originate in Canada are: **Labour Day** celebrated on the first Monday of September, which is an American holiday and **Remembrance Day** on the 11th November, which is celebrated for the same reason and in a similar way to the UK.

Canadians, like Americans, celebrate **Thanksgiving**. However, Canadian Thanksgiving is celebrated on the second Monday of October and its history is different to the American one. The first Thanksgiving is traced back to **1578**, when the English explorer Martin Frobisher arrived in the eastern part of Canada, a place that

is now called **New Foundland**. The first Thanksgiving celebration marked the safe journey and arrival in the New World and the celebratory meal was simple – salted beef with mushy peas. Overtime, Canadian Thanksgiving changed its meaning and became a day which was all about expressing gratitude and giving thanks to God for crops and harvest that provided food on people’s plates. The holiday, however, did not have a set date until 1957 when the Canadian government decided to officially celebrate Thanksgiving on the second Monday of October each year. Canadian Thanksgiving is not celebrated widely across the country and Thanksgiving dinner varies by province, but roast turkey with mashed potatoes, vegetables, gravy, stuffing and sweet potatoes remains the typical Thanksgiving meal. Canadians also celebrate **sports** on Thanksgiving and there are also Thanksgiving parades and the most celebrated one is the **Kitchener-Waterloo Oktoberfest Thanksgiving Day Parade**.

Groundhog Day is also celebrated both in Canada and in the USA. It takes place on the **2nd February** and it is all about an animal, a groundhog[102] and whether it emerges from under the ground on that day and sees its shadow. If yes, it is going to hide back into its burrow[103] and winter will go on for another six weeks. If the shadow does not appear, spring will come early that year. There are a few groundhogs whose emergence from under the ground is observed by the media

and people each year, but the Canadian groundhog’s name is **Wiarthon Willie** and it lives in Bruce County, Ontario.

As Canada is a part of the Commonwealth, it celebrates Queen Victoria, one of the most famous British rulers of all time. **Victoria Day** is celebrated on the last Monday before 25th May as Queen Victoria’s birthday anniversary is on the 24th May. It was first celebrated in 1845 to mark the Queen’s supportive role in the development of Canada and its autonomy. The most remarkable celebrations take place in **Victoria**, a city in the province of British Columbia which was named after the British Queen. A festive parade

that marches through the city is organised and it is the biggest parade among all the others taking place on that day across the country. Victoria Day also marks the beginning of warmer days so friends and families start the barbecue and picnic season and spend time doing outdoor activities and such.

Canada Day is celebrated on the 1st July to commemorate the anniversary of the **Constitution Act signed in 1867**, which joined three territories into the single nation of Canada. It is a summer holiday so Canadians celebrate this memorable day at festivals and carnivals, parades, concerts and outdoor events. People wear Canadian symbols on hats, T-shirts and flags, some paint their faces. Most cities and towns are decorated properly for the occasion and many outdoor events finish with fireworks shows in the evening.

► **Australian and New Zealand's Celebrations**

Most holidays in Australia and New Zealand are the same as the ones in the UK and in most countries across the world. **New Year's Eve** in Australia is celebrated with one of the most expressive **fireworks shows** in the world. It takes place in Sydney and there are two shows held currently, "Family Fireworks" start at 9.00 p.m. and "Midnight Fireworks" at 12.00 a.m. Australian time. The fireworks are set off from **Port Jackson**, near the Sydney Opera House and the Sydney Harbour Bridge. An additional attraction is the **lighting show** accompanying the fireworks held on the Sydney Harbour Bridge. Easter, Christmas Day and Boxing Day celebrations are similar to the ones in the UK.

A truly Australian celebration is **Australia Day** celebrated on the **26th January**. It marks the arrival of the **First Fleet** in Australia, carrying over 750 convicts, the ship's crew and family members from Great Britain. They were the first settlers from Europe and started Australia's colonisation. Although it is a cheerful celebration and a day to reflect on what it means to be Australian and celebration of

the positive aspects of being a citizen of this country, there is a growing movement of people claiming that this day should change its date and theme. It is because the arrival of settlers had a **tragic impact** on the lives of the **First Nations** in Australia. Protests against Australia Day have been a part of this holiday for some time and in response, some Australian companies give their employees a choice whether they want to have a day off on the 26th January or would like to take a day off on a different day.

Another purely Australian and New Zealand holiday is **ANZAC Day**, which takes place on the **25th April**. ANZAC stands for Australian and New Zealand Army corps and the day commemorates the anniversary of the landing of Australian and New Zealand troops at Gallipoli in Turkey in 1915. ANZAC landed there to link with British troops to block Turkish troops and their reinforcements. The battle became symbolic for the Australian and New Zealand army as a legend of its military power. It is a celebration of the Australian and New Zealand army.

The next Australian holiday is **Labour Day**. Its dates vary between states, so in some it is celebrated on the first Monday of October or the second Monday of March in others (such as Tasmania, which calls the celebration **Eight Hours Day**) and the last date when Labour Day is celebrated is 1st of May. This holiday marks and celebrates the hard work and achievements of all workers, especially the achievement of the eight-hour day – it gave workers eight hours of work, eight for recreation, and eight hours to rest. The day is celebrated with parades, picnics and parties. Labour Day in Zealand takes place on the 25th October.

As Australia is a constitutional monarchy with the monarch of the UK acting as the head of state, it celebrates the **monarch's birthday**. This year it will take place on 12th June for most states, though it is not King Charles III's real date of birth (it is 14th November 1948). The date changes every year and is not the same for each Australian state. Most people spend the day with their families outdoors or at sporting events.

Although Australia and New Zealand share most of their holidays, there is one celebration that is New Zealand's only and it is **Waitangi Day** celebrated on 6th February. It commemorates the signing of New Zealand's founding document, The Treaty of Waitangi on February 6th 1840. Waitangi Day is celebrated during official services and cultural displays with traditional dances and singing. There is also a reenactment of signing the treaty, public concerts and festivals.

4. Opisz krótko, co świętuje się podczas zapisanych w tabeli świąt.

Groundhog Day	
Australia Day	
Labour Day (Australia and New Zealand)	
Victoria Day	
ANZAC Day	
Canada Day	
Waitangi Day	

Answer key: **Groundhog Day:** 2nd February, if a groundhog emerges from under the ground and sees its shadow, winter is going to last for another six weeks. No shadow means early spring. **Australia Day:** marks the arrival of the First Fleet with the first convicts/settlers in Australia, a celebration of Australia as a country and being Australian. **Labour Day:** celebrates the hard work and achievements of all workers. **Victoria Day:** celebrates the anniversary of Queen Victoria's birthday, Canadian celebration. **ANZAC Day:** a celebration of the Australian and New Zealand army and its military power. **Canada Day:** commemoration of Canada becoming a single nation made up of three territories by signing the Constitution Act in 1867. **Waitangi Day:** a celebration of the anniversary of signing New Zealand's founding document.



What do people eat in the UK?

Breakfast. Traditional **English breakfast** is a dreamy combination of fried eggs, sausages, bacon, fried bread, mushrooms, tomatoes and baked beans, which are small, white beans in tomato sauce. In some areas of the UK **black pudding**[\[104\]](#) or **hash browns** (potato patties) are added to this traditional meal. A full English breakfast takes quite a lot of time to prepare and therefore it is eaten mainly on special occasions, at weekends or on holidays. Hot **Scottish porridge** made with oats and milk or simplified versions of the traditional English breakfast are more day-to-day options.

Lunch. Lunch is eaten by working adults and school children and it really can be anything. Typical options are **jacket potatoes** (large, roasted potatoes cut in half) with cheese or tuna filling or a variety of **sandwiches** with meat, cheese, vegetables including the **butter and chips** version and, yes, that means the British eat put chips into their sandwiches. Another easy option is the famous **fish and chips** – the chips are rather thick, splashed with vinegar and the fish is usually battered cod[\[105\]](#). Fish and chips is traditionally served with mushy peas which is exactly what it sounds, peas smashed with a little bit of salt. This delicious dish can be easily purchased in a so-called “chippy”. Another option are pies made of buttery dough with different kinds of fillings such as minced meat, beans, vegetables, steak and cheese. It is worth mentioning that pies are not the same as pasties, **Cornish pasties** to be exact. Pasties have similar fillings but are shaped differently.

Dinner. The most traditional dinner option is the so-called **Sunday roast** and it is all in the name. It is a dish eaten by families and friends on Sundays as it is meant to be special. It consists of roast meat, usually turkey, chicken, pork, beef or ham, roasted potatoes and vegetables, yorkshire pudding, gravy and other sauces to go with the meat. Other traditional dinner options are **shepherd's pie**, a layered dish with ground meat, potatoes, peas and other vegetables or **bangers and mash**, where bangers are sausages and mash is mashed potatoes. There are a few more kinds of pie too: fish pie,

cottage pie, steak and kidney pie or cheese pie. In **Scotland** one of the most famous and very traditional dinner dishes is **haggis with neeps** (turnips) and **tatties** (potatoes). Haggis is made up of sheep's pluck – heart, liver and lungs and can be compared to black pudding. Other ingredients that are used to prepare dinner in the UK are lamb, fish, and seafood.

Dessert, which is commonly referred to as “pudding”, which one may find quite confusing as some savoury dishes are called the same. Nonetheless, when it comes to sweet puddings, there are quite a few traditional options in the UK. The citizens of the UK certainly eat a lot of biscuits and cookies to enjoy with their tea and there are also many kinds of cakes and pies, such as carrot cake, all sorts of sponge cakes (Victoria sponge, banoffee pie) and delicious tarts, such as Bakewell tart. Many of these desserts are served with **custard**[\[106\]](#) or toffee sauce. Some of the most popular and traditional recipes is **bread and butter pudding** which is essentially made with ends of loaves or stale bread, butter, sugar, some spices and sultanas. Another very popular, festive option is Christmas or **figgy pudding** made with a rich amount of dried fruit, nuts, honey, ginger and other spices often infused with rum or brandy to enhance the taste. The sticky **toffee pudding** is for fans of real sweetness. It is a sponge consisting of dried fruit and it is served with warm toffee sauce and vanilla ice cream. There are also fruity options such as **Eton Mess**, which is a very simple layered dessert with strawberries, meringue and strawberry jam. Another fruity dessert is a classic trifle made up with summer fruits, raspberry jelly, custard and whipped cream and it is traditionally served on Christmas along with the Christmas pudding and mince pies, which are small pies made of buttery dough with crust with a filling that consists of dried fruit and spices.

What do people eat in the USA?

Breakfast. North America is a large country, so the variety of food across the country is enormous. Breakfast, however, comes down to

a few similar dishes that are enjoyed in most parts of the country. Typically for breakfast Americans eat **cereal** with milk or dishes containing eggs, such as scrambled eggs, sunny-side-up fried eggs[[107](#)] with bread and fruit. Other choices are pancakes, waffles, bagels with different filling, toast, sausages and bacon. Muesli with yoghurt and fruit is also desirable and an important addition is a glass of **orange juice**. Of course, traditional breakfast choices vary across the country and depend on different regions. Some of the most interesting breakfasts are **breakfast burritos** that are served in California or Colorado, **cinnamon buns** in San Francisco, **pork brains and eggs** in Appalachia. A traditional Hawaiian breakfast consists of two choices – **Loco Moco**, which is a hamburger patty[[108](#)] topped with rice, fried egg and gravy or **Malasadas** which is a sweet tart coated with sugar with fruity or creamy fillings. **Eggs Sardou** is a dish served in the so-called French Quarter in Louisiana and was invented by a French cook. The dish is creamed spinach with artichoke[[109](#)], hollandaise sauce[[110](#)] and poached eggs[[111](#)]. The regions of North America are very diverse, with a mix of cultures and influences from a variety of countries, hence the wide range of breakfast choices.

Lunch. Lunch in America is usually eaten at work or at school. American cuisine has been influenced by the ethnic minorities that can be found there, so lunches can vary from Indian currys through Italian pizzas and lasagnas to Eastern European kielbasa and pierogis. A whole range of salads with toppings and sauces are the healthy version, all sorts of sandwiches with different fillings, like pulled pork or steak, Italian ham and different kinds of cheeses are also an option. The so-called **Tex-Mex** (Texan-Mexican) food with tacos, burritos, quesadillas, nachos, chilli con carne and enchiladas are also available. Pizza roll, pasta or macaroni and cheese or pre-made soup are the quick options. Lunch at school often offers dishes such as chicken with a side of potatoes and fruit. Other options are pizza rolls, lasagna, hamburgers, macaroni and cheese or chicken nuggets with a side of French fries. Additional portions of vegetables, such as broccoli, carrots, creamed spinach or green beans are

served while cookies, chocolate brownies and jello or fruit are the dessert options. Every child gets a small carton of milk with their lunch.

Dinner. “What’s for dinner?” is a very common yet important question asked by millions of American children every day. The answer is usually a kind of meat with a side of potatoes or rice and vegetables, but let’s take a closer look at a typical American dinner. The main course often consists of meat, such as fried or grilled chicken, steak (Americans really love it), pork chops that can be compared to the European schnitzels[112]. Another commonly prepared option is a **meatloaf**, which is a mix of ground beef and fried vegetables, such as carrots, celery and onion, with an addition of egg baked together to form a tasty dish in a shape of a bread loaf. Sometimes baked or grilled fish is served as a source of protein. There are usually two side dishes served with the meat or fish and they are either potatoes prepared in various ways – mashed or baked, boiled rice, macaroni and cheese, beans, corn on the cob, a side salad or **coleslaw**, which is mayonnaise-based salad made shredded cabbage and carrots, and bread rolls. If vegetables are served, they are usually grilled or boiled broccoli, Brussels sprouts, carrots, zucchinis or beans. Other dinner options are **burgers** served with French fries, different sorts of pastas, either vegetarian or for meat lovers, meat and vegetable stews or stir-fry vegetables. Traditional dishes that are associated with North America are tasty “comfort foods” and here are some of them. **Clam chowder** is a rich soup prepared with shellfish, potatoes, pork and heavy cream. This famous, hearty soup was invented in Boston and is proudly served there as **New England clam chowder**. The next equally famous American dinner dish is **deep-dish pizza**. As the name suggests, this pizza is baked in a deep dish which makes the crust rise impressively high. It is prepared with large amounts of cheese and tomato sauce and it is sometimes called a pie. It originates from Chicago but can nowadays be eaten in most cities in the USA. Americans also appreciate barbecue, especially in spring or summer months. As America is home to various ethnic minorities, dinner

does not have to mean strictly American food. The most popular cuisines from all around the world in America are Chinese and Mexican with Italian, Thai, Indian and Japanese cuisines following. **Mexican food** is especially famous in **Los Angeles**, where food trucks with Mexican food and “taquerias”, which are Mexican restaurants specialising in **tacos**, can be seen on every corner. Taco is one of the most well-known Mexican dishes and is consists of a hand-sized piece of corn[113] or wheat[114] tortilla with a topping, such as meat, cheese and lettuce. While tacos are **snack sized**, burritos are equally famous, yet bigger. The filling is seasoned ground meat and beans with lettuce, tomatoes, sour cream, cheese and a chilli sauce wrapped in a tortilla.

Dessert. American desserts can satisfy almost every palate[115] and are comforting. Most of them are easy and cheap to prepare and are commonly known in many countries around the world. One of the most popular American desserts is, as it turns out, **carrot cake** with cream cheese frosting. Its texture and warm, spicy flavour reminds of long winter evenings. It is believed that carrot cake originated in Europe and might date back to the middle ages when carrots were used instead of sugar, which was expensive and tricky to find. The next American delicacy for any sweet tooth is a **milkshake** that can be made at home or bought in a diner[116] as a treat along with a hamburger. Milkshakes are traditionally made from milk, ice cream, fruit (in case of a strawberry milkshake) and syrup, such as chocolate or vanilla. To make it even more delicious it can be topped with whipped cream. **S’mores** are next on the list, there even is a National S’mores Day in the USA. It is a simple dessert to prepare as you only need a toasted marshmallow (that is why they are often eaten at bonfires or barbecues) with chocolate and these two ingredients are put between graham crackers. Other popular American desserts are cheesecakes and pies which come in various flavours. The most popular kind of pie is apple, but cherry, pecan and pumpkin are also well known. Different kinds of **cupcakes** and **fudge** are also extremely popular, especially as party food. Those three are baked, bought and eaten by millions of Americans each

year and are said to be the most popular sweet treats in the USA. One dessert that cannot be forgotten is a **chocolate brownie**. According to the National Brownie Committee, Americans eat not less than 1.45 billion brownies each year. This, however, cannot beat the number of **chocolate chip cookies** (National Chocolate Chip Cookies Day is on 4th August) eaten every year in the USA as it is 7 billion. This can easily answer the question of the most popular dessert in North America.

5. Zapisz od 3 do 5 dań z poszczególnych kategorii, których chciałabyś/chciałbyś spróbować.

British breakfast:

American breakfast:

American lunch:

British dinner:

American dessert:

British dessert:

Typical and traditional Canadian food

Canadian eating habits are said to be similar to the ones in the USA. There are, however, a few dishes and foods that are essentially Canadian and one of those is **bannock**. It is a round bread made with flour, water and butter and it is either baked, fried or cooked until golden. It is believed that it dates back to the 18th century and might have been brought to Canada by Scottish fur traders. Others believe that the idea of bannock was prepared by the First Nations of Canada and European settlers learned how to make it from them. This quick and easy to make bread has been enjoyed across the country for centuries, yet nothing says "Canada" louder than **maple syrup**. This golden delicacy's production takes place mostly in Canada – 80% of the world's maple syrup is produced there. The syrup is produced from Canada's national tree, which is the **sugar maple**. It has a rich, caramel aftertaste and so it can be added not only to sweet dishes, such as porridge, cakes or pancakes but also

salads, marinades or meat. The next Canadian “classic” are **Nanaimo bars**, which are named after a city in British Columbia. They make a lovely dessert combined with a graham cracker and custard topped with chocolate. As they are quite sweet, they go well with coffee or strong black tea. When it comes to snacks, **ketchup chips** (or crisps in British English) are extremely popular, especially since the 1970s when Canadians started eating chips on a daily basis. Ketchup chips are not only eaten as a snack but can also be used to sprinkle on savoury dishes. One of the most famous Canadian sandwich meats is the Montreal smoked meat which is spiced up with garlic and other spices, it is then smoked and steamed, ready to be cut. It is supposed to be delicious on rye bread and mustard and will enhance [\[117\]](#) the flavour of your salad, tacos and other appetisers. **Seafood** is an important ingredient of Canadian cuisine and **lobster** is the most wanted seafood dish. Canadians eat lobster boiled, part by part or as a sandwich filling and although it is associated with luxury, lobster dishes do not have to be extremely expensive. A Canadian alternative to doner kebab was invented in Nova Scotia and it is made with spiced ground beef, tomatoes, onions and a sweet and sour condensed milk sauce. **Donair**, as that is how it is called, is usually served on a pita that usually soaks up the sauce which makes it a pretty messy, but comforting meal. A snack that was firstly made in Quebec in the 1950s was so tasty that it became famous all over the world. The dish is called **poutine** and it consists of French fries, cheese sauce and gravy. The original poutine from Quebec is just fries, cheese sauce and gravy, but there are endless combinations of this simple dish. Its simple form earned its fame and success.

Typical and traditional Australian food

Australian food was influenced by British cuisine. For example, traditional Australian breakfast is basically the full English breakfast and some sources claim that roast lamb rules as Australia’s national dish – lamb is massively popular in the UK as well. However, it still

remains one of a kind and **Vegemite** is a proof of its originality. Vegemite is a brown paste made of vegetables, yeast[118] extract and spices and the most popular way to eat it is on toast with butter but it can be an addition to any savoury sandwich. Vegemite is the essence of Australian cuisine and it is said that only a few foreigners can endure[119] its strong, salty taste. Still, it remains extremely popular among Australians. It might be due to its historical value as it was invented in the 1920s when Marmite (which was a similar sandwich spread) could not be exported to Australia from Europe as a result of World War I. There is another Australian and New Zealander dish that has a connection with World War I and it is called **anzac biscuits**. ANZAC stands for the Australian and New Zealand Army Corps and those biscuits gained the name during WWI when the wives of the fighting soldiers baked and sent those easy to make and mould-resistant[120] biscuits to their husbands, who fought at war. The recipe is inexpensive and simple, which made those biscuits quite popular.

Fairy bread is especially popular among children; it is the perfect party food, soft and sweet. The recipe is quite simple, one has to spread some butter on a slice of bread and sprinkle it with colourful sprinkles which are called “**hundreds and thousands**” in Australia and New Zealand. This colourful dish is often served at children’s parties. There is another dessert that is nearly as popular as the fairy bread and it is **tim tams**, Australia’s favourite chocolate biscuits. There is a particular way to eat them – one is supposed to bite off the opposite ends of the biscuit and use it as a straw to sip coffee, tea, milk or chocolate.

Another British influence on Australian cuisine are meat pies which are served in bigger and smaller shops, supermarkets, bakeries and special pie shops. The pies are stuffed with minced meat, vegetables, mushrooms and gravy, but vegetarian and vegan options, such as cauliflower and cheese pies, can also be found easily.

One of the most popular **pub foods** is a chicken schnitzel topped with tomato sauce and melted cheese and it is called **chicken parmigiana** or more commonly – chicken parm. Pubs and diners often offer “parma nights”, where one can eat a chicken parm with a drink for a reasonable price. The chicken is often served with French fries and some vegetables.

Pavlova, a meringue and fruit based cake that is sold all around the world and has a completely non-Australian name, originated in either Australia or New Zealand at the start of 20th century. It was apparently named after the Russian ballerina Anna Pavlova and gained fame thanks to its simplicity and sweetness balanced by the sourness of the fruit which, along with the whipped cream, form the centre of this dessert. This cake can be found in any Australian cake shop or bakery, one can also find it pre-made in the frozen section of most Australian supermarket chains. It is really popular at social gatherings such as parties and barbecues.

If you would like to try an Australian snack straight from the Outback go with the **witchetty grub**, which is a large, white, wood-eating **larva of a moth**. Eating larvae sounds unappealing but they are supposed to be high in proteins and very nutritional. Witchetty grubs were eaten by the Australian indigenous community for centuries. Those who have tried them claim they taste like chicken.

Another Australian meal is **barbecue meat**. Australian weather enables barbecues most of the year and they are not only done in private gardens, but also in public places, such as beaches or parks where public barbecues are provided by local councils. A typical Aussie barbecue consists of sausages, burgers, steak, seafood, bread, fresh vegetables and sauces and it is not surprising to eat **kangaroo meat** at these kinds of events. Kangaroo meat is particularly high in protein and very low in fat, which makes it a very healthy alternative for pork or beef. It can be prepared in many ways and steaks, burgers and sausages are the most typical products made of kangaroo meat.

6. Przy każdej nazwie dania napisz, z jakiego kraju ono pochodzi – z Kanady czy z Australii?

1. Maple syrup
2. Nanaimo bar
3. Pavlova
4. Kangaroo meat
5. Bannock
6. ANZAC biscuits
7. Witchetty grub
8. Donair
9. Lobster
10. Vegemite
11. Poutine
12. Montreal smoked meat
13. Fairy bread
14. Ketchup chips
15. Chicken parm

Answer key: 1. Canada 2. Canada 3. Australia 4. Australia 5. Canada 6. Australia 7. Australia 8. Canada 9. Canada 10. Australia 11. Canada 12. Canada 13. Australia 14. Canada 15. Australia

Further reading

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501 Must See Movies, Beare Emma, Bounty Books, 2004

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An Illustrated History of Britain, McDowall David, Longman, 2017

[1] dye – farbować

[2] indigenous = native, czyli rdzenni, na przykład o mieszkańcach danego kraju.

[3] B.C. to skrót oznaczający „before Christ”, w polskim tłumaczeniu jest to „przed naszą erą”.

[4] A.D. oznacza „Anno Domini”, w dosłownym tłumaczeniu z łaciny to „rok pański”, w języku polskim używamy sformułowania „naszej ery”.

[5] unyielding – nieugięci

[6] thistle – oset

[7] shamrock – koniczyna

[8] associated – kojarzony, połączony

[9] displayed – tu: pokazywane na wystawie

[10] lowlands – niziny

[11] varied – zróżnicowany

[12] Więcej informacji w krótkim filmiku na youtube.com pt. “The Story of Thanksgiving” na kanale Zebtoons.

[13] to persevere – wytrwać, dotrwać

[14] Wojna o niepodległość Stanów Zjednoczonych od Korony Brytyjskiej.

[15] Commonwealth countries to kraje, w których brytyjski władca jest honorowany jako król.

[16] Półkula zachodnia, czyli ta leżąca na zachód od południka zerowego przechodzącego przez Greenwich w Londynie, UK.

[17] convicts – skazańcy

[18] infertile – tu: nieurodzajna (o glebie)

[19] vital (adj.) – niezwykle ważne

- [20] vocational courses – kursy zawodowe
- [21] tuition fee (n) – czesne, opłata za szkołę
- [22] tuition fee loan – pożyczka od rządu na czesne (opłatę za uniwersytet)
- [23] to coincide (v) – zbiegać się z (jedno wydarzenie z innym)
- [24] knowledge acquisition – nabywanie wiedzy
- [25] to pursue (v) – tu: kontynuować, wybrać
- [26] reading comprehension – rozumienie tekstu czytanego
- [27] scholarship (n) – stypendium
- [28] refugees (n, plural) – uchodźcy
- [29] Francophone communities – społeczności francuskojęzyczne
- [30] fees (n, plural) – opłaty
- [31] acquire (v) – pozyskać
- [32] obtain (v) – uzyskać
- [33] AU\$ – symbol dolara australijskiego
- [34] The laws of motion – zasady dynamiki.
- [35] The law that says that planets revolve around the Sun.
- [36] Although Thomas Edison invented the light bulb in October of 1879, Joseph Swan did the very same thing in January of the same year in England.
- [37] yarn – przędza
- [38] a lightning rod – piorunochron
- [39] an assembly line – taśma produkcyjna
- [40] SOS – the international radiotelegraph signal of distress, adopted in 1908, used by ships at sea when they needed immediate help. SOS does not stand for “Save Our Ships” nor “Save Our

Souls". It actually means nothing. They are just easy to transmit letters in the Morse code – three dots, three dashes, three dots.

[41] Dark Matter – ciemna materia – nie emituje, nie odbija promieniowania elektromagnetycznego.

[42] Encyclopedia Britannica – the world's oldest continuously published encyclopaedia.

[43] The race into space – Space Age – the period in history which started with launching Sputnik 1 by the Soviet Union in 1957. Next, in 1958 the US launched the first satellite, Explorer 1.

[44] to terminate – zakończyć

[45] a seaplane – an aircraft able to take off and land on water

[46] Dr. William Shockley – a Nobel Prize winner as a co-inventor of the transistor in 1947.

[47] AI – Artificial Intelligence

[48] a spur – zachęta

[49] Laurel and Hardy – (polski: Flip i Flap); the first and the most famous **Hollywood film comedy team**. The English-born Stan Laurel (1890–1965), the thin innocent, and the American Oliver Hardy (1892–1957), the fat half of the duo, often irritable and pompous, made (1927–1945) over 200 films in which they go through endless disastrous adventures.

[50] The mystery plays – a series of short stories from the Bible.

[51] The miracle plays – stories of the lives of the saints.

[52] A morality play – an allegory where the good and evil fight.

[53] A revenge play – also a revenge tragedy; its plot contains several brutal murders; Revenge is personified in one of the characters. The Spanish Tragedy (1592) by Thomas Kyd (1558–1594) gave rise to this genre in English literature theatre.

[54] A heroic drama – a noble hero experience a heartbreaking tragedy on a large scale.

[55] After eighteen years of theatres being closed, finally the English theatre could flourish and therefore a new genre was created. A restoration comedy is a comedy full of satire, witt, sensual dialogues and rakish behaviour.

[56] political – referring to rebellion against the state, colonisation, the loss of territory or the rights of women

[57] Les Miserables (fr.) – Nędznicy

[58] The football season is from August to May.

[59] FIFA – abbreviated from French for “International Association Football Federation”.

[60] to bowl – rzucić, serwować, pędzić

[61] kph – kilometre per hour

[62] to constitute in – polegać na

[63] Esports – electronic sports, a form of competition using video games.

[64] renowned – famous; reputable, glorious; sławny

[65] annually – once a year; corocznie

[66] Vince Lombardi was a coach whose team won the first two Super Bowls. The trophy is a silver football created by Tiffany and Co.

[67] You can watch the top 5 Super Bowls commercials 2023 on YouTube.

[68] an inning – podstawowa jednostka meczu baseballowego; runda; okres gry w ataku

[69] YMCA – Young Men’s Christian Association – an international Christian organisation dedicated to helping to build “healthy body, mind and spirit for all”, founded in 1844 in England and later in 1851 in the USA.

[70] 2,66 mili to ok. 4,20 km

[71] a package holiday – wakacje zorganizowane

[72] off-the-beaten-path – not known, not popular with many people

[73] angling – catching fish with a rod and a hook; wędkowanie, wędkarstwo; to angle (v.)

[74] See Chapter 14.

[75] to abound with – obfitować w

[76] The Pennine Way – one of the Britain's long-distance footpaths.

[77] matinee – a play performed (or a film shown) during the day, especially in the afternoon.

[78] Ragga – a type of music that is a combination of rap and reggae.

[79] tabloid – a daily newspaper with lots of stories about famous people, large pictures, big headlines and not much text.

[80] broadsheet – a daily newspaper with long articles, lots of information, smaller headlines and photos, reporting international news.

[81] sitcom – a situation comedy, a show with the same cast showing their adventures at the same location.

[82] *Sesame Street* – one of the most educational programme in the history of TV that helps to prepare preschool children aged 2 to 5 for school education. It premiered in 1969 as a daily one-hour show. Since 2016 episodes have lasted 30 mins. The cast embraces adults, celebrities, children and characters such as Big Bird, Cookie Monster, Elmo, Bert and Ernie and Oscar the Grouch. *Sesame Street* talks about numbers and letters, but also science, ecology, computers, nutrition, safety, physical exercises, personality or social relations.

[83] Free-to-air – FTA – TV and radio services broadcast in an uncoded form, available to receive with a proper equipment.

[84] NBC – National Broadcasting Company

- [85] CBS – Columbia Broadcasting System
- [86] ABC – American Broadcasting Company
- [87] RV – a recreational vehicle; kamper
- [88] Pub – skrót od “public house” – to miejsce, które ma licencję na sprzedaż alkoholu i które jest otwarte dla każdego bez względu na pochodzenie i zamożność (termin i definicja z XVII wieku).
- [89] aligned – tu: ukierunkowany na
- [90] to derive from – tu: wywodzić się z; pochodzić od
- [91] treason – zdrada
- [92] poppy wreath – wieniec z maków
- [93] trifle – deser składający się z trzech warstw: owocowej, budyniowej i z bitej śmietany
- [94] bank holiday – dzień wolny od szkoły i pracy dla większości branż
- [95] sage – szalwia
- [96] Casserole można porównać do polskiej zapiekanki przygotowywanej w naczyniu żaroodpornym.
- [97] New Year resolutions – postanowienia noworoczne
- [98] Federal holiday – święto państwowe, dzień wolny od pracy i szkoły.
- [99] floats – specjalne platformy wiozące performerów parady po jej trasie
- [100] To seal a treaty – przypieczętować traktat, tu: o pokoju.
- [101] to plunge – zanurzać się (tu: w wodzie)
- [102] groundhog – świstak
- [103] burrow – jama w ziemi
- [104] Black pudding można porównać do polskiej kaszanki.

[105] battered cod – dorsz w panierce

[106] Custard można porównać do polskiego budyniu waniliowego.

[107] eggs sunny-side-up – jajka sadzone

[108] hamburger patty – okrągły kawałek mięsa mielonego w środku burgera

[109] artichoke – karczoch

[110] hollandaise sauce – sos holenderski na bazie żółtek z jaj kurzych

[111] poached eggs – jajka w koszulce

[112] Porks chop/schnitzel – może być porównany do polskiego kotleta schabowego.

[113] corn – kukurydza

[114] wheat – pszenica

[115] palate – podniebienie

[116] diner – jadłodajnia

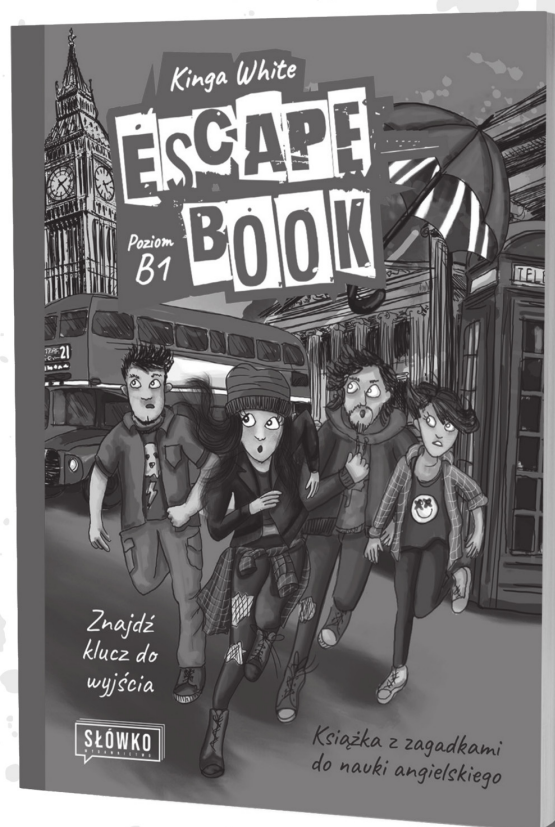
[117] enhance – wzmocnić

[118] yeast – drożdże

[119] endure – znieść, na przykład ból

[120] mould – pleśń

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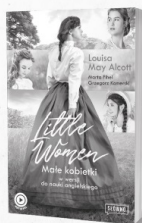
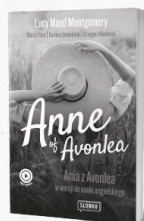
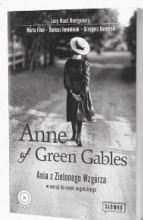


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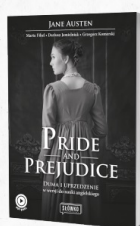
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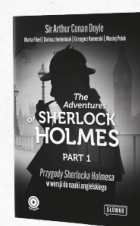
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