



#Found in translation

Use of English activities **for Matura exam**

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Drodzy Nauczyciele!

Oddajemy w Państwa ręce zestaw ćwiczeń oparty na tłumaczeniach, podzielony na 14 tematów egzaminacyjnych, z których wszystkie polegają na porównaniu języka angielskiego z polskim. Oprócz typowego tłumaczenia fragmentów zdań proponujemy ćwiczenia, które uczą precyzji w tworzeniu zdań (częsty brak przyimka czy przedimka sprawia, że uczniowie tracą na egzaminie punkty), a także koncentrują się na błędach typowych dla polskiego ucznia, związanych z rozbieżnością form w języku obcym i angielskim.

Mamy nadzieję, że publikacja będzie doskonałym uzupełnieniem naszego nowego kursu *Password*, a zaproponowane zadania nie tylko pomogą uczniom rozwinąć umiejętności translacyjne, ale także będą stanowić gruntowną powtórkę leksykalno-gramatyczną na potrzeby części egzaminu sprawdzającej znajomość środków językowych. Warto dodać, że forma ćwiczeń została tak dobrana, aby stanowiły dla ucznia ciekawe wyzwanie, co z pewnością pomoże uczniom jeszcze lepiej utrwalić materiał językowy.

Jednocześnie zachęcamy Państwa do lektury artykułu z czasopisma *The Teacher*, w którym dr Grzegorz Śpiewak przedstawia szereg argumentów za wprowadzaniem elementów języka ojczystego na lekcje języka obcego.

Z życzeniami sukcesów
Wydawnictwo Macmillan

Polish their English in lyceum!

Grzegorz ŚPIEWAK

“Polish their English” – an old joke, no doubt. And yet the ambiguity it exploits does encapsulate a highly relevant message, given the target learner group of this article. They are Polish and so is their English as the result, including accent features, typical errors, areas of particular difficulty, and so on.

As such it clearly requires *polishing*. At the end of their current course of study lyceum students will face a truly high-stake English exam which, as we know, puts considerable emphasis on the how of foreign language use. To be sure, this article is certainly not an attempt at patting *lyceum* learners on their Polish shoulders and arguing that – in view of realities of English used as a global lingua franca – we might as well let them be as Polish in their English as they like, so long as they are more or less communicatively efficient. The question is not whether or not

we need to work on their linguistic range and precision. Of course we do.

The real issue is which pedagogical strategies have the best chance of producing a lasting effect, given who these learners are and to what extent we as teachers can sympathise with their linguistic hurdles, remembering all too vividly how we had to negotiate very similar ones, as learners of English with identical L1 background. This is where this article comes in. Below I'll try and argue that we can indeed polish our upper-secondary learners' English via Polish, treated as a crucial resource.





English only ?

The answer is an emphatic no, in spite of the traditional, orthodox CLT view. I will be recommending a **considerable increase in the amount of cross-linguistic work** as a potentially very powerful approach to be used in our daily teaching at upper-secondary level. To be sure, I am not advocating a return to EFL pre-history and to the long-disgraced Grammar-Translation Method. Nor do I long for the days of classic contrastive analysis seen as an end in itself and as such mostly of use to students of English philology departments. Rather, I am very much in favour of a **judicious, principled use of students' mother tongue**. This view has inspired a considerable body of recent EFL publications, most notably the recent, award-winning offerings from Guy Cook and Philip Kerr. Equally importantly, there is ample evidence in support of a **systematic focus on language form**, the view articulated so well by Ronald Carter. In the widely quoted plenary talk Ronald Carter asserts that "a reflective language learner is a more effective language user" and goes as far as claiming that an ability to focus on form should be elevated to the status of the "fifth language skill", to complement the four core ones.

My personal view is that a systematic, principled use of L1 as a resource, as well as a point of reference & comparison, will prove very helpful indeed in the examination room, particularly in the Use of English section of the exam. As you know, partial translation from Polish to English features among possible task types at the extended level of matura – one direct reason to include an **explicit recourse to Polish as part of a comprehensive exam preparation process**. The thing to stress here, however, is that such a process should start as early as possible, not only in order to help learners get used to the task format as such, but to make partial translation an integral part of the revision process. To this end, we should be on a lookout for teaching programmes and materials that weave the relevant task types from level 1 onwards:

Grammar challenge!

6> Translate the Polish parts of the sentences into English.

- 1 When I came back,  (ona ćwiczyła karate).
- 2 When we were young boys,  (byliśmy przyzwyczajeni do chodzenia) for long morning walks.
- 3 When all my friends arrived,  (tata zrobił kolację).
- 4  (Kiedyś jeździłam na nartach), but now I prefer snowboarding.

source: *Password 1 Student's Book*, p.26 (Macmillan 2015)

In this example, the partial translation task does not directly mimic an extended level matura task format (which will call for a more varied selection of

language structures and require the use of between 2 and 5 words in each item). But it is a great way to review a selection of past tense constructions early on in the course, so long as various forms of micro-translation are treated as an integral part of the consolidation and revision process.

Polish their language awareness

As I hope is clear by now, I am a great advocate of a consistent focus on language form as a foundation of pedagogical success (cf. my reference to Carter above). In my extensive experience, one of the most effective strategies for a bilingual teacher of English is to get students used to **working to and fro between Polish and English**. In this I fully side with Hugh Dellar, who asserts that doing so "*forces noticing [features of L2] in a way that nothing else does*" (Dellar 2012, my stress). The trick is to ensure that the "noticing" is done largely by the learner (rather than the teacher, lecturing on one aspect of cross-linguistic comparison or another), that such "noticing" concerns as many aspects of the language system as possible, and that it is achieved through a variety of awareness-raising task types. Of the latter, I favour those that call for **multiple processing** of the target item(s), such as the sample task below, where the learner is forced to focus on the multiple uses of 'like' first through a multiple matching task, and then through a micro-translation task:



3> Match the questions with the answers in your notebook. Then translate them into Polish.

- 1 What's he like?
 - 2 What would he like to do?
 - 3 What does he look like?
 - 4 What does he like doing?
- a He'd like to go to the cinema.
 - b He's tall and very handsome.
 - c He loves swimming and cycling.
 - d He's a bit shy but very friendly.

source: *Password 1 Student's Book*, p.12 (Macmillan 2015)

Noticing selected aspects of language use can also be promoted through exercises that exploit L1-specific difficulties. This can be accomplished via an explicit reference to Polish, as in this example:

4> Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets. Write the answers in your notebook.

- 1 The exam which we  (zdawaliśmy) yesterday was very difficult. I'm a bit worried about my results.
a took b passed c failed
- 2 I'm new at this school and I  (nie poznałam jeszcze moich kolegów z klasy).
a I did not meet my classmates.
b I haven't met my classmates yet.
c I have never met my classmates.

source: *Password 1 Student's Book*, p.48 (Macmillan 2015)

Equally useful in this regard are tasks whose rubrics do not make a direct reference to Polish, so long as the selection of items to be considered by the student is informed by the author's **awareness of L1-sensitive areas**, such as close synonyms that are often confused:

Vocabulary challenge!

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

- 1 a Let's go *home* / *house*. It's quite late.
b We're moving *house* / *home* next week.
- 2 a I bought a new *cooker* / *cook*.
b He's a great *cooker* / *cook*.
- 3 a When you do *housework* / *your homework*, you work on school stuff.
b When you do *your homework* / *housework*, you clean and tidy your house.
- 4 a Washbasins are in the *bathroom* / *kitchen*.
b Sinks are in the *kitchen* / *bathroom*.

source: *Password 1 Student's Book*, p.33 (Macmillan 2015)

As a practitioner of teaching English to students whose mother tongue I happen to share, I am also a great believer in raising language awareness through **reflecting on and correcting errors**, not only those that I collect from my learners but also those that are focused on in ready-made exercises. As with words commonly confused and false friends, it is best if the selection of items clearly reflects typically Polish problem areas:

Vocabulary challenge!

4 > Find and correct a mistake in each sentence.

- 1 I'd like to get an electronic guitar for my 18th birthday.
- 2 It is a chance that AR technology will be common in a few years' time.
- 3 Most teenagers download their photos online if they want their friends to see them.
- 4 Wi-fi can often be as fast as a wideband internet connection.
- 5 This remote pilot is not working properly.
- 6 We are like to use smartphones more often than PCs in the future.

source: *Password 1 Student's Book*, p. 124 (Macmillan 2015)

The above samples of ready-made activities can be exploited further if we use them as models for students' own exercise items, to be produced either in class or as homework and subsequently tried out on fellow learners. The fact that our learners share the mother tongue makes such **cross-linguistic peer testing moments** fully realistic. Even if they are asked to design relatively few items (initially at least), the decisions that they need to take in the process and the ensuing amount of mental effort guarantees a huge amount of noticing by the students themselves. These decisions include:

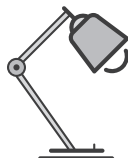
- [a] selecting the vocabulary or grammatical constructions to be tested (e.g. from the material of the current course unit)
- [b] choosing a sample sentence for each one (or, better still, writing it themselves)
- [c] thinking up realistic distractors.

This is done with very little work on our part as teachers – always a welcome side effect.

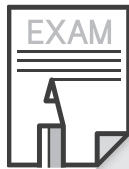
Lost – and found – in translation

As you have noticed, translation features very prominently in this article. This is certainly not just because of the partial translation task in the Use of English part of the extended level matura exam. For one thing, it would be a pity to restrict its role only to translating sentence fragments from Polish to English. Rather, we should let our students **try their hands at longer segments of language**, including whole sentences and short paragraphs. Needless to say, in order for the challenge to be realistic, the input material needs to be graded down; it will also be a lot more motivating, initially, to **start with English-to-Polish translation**, as exemplified here:

9 > Translate the text into Polish.



Preparing for exams is a skill and not every student knows how to do it. Many people think that the easiest way is to learn everything by heart, but this isn't always the case. Knowledge is something more than remembering facts – it also involves understanding the information you learn. When you revise for an exam, try to understand everything. Also, pay attention to details. Another mistake that students make is listening to the music and chatting on Facebook while they're learning. This does not help concentration!



source: *Password 1 Workbook*, p. 40 (Macmillan 2015)

The main reason that I talk so much about translation, however, is that to many of us it continues to bring back bad associations as a rather routine, possibly solitary sort of activity, whose chief purpose is to find the best possible equivalent of a word or phrase. But it needn't be like that at all! One attractive alternative, which I alluded to above, is getting students to design translation items themselves, based on a model task in their book, and then peer-test each other with them. Another great path

to take is to embrace various forms of **reverse translation** activities. In short, the idea is to translate a piece of language (either in spoken or written form) several times over by a group of students, going back and forth from one language to the other. In this way, translation is certainly no longer solitary but highly interactive and possibly even collaborative. Each translation attempt is not seen as a final product, but rather as a chain in a process of continuous reconstructing, with huge amounts of noticing of language features along the way, particularly if the source texts (or individual sentences – as appropriate) are selected consciously on the basis of specific features of L2 that we want our learners to focus on at a given point in the course. In my experience, the quality of (cross-)linguistic reflection is enhanced if the students have a chance to consider all their translation attempts collectively towards the end of such an activity. Here are a few scenarios of reverse translation tasks to get you started, adapted from Philip Kerr's great volume (op.cit: 75 -92):

- **delayed reverse translations:** as the name suggests, learners translate an English text into Polish; their translations are collected by the teacher and given to different students in a subsequent lesson, to be now translated back into English
- **gapped reverse translations:** learners reconstruct an English text with gaps produced by the teacher (or fellow students!), using a translation of it in Polish (again, the translation can either be produced by the teacher, or by the students themselves – perhaps as the result of a different kind of translation activity a few days/ weeks earlier)
- **broken telephone reverse translation:** students pass a spoken sentence around the class, whispering it to the person sitting next to them; when they hear the sentence in L2, they must whisper it in Polish translation, and conversely, if they happen to hear in Polish, they need to whisper it translated into English.

Of the three scenarios above, the first two are highly intensive *noticing* sequences, while the third might strike you as relatively playful. It is, and that's precisely why I have included it here. A task like that is an instant winner as a warm-up or pace changer. This said, such seemingly playful attempts at spoken mediation between L1 and L2 are of necessity very *fast* – a great challenge in itself! For details of in-class procedures as well as numerous variations and optional extra follow-up activities, please refer

to Kerr 2014 – a lot of great content guaranteed!

Polish their writing

In the remainder of this article I want to turn to a different though related role for L1 in the English classroom – as a potentially fantastic way to scaffold language for the learner as thus facilitate L2 production, either in speech or in writing. To begin with the latter, such scaffolding can be used to guide students to expand on initial, underdeveloped attempts, such as these:

7> Write sentences in your notebook to develop each point. Use the prompts in brackets to help you.

- 1 My home town is really great. (*Opisz główne atrakcje Twojego miasta.*)
- 2 The place I visited was fantastic. (*Napisz, co Ci się w nim najbardziej podobało.*)
- 3 I've just been to the new leisure centre. (*Opisz, co tam można robić.*)
- 4 I haven't visited London yet. (*Napisz, dlaczego chciałbyś/chciałabyś zwiedzić to miasto.*)

source: *Password 1 Student's Book*, p. 35 (Macmillan 2015)

Doing exercises like the one above helps us get a lot more quality output from our students. What's more, they have a chance to practice – on a micro-level – the language needed to sufficiently develop each of the bulleted points in an exam-style writing task:

8> Read the instructions and do the writing task.

- Niedawno odwiedziłeś ciekawą miejscowość. Zredaguj wpis do zamieszczenia na blogu (80–130 wyrazów) i:
- opisz położenie i wielkość tej miejscowości,
 - napisz, co Ci się najbardziej tam podobało,
 - opisz wydarzenia kulturalne bądź sportowe, jakie miały tam miejsce,
 - zachęć czytelników bloga do odwiedzenia tego miejsca.

source: *Password 1 Student's Book*, p. 35 (Macmillan 2015)

If such scaffolding is done in sequence, starting with single sentence expansions via Polish prompts, and finishing with whole-text construction on the basis of the task rubric given in Polish, we are also training our learners to ultimately cope better with the relevant *matura* tasks (whose rubrics are always formulated in Polish). As with the noticing tasks presented earlier on in this article, the key thing is that such scaffolding *should* not only happen sporadically. Rather, it could – and in my view should – become a regular feature of an effective writing programme. Here is another example of a possible variation on such a task, highly attractive in my view – much more so than merely referring learners to a model text in L2 and hoping (somewhat unrealistically) that they will somehow notice all the relevant features on their own:

5) Read the email. Write sentences in your notebook to develop each paragraph, using the prompts in brackets.

Hi Julia,

I've got something to tell you. I went to see a volleyball match yesterday. It took place at ¹ (Napisz, gdzie odbył się mecz i kto brał w nim udział).

The atmosphere was ² (Napisz, jaka była atmosfera i komu kibicowałeś/kibicowałaś).

Guess what! I met a famous sportsperson at the game. ³ (Napisz, kogo spotkałeś/spotkałaś, i opisz swoje wrażenia)

I think the match was ⁴ (Napisz, jak oceniasz mecz i dlaczego tak uważasz).

How are you? Please write and tell me your news.

All the best,

Jacek

source: Password 1 Student's Book, p. 23 (Macmillan 2015)

Polish their speaking

The very same thinking can be applied to the skill of speaking in L2, which in my view will benefit enormously from L1 scaffolding. And, unsurprisingly I hope, the more opportunity there is for the multiple processing of key structures, the better for the learners. Inasmuch as possible, they should be encouraged first to lift the most useful items from an input text:

3) Read the dialogue again and complete the Phrase Bank in your notebook. Translate the expressions into Polish.

Phrase Bank

► Introducing yourself

I'm ¹ cousin. / Hi, I'm Paula.

Nice to ² you (too).

► Talking and asking about interests and opinions

So what are you ³? / What do you do in your free time?

Well, I ⁴ / adore dancing and listening to music.

I'm quite ⁵ on sports.

Sports aren't really my cup of ⁶. / I don't really like ...

What do you ⁷ of the music / food here?

It's ⁸ great / awesome / OK!

► Reacting to what people say

Really? Wow! | That's great! / That's cool!

What about you? / And you? | Why not? | Me too.

source: Password 1 Student's Book, p. 10 (Macmillan 2015)

In this example, the gap-filling is accompanied by translation into L1, the value of which I emphasized earlier on in this article. Its value for the student also lies in the fact that s/he will need to go from Polish back into English very soon indeed:

7) Work in pairs. Role-play the dialogues, using the prompts below.

- 1 A Zapytaj kolegę/koleżankę, skąd zna Jane.
B Powiedz, że Jane to Twoja koleżanka z klasy.
- 2 A Przedstaw Marka swojemu koledze/swojej koleżance.
B Odpowiedz.
- 3 A Zapytaj kolegę/koleżankę, czy dobrze bawi się na przyjęciu.
B Odpowiedz.
- 4 A Powiedz, że uwielbiasz grać w siatkówkę.
B Odpowiedz, że nie interesujesz się sportem.
- 5 A Zapytaj kolegę/koleżankę, czym się interesuje.
B Odpowiedz.
- 6 A Zapytaj kolegę/koleżankę, co sądzi o jedzeniu na przyjęciu.
B Powiedz, że jest świetne.

source: Password 1 Student's Book, p. 10 (Macmillan 2015)

As with writing, such prompts will work even better if the relevant language has just been activated for the student – the scaffolding can now act both as a guide to *what to say and how to say it*: a great way to **build learner confidence** in this vital area of foreign language use. Starting with Polish also reflects the reality of virtually every learner at virtually all levels of L2 competence except for very advanced ones: whether we like it or not, s/he will “think in Polish” first before attempting to phrase the message in English. The latter is quite embarrassing to proponents of so-called ‘direct’ (or: ‘English only’) methods, the point argued most persuasively in Kerr 2014. Even more interestingly for us as EFL practitioners, the very motivation to the learner’s brain to make any effort in a foreign language is seen more and more as a function of one’s need to get messages across from L1 to L2 (Woolard 2013 calls this “**messaging**”, very aptly).

Returning to our scaffolding activity sequence, it is probably best if it ends with a more open-ended task, such as a role play, which will give learners yet another chance to process the relevant language:

8) Work in pairs. Read the instructions and role-play the dialogue. Use the expressions from the Phrase Bank.

Jesteś na grillu (*barbecue*), zorganizowanym przez Twojego przyjaciela Alana. Rozpocznij rozmowę z osobą, której nie znasz. W rozmowie:

- przedstawcie się sobie nawzajem,
- opiszcie swoje hobby,
- powiedzcie, co sądzicie na temat imprezy,
- powiedzcie, skąd znacie Alana.



source: Password 1 Student's Book, p. 10 (Macmillan 2015)

Conclusion

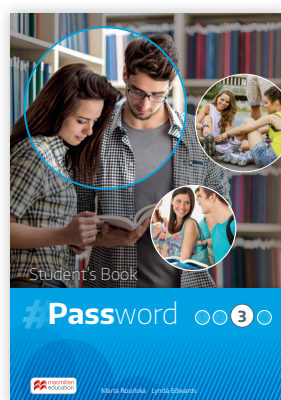
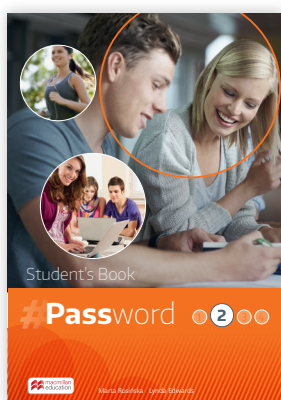
To finish off, I want to address the common fear of 'negative transfer', which can allegedly result from the use of translation and other cross-linguistic activities. Contrary to this folk wisdom, Cook, Kerr and many others have argued recently that the best and most efficient way to deal with 'false friends' and other cases of 'negative transfer' is to **compare the two languages directly and explicitly**. And in any event, I do hope that I have made a convincing enough case in this article for a systematic, principled use of the mother tongue as an integral part of a modern English teaching programme. It is my firm belief that **L1 is potentially a very powerful tool** in the hands of a capable, bilingual teacher of English.

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Password is a new, four-level, double-entry course developed by Macmillan exclusively for Polish lyceum students. One of the key features of this course series is its systematic support for Polish learners through translation, error analysis and error correction tasks, as well as scaffolding speaking & writing through innovative tasks making use of students first language. Find out more at www.macmillan.pl

Warm-up Translate with one or two words.

1. (*Chociaż*) she's talkative, people like her a lot.
2. (*Pomimo*) being very lazy, Karen gets very good results at school.
3. If she (*nie*) give her occupation, we won't be able to accept her application.
4. Lucy (*jest*) very kind to me for a few days – it's a bit suspicious.

1 Choose the translation for each sentence. There are three extra translations that you do not need to use.

has recently grown a beard	do you take after	is it typical of her
when I'm interested	if I lose any more weight	has been in a good mood since
can be quite selfish	have very little in common	although she was hopeless at
has always been reliable	am not very keen	

1. I'll have to take in all my trousers (*jeżeli jeszcze trochę schudnę*)?
2. Sarah (*potrafi być dość samolubna*) when it comes to friendship.
3. My older sister (*jest w dobrym nastroju od*) the morning.
4. Frankly speaking, I (*nie bardzo interesuję się*) on fashion.
5. (*Chociaż była beznadziejna w*) dancing, she would never give up.
6. Danny (*zapłacił niedawno brodę*) to cover the scar on his chin.
7. (*Jesteś podobny do*) your mum or your dad?
8. Apart from the same surname, the twins (*mają ze sobą mało wspólnego*).

Challenge!**2** Translate the various parts of the following sentences into English. Use the words in capital letters.

1. When I arrived at Tom's place, he (*właśnie wstał i ciągle miał na sobie szlafrok*). HAD, STILL, DRESSING GOWN
2. (*Czy jesteś za karą śmierci*) or do you believe it should be banned? IN, DEATH PENALTY
3. When I heard they (*wzięli ślub, nie mogłem uwierzyć własnym uszom*). HAD, EARS
4. Sarah (*nosi rozpuszczone włosy, odkąd*) I met her. BEEN, LOOSE
5. Mum said that (*jeżeli pofarbuję włosy na rudo, będę miała*) in trouble. RED, BE
6. (*Miło mi słyszeć, że zajmujesz się*) shopping psychology, just like me. DELIGHTED, INTO
7. (*Czy potrafisz rozróżnić*) British and Australian accent? DIFFERENCE
8. (*Pomimo że wszyscy byli wyczerpani i przerażeni*), we managed to use common sense and find shelter from the storm. BEING, EXHAUSTED

Warm-up Add a missing article to the phrases.

1. live in suburbs
2. a house by lake
3. rooms on ground floor
4. situated in the centre of city
5. take out rubbish twice week

1 Choose the correct translation (A or B).

1. Mum (*powiedziała mi, żebym wyrzuciła śmieci*) before I go to school.
A. told me to take the rubbish out **B.** said that I had taken out the rubbish
2. (*Czy musisz ścielić*) the bed every day in the morning?
A. Do you need to make **B.** Do you have to do
3. (*Dojazdy do pracy będą bardzo trudne*) from this part of the city.
A. Commuting to work will be difficult **B.** It's been hard to get to work
4. I'm afraid the landlord asked us to (*zapłacić czynsz z góry*).
A. charge the rent before. **B.** pay the rent in advance.
5. How long (*potrwa remont sypialni na drugim piętrze*) the second-floor bedrooms?
A. is it going to take to do up **B.** will the renovations take
6. (*Nie planowaliśmy się wyprowadzać, ale*) the flat Mark found in the suburbs is perfect.
A. We didn't intend to move in, but **B.** We weren't going to move out, but
7. I dream (*żeby zamieszkać w domku nad rzeką*) one day.
A. of staying in a bungalow by the lake **B.** of living in a cottage by the river

Challenge!**2** Look at the student's answers to the translation task and correct any mistakes: add the missing articles, cross out any unnecessary articles or change the wrong ones.

- 1 How long (*mieszkacie na tym osiedlu*)? have you been living on an estate
- 2 While looking for a new flat we (*wiedzieliśmy, że chcemy coś w bliskiej odległości*) from the university. we knew we wanted something within the walking distance
- 3 Most young people in my country (*jest zmuszonych wziąć kredyt mieszkaniowy*) if they want a place of their own. are forced to take out mortgage
- 4 (*Przeprowadzka potrafi być stresująca*), even for someone who has done it many times. Moving a house can be stressful
- 5 By the end of the year (*nowa droga będzie w budowie*) for five years. Can you imagine? the new road will have been under the construction
- 6 (*Kiedyś kosilem trawnik regularnie*), but now I have it done once a month. I used to mow lawn
- 7 The house my parents (*niedawno kupili, jest na pustkowiu*). have recently bought is in middle of nowhere
- 8 It's the first time (*kiedy znalazłem mieszkanie w pełni umeblowane i wyposażone*). I've found flat that is fully furnished and equipped

Warm-up Match the words to make phrases.

- | | |
|--------------|-------------------------|
| 1 take | A parent's expectations |
| 2 attend | B a gap year |
| 3 live up to | C voluntary work |
| 4 do | D caught cheating |
| 5 sit | E school-leaving exams |
| 6 get | F boarding school |

1 Match the words from box A with the words from box B to make phrases. Then use the phrases to do the translations below.

A attend, graduate, take, make, look up, do, pay, improve

B a course, from, your skills, attention, a test, mistakes, a word, degree

- The teacher keeps asking the students (*żeby uważali*), but they keep messing around.
- If Jonathan (*poprawił swoje umiejętności matematyczne*), he would be top of the class.
- (*Piszemy dwa testy*) this week – one in biology and one in French.
- (*Im dłużej Sandra uczęszcza na kurs*), the more she enjoys it.
- Steve failed the essay, because he (*zrobił mnóstwo błędów*), especially the spelling.
- (*Właśnie sprawdzałem to słowo*) in a dictionary, when I suddenly realised I knew exactly what it meant.
- No one deserves to (*zdobyć tytuł naukowy*) more than Jane – she should get her MA.
- (*Kiedy skończę*) university, my parents will be very proud.

Challenge!**2 Translate the parts of the sentences into English. Use the words in the box in the forms given.**

FEE	TIME OFF	COLOURS	OBLIGATORY
ATTENDANCE	REPORT	OPT	TRUANT

- Not (*tylko poszli na wagar*), but they lied to their parents that they were going on a school trip.
- I wish the classes I signed up for (*nie były obowiązkowe*)
- Lena always (*zdaje śpiewając, bez względu na to*) exam she takes.
- (*Sprawdziwszy listę obecności*), the teacher went on to collect students' essays.
- When we had a class vote, (*większość uczniów wybrała*) the trip to the mountains.
- (*Gdybym wzięła wolne przed egzaminem*) to study, I'm sure I would have passed it.
- (*Gdy tylko zapłacą czesne*), we will be able to give them the certificate.
- Ben was truly ashamed (*że doniósł na kolegę*) for breaking the class rules.

Warm-up Choose the correct word and translate into Polish.

1. Quit your work / job –
2. Be out of job / work –
3. Change job / work –
4. Work shift- / part-time –
5. Be made/ get made redundant –
6. Do / make for a living –
7. Take responsibility for / on –

1 Match the sentences with their translations.

1. After five years of working in sales, she decided to change jobs.
 2. She's applied for a job in sales, but hasn't received any response yet.
 3. He hasn't been offered the job due to his lack of experience.
 4. He was made redundant because he was the least experienced in the team.
 5. What does he do for a living?
 6. What career should he follow with his experience and knowledge?
 7. She's been out of work for over a year now.
 8. She quit her job over a year ago.
- A. Nie zaproponowano mu pracy ze względu na brak doświadczenia.
 - B. Z czego się utrzymuje?
 - C. Od ponad roku jest bez pracy.
 - D. Wyrzucili go, bo miał najmniej doświadczenia w zespole.
 - E. Rzuciła pracę ponad rok temu.
 - F. Po pięciu latach w sprzedaży postanowiła zmienić pracę.
 - G. Jaki zawód powinien wybrać ze swoim doświadczeniem i wiedzą?
 - H. Ubiegała się o posadę w sprzedaży, ale nie otrzymała jeszcze odpowiedzi.

Challenge!**2 Use the words and the information in brackets to finish the e-mail.**

afraid / go bankrupt

contact a headhunter

start up a business

challenging

in charge of

start up a business

send out CV

lay off

flexible hours

Hi Toby,

You'll never guess what's happened. (poinformuj, że zwolniono cię z pracy) and I no longer work in the bookstore. I was pretty surprised, as I (napisz, że byłeś odpowiedzialny). I suspect that the shop owner (podaj powód zwolnienia). Anyway, I've already and (poinformuj, jakie kroki podjąłeś). If I don't find anything within two months, I (napisz, co zamierzasz zrobić). I have been thinking about it for a while so perhaps it's a good time to finally do it. As long as (podaj, jaka praca jest dla ciebie idealna) and I work flexible hours, I should be OK, right? I'll keep you informed about any changes.

Cheers,

George

Warm-up Complete the phrases with the correct prepositions.

1. make with someone – *pogodzić się*
2. split – *rozstać się*
3. introduce someone someone else – *przedstawić kogoś*
4. fall with – *pokłócić się*
5. be the impression – *odnosić wrażenie*

1 Choose the correct translation of the underlined parts of the sentences.

1. They had been friends for many years before they fell for each other.
 A. zanim się w sobie zakochali B. zanim się pokłócili
2. I soon got used to getting an early night.
 A. miałem w zwyczaju chodzić wcześniej spać B. przyzwyczałem się chodzić wcześniej spać
3. I don't understand why so many young girls look up to fashion bloggers.
 A. młodych dziewczyn wygląda jak blogerki B. młodych dziewczyn podziwia blogerki modowe modowe
4. Adolescence is considered to be the most exciting time of your life.
 A. Nastolatkwie uznają, że są B. Wiek nastoletni uważany jest za
5. Sarah used to get on with her younger brother a lot better than she does now.
 A. kiedyś dogadywała się ze swoim młodszym bratem B. ma zwyczaj dogadywania się ze swoim młodszym bratem
6. No matter how often they break up, Jack and Jane always end up together.
 A. Bez względu na częstotliwość zerwań B. Niezależnie od tego, jak często zrywają
7. If you kept in touch, you'd know that he's getting married.
 A. Jeżeli będziesz utrzymywać kontakt B. Gdybyś utrzymywał kontakt
8. The wedding reception was due to start at 8, but there was a delay.
 A. Ślub zaczął się o B. Wesele miało zacząć się o

Challenge!**2** Translate into English.

1. Gdybyśmy dawno temu nie stracili kontaktu, zaprosiłbym go na ślub.
2. Nie znoszę plotkować za plecami przyjaciół.
3. Mój szwagier jest spokrewniony ze znaną piosenkarką.
4. Mają romans od kilku miesięcy – jestem zdziwiony, że nikt o tym nie słyszał.
5. Czas, aby połączyli się węzłem małżeńskim.
6. Odnoszę wrażenie, że Martha jest po czterdziestce, tylko nie wygląda na swój wiek.
7. Nie ma sensu organizować balu przebierańców.
8. Wolałabym, żebyś się pogodził ze swoim kuzynem.

Warm-up Translate into Polish.

- | | |
|---------------------|-------------|
| 1. leave a tip – | 5. dish – |
| 2. peel and grate – | 6. meal – |
| 3. go on a diet – | 7. eat in – |
| 4. go off – | |

1 Match the phrases with their Polish definitions. Then complete the sentences.

- | | |
|--------------------------|--|
| 1. book a table | A. <i>strawa duchowa</i> |
| 2. Mediterranean cuisine | B. <i>danie główne</i> |
| 3. food addiction | C. <i>posypać</i> |
| 4. follow a recipe | D. <i>zarezerwować stolik</i> |
| 5. sprinkle | E. <i>dieta niskokaloryczna</i> |
| 6. main course | F. <i>uzależnienie od jedzenia</i> |
| 7. food for thought | G. <i>kuchnia śródziemnomorska</i> |
| 8. low-calorie diet | H. <i>postępować zgodnie z przepisem</i> |

- According to the cookbook, you need to the herbs on top when you take the dish out of the oven.
- When I cook, I much prefer to improvising.
- is considered to be one of the healthiest in the world.
-, defined as an uncontrollable desire to eat, is more and more common.
- on Valentine's Day in any restaurant is extremely difficult, so you'd better do it in advance.
- The was followed by dessert – the most delicious cheesecake I've ever tasted.
- The article gives some about eating disorders among teenagers.
- It's not worth being on a if you don't do any sport.

Challenge!**2 Use the words to finish the sentences. Then choose the information in Polish that the sentence is to convey.**

- | | |
|---|---|
| 1. (no / point / order / meal) now, as we need to leave in 15 minutes. | A. <i>Wyraż żal, że kolega lub koleżanka ma uczulenie na produkty spożywcze.</i> |
| 2. If (service / not include / meal), we would have paid less. | B. <i>Poinformuj, że jest za późno na posiłek w restauracji.</i> |
| 3. (only / she / balance / diet), but she also works out regularly. | C. <i>Napisz, jakie czynności w kuchni są przyjemne, a jakie nie.</i> |
| 4. (most / people / I know / find / peel) onions very unpleasant, to say the least. | D. <i>Wyraż opinię na temat posiłku przygotowanego przez kolegę lub koleżankę.</i> |
| 5. (eat / out / turn / be / lot / expensive) than we had expected. | E. <i>Wyraż pochwałę dla zdrowego trybu życia znanej ci osoby.</i> |
| 6. (I wish / you / not / allergic / dairy products) – we could have some ice-cream. | F. <i>Poinformuj kolegę lub koleżankę o cenach wyżywienia w czasie wakacji.</i> |
| 7. (soup / she / make / be / complete / edible) – the worst ever! | G. <i>Wyraż opinię na temat rachunku, który musiałeś(-aś) zapłacić w restauracji.</i> |

Warm-up Circle the correct word.

- | | |
|--|--|
| 1. keep the receipt/refund – <i>zatrzymać paragon</i> | 5. duty-free goods/deals – <i>produkty wolnocłowe</i> |
| 2. collect banners/brochures – <i>zbierać prospekty</i> | 6. return a damaged/broken TV set – <i>oddać zepsuty telewizor</i> |
| 3. it's sold off/out – <i>jest wyprzedany</i> | 7. offer/order something online – <i>zamawiać przez Internet</i> |
| 4. read ads/commercials in the paper – <i>czytać reklamy w gazecie</i> | |

1 Cross out one unnecessary word in each translation.

- (*Gdy Mary buszowała po sklepach*), Lukas was having tea in a local café. While Mary was browsing out the shops
- This vending machine (*nie działa od tygodnia*) has been out of the order for a week
- Although (*miała bardzo mało pieniędzy, zdołała upolować*) a few bargains for she had a very little money, she managed to pick up
- She's only interested (*kupowaniem ubrań najwyższej jakości*) in buying clothes of top of quality
- The customer wanted to know when (*uzupełnimy zapasy napojów*) we will be stock up on soft drinks
- I had wanted to buy these shoes for months (*zanim znalazłem je w promocji*) before I found them on the special offer
- How old do you think a teenager should be before his parents (*otworzą mu konto w banku*) open on a bank account for him?
- As my parents run their own store, I always (*staram się kupować od lokalnych dostawców*) try to shop in local

Challenge!**2** Complete the translations with the correct words.

- (*Po wystąpieniu o odszkodowanie*), you will have to wait at least three weeks for the decision.
a..... m a c.....
- I'd rather you (*nie kupował przez Internet*) use my credit card.
d..... p..... o.....
- Friendly staff and (*konkurencyjne ceny przyciągają*) customers to our shop.
c..... p..... a.....
- By the end of the month, (*oprocentowanie wzrośnie*) by 0.25%.
i..... r..... w h r.....
- If I (*nie skończyła mi się gotówka*), I wouldn't have had to pay by credit card.
h..... r..... o..... o..... c.....
- In (*pomimo zniżki nie było mnie stać*) that bag.
s..... o..... the d..... l c..... a.....
- Tom (*nalegał, żeby mu zwrócono pieniądze*) back.
i..... o..... b..... g..... the m.....
- I (*oszczędzam pieniądze od dwóch lat*) aside to buy a new motorbike.
h..... b..... p..... the m.....

Warm-up Match the words to make phrases.

- | | |
|---------------|------------|
| 1. box | A. night |
| 2. concert | B. actor |
| 3. live | C. actress |
| 4. opening | D. reviews |
| 5. special | E. gig |
| 6. leading | F. hall |
| 7. supporting | G. office |
| 8. rave | H. effects |

1 Decide if the underlined word in each translation is correct or not. If not, correct the mistake.

- There were a lot of celebrities (*obecnych na premierze*) present at the premiere night
- I was (*tak rozczarowany efektami specjalnymi*) that I swore I would never watch his films again. so disappointed at the special effects
- After I had read (*kilka dobrych recenzji*) I decided to watch the movie. a few positive recommendations
- (*Podczas oglądania filmów z napisami*) you can learn some informal language. While watching a film with subtitles
- Nobody could predict that (*że Tom zostanie sławnym scenarzystą*). Tom would become a famous playwright.
- She went to the audition hoping (*że dostanie główną rolę*). to get the lead role in the film
- If it weren't for (*jego wyobraźnia, nie byłby takim*) good novelist. his imagination he wouldn't be such a
- As a young artist, he used to (*specjalizował się w martwej naturze*). specialise in still naturelife

Challenge!**2 Translate the sentences into English.**

- Ten dokument zostanie wyemitowany w dziesięciu krajach.
- Aktor, którego podziwiałem w dzieciństwie, niedawno zaczął reżyserować filmy.
- Ku powszechnemu zdziwieniu wszystkich dziennikarka kazała nam opuścić studio.
- Po pewnym czasie poeta przyznał się do skopiowania wiersza od kogoś innego.
- Wolałbym, żeby nasz sąsiad nie ćwiczył gry na skrzypcach codziennie rano.
- Ani ja, ani moja siostra nie jesteśmy dobre w grze na flecie.
- Jego pierwszy film, który zrobił w 2002 roku, był najbardziej przewidywalny, jaki widziałem.
- Nasza nauczycielka wiecznie zabiera nas na różne wystawy.
- Prezenter wiadomości ogłosił, że to jego ostatni program.
- Żałuję, że nie przyjąłam wtedy tamtej roli drugoplanowej.

Warm-up Complete the gaps with one word.

1. *Ona biega od trzech godzin.* – She been jogging for 3 hours.
2. *Zawody odbywają się co rok.* – Competition takes every year.
3. *Nie ma sensu się teraz poddawać.* – It's use giving now.
4. *Rick nie strzelił gola od dwóch sezonów.* – Rick hasn't a goal two seasons.
5. *Zawsze był dobry w sporcie.* – He's always been good sport.

1 Translate parts of the sentences into English. Use one of the words given in brackets.

1. Our team was a lot better, but it (*nie zdołała wygrać*). BEAT/WIN
2. Gina (*ćwiczy od dwóch godzin*) and she doesn't seem to have enough. KEEP FIT/WORK OUT
3. Which sportsperson (*podziwiałeś*) as a child? LOOK UP TO/LOOK DOWN ON
4. Everyone in his family (*brał udział w mistrzostwach*) TAKE UP/TAKE PART
5. A lot of spectators were hoping that (*pobije rekord świata na tej olimpiadzie*) BEAT/SCORE
6. Can you tell me (*jak długie boisko do piłki nożnej*) is? TRACK/PITCH
7. The RedNecks (*stracili okazję*) to shoot at least three times so far. LOSE/MISS
8. Linda (*robi postępy i może dostanie*) sports scholarship. DO/MAKE

Challenge!**2 Correct one spelling mistake in each sentence. Then translate the sentence into Polish.**

1. Unless you overcome the obstackles, you won't improve your athletic performance.
2. Statistics show that base jumping is the deadlyest extreme sport of all.
3. The umpire admited to bribery, as a result of which he was suspended.
4. You need to undergo medical tests before the couch decides if you can join the team.
5. In order to keep up with the latest scoress, Ted browses several online sports magazines a day.
6. Until the last lep of the race, Thomas and Biggs were going neck and neck.
7. Long before he became the best long-distance runer in the world, Jackson was considering a financial career.
8. It's no use geting involved in something you've always been bad at.

1 Complete the collocations and use them in translations.

- _ _ _ addicted to/over an illness
 _ _ _ _ a headache/a doctor's appointment
 _ _ _ _ someone's temperature/medications
 _ _ down with flu/to hospital

1. While mum (*mierzyła mi temperaturę*), dad was calling Dr Jenkins to make an appointment.
2. Many people are (*boją się uzależnienia*) painkillers.
3. After the trip (*połowa klasy złapała grypę*)
4. He refused (*przyjmowania leków, które dostał*) from his doctor.
5. If the medication doesn't help you, (*będziesz musiał iść do szpitala*)
6. (*Za każdym razem, gdy boli mnie głowa*) I have to have a nap.
7. I can't go with you – (*mam wizytę u lekarza*) tomorrow at 5.
8. (*Trzeba kilku dni, żeby wrócić do zdrowia*) like this.

Challenge!

2 Complete the idioms with body parts. Then use the idioms to translate the sentences.

LEG	BRAINS	EYES	HEAD
NOSE	TOOTH	FEET	ARM

be up to your in work

pick someone's

get cold about something

cost a (n) and a leg

look down your at someone

..... over heels in love

fight and nail

pull someone's

1. Don't believe him! He (*tylko cię oszukuje*)
2. Go without me. I (*mam roboty po uszy*)
3. This mansion (*musiał kosztować krocie*) Look how big it is.
4. The men in this building (*walczą zażarcie od wielu lat*)
5. Just before the event, Jack (*stchórzył przed ślubem*) and called it off.
6. (*Chociaż Jane patrzy z góry na niektórych kolegów*), they still like her.
7. I'll come (*żeby podpytać cię o dietę*) which you've recently recommended.
8. I'm afraid Kevin won't help you much – (*jest po uszy zakochany w*) Lucy and that's all he raves about.

Warm-up Choose the correct word.

1. I like *doing/making* experiments.
2. I rarely *upload/download* pictures to Instagram.
3. Who *discovered/invented* America?
4. The data *are/is* stored on a device.
5. Do you *approve/appreciate* of what she's doing?

1 Complete the gaps in translation with one word.

1. (*Badania naukowe pokazują*) that the drug is ineffective.
Scientific shows
2. What would happen if I (*nacisnąłbym ten guzik*)?
..... this button
3. While (*nowe oprogramowanie było ściągane*), there was a power cut.
the new software was being
4. (*Nastawiłeś budzik*) for tomorrow?
Have you the alarm clock
5. (*Jeżeli nie naładujesz baterii*), you won't be able to get in touch with anyone.
If you don't the batteries
6. What, would you say, (*jest najlepszym wynalazkiem dwudziestego wieku*)?
is the best of the 20th century
7. (*Nie zgłośniąj*), please! The music is very loud already.
Don't turn up the
8. (*Odkrycie ropy przyniosło*) in the town a lot of benefits to its inhabitants.
The of oil

Challenge!**2 Translate parts of sentences into English.**

1. (*Są mocne dowody*) that someone hacked our system, but no one (*jeszcze nie aresztowano*)
.....
2. (*Dzięki postępom w technologii*) the protection of (*danych osobowych staje się*)
stronger and stronger.
3. Once (*wymyślisz teorię naukową*), you need to (*zrobić eksperyment, żeby ją sprawdzić*)
.....
4. (*Cała ludzkość*) is hoping that scientists (*niedługo opracują lek na*) cancer.
5. At that point (*było prawdopodobne*) that we (*oszacowaliśmy skutki*) the storm
wrongly.
6. (*Nie wolno się pozbywać*) old batteries just like that. You (*musisz znaleźć specjalny pojemnik*)
.....
7. Someone (*musiał schować pilota*) in that drawer on purpose! It (*niemożliwe, by to był*)
..... by accident.
8. If his parents (*nie pochwalali*) his playing computer games when he was a child, he (*nie byłby*
teraz) a famous gamer.

- 1 Complete the table. Then use some of the forms from the table to translate parts of sentences.

VERB	NOUN	ADJECTIVE	ADVERB
pollute	.....	
.....	strength	.....
		responsible	
renew	.....	.....
harm			
destroy			destructively
equip	.....	
.....		extinct	.....

- During the conference, they (*dyskutowali o problemach środowiska*)
- How many (*odnawialnych źródeł energii potrafisz*) name?
- It's high time we (*zaczęliśmy walczyć z zanieczyszczeniem powietrza*) more effectively.
- How about (*wziąć odpowiedzialność za*) the environment around you?
- The Greenpeace representatives (*byli dobrze wyposażeni w*) arguments and easily won the debate.
- (*Jednym z najbardziej szkodliwych*) effects of global warming is the greenhouse effect.
- Their government would rather more people (*było świadomych zniszczenia*) of the coral reef.
- (*Gdy tylko skończyliśmy wzmocniać*) the banks of the river the flood came.

Challenge!

- 2 Translate the phrases into English, using the hints. Then use the phrases to complete the sentences. Change the form if necessary.

gatunki zagrożone wyginięciem – s..... i..... d..... of e.....

przyjazny dla środowiska – e..... – f.....

głód w krajach Trzeciego Świata – f..... in the T..... W..... c.....

cudem ocalony – m..... s.....

ulewy i przelotne deszcze – s..... and sh.....

zwierzęta domowe i dzikie – d..... and w..... a.....

zakazać używania plastikowych toreb – b..... u..... p..... b.....

ograniczać zużycie energii – cut d..... o..... e..... u.....

- The weather forecast warned of throughout the whole day.
- The baby deer from the fire in the local forest is now looking for a new home.
- Due to climate change there are more and more, which are now under protection by international laws.
- The author of the devastating pictures showing has recently won a Pulitzer Prize.
- You don't know how to be more? Why don't you start with at home?
- The local authorities are currently considering _____, which would be a major change for all shop owners.
- Did you know that some _____ are related? Take the cat and a tiger, for instance.

Warm-up Choose the correct word.

1. charge someone
2. be guilty
3. to punish someone
4. be accused
5. blame somebody

1 Choose the translation for each sentence. There are three extra translations that you do not need to use.

thought he was innocent

politicians are mainly interested in

has been fined for

although it's been made illegal

few citizens treat voting

was charged with

were thinking if delegating

politics has never been my interest

a few elections have been organized

being guilty of

got a punishment for

1. Despite (*bycia winnym*) bribery, he decided to stand for re-election as mayor.
2. Many people take their cars to the city centre, (*choć zostało zdelegalizowane*)
3. I'm afraid (*niewielu obywateli traktuje głosowanie*) as a privilege.
4. Many people (*myślało, że jest niewinny*), but they couldn't have been more wrong.
5. Voters seem to believe that (*politycy są głównie zainteresowani*) making money.
6. I admit that (*polityka nigdy mnie nie interesowała*)
7. This is the first time my dad (*dostał mandat za*) speeding.
8. He (*został oskarżony o*) identity fraud several times, but he was never sent to prison.

Challenge!**2** Match the words from box A with those in box B to make phrases. Then use the phrases to translate the parts of the sentences.

Box A	Box B
keep, leak, freedom, public, sign up a treaty, pass, unemployment, developing	property, information, countries, of speech, benefit, a law, in custody, a treaty

1. (*Dużo informacji wyciekło ostatnio*) to the press, which made the government start an investigation.
2. For such an offence (*police zazwyczaj przetrzymuje przestępcę w areszcie śledczym*) for 24 hours.
3. (*Zanim uchwalono ustawę*), MPs had been debating it for months.
4. (*Nieemożliwe, żeby dostawali taki duży zasiłek dla bezrobotnych*) – they must have some extra income.
5. (*Żałuję, że wolność słowa nie jest*) guaranteed all over the world.
6. Destroying (*własności publicznej może skutkować*) high fines or jail time.
7. The spokesman said (*rozejm został podpisany*) by all officials.
8. The teacher asked me (*ile znam krajów rozwijających się*)

Klucz odpowiedzi

Człowiek

Warm-up

1. Although
2. Despite
3. doesn't
4. has been

1 BASIC MATURA

1. if I lose any more weight
2. can be quite selfish
3. has been in a good mood since
4. am not very keen
5. Although she was hopeless at
6. has recently grown a beard
7. Do you take after
8. have very little in common

2 EXTENDED MATURA

1. had just got up and he was still wearing a dressing gown
2. Are you in favour of death penalty
3. they had got married I couldn't believe my ears
4. has been wearing her hair loose since
5. if I dyed my hair red I would be
6. I'm delighted to hear you're into
7. Can you tell the difference between
8. Despite everyone being exhausted and terrified

Dom

Warm-up

1. live in the suburbs
2. a house by the lake
3. rooms on the ground floor
4. situated in the centre of the city
5. take out rubbish twice a week

1 BASIC MATURA

1. A
2. A
3. A
4. B
5. A
6. B
7. B

2 EXTENDED MATURA

1. have you been living on THE estate
2. we knew we wanted something within A walking distance
3. are forced to take out A mortgage
4. moving a house can be stressful
5. the new road will have been under the construction
6. I used to mow THE lawn
7. have recently bought is in THE middle of nowhere
8. I've found A flat that is fully furnished and equipped

W kursie Password bardzo podoba mi się ogromna różnorodność ćwiczeń. Jest to bardzo cenne, ponieważ nawet lekcje gramatyczne nie są sztampowe.
Katarzyna, liceum ogólnokształcące
Warszawa

Tematyka w kursie Password jest ciekawa i motywująca. Jest na tyle bliska, że uczniowie mogą odnieść się do własnych doświadczeń, co znacznie ułatwia odnalezienie się w temacie.
Michalina, zespół szkół Kraków

Szkola

Warm-up

1. B
2. F
3. A
4. C
5. E
6. D

1 BASIC MATURA

1. to pay attention
2. improved his maths skills
3. We are taking two tests
4. The more Sandra attends the course
5. had made a lot of mistakes
6. I was just looking up that word
7. do a degree
8. When I graduate from

2 EXTENDED MATURA

1. only did they play truant
2. weren't obligatory
3. passes exams with flying colour, whichever
4. Having checked the attendance
5. most / the majority of students opted for
6. If I had taken time off before the exam
7. As soon as they pay the fee
8. of reporting his friend

Praca

Warm-up

1. Quit your job – rzucić pracę
2. Be out of work – być bez pracy
3. Change job – zmienić pracę
4. Work part-time – pracować na pół etatu
5. Be made redundant – zostać zwolnionym
6. Do for a living – utrzymywać się
7. Take responsibility for – brać odpowiedzialność za

1 BASIC MATURA

1. F
2. H
3. A
4. D
5. B
6. G
7. C
8. E

2 EXTENDED MATURA

Hi Toby,

You'll never guess what's happened. I WAS LAID OFF and I no longer work in the bookstore. I was pretty surprised, as I WAS IN CHARGE OF THE WHOLE STAFF. I suspect that the shop owner IS AFRAID OF GOING BANKRUPT. Anyway, I've already CONTACTED A HEADHUNTER BENEFIL and SENT OUT MY CV. If I don't find anything within two months, I START UP A BUSINESS. I have been thinking about it for a while so perhaps that's a good moment to finally do it. As long as THE JOB IS CHALLENGING and I work flexible hours I should be OK, right?

I'll keep you informed about any changes.
Cheers,
George

Klucz odpowiedzi

Życie rodzinne i towarzyskie

Warm-up

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

1 BASIC MATURA

1. A
2. B
3. B
4. B
5. A
6. B
7. B
8. B

2 EXTENDED MATURA

1. If we hadn't lost touch, I would have invited him to the wedding.
2. I hate gossiping behind my friends' back.
3. My brother-in-law is related to a famous singer.
4. They've been having an affair for a few months – I'm surprised that no one has heard about it.
5. It's time they tied the knot.
6. I'm under the impression that Martha is in her forties, but she doesn't look her age.
7. It's no use having / organising a fancy dress party.
8. I'd rather you made up with your cousin.

Password to kurs bardzo uporządkowany i konsekwentny. Kłarownie zorganizowany, wygodny dla nauczyciela i przejrzysty dla ucznia.
Anna, liceum ogólnokształcące
Warszawa

Żywność

Warm-up

1. leave a tip – zostawić napiwek
2. peel and grate – obrać i zetrzeć
3. go on a diet – iść na dietę
4. go off – zespuć się
5. dish – danie
6. meal – posiłek
7. eat in – jeść w domu

1 BASIC MATURA

1. D
2. G
3. F
4. H
5. C
6. B
7. A
8. E

1. sprinkle
2. following a recipe
3. Mediterranean cuisine
4. food addiction
5. booking a table
6. main course
7. food for thought
8. low-calorie

2 EXTENDED MATURA

1. There is no point ordering a meal now **B**
2. service hadn't been included in the bill **G**
3. No only does she follow a balanced diet **E**
4. Most people I know find peeling **C**
5. Eating out turned out to be a lot more expensive **F**
6. I wish you weren't allergic to dairy products **A**
7. The soup she'd made was completely inedible **D**

Zakupy i usługi

Warm-up

1. receipt
2. brochures
3. out
4. ads
5. goods
6. broken
7. order

1 BASIC MATURA

1. While Mary was browsing **out** the shops
2. has been out of **the** order for a week
3. she had **a** very little money, she managed to pick up
4. in buying clothes of top **of** quality
5. when we will **be** stock up on soft drinks
6. before I found them on **the** special offer
7. open **on** a bank account for him
8. try to shop **in** local

2 EXTENDED MATURA

1. After making a claim
2. didn't pay online
3. competitive prices attract
4. interest rates will have risen
5. hadn't run out of cash
6. spite of the discount I couldn't afford
7. insisted on being given the money
8. have been putting the money

Podróżowanie i turystyka

Warm-up

1. excursion
2. holiday resort
3. included
4. going
5. memorable cruise

1 BASIC MATURA

1. B
2. B
3. B
4. A
5. B
6. B
7. B
8. B

2 EXTENDED MATURA

THE MOST MEMORABLE OF ALL my journey was the one three years ago when I travelled to New Zealand. THE FLIGHT USUALLY TAKES 24 hours, WHICH IS EXTREMELY TIRING. However, the hotel by the beach I HAD BOOKD FOR THREE WEEKS was definitely worth TAKING A LONG-HAUL FLIGHT. Anyway, it was something I'd prepared for. I mean,

Klucz odpowiedzi

I HAD BEEN MAKING TRAVEL ARRANGEMENTS for months, so there was little, if anything, that would surprise me. I had even BOOKED A CAB IN ADVANCE to take me to THE RESORT THAT WAS SITUATED an hour's drive from the airport. When the taxi driver dropped me off, I thought he MUST HAVE MADE A MISTAKE. The place was definitely not THE ONE I HAD CHOSEN. I stopped A PASSER-BY AND ASKED FOR DIRECTIONS, but the guy said THERE WAS NO SUCH HOTEL in his town. And this was when my adventure began...

Kultura

Warm-up

1. G
2. F
3. E
4. A
5. H
6. B/C
7. B/C
8. D

Uczniowie na różnych poziomach znajomości języka angielskiego znajdą w kursie 'Password' coś dla siebie. Starsi nie będą sfrustrowani, a dobrzy nie będą się nudzić.
Agnieszka, liceum ogólnokształcące
Lublin

1 BASIC MATURA

1. opening
2. with
3. reviews
4. OK
5. screenwriter
6. leading
7. OK
8. life

2 EXTENDED MATURA

1. This documentary will be broadcast in ten countries.
2. The actor who I admired in my childhood has recently started directing films.
3. To everyone's amazement, the journalist made us leave the studio.
4. After some time, the poet admitted to copying / having copied the poem from someone else.
5. I'd rather our neighbour wouldn't practice playing the violin every morning.
6. Neither me nor my sister is good at playing the recorder.
7. His first film, which he made in 2002, was the most predictable I had seen.
8. Our teacher is always taking us to various exhibitions.
9. The news presenter announced that it was his last programme.
10. I wish I had taken that supporting role.

Sport

Warm-up

1. has
2. place
3. no, up
4. scored, for
5. at

1 BASIC MATURA

1. didn't manage to win
2. has been working out for two hours
3. did you look up to
4. took part in championships
5. he will beat the words record

6. how long a football pitch
7. have missed a chance
8. is making progress and might get a

2 EXTENDED MATURA

1. Unless you overcome the obstacles, you won't improve your athletic performance.
Jeżeli nie pokonasz przeszkód, nie poprawisz wyników sportowych.
2. Statistics show that base jumping is the deadliest deadliest extreme sport of all.
Statystyki pokazują, że base jumping jest najbardziej śmiertelnym sportem ekstremalnym ze wszystkich.
3. The umpire admitted to bribery, as a result of which he was suspended.
Sędzia przyznał się do łapówkarstwa, skutkiem czego został zawieszony.
4. You need to undergo medical tests before the coach coach decides if you can join the team.
Musisz przejść badania lekarskie zanim trener zdecyduje czy możesz dołączyć do drużyny.
5. In order to keep up with the latest scores, Ted browses several online sports magazines a day.
Żeby nadążyć za najnowszymi wynikami, Ted przegląda kilka internetowych magazynów sportowych dziennie.
6. Until the last lap lap of the race, Thomas and Biggs were going neck and neck.
Do ostatniego okrążenia wyścigu, Thomas and Biggs szli łeb w łeb.
7. Long before he became the best long-distance runner in the world, Jackson was considering a financial career.
Długo przed tym jak został najlepszym długodystansowym biegaczem świata, Jackson rozważał karierę w finansach.
8. It's not not use getting involved in something you've always been bad at.
Nie ma sensu angażować się w coś, w czym zawsze byłeś zły.

Zdrowie

1 BASIC MATURA

- get
have
take
go

1. was taking my temperature
2. are afraid of getting addicted to
3. went down with a flu
4. to take medications which he had received
5. you will have to go to hospital
6. Every time / whenever I have a headache
7. I'm having a doctor's appointment
8. It takes a few days to get over an illness

2 EXTENDED MATURA

- be up to your EYES in work
pick someone's BRAINS
get cold FEET about something
cost a(n) ARM and a leg
look down your NOSE at someone
HEAD over heels in love
fight TOOTH and nail
pull someone's LEG

Klucz odpowiedzi

1. is just pulling your leg
2. am up to my eyes in work
3. must have cost an arm and a leg
4. have been fighting tooth and nail for years
5. get cold feet
6. Although Jane looks down her nose at some friends
7. to pick your brains
8. he's head over heels in love with Lucy

Nauka i technika

Warm-up

1. doing
2. upload
3. discovered
4. is
5. approve

1 BASIC MATURA

1. research
2. pressed
3. downloaded
4. set
5. charge
6. invention
7. volume
8. discovery

2 EXTENDED MATURA

1. There is strong evidence, has been arrested yet
2. Due to technological advancements, personal data is becoming
3. you come up with a scientific theory, do an experiment to test it
4. The whole mankind, will soon develop a cure for
5. it was likely, had estimated the results of
6. You mustn't get rid of, need / have to find a special container
7. must have hidden the remote control, can't have been
8. hadn't approved / had disapproved of, he wouldn't be

Świat przyrody

1 BASIC MATURA

VERB	NOUN	ADJECTIVE	ADVERB
pollute	POLLUTION	POLLUTED	.....
STRENGTHEN	strength	STRONG	.....
	RESPONSIBILITY	responsible	RESPONSIBLY
renew	.....	RENEWABLE	.....
harm	HARM	HARMFUL / HARMLESS	HARMFULLY
destroy	DESTRUCTION	DESTRUCTIVE	destructively
equip	EQUIPMENT	EQUIPPED	.....
----	EXTINCTION	extinct	.....

1. were discussing environmental issues
2. renewable sources of energy can you
3. started fighting with air pollution
4. taking responsibility for
5. were well equipped with
6. One of the most harmful
7. were aware of the destruction
8. As soon as we finished strengthening

2 EXTENDED MATURA

- Species in danger of extinction
- Environmentally-friendly
- Famine in the Third World Countries
- Miraculously saved
- Storms and showers
- Domestic and wild animals
- Ban using plastic bags
- Cut down on Energy use

1. Storms and showers
2. Miraculously saved
3. Species in danger of extinction
4. Famine in the Third World Countries
5. Environmentally-friendly
6. Banning using plastic bags
7. Domestic and wild animals

Państwo i społeczeństwo

Warm-up

1. With
2. Of
3. For
4. Of
5. For

1 BASIC MATURA

1. being guilty of
2. although it's been made illegal
3. few citizen treat voting
4. thought he was innocent
5. politicians are mainly interested in
6. politics has never been my interest
7. has been fined for
8. was charged with

2 EXTENDED MATURA

- keep in custody
 - leak information
 - public property
 - sign up a treaty
 - pass a law
 - unemployment benefit
 - developing countries
1. A lot of information has leaked
 2. the police usually keeps the criminal in custody
 3. before the law was passed
 4. they can't be getting such high unemployment benefit
 5. I wish freedom of speech was
 6. public property may result in
 7. the treaty had been signed
 8. how many developing countries I knew

#Password 1 2 3 4

Teaching Notes

Sample
Pages

READING AND VOCABULARY reading for gist and detail • careers advising • word formation (noun and adjective suffixes)

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> careers advising word formation (noun and adjective suffixes)
Reading	<ul style="list-style-type: none"> an interview with a careers adviser
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> – discussing the choice of a future career
Matura topics and tasks	Praca; Rozumienie pisanych tekstów (<i>Prawda/ Fałsz, Dobieranie</i>)

EXTRA ACTIVITY vocabulary from the text

> before exercise 3 page 20

Before students read the text, you may pre-teach the words and phrases below to help students understand the text.

- **standardised exams** – a standardised exam requires all those sitting the exam to answer the same questions in the same way. It makes it possible to compare the results of individual students or groups of students.
- **income** – money that someone receives from working or from investing money
- **leadership skills** – a set of skills which allow a person to be a successful leader
- **reliability** – the quality of being a reliable person, i.e. someone who you can trust to behave well, work hard, or do whatever is expected of them
- **unique talents** – very special and unusual talents
- **average** – somewhere around a usual or ordinary level or standard
- **be suitable for something** – right for a particular purpose, person, or situation

To help students understand the words, you may also ask the following questions:

Can you give an example of a standardised exam?

What unique talents do you have?

Do you know a person with good leadership skills?

What does he/she do? What kind of work are you suitable for? What makes you think so?

EXTRA SUPPORT weaker classes

> exercise 5 page 20

Inform students that statements 1, 2, 4, 6 and 7 are false. Students read the text to find the fragments which contain the answers and explain why the sentences are true or false.

Key

- 1 F (Secondly, school doesn't really help because it is about standardised exams which mainly test their academic knowledge.)
- 2 F (And finally, because of parents who want their teenage children to follow a career which guarantees a good income.)
- 3 T (Sir Ken Robinson, a British author and educationalist, who thinks that schools should focus on developing students' unique talents and passions rather than just teaching them academic subjects.)

4 F (His parents suggested that he should study computer graphics but he wasn't too keen on the idea.)

5 T ('Can you study that?', he asked in amazement.)

6 F (This type of work practice is called shadowing and is unpaid.)

7 F (In the interview, the careers adviser is explaining how to plan a future career.)

EXTRA ACTIVITY word formation

> exercise 9 page 21

Before students do exercise 9, write the words below on the board. Ask students to come up to the board and underline the suffixes. Elicit which words are nouns and which are adjectives.

<i>manager</i>	<i>fearless</i>	<i>payment</i>
<i>educator</i>	<i>friendship</i>	<i>fascinating</i>
<i>concentration</i>	<i>disappointed</i>	<i>bilingual</i>
<i>hopeful</i>	<i>aggressive</i>	<i>available</i>

With a stronger class, you may ask students to work in groups and write as many words with the suffixes listed in the exercise as they can. Set a time limit of about 3–4 minutes. Check the answers as a class.

Key (suggested answers)

- or/-er: inventor, teacher
- tion: invention, creation
- ful: useful, helpful
- less: hopeless, useless
- ship: friendship, leadership
- ed: excited, interested
- ive: competitive, positive
- ment: entertainment
- ing: boring, interesting
- al: facial, manual
- able: capable, incredible

HOMEWORK

Tell students to imagine that they go to a school which focuses on developing students' unique talents and passions rather than just teaching academic subjects. Students write 2–3 sentences to describe an unusual subject they would like to have in their timetable and explain why they'd like to learn it, e.g. *I'd like to learn scuba-diving at school. It is an amazing sport which is also good for your health ...*

SPEAKING a job interview

WHAT IS THE LESSON ABOUT?

Speaking	<ul style="list-style-type: none"> a job interview
Functional language	<ul style="list-style-type: none"> talking about strengths and weaknesses talking about your experience
Listening	<ul style="list-style-type: none"> a job interview a student calling an employer
Matura topics and tasks	Praca; Mówienie (Rozmowa z odgrywaniem roli)

IF YOU WANT A LEAD-IN ... (3 minutes)

Tell students to imagine that they've applied for their dream job. Ask students what they would tell the employer to show that they are the right person for the job. Encourage students to use the vocabulary and expressions from the previous lessons.

EXTRA CHALLENGE strengths and weaknesses

> exercise 6 page 22

Ask students the question: *What is your greatest weakness?* Elicit some ideas from the class. Then explain that job candidates are often advised to present themselves in the best possible light. To answer the question about weaknesses, they should try to turn a negative quality into a positive one, e.g. someone who can't meet deadlines may say, 'I am a perfectionist, I sometimes care too much about the quality of my work'. Give each pair of students a copy of the worksheet with the table below and ask the students to match the positive expressions with their more negative equivalents (**worksheet activities page 120**). Alternatively, you may write the adjectives on the board.

negative	positive
<i>stubborn</i>	<i>self-confident</i>
<i>irresponsible</i>	<i>realistic</i>
<i>negative</i>	<i>creative</i>
<i>arrogant</i>	<i>responsible</i>
<i>disorganised</i>	<i>dedicated</i>
<i>boring</i>	<i>adventurous</i>

Students work in pairs and make sentences, using the adjectives to describe a weakness in a positive way.

Key (suggested answers)

- stubborn – dedicated**
I'm a really dedicated person and when I have a brilliant idea I try to make others understand it.
- irresponsible – adventurous**
I'm rather adventurous and I always look for unusual solutions.
- negative – realistic**
I'm realistic and I usually don't support the ideas I don't believe in.
- arrogant – self-confident**
I'm self-confident and I often say what I think even though some people may not like it.
- disorganised – creative**
I'm a very creative person and when I am working I often don't pay attention to unimportant details.

- boring – responsible**
I'm a responsible person and I do not like wasting my time on silly things.

EXTRA SUPPORT

weaker classes

> exercise 9 page 22

Write the expressions listed below on the board: *bring documents, to organise games and activities for children, to be responsible for something, to be paid weekly/monthly, to have duties, to have a lot of experience, to be a little impatient, to start work, to be a good team player, hours a week*. Students match the expressions with the Polish sentences 1–10 to help them do the task.

Key

- | | |
|--|------------------------------|
| 1 to have a lot of experience | 6 to start work |
| 2 be a good team player | 7 paid weekly/monthly |
| 3 to be a little impatient | 8 bring documents |
| 4 to be responsible for something | 9 hours a week |
| 5 to organise games and activities for children | 10 to have duties |

HOMEWORK

matura writing task – wiadomość e-mail

Students write an email for the following task. Give each student a copy of the worksheet with the task (**worksheet activities page 120**). Alternatively, you may write it on the board or dictate it to students.

EXAM TASK Niedawno brałeś/brałaś udział w rozmowie o pracę (ogłoszenie z ćwiczenia 2). Napisz wiadomość e-mail (80–130 wyrazów) do kolegi z Anglii i:

- zrelacjonuj przebieg rozmowy,
- opisz wrażenie jakie zrobił na tobie właściciel klubu, z którym rozmawiałeś/rozmawiałaś,
- przedstaw plusy i minusy tej pracy,
- napisz, co zamierzasz zrobić jeśli nie dostaniesz tej pracy.

WRITING a job application

WHAT IS THE LESSON ABOUT?

Writing	<ul style="list-style-type: none"> a job application
Functional language	<ul style="list-style-type: none"> starting and ending a letter of application talking about your personality, skills and experience ordering your points
Reading	<ul style="list-style-type: none"> a job application
Matura topics and tasks	Praca; Wypowiedź pisemna (<i>List formalny</i>)

EXTRA SUPPORT

weaker classes

> exercise 3 page 23

Write the headings describing the purpose of the four paragraphs on the board.

- enclosed documents
- experience and qualifications
- the aim of the letter
- what makes the writer a suitable candidate

Students match the headings with the paragraphs in the letter.

Key

- Paragraph 1: the aim of the letter
 Paragraph 2: experience and qualifications
 Paragraph 3: what makes the writer a suitable candidate
 Paragraph 4: enclosed documents

EXTRA SUPPORT

weaker classes

> exercise 5 page 23

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 120**). Students rewrite the underlined parts of the sentences in a more formal way using the nouns given.

- I want to ask for the job of a waiter at your restaurant.* **APPLY**
- I am interested in football, tennis and orienteering.* **INTERESTS**
- I know quite a lot about fashion.* **DEAL**
- I can come to a job interview any time.* **AVAILABLE**
- I think I'm the right person for the job.* **CANDIDATE**
- To finish off, I'm hard-working and just love working with other people.* **CONSIDER**
- I can't wait to hear from you.* **FORWARD**
- And one more thing, I'm just great at organising things.* **ADDITION**

EXTRA ACTIVITY

describing talents and experience

> exercise 7 page 23

Draw two columns on the board with the headings: *professional experience* and *talents*. Elicit some phrases for each of the headings from the class. If you have a weaker class, read out the sample phrases below for students to decide which category they belong to.

professional experience

- I have worked as a stand host before.*
- I was responsible for organising a book fair at my school.*
- I had a summer job in a local library.*
- I helped my uncle in his bookshop during the summer, etc.*

talents

- I communicate well with people of all ages.*
- I am patient and polite.*
- I am quite creative and I write my own stories.*
- I know how to get on well with people, etc.*

HOMEWORK

Students translate the Polish parts of the sentences below into English. Give each student a copy of the worksheet with the sentences (**worksheet activities page 120**). Alternatively, you may dictate the sentences or write them on the board.

- (Uważam się) _____ reliable and loyal.*
- (Załączam swój życiorys) _____ and copies of my certificates.*
- (Proszę się ze mną skontaktować) _____ if you need more information.*
- (Piszę w odpowiedzi) _____ to the job advertisement I found on your website.*
- (Co więcej) _____ I am an excellent team player.*

Key

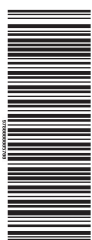
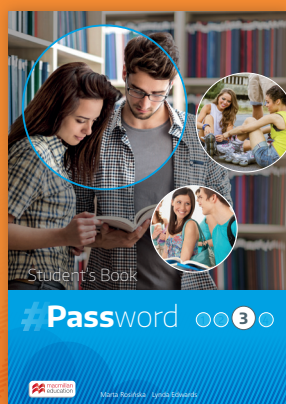
- I consider myself reliable and loyal.
- I enclose my CV and copies of my certificates.
- Please do not hesitate to contact me if you need more information.
- I am writing in response to the job advertisement I found on your website.
- In addition / Moreover / What is more / Furthermore I am an excellent team player.

Password

nowy kurs dla polskich licealistów

Kurs Password to:

- # skuteczny program przygotowania do **matury podstawowej i rozszerzonej**, już od pierwszej części kursu;
- # utrwalenie struktur leksykalno-gramatycznych w formie zadań na **znajomość środków językowych**, w tym o charakterze maturalnym;
- # dostosowanie do **potrzeb polskiego ucznia** poprzez zadania zwracające uwagę na typowo polskie błędy oraz wyrazy często mylone.



Pobierz przykładowe lekcje ze strony www.macmillan.pl