



Zawody i związane z nimi czynności

1 Decide what suffix correctly completes the names of the jobs in each line. Make any necessary spelling changes. Write the answers in your notebook.

- 1 shop assist , account , flight attend
- 2 reception , pharmacy , economy
journal
- 3 act , direct , translate ,
interior decorate
- 4 law , manage , engine , plumb
- 5 politics , diet , electricity , music

2 Label the photographs with six words in the box. Write the answers in your notebook.

- nurse • firefighter • cook / chef • judge
- cashier • hairdresser / barber
- sales representative • waiter / waitress
- cleaner • soldier • webmaster
- postman / postwoman



Compound nouns

3 Match the words in box A with the words in box B to make the names of professions. Which word is spelt together? Write the answers in your notebook.

A		B	
lorry / taxi	travel	programmer	clerk
bank	police	reader	driver
driving	computer	mechanic	instructor
car	news	agent	officer

4 EXTENDED In your notebook, translate the names of the professions in the box into Polish. Then categorise the jobs into 'white-collar' and 'blue-collar' jobs. Work in pairs and say which of these jobs you would like to do and which not.

- carpenter • bricklayer • civil servant • tailor
- bookkeeper • tax collector • florist • physician
- solicitor • barrister • beautician • therapist
- copywriter

5 In your notebook, write the names of the defined professions.

- 1 They treat sick animals.
- 2 They perform operations in hospitals.
- 3 They look after your teeth.
- 4 They design houses.
- 5 They pass on their knowledge.
- 6 They check and change the author's work.
- 7 They work in the fields and harvest crops.
- 8 They work in libraries.
- 9 They arrange meetings for their boss.

6 Work in pairs and test your partner.

Student A: How do you say *strażak* in English?

Student B: *Firefighter*. How do you say *judge* in Polish?

Student A: *Sędzia*.

Prepositions

7 In your notebook, complete the sentences with the correct prepositions.

- 1 Angela was looking a job that would let her work home.
- 2 I applied the post of manager, but unfortunately, I was turned .
- 3 My father works the tourist industry.
- 4 One day, I'd love to work an advertising agency and be charge of people.
- 5 What do your parents do a living?
- 6 My mum has taken too much work, and now she's working a lot of pressure.
- 7 Someday, I'd like to work computers.
- 8 My older brother makes a living a web designer.
- 9 Tina is responsible preparing all the reports work.

Adjectives

8 Work in pairs. Give examples of jobs that the adjectives describe. Justify your answers.

- 1 stressful and tiring
- 2 manual and motivating
- 3 challenging and responsible
- 4 undemanding and repetitive
- 5 voluntary and unpaid
- 6 freelance and well-paid

9 EXTENDED Decide if the sentences are true or false. Discuss in pairs.

- 1 A **mundane** job is a monotonous one.
- 2 When you have a **dead-end** job, you feel challenged by it.
- 3 Jobs which are **rewarding** are always well-paid.
- 4 Acting is considered to be a **glamorous** job.
- 5 If you have a **high-powered** job, you have an important position.
- 6 A **cushy** job is the one that is difficult to do.

Confusing words

10 In your notebook, complete the sentences with the words *job* or *work*.

- 1 I've just started a new .
- 2 Being a teacher is hard , isn't it?
- 3 Most mothers don't want to go back to after their maternity leave.
- 4 Many people receive training on the .
- 5 Ellen is the right woman for the .
- 6 Nice , Harry. Congratulations!
- 7 Have you got much to do before you finish for the day?
- 8 Finding a well-paid isn't easy these days.

Warunki pracy i zatrudnienia

11 Divide the expressions in the box into the given categories. Draw four word maps in your notebook.

- be well / badly paid • do overtime
- earn a good / decent salary
- have the chance of promotion • work shifts
- work long hours • get three weeks' paid holiday
- be on a pretty good salary • get promoted
- get a pay rise • get a bonus • work your way up
- climb the career ladder • work flexitime
- take early retirement • be paid good wages
- drive a company car

MONEY

PERKS

HOURS

PROMOTION

12 In your notebook, translate the fragments in brackets into English, using some of the expressions in exercise 11.

- 1 I love my job. I (*mam elastyczne godziny pracy*) and (*dostaję podwyżkę*) from time to time.
- 2 My father (*ma nadgodziny*), but he (*dostaje dobrą pensję*).
- 3 I would never like to (*pracować na zmiany*) even if I (*miałbym szansę na awans*).
- 4 Everyone in our firm (*jeździ samochodem firmowym*) and (*dostaje premię*) once a year.
- 5 Who wouldn't want (*wspinać się po szczeblach kariery*) and (*być dobrze opłacanym*)?

13 Work in pairs. Explain the difference between the words in each pair 1–8.

- 1 full-time job / part-time job
- 2 staff / personnel
- 3 permanent job / temporary job
- 4 be out of work / be off work
- 5 stable job / casual work
- 6 friend / colleague
- 7 boss / chef
- 8 quit a job / resign from a job

14 EXTENDED Choose the correct words and write them in your notebook.

:: forum :: x

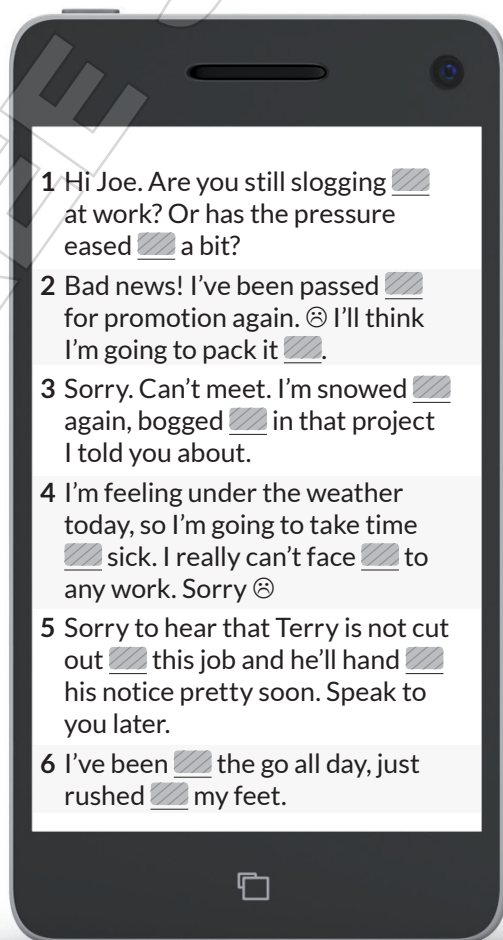
Hi Emily,
How's your job hunting?
As for me, I've heard that a (1) *vacancy* / *vacant* at the best law firm in town has arisen, so I'm planning to (2) *submit* / *admit* my application. After all, I have a great (3) *office* / *job* record and a lot of (4) *experience* / *experiences*, I can work (5) *for* / *to* tight deadlines, and I'm quick to (6) *do* / *make* all the legal paperwork. I'd love to get the job because they offer fantastic (7) *profession* / *career* prospects and a (8) *competitive* / *competing* salary.
Keep your fingers crossed!
Daniel



Phrasal verbs

15 EXTENDED In your notebook, complete the text messages with the correct prepositions in the box. Then translate the sentences into informal Polish. Some words can be used more than once.

- on • under • off • for • away • down • up
- over • in



16 Work in pairs. Choose two jobs in the box and discuss the advantages and disadvantages of doing them. Use as many expressions from this unit as you can.

- doctor • dancer • sportsperson • company owner

Rynek pracy

- 17 In your notebook, complete the text with the correct words. Some letters have been given.

When you (1) a y for the job, you must usually (2) f l in an application form, and (3) a ch your CV and a (4) r nce letter. In your CV, you should mention all your (5) q ns and (6) p n l experience. If you get an invitation to an (7) i w, you must prepare to do well in it. Dress smartly, sound positive and present yourself in the best possible light. If you succeed in doing that, you will be (8) a d for the job; if you don't make the right (9) i n, you will be (10) r d.

- 18 In your notebook, match the parts of the sentences. Find and explain in English the words and expressions connected with work.

- 1 Josh was fired / sacked after
- 2 The workers went
- 3 Paula was made redundant because of
- 4 I became unemployed after
- 5 The trade union protested against
- 6 My father has been on the dole

- A the bad economic situation of the company.
 B my firm closed down.
 C he was caught stealing from the company.
 D low pay and hard working conditions.
 E since his company went bankrupt.
 F on strike to demand an increase in wages.

Word formation

- 19 EXTENDED In your notebook, complete the sentences with the correct form of the word in brackets.

- 1 Job (seek) should get more support while looking for (employ).
- 2 We are looking for some (season) workers, but we haven't had too many (apply).
- 3 Young people should think about getting skills that would make them more (employ) if they don't want to stay (job).
- 4 I feel terribly (work) and really (motivate). I'm considering resigning from my job.
- 5 Frank has been (list) for an interview, and I believe that with his (achieve), he'll land the job.

Fixed phrases and idioms

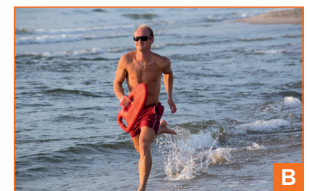
- 20 EXTENDED In your notebook, complete the sentences with one word. Use the same word for each sentence. Paraphrase the expressions in bold.

- 1 Mary is so lazy. She never does a stroke of .
- 2 It will take ages to clear the backlog of . At least a month!
- 3 Well-done! **Keep up the good** .
- 4 **Pressure of** forced me to postpone my holiday this year.
- 5 What line of are you in? Banking.

Praca dorywcza

- 21 Label the photographs with the names of jobs. Write the answers in your notebook.

- | | |
|----------------|--------------------------|
| 1 fruit picker | 5 summer camp supervisor |
| 2 tour guide | 6 checkout assistant |
| 3 babysitter | 7 lifeguard |
| 4 delivery boy | 8 charity worker |



- 22 Which of the temporary jobs in exercise 21 could be described as:

- a holiday job?
- a weekend job?
- seasonal work?
- voluntary work?

Get started

1 Work in pairs and answer the questions.

- 1 Are there any advantages of going to work instead of college or university when you leave secondary school?
- 2 What do you think is the best way to find a new job? Why?

Practise

2 1.12 Listen to five speakers and answer the questions.

- 1 Did the speaker see a film at the cinema or watch TV?
- 2 Is Jane going to be a teacher?
- 3 What was the weather like?
- 4 How much did the speaker pay for the smartphone?
- 5 How did the speaker travel into town?

3 1.12 Listen again and, in your notebook, write down the phrases from the recordings in exercise 2 that introduce distraction to the discussed topic.


4 1.13 Usłyszysz dwukrotnie rozmowę między Benem a Amy. Zdecyduj, które zdania (1–5) są zgodne z treścią nagrania (T – True), a które nie (F – False). Zapisz odpowiedzi w zeszyte.





1	Amy hasn't had any job interviews before.
2	Amy goes online to find and apply for jobs that suit her abilities.
3	Amy researched the company which was going to interview her today.
4	Amy was late for the interview because of train delays.
5	Amy had problems with her memory during the interview.

Get lexical

5 In your notebook, complete the sentences with the verbs in the box in the correct form.

• check • go • link • fit • give

- 1 This website  you up with people who have similar interests to yours.

- 2 You should  out the international student website. It's brilliant.
- 3 I  myself plenty of time as I didn't want to be late for the gig.
- 4 I didn't have an appointment with the manager, but he  me in before their lunch break.
- 5 When I looked at the exam paper, my mind  blank, and I remembered nothing!

Get thinking and talking

6 Work in pairs and answer the questions.

- 1 Do you think you should always tell the complete truth in a job interview? Why (not)?
- 2 What should you be aware of when you dress for an interview? Why?

EXTENDED

Get started

1 Work in pairs and answer the question.

- 1 How important are these factors when you're thinking about a future job? Why?

• salary • location • workspace • size of company
• job satisfaction • prospects for promotion

Practise

2 In your notebook, rewrite the sentences using the words in brackets.

- 1 He failed to get the job despite his numerous qualifications. (*unsuccessful / although / lot*)
- 2 Previous work experience is taken into consideration. (*jobs / before / important / employers*)
- 3 Intense competition makes finding a position challenging. (*difficult / job / number of*)

3 1.14 Listen to an employee talking about changing their job. In your notebook, write the words they used to express the following:

- 1 try to find a new job
- 2 not be happy with
- 3 the opportunities for
- 4 difficult choice
- 5 have a good relationship
- 6 leave a current place of work
- 7 make progress in a career
- 8 stay in contact

EXTENDED

4 1.15 Usłyszysz dwukrotnie cztery wypowiedzi na temat pracy. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker mentions

A	a possible solution to a negative aspect of changing his / her workplace.
B	a recent innovation at his / her workplace that has been welcomed.
C	unusual ways to meet the needs of employees today.
D	workers' refusals to accept a very new type of workplace.
E	the negative effect of a type of workplace on company finances.

Get lexical

5 In your notebook, complete the sentences with the verbs in the box in the correct form.

•enforce •dread •catch •applaud •answer

- I'm the test tomorrow. I haven't done any revision.
- I had to the management's introduction of more flexible working hours.
- When I have my own flat, I won't have to to anyone about how messy my room gets.
- There are a lot of rules about privacy online, but it's nearly impossible to them.
- An online advert for a teaching assistant my eye yesterday, and I applied for it.

6 In your notebook, match the adjectives in the box with their synonyms. Check your answers in the audioscript on page 272.

•detrimental to •far-fetched •beneficial to
•reminiscent of

- | | |
|---------------------------|--------------------|
| 1 good for (sb/sth) | 3 unbelievable |
| 2 reminding (sb) of (sth) | 4 bad for (sb/sth) |

Get thinking and talking

7 Work in pairs and answer the question.

- Work in pairs. Discuss how the workplaces might change in the next fifty years.

Get started


1 Work in pairs. Look at the photographs and discuss why the following jobs were recently voted the worst professions in the USA.



Practise

2 Read the headlines and match those which have a similar meaning. Write the answers in your notebook. There are two extra headlines.

- A **More and more people out of work**
- B YOU SHOULDN'T LIVE TO WORK, SHOULD YOU?
- C Young people unprepared for hard work
- D **Unemployment on the increase**
- E **DO WORKING HOURS MATTER TO YOU?**
- F _____ DON'T TAKE ON TOO MUCH, _____ IT'S NOT WORTH IT!
- G Is work-life balance your top priority?
- H **More and more employees take time off work**

- 3  **Przeczytaj tekst. Dobierz właściwy nagłówek (A-F) do każdego fragmentu tekstu (1-4). Zapisz odpowiedzi w zeszytcie. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego fragmentu tekstu.**

- A Occupations without much prospect
 B Dream jobs are hard to find
 C Money no longer matters
 D Jobs to go for
 E A major change in expectations
 F A change of approach on the way

1 

Every year, business magazines publish lists of the best and worst jobs. The most desirable occupations, you might say, would be those which promise high pay and friendly working conditions while the least wanted ones would offer just the opposite: a low salary and a workplace which gives you more stress than pleasure. Although the atmosphere at work and a good monthly income still matter, other needs are beginning to become important.

2 

According to a recent ranking, among the worst professions, we find jobs which have always been considered the best, such as a surgeon or a lawyer. It's because these jobs, though well-paid, are seen as extremely demanding and stressful. New generations of employees look for more than just money and perks. Instead of devoting their life to the corporation only, they want to enjoy life and follow their pursuits. It's just a matter of how much time they wish to spend at work at the expense of their personal life.

3 

Another issue is whether or not a particular profession is likely to stay on the job market. Of course, it's hard to predict the future, but people go for jobs which offer some employment prospects. Let's take the job of an air broadcaster or a disc jockey, always regarded as quite desirable. Reports say that employment in the broadcasting industry will go down by 9% in the coming ten years while DJs may no longer be needed as most people use streaming music services during parties.








4 

So, which jobs are dream professions? Well, those which won't force you to work round-the-clock. Among careers which come out on top on the life-work balance scale are e.g. a social media manager or a hairstylist. Why? The explanation is that they give you the opportunity to work flexi-time, and your success depends on how creative and reliable you are. It's also to do with greater freedom and taking advantage of your strengths. Welcome to the world of a new generation of workers. Employers beware!





Get lexical

- 4 In your notebook, complete the sentences with the verbs in the box in the correct form.

• give • take (x2) • devote • follow • depend • come

- Nobody wants a job which  them stress rather than satisfaction.
- These days work-life balance  priority among young people.
- My father  his life to work at the expense of his family.
- I need a job that would allow me to  my pursuits.
- Success at work  on your hard work and motivation to achieve things.
- Look for a job that will  advantage of your strengths.
- Which jobs  out on top for job satisfaction?

- 5 In your notebook, complete the sentences with the correct forms of the words in brackets. More than one answer is correct. Then work in pairs and discuss the questions.

- Which characteristics are  (*desire*) when it comes to the profession of a doctor?
- Which jobs do you consider the most  (*demand*) and  (*stress*)? Why?
- What would you say is an  (*accept*) salary for a young employee straight out of university?



Get thinking and talking

- 6 Read the aspects of a job in the box. Rank them in order of importance and justify your choice.

• understanding boss • friendly colleagues
 • flexible working hours • good income
 • challenge • training opportunities • perks
 • workplace easy to commute to
 • full-time contract • company with ethical values

EXTENDED

Get started

- 1 Read the definition of job shadowing and answer the question.


job shadowing (*noun*) – an educational programme which involves accompanying and observing an experienced person at work for a short period in order to gain understanding of or receive training in a given targeted job.

- 1 What do you think of the idea of job shadowing for young people? Would you like to participate in such an initiative? Why (not)?

Practise

- 2 Read the verbs in the box. Match the words that have similar meanings. Write the answers in your notebook.

- admit • confess • deny • highlight • mention
- indicate • explain • emphasise • maintain
- evaluate • assess • demonstrate • show • predict
- define • classify • point out • clarify • hold

- 3  Przeczytaj tekst. Do każdego pytania (1–4) dopasuj właściwą część tekstu (A–C). Zapisz odpowiedzi w zeszyte. Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author

- 1 maintain that having the experience of job shadowing makes you more competitive?
- 2 emphasise the hands-on nature of job shadowing?
- 3 state that job shadowing helps check your aptitude for a given job?
- 4 mention that job shadowing may help change one's career path?

A

Job shadowing is employed across business sectors as an effective tool for new job training and career development. Companies are often intent on promoting an individual to a different department or a higher position, and need to train this person up as soon as possible. Therefore, they get the individual to shadow the current employee for a few months for the newcomer to get the idea of the job. As for career development, it may help those who seek new opportunities within the same company but need guidance as to what would suit them.

B

Job shadowing is also considered to be a handy tool for high school students wanting to test the waters and see for themselves if they are

EXTENDED

Get lexical

- 4 In your notebook, complete the sentences with the missing prepositions.

- 1 My boss is intent promoting all efficient employees.
- 2 Job shadowing lets people get the idea the job.
- 3 Job shadowing is a great opportunity for the young to see themselves if they enjoy such work.

- 5 In your notebook, match the words in box A with the words in box B to make collocations. Check your answers in the text in exercise 3.

A		B	
give	gain	the waters	new opportunities
seek	assign	a task	an edge
test		an insight	

- 6 In your notebook, write synonyms of expressions 1–4.

- | | |
|------------------------|-------------------|
| 1 hands-on experience | 3 employees-to-be |
| 2 be cut out for a job | 4 remuneration |

Get thinking and talking

- 7 Work in pairs and discuss how easy it is for you to decide on your future career.

actually cut out for the career they think of pursuing. Students can gain an insight into what it means to do a job like this. For young people especially, it provides a far more useful experience than studying a job description. It also gives employees-to-be a chance to learn about the nuances of the job that are hardly ever mentioned in job adverts. Last but not least, the experience allows students to apply their coursework learning to a real life situation.

C

Technically speaking, job shadowing for students may be realised through internship and externship. The difference lies in the duration of the whole experience and the remuneration. Externships are usually held for a shorter period of time, and, to a large extent, they remain unpaid. Internships, on the other hand, usually last longer and the 'job shadower' often gets paid for carrying out tasks assigned to them. Although different in some aspects, both forms of job shadowing, undoubtedly, prepare the undergraduate for a particular job and give them an edge on the market place.



- are emotionally abused at work.
- are treated as property by employees.
- are paid very little.
- can be bought or sold.
- are physically threatened.

Get started

1 Look at the infographic. Work in pairs and answer the question.

1 Have you heard of the problem of modern slavery? Is it a problem in Poland?

Practise

2 In your notebook, complete the sentences with the correct words. Sometimes, more than one answer is correct.

- Poor *working / job / work* conditions are unacceptable in the 21st century.
- Every employee *must / should / ought* have a contract and a medical insurance.
- Dishonest firms employ people illegally *to / in order to / so as to* make maximum profit.
- When I arrived *in / to / at* the UK to work, I was offered really terrible accommodation.

3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz odpowiedzi w zeszycie.

Marek moved to Britain hoping for a better life but ended up as a slave working for less than £5 a week. When he was leaving for London, he told his friends that he (1) earn up to £2,000 a month working in a factory. The offer seemed honest, so he packed his suitcase and left. Unfortunately, when he arrived (2) a house in London, his passport was taken from him. He was also told that he (3) have to follow orders. He had to work at a Chinese restaurant, a furniture factory, or in the streets distributing leaflets. Every time he protested or demanded his passport back, he (4) up. He lived in fear for the following six months until, together with the other slaves, he (5) up his mind to report it to the police. The men who exploited him and the others were found guilty and sent to prison!

1 A could	B can	C will be able to
2 A to	B for	C at
3 A will	B would	C has
4 A was beating	B beat	C was beaten
5 A made	B took	C set

4 W zdaniach 1–3 spośród podanych odpowiedzi (A–C) wybierz tę, która może najlepiej zastąpić każde ze zdań. Zapisz odpowiedzi w zeszycie.

- What do you do for a living?
 - A What is your job?
 - B Where are you staying at the moment?
 - C How do you spend your free time?
- I am prepared to work longer if they offer me a better salary.
 - A I don't mind working longer if they offer me a better salary.
 - B I'd rather not work longer even if they pay me a better salary.
 - C I won't work any longer until they pay me a better salary.
- 'Don't use this employment agency', said Robert.
 - A Robert denied using that employment agency.
 - B Robert warned me against using that employment agency.
 - C Robert encouraged me to use that employment agency.

5 W zdaniach 1–3 spośród podanych odpowiedzi (A–C) wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zapisz odpowiedzi w zeszycie.

- Are you prepared to **take up** this job? It won't be easy, but it is rewarding.
 - A start
 - B leave
 - C change
- I've been **out of work** for at least a month. I've had lots of free time, but I can't pay my bills on time anymore.
 - A on holiday
 - B unemployed
 - C outside the office
- My sister didn't accept the job **in spite of the suitable working hours**. It's hard to understand why she turned it down.
 - A unless she was offered suitable working conditions
 - B because she was offered suitable working hours
 - C although she was offered suitable working hours

EXTENDED

Practise

1 In your notebook, correct the wrong translation of the fragments in brackets.

- The man said that he *hasn't been paid on time (nie płacono mu na czas)* and that's why he left.

EXTENDED

- They insisted *me to give them* (że mam im oddać) my passport, but I refused.
- They take up workers regardless of (przyjmują pracowników bez względu na) their qualifications.
- These poor people are said to be forced to work (że byli zmuszani do pracy) 20 hours a day!

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

- Am I (ktoś mnie słucha) here?
- Did Monica say she (będzie mogła uczestniczyć) the meeting?
- (Czy mam wziąć pod uwagę) her experience or just her qualifications?
- (Nie wolno nikomu traktować) others like slaves!
- (Co zrobiono) in my case so far?

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

- The lady (suggest / fill) the application form as soon as possible.
- Alan does not remember (explain / what / do) on his first day of work.
- The new factory (be / construction) since the beginning of this year.
- No employee (ought / put) with poor or dangerous working conditions.
- The manager (believe / want) make some important changes to our contracts.

Get thinking and talking

4 Work in pairs and answer the question.

- How hard is it for young people in Poland to find work?



Get started

1 Work in pairs. Describe the photographs and answer the questions.

- What type of skills and personal traits are needed to do the jobs shown in the photographs? Use the words in the box and your own ideas.

Types of skills and abilities

- analytical
- communication
- creative thinking
- interpersonal
- leadership
- multitasking
- organisational
- problem-solving
- teamwork
- technical

Personal traits

- adaptable
- diligent
- focused
- efficient
- detail-oriented
- hard-working
- responsible
- result-oriented
- quality-oriented
- well-organised

- Would you be a good candidate for any of the jobs in the photographs? Why (not)?

KNOW YOUR PHRASES

- The job requires *leadership / social skills*.
- You need to be *efficient / quality-oriented* and possess *multitasking abilities*.
- I am writing with reference / regard to the job advertisement which appeared on your website.
- I would like to apply for the post of / the position of *secretary in your company*.
- Currently / At present I am studying engineering at the University of Warsaw.
- I graduated from the University of Warsaw receiving a Bachelor's / Master's degree.
- As far as my qualifications / my English level are / is concerned, ...

- My responsibilities included *making appointments / dealing with the office correspondence.*
- I consider myself *a hard-working / quality-oriented person.*
- I am ready to attend *an interview at any time convenient to you.*

Activate

2 Powiedz, że:

- 1 piszesz w związku z ogłoszeniem, które pojawiło się na stronie internetowej biura podróży.
- 2 chciałbyś/chciałabyś ubiegać się o posadę ratownika na odkrytej pływalni.
- 3 jeżeli chodzi o Twoje doświadczenie zawodowe, to w ubiegłym roku odbyłeś/odbyłaś trzymiesięczny staż w banku.
- 4 do Twoich obowiązków należała obsługa klientów zagranicznych.
- 5 jesteś osobą, która łatwo przystosowuje się do nowych warunków.

Practise

— GET SMARTER —

List motywacyjny powinien zawierać następujące informacje:

Akapit 1: stanowisko, o które kandydat aplikuje.

Akapit 2: obecna sytuacja kandydata oraz kwalifikacje do wykonywania tej pracy.

Akapit 3: dotychczasowe doświadczenie zawodowe i umiejętności.

Akapit 4: dostępność i dane kontaktowe.

3 Read the letter of application. Put the paragraphs A–D in the correct order. Use the prompts in the GET SMARTER box. Write the answers in your notebook.

Dear Ms Emily Grief,

A I believe that my qualifications and experience will make me a competitive candidate for the position. I am available to work for your company from June to October. I can be reached any time via email: *simon@blake.com* or my mobile phone: 277 666 555.

B I am writing to apply for a summer internship in your company. I am interested in the graphic designer position listed on the city website. My reason for applying is that this position corresponds to my interests and expectations of the perfect job.

C Along my academic path, I have been actively involved in a few projects, working closely with professional programmers and editors. I have successfully designed and developed my university's website. Also, I have provided exceptional contributions to the layout of the city newsletter. Due to this experience, I have gained the ability to work within a team and enhanced my interpersonal skills. I have learned new software programs and basic management techniques. I have a comprehensive understanding of the full lifecycle of a graphic designing project.

D Currently, I am in my third year of undergraduate studies of graphic arts at The Academy of Fine Arts in Cracow. Being a diligent student, I have engaged myself in extracurricular courses in digital media and visual arts. I am due to take my Bachelor exams next May. My ambition is to continue education, receive a Master's degree, and pursue a career as a graphic designer.

Thank you for your time and consideration. I look forward to speaking with you about the internship opportunity.

*Yours sincerely,
Simon Blake*

4 Read the letter again. Which occupation in exercise 1 does Simon apply for? Is he a competitive candidate? Why (not)?

5 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Na stronie internetowej hotelu w Brighton widnieje informacja o rekrutacji do pracy w recepcji w sezonie letnim. Zamierzasz ubiegać się o tę posadę. Napisz list motywacyjny, w którym przedstawisz swoją kandydaturę oraz uzasadnisz, dlaczego jesteś odpowiednią osobą na to stanowisko.

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

Get started

1 Work in pairs and answer the questions.

- 1 Do you have or would you like to get a part-time, weekend, or holiday job? Why (not)?
- 2 You have a minute to name as many part-time jobs for students as you can.

KNOW YOUR PHRASES

- I'd really like / love to work as a lifeguard at a swimming pool or on a beach.
- I'm afraid that's something I would hate because I can't stand sitting down for long periods.
- One thing I'd like to do would be to give private English lessons to young children.
- No, I really can't see myself looking after a baby.
- Why not? I think it might be really interesting / fun / good experience and definitely useful.
- Having said that, I might try it if I ever needed to make some extra money.
- It would be good for developing skills / meeting people which future employers might be impressed by.
- I think I might get a bit bored doing the same thing all the time.
- I don't think I could bear trying to be polite to people all day!
- I would find it hard to fit in all my homework if I did that job.

Activate

2 Powiedz, że:

- 1 jedną z rzeczy, które podobałyby ci się w byciu kelnerem, jest poznawanie wielu różnych osób.
- 2 naprawdę nie wyobrażasz sobie bycia nauczycielem, ponieważ po prostu nie masz cierpliwości.
- 3 uważasz, że praca pomocnika w centrum rekreacji mogłaby być dobrym doświadczeniem, bo wiesz, że przyszli pracodawcy cenią kandydatów mających doświadczenie w pracy z ludźmi.
- 4 nie zniósłbyś bycia ogrodnikiem, głównie dlatego, że wolisz pracować w pomieszczeniach.

Practise

3 Work in pairs. Take turns to answer the questions. Remember to justify your answers.

- 1 Would you like to be a teacher? Why (not)?
- 2 Would you like to work in another country? Why (not)?

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



Uczeń A

- 1 Do you think the girl is enjoying her job?
- 2 Would you like to be a babysitter? Why (not)?
- 3 Tell me about a time you or someone you know looked after a child or some children.



Uczeń B

- 1 What do you think is difficult about this job? Why?
- 2 Would you prefer to do indoor or outdoor work in the future? Why?
- 3 Tell me about some work you did to earn money.

Get thinking and talking

5 Work in pairs and answer the questions.

- 1 What do you think are the advantages and disadvantages of students working? Think about the aspects in the box.

• money • experience • time • meeting people
• tiredness • studies

- 2 Do you think children should get paid for doing jobs like tidying their rooms or helping in the garden? Why (not)?

- 3 Would you like to travel a lot in the future? Why (not)?
- 4 Would you like to start work straight after finishing school? Why (not)?

VOCABULARY

Occupations and related activities/
Zawody i związane z nimi czynności

accountant /ə'kaʊntənt/ księgowy/księgowca
actor /'æktə/ aktor
architect /'ɑ:kɪ'tekt/ architekt/architektka
bank clerk /'bæŋk ,kɪ:k/ pracownik banku
barber /'bɑ:bə/ fryzjer męski, golibroda
car mechanic /'kɑ: mɪ,kænik/ mechanik samochodowy
cashier /kæ'ʃiə/ kasjer/kasjerka
chef /ʃef/ wykwalifikowany kucharz, szef/
szefowa kuchni
cleaner /'kli:nə/ sprzątacze/sprzątaczkę
computer programmer /kəm'pi:ʊtə
,prəʊgræmə/ programista/programistka
cook /kʊk/ kucharz/kucharka
dentist /'dentɪst/ dentysta/dentystka
dietician /,daɪə'ti:ʃ(ə)n/ dietetyk/dietetyczka
director /daɪ'rektə/ reżyser, dyrektor
driving instructor /'draɪvɪŋ ,ɪn'strʌktə/
instruktor/instruktor nauki jazdy
economist /'i:kənəmɪst/ ekonomista/
ekonomistka
editor /'editə/ redaktor/redaktorka
electrician /,ɪ'lek'trɪʃ(ə)n/ elektryk
engineer /,endʒɪ'nɪə/ inżynier
farmer /'fɑ:mə/ rolnik/rolniczkę
firefighter /'faɪə'faɪtə/ strażak
flight attendant /'flaɪt ə'tendənt/ steward
/stewardessa
hairdresser /'heə,dresə/ fryzjer/fryzjerka
interior decorator /ɪn'tɪəriə ,dekə'reɪtə/
dekorator/dekoratorkę wewnątrz
journalist /'dʒɜ:nəlɪst/ dziennikarz/
dziennikarka
judge /dʒʌdʒ/ sędzia
lawyer /'lɔ:jə/ prawnik/prawniczka
librarian /laɪ'breəriən/ bibliotekarz/bibliotekarka
lorry driver /'lɔ:ri ,draɪvə/ osoba kierująca
ciężarówką
manager /'mænidʒə/ kierownik/kierowniczkę
musician /mju:zɪʃən/ muzyk
newsreader /'nju:z,rɪ:də/ prezydent/
prezenterka wiadomości
nurse /nɜ:s/ pielęgniarka/pielęgniarkę
personal assistant /'pɜ:sən(ə)l ə'sɪstənt/
osobisty asystent /osobista asystentka
pharmacist /'fɑ:məsɪst/ farmaceuta/
farmaceutka
plumber /'plʌmə/ hydraulik
police officer /pə'li:s ,pɪfɪsə/ policjant/
policjantka
politician /,pɒlə'ti:ʃən/ polityk
postman /'pəʊstmən /'pəʊstwɒmən/
listonosz/listonoszka
receptionist /rɪ'sepʃənɪst/ recepcjonista/
recepcjonistka
sales representative /'seɪlz reprɪ'zentətɪv/
przedstawiciel handlowy /przedstawicielka
handlowa
secretary /'sekrətəri/ sekretarz/sekretarka
shop assistant /'ʃɒp ə'sɪstənt/ sprzedawca
soldier /'səʊldʒə/ żołnierz
surgeon /'sɜ:dʒ(ə)n/ chirurg
taxi driver /'tæksɪ ,draɪvə/ taksówkarz
teacher /'ti:tʃə/ nauczyciel/nauczycielka
translator /trænz'leɪtə/ tłumacz pisemny

travel agent /'trævl ,eɪdʒənt/ pracownik/
pracowniczkę biura podróży
vet /veterinary surgeon /vet, 'vetɪnrɪ
,sɜ:dʒ(ə)n/ lekarz/lekarz weterynarii
waiter /'weɪtə/ kelner
waitress /'weɪtrəs/ kelnerka
webmaster /'web ,mæstə/ webmaster,
twórca stron internetowych
barrister /'bærɪstə/ adwokat
beautician /bju:'tʃi:ʃ(ə)n/ kosmetyczka
bookkeeper /'bʊk ,ki:pə/ księgowy/księgowca
bricklayer /'brɪkleɪə/ murarz
carpenter /'kɑ:pɪntə/ stolarz
civil servant /,sɪvl 'sɜ:vənt/ urzędnik
państwowy /urzędniczkę państwową
copywriter /'kɒpi ,raɪtə/ autor/autorkę
tekstów reklamowych
florist /'flɒrɪst/ kwiaciarz/kwiaciarkę
physician /fɪ'zɪʃ(ə)n/ lekarz/lekarzka
solicitor /sə'lisɪtə/ notariusz, radca prawny
tailor /'teɪlə/ krawiec/krawcową
tax collector /'tæks kə'lektə/ poborca
podatkowy
therapist /'θerəpɪst/ terapeuta/terapeutka

Adjectives describing jobs /
Przymiotniki opisujące pracę

challenging /'tʃælɪndʒɪŋ/ ambitna, stanowiąca
wyzwanie
freelance /'fri:lɑ:ns/ jako wolny strzelec
manual /'mænjʊəl/ fizyczna
motivating /'mɒtɪveɪtɪŋ/ motywująca
repetitive /rɪ'petətɪv/ monotonna,
schematyczna
responsible /rɪ'spɒnsəb(ə)l/ odpowiedzialna
stressful /'stresf(ə)l/ stresująca
tiring /'taɪərɪŋ/ męcząca
undemanding /,ʌndɪ'mɑ:ndɪŋ/ niestawiająca
wymagań, łatwa
unpaid /ʌn'peɪd/ niepłatna
voluntary /'vɒləntəri/ dobrowolna
well-paid /,wel'peɪd/ dobrze płatna
cushy /'kʊʃi/ spokojny, niewymagający
dead-end /'ded ,end/ bez perspektyw
glamorous /'glæməərəs/ robiący wrażenie
high-powered /haɪ'pəʊəd/ na wysokim
stanowisku
mundane /mʌn'deɪn/ nieciekawý, przyziemny
rewarding /rɪ'wɔ:dɪŋ/ dająca satysfakcję

Other / Inne

apply for sth /ə'plai fə ,sʌmθɪŋ/ ubiegać się o coś
at work /ət 'wɜ:k/ w pracy
be in charge of sb/sth /bi ɪn 'tʃɑ:dʒ əv
,sʌmbədi, ,sʌmθɪŋ/ zarządzać kimś/czymś,
odpowiadać za kogoś/coś
be responsible for sth /bi rɪ'spɒnsəb(ə)l fə
,sʌmθɪŋ/ być odpowiedzialnym za coś
do sth for a living /,du: ,sʌmθɪŋ fə ə 'lɪvɪŋ/
utrzymywać się z czegoś
look for sth /lʊk fə ,sʌmθɪŋ/ szukać czegoś
make a living as sb /,meɪk ə 'lɪvɪŋ əz
,sʌmbədi/ zarabiać na życie jako ktoś
take on too much work /teɪk ,ɒn tu: ,mʌtʃ
'wɜ:k/ brać na siebie za dużo obowiązków
turn sb/sth down /tɜ:n ,sʌmbədi, ,sʌmθɪŋ
'daʊn/ odrzucać kogoś, coś
work for a company /wɜ:k fə ə 'kʌmpəni/
pracować w firmie
work from home /wɜ:k frəm 'həʊm/
pracować z domu

work in the tourist industry /wɜ:k ɪn
ðə 'tʊərɪst ,ɪndəstri/ pracować w branży
turystycznej
work under pressure /wɜ:k ,ʌndə 'preʃə/
pracować pod presją
work with sth /wɜ:k wɪð ,sʌmθɪŋ/ pracować
za pomocą czegoś/używając czegoś
Employment and work conditions /
Warunki pracy i zatrudnienia
be badly / well paid /bi ,bædli, wel 'peɪd/
być źle/dobrze opłaconym
be off work /bi ,ɒf 'wɜ:k/ mieć wolne w pracy
be on a pretty good salary /bi ɒn ə ,prɪti
,gʊd 'sæləri/ mieć niezłą pensję
be out of work /bi ,aʊt əv 'wɜ:k/ nie mieć
pracy
be paid good wages /bi ,peɪd gʊd 'weɪdʒɪz/
mieć dobrą dniówkę
boss /bɒs/ szef
casual work /,kæʒʊəl 'wɜ:k/ praca
tymczasowa
climb the career ladder /klaɪm ðə kə'riə 'lædə/
wspinać się po szczeblach kariery
colleague /'kɒli:g/ kolega/koleżankę z pracy
do overtime /,du: 'əʊvə'taɪm/ pracować
w nadgodzinach
drive a company car /draɪv ə 'kʌmpəni kɑ:/
jeździć samochodem służbowym
earn a good / decent salary /ɜ:n ə gʊd,
,di:s(ə)nt 'sæləri/ dobrze/przyzwoicie zarabiać
friend /'frend/ kolega/koleżankę, przyjaciel/
przyjaciółka
full-time job /fʊl'taɪm 'dʒɒb/ praca w pełnym
wymiarze godzin
get a bonus /get ə 'bʌnəs/ dostać premię
get a pay rise /get ə peɪ raɪz/ dostać
podwyżkę
get promoted /get prə'məʊtɪd/ dostać
awans
get three weeks' paid holiday /get θri:
,wi:kz ,peɪd 'hɒlədeɪ/ dostać trzytygodniowy
płatny urlop
have the chance of promotion /hæv ðə
,tʃɑ:ns əv prə'məʊʃ(ə)n/ mieć szansę na awans
part-time job /pɑ:t'taɪm 'dʒɒb/ praca
w niepełnym wymiarze godzin
perks /pɜ:ks/ dodatkowe korzyści
permanent job /,pɜ:mənənt 'dʒɒb/ praca
na stałe
personnel /,pɜ:sə'nel/ personel
quit a job /kwɪt ə 'dʒɒb/ odejść z pracy
resign from a job /rɪ'zaɪn frəm ə 'dʒɒb/
odejść z pracy
stable job /steɪb(ə)l 'dʒɒb/ stała, stabilna praca
staff /stɑ:f/ personel
take early retirement /teɪk ,ɜ:li rɪ'taɪmənt/
przejsć na wcześniejszą emeryturę
temporary job /,tempərəri 'dʒɒb/ praca
tymczasowa
work flexitime /wɜ:k 'fleksɪ'taɪm/ mieć
elastyczne godziny pracy
work long hours /wɜ:k lɒŋ 'aʊəz/ pracować
do późna
work shifts /wɜ:k 'ʃɪfts/ pracować na zmiany
work your way up /wɜ:k jə ,wei 'ʌp/
wypracować sobie pozycję
be bogged down in sth /bi ,bɒgd 'daʊn ɪn
,sʌmθɪŋ/ być przytłoczonym czymś
be cut out for sth /bi kʌt 'aʊt fə ,sʌmθɪŋ/
być do czegoś stworzonym

be on the go /bi ɒn ðə 'gəʊ/ być w ciągłym biegu
be snowed under with sth /bi ,snəʊd 'ʌndə wɪð ,səʊnɪŋ/ mieć dużo czegoś na głowie
career prospects /kə ,rɪə prə 'spekts/ perspektywy zawodowe
competitive salary /kəm ,petətɪv 'sæləri/ konkurencyjne wynagrodzenie
do paperwork /də 'peɪpə,wɜ:k/ zajmować się papierkową robotą
ease off /i:z 'ɒf/ zelżeć
experience /ɪk 'spɪəriəns/ doświadczenie
face up to sth /feɪs 'ʌp tə ,səʊnɪŋ/ stawiać czołma czoła
hand in your notice /hænd ,ɪn jə 'nəʊtɪs/ wręczyć wypowiedzenie
job record /'dʒɒb ,rekɔ:d/ doświadczenie zawodowe
pack sth in /pæk ,səʊnɪŋ 'ɪn/ rzucić coś
pass sb over /pɑ:s ,səʊnbədi 'əʊvə/ pomijać kogoś
rush sb off their feet /rʌʃ ,səʊnbədi ,ɒf ðeə 'fi:t/ obciążać kogoś pracą
slog away at sth /slɒg ə 'weɪ ət ,səʊnɪŋ/ harować nad czymś
submit /səb'mɪt/ składać, przedstawiać
take time off sick /teɪk taɪm 'ɒf sɪk/ wziąć wolne z powodu choroby
vacancy /'veɪkənsɪ/ wakaty, wolne stanowisko
work to tight deadlines /wɜ:k tə taɪt 'dedlaɪnz/ pracować pod presją czasu

Labour market / Rynek pracy

apply for a job /ə ,plai fər ə 'dʒɒb/ ubiegać się o pracę
attach your CV /ə ,tæʃtʃ jə ,si: 'vi:/ załączyć CV
be accepted for a job /bi ək'septɪd fər ə 'dʒɒb/ zostać przyjętym do pracy
be fired / sacked /bi 'faɪəd, sækt/ zostać wyrzuconym z pracy
be made redundant /bi meɪd nɪ 'dʌndənt/ zostać zwolnionym w ramach redukcji etatów
be on the dole /bi ɒn ðə 'dəʊl/ być na zasiłku
be rejected /bi nɪ 'dʒektɪd/ zostać odrzuconym
close down /kləʊz daʊn/ zostać zamkniętym (np. o firmie)
fill in /fɪl ɪn/ wypełnić
go bankrupt /gəʊ 'bæŋkrʌpt/ zbankrutować
go on strike /gəʊ ɒn 'straɪk/ rozpocząć strajk
interview /'ɪntəvju:/ rozmowa o pracę
make the right impression on sb /meɪk ðə raɪt ɪm'preʃ(ə)n ɒn ,səʊnbədi/ robić na kims dobre wrażenie
professional experience /prə ,feɪʃnəl ɪk'spiəriəns/ doświadczenie zawodowe
qualifications / ,kwɒblɪfɪ 'keɪʃənz/ kwalifikacje
reference letter /'refrəns ,letə/ referencje, list polecający
trade union /treɪd 'ju:niən/ związek zawodowy
unemployed / ,ʌnɪm'plɔɪd/ bezrobotny
wages /'weɪdʒɪz/ płaca, dniówka
achievement /ə 'tʃi:vmənt/ osiągnięcie
applicant /æ ,plɪkənt/ kandydat
application /æ ,plɪ 'keɪʃ(ə)n/ zgłoszenie
be shortlisted /bi 'ʃɔ:tlɪstɪd/ przejść do następnego etapu rekrutacji
clear the backlog of work / ,kliə ðə ,bækklɒg əv 'wɜ:k/ nadrobić zaległości w pracy
demotivated /də ,məʊtɪveɪtɪd/ zdemotywowany
employable /ɪm 'plɔɪəb(ə)/ nadający się do zatrudnienia

employment /ɪm'plɔɪmənt/ zatrudnienie
job seeker /'dʒɒb ,si:kə/ osoba poszukująca pracy
jobless /'dʒɒbləs/ bezrobotny
Keep up the good work! /ki:p ,ʌp ðə gʊd 'wɜ:k/ Dobra robota, oby tak dalej!
line of work / ,laɪn əv 'wɜ:k/ branża, fach
never do a stroke of work / ,nevə də ə ,straʊk əv 'wɜ:k/ nie kiwnąć palcem
overworked / ,əʊvə'wɜ:kt/ przepracowany
pressure of work /'preʃər əv wɜ:k/ presja w pracy
seasonal worker / ,si:zən(ə) 'wɜ:kə/ pracownik sezonowy

Temporary work / Praca dorywcza

babysitter /'beɪbɪ ,sɪtə/ opiekun/opiekunka do dzieci
charity worker /'tʃærəti ,wɜ:kə/ pracownik instytucji charytatywnej
checkout assistant /'tʃekəʊt ə ,sɪstənt/ kasjer/kasjerka w supermarkecie
delivery boy / delivery girl /dɪ ,lɪv(ə)rɪ bɔɪ, dɪ ,lɪv(ə)rɪ gɜ:l/ dostawca, kurier
fruit picker /fru:t 'pɪkə/ osoba zbierająca owoce
holiday job /'hɒlɪdeɪ 'dʒɒb/ praca wakacyjna
lifeguard /'laɪf ,gɑ:d/ ratownik/ratowniczką
seasonal work /'si:zənəl wɜ:k/ praca sezonowa
summer camp supervisor / ,sʌmə kæmp 'su:pə ,vaɪzə/ opiekun/opiekunka na obozie letnim
tour guide /təʊ ,gaɪd/ przewodnik/przewodniczką
voluntary work /'vɒləntəri wɜ:k/ wolontariat
weekend job / ,wi:k'end 'dʒɒb/ praca weekendowa

LISTENING

check sth out /tʃek ,səʊnɪŋ 'aʊt/ wypróbować coś
fit sb in /fɪt ,səʊnbədi 'ɪn/ znaleźć dla kogoś czas
give oneself plenty of time /gɪv wʌn self ,plenti əv 'taɪm/ dać sobie dużo czasu
(sb's mind) go blank /gəʊ blæŋk/ mieć pustkę w głowie
let alone sth /let ə 'ləʊn ,səʊnɪŋ/ nie mówiąc o czymś
link sb up with sb /lɪŋk ,səʊnbədi 'ʌp wɪð ,səʊnbədi/ skontaktować kogoś z kims
answer to sb /'ɑ:nsə tə ,səʊnbədi/ podlegać komus
applaud sb /ə 'plə:ɪd ,səʊnbədi/ oklaskiwać kogoś
banter /'bæntə/ przekomarzać się
be beneficial to sb /bi ,benɪ'fɪjəl tə ,səʊnbədi/ być dla kogoś korzystnym
be reminiscent of sth /bi ,remɪ'nɪsnt əv ,səʊnɪŋ/ przypominać o czymś
catch sb's eye /kætʃ 'səʊnbədi z ai/ przykuwać czyją uwagę
contraption /kən'træpʃn/ wynalazek
detrimental to sb / ,detrɪ'mentl tə ,səʊnbədi/ szkodliwy
dread sth /dred ,səʊnɪŋ/ drżeć na myśl o czymś
enforce rules /ɪn'fɔ:s ru:lz/ wprowadzać zasady w życie
far-fetched / ,fɑ: 'fetʃt/ naciągany, przesadny

go down well /gəʊ ,daʊn 'wel/ zostać dobrze przyjętym
monetary /'mɒnɪtri/ pieniężny
surge in sth / ,sɜ:dʒ ɪn 'səʊnɪŋ/ wzrost czegoś (np. cen)

READING

(un)acceptable / ,(ʌ)nək'septəb(ə)l/ (nie)akceptowalny
come out on top /kʌm ,aʊt ɒn 'tɒp/ plasować się w czołówce
(un)demanding / ,(ʌ)n'dɪ'mɑ:ndɪŋ/ (nie)wymagający
depend on sth /dɪ'pend ɒn ,səʊnɪŋ/ zależeć od czegoś
(un)desirable / ,(ʌ)n'dɪ'zaiərəb(ə)l/ (nie)pożądany
devote sb's life to sth /dɪ ,vəʊt ,səʊnbədi z 'laɪf tə ,səʊnɪŋ/ poświęcić czemuś życie
follow sb's pursuits /fɒləʊ ,səʊnbədi z pə'sju:ts/ realizować swoje pasje
give stress /gɪv 'stres/ być źródłem stresu
stressless /'stresləs/ bezstresowy
take advantage of sth /teɪk əd'vɑ:ntɪdʒ əv ,səʊnɪŋ/ wykorzystywać coś
take priority /teɪk praɪ'ɒrɪti/ mieć pierwszeństwo
admit sb/sth /əd'mɪt 'səʊnbədi, 'səʊnɪŋ/ przyjmować
apply sth to real life situations / ə'plai 'səʊnɪŋ tə riəl laɪf ,sɪtʃ(ə)ɪʃ(ə)nz/ stosować w życiu codziennym
assess /ə'ses/ oceniać
assign a task /ə'saɪn ə tə:sk/ przypisać zadanie
be an effective tool /bi ən ɪ'fektɪv tu:l/ być skutecznym narzędziem
be intent on sth /bi ɪn'tent ɒn ,səʊnɪŋ/ dążyć do czegoś
clarify /'klærɪfaɪ/ wyjaśniać
confess /kən'fes/ wyznawać
demonstrate /'dɛmənstreɪt/ pokazać, udowadniać
emphasise /'emfəsaɪz/ podkreślać
employees-to-be /em'plɔɪi:z tə 'bi/ przyszli pracownicy, potencjalni pracownicy
evaluate /ɪ'veɪljueɪt/ oceniać
explain /ɪk'spleɪn/ wyjaśniać
gain an insight /geɪn ən ɪ'nsaɪt/ zyskać wiedzę, zrozumieć coś, mieć wgląd w coś
get the idea of sth /get ðə aɪ'diə əv ,səʊnɪŋ/ zrozumieć, poznać coś
give an edge /gɪv ən edʒ/ dać komus przewagę
hands-on experience /hænd ,zɒn ɪk'spiəriəns/ doświadczenie praktyczne
highlight /'haɪlaɪt/ podkreślać
indicate /'ɪndɪkeɪt/ wskazywać
maintain /meɪn'teɪn/ utrzymywać
point sth out /pɔɪnt ,səʊnɪŋ 'aʊt/ wskazywać na coś
realised through internship / ,riəlaɪzd θru: 'ɪntɜ:nʃɪp/ odbywane w formie stażu
remuneration / ,ri:mju:neɪ'ʃən/ wynagrodzenie
see for oneself /si: fə wʌn'self/ zobaczyć na własne oczy
seek new opportunities /si:k nju: ɒpə'tju:ni:tɪz/ szukać nowych możliwości
test the waters /test ðə 'wɔ:təz/ zrobić rekonesans



Etapy życia

- 1 Label the people in the photograph below with the words describing various stages of life in the box. Write the answers in your notebook.

• teenager • newborn • young adult • toddler
• schoolchild • middle-aged • elderly



- 2 In your notebook, write the stages of life in the box in the correct order. Add the name of the member of your family as an example of a person at the given stage next to each word.

• retirement • infancy • childhood
• adolescence • adulthood • middle age

- 3 Read the sentences and decide if they usually describe positive or negative experiences.

- 1 My sister gave birth to a lovely baby boy.
- 2 They got engaged while they were on holiday.
- 3 Jessica and Jacob got married last week.
- 4 My grandma became a widow two years ago.
- 5 My aunt is about to get divorced.

- 4 In your notebook, complete the sentences with the words in the box in the correct form. Some words may be used more than once.

• age • come • generation • early • difference

- 1 Alan is the same as me.
- 2 There is a big age between me and my sister.
- 3 People of my are used to technology.
- 4 My mum is in her fifties, but she doesn't look her .
- 5 This board game is perfect for people of all .
- 6 The gap may be a problem in child-parent relationships.
- 7 Women don't like it when people ask them their .
- 8 When do people in your country of age?
- 9 Lisa has been playing the guitar from an age.
- 10 We need to improve this world for future .

Prepositions

- 5 EXTENDED Choose the correct prepositions and write them in your notebook.

- 1 Sylvia is only 17, but she's very mature **to / for** her age.
- 2 The girl is just 16 years **of / in** age.
- 3 People **under / down** the age of 16 are not allowed to drive a car.
- 4 When you get **for / to** old age everything seems harder to do.
- 5 My father is going to retire **at / in** the age of 65.
- 6 Alex is still **in / on** his teens.
- 7 We live **at / in** the age of technology.

Członkowie rodziny, koledzy i przyjaciele

6 In your notebook, match the Polish words in box A with their English equivalents in box B.

A

- jedynak • rodzeństwo • narzeczona • krewny
- szwagier • siostrzenica • bratanek • były mąż
- ciotka • wuj • najbliższa rodzina • teściowa
- macocha • babcia • niepełna rodzina • dziadek
- prababcia

B

- relative • immediate family • granny • siblings
- stepmother • grandad • only child • fiancée
- aunt • uncle • niece • nephew • ex-husband
- brother-in-law • mother-in-law
- great-grandmother • single-parent family

7 EXTENDED Work in pairs. Explain the difference between the words in each pair 1–7.

- 1 stepsister / half sister
- 2 immediate family / extended family
- 3 adult / grown-up
- 4 friend / acquaintance
- 5 relations / relatives
- 6 casual relationship / steady relationship
- 7 orphan / foster child

8 In your notebook, rewrite the sentences, using the words given.

- 1 My older sister is pregnant. **EXPECTING**
- 2 These twins look absolutely the same. **IDENTICAL**
- 3 My brother and I are complete opposites. **IN COMMON**
- 4 My teenage sister can't wait to become an adult. **GROW**
- 5 I'm similar to my father rather than my mother. **TAKE AFTER**
- 6 My step-brother and I have a great relationship. **GET ON**
- 7 Are you friends with Tim? **YOURS**

9 Work in pairs and answer the questions.

- 1 How much **quality time** do you spend with the other members of your family? Is it enough? Why (not)?
- 2 Do you like **family gatherings**? Why (not)?
- 3 Who in your family do you **look up to** the most? Why?
- 4 How easily do you **make friends**? Why do you think that is?
- 5 Where do you **hang out with** your friends?

10 Decide which of the words in the box go with the word *mate*. What do these expressions mean? In your notebook, write their definitions in English.

• soul • peer • class • best • flat • work
• team • partner

11 EXTENDED In your notebook, complete the sentences with the word *friend* in the correct form.

- 1 Matt isn't [] at all. In fact, he's very [] and uncooperative.
- 2 [] really means a lot to me.
- 3 What I like in people is their optimism and [].
- 4 Tina [] her landlady as soon as she came to live in London.
- 5 There I was all alone and [].

12 EXTENDED In your notebook, complete the text with the words in the box in the correct form. There is one extra word.

• foster family • adopt • keep • bring
• turn • orphan

I recently heard a very upsetting story about a girl whose parents decided to give her up for (1) [] at the age of two. Luckily, she was soon found by a great (2) [], and she grew up a happy girl. When she (3) [] sixteen, her biological parents contacted her and said that from then on they wanted to (4) [] in touch with her. She was shocked to find out the truth, and didn't know what to do. She loved her adoptive parents for (5) [] her up the way they did, but was curious to meet her real parents. I have no idea what I would do in such a situation? How about you?

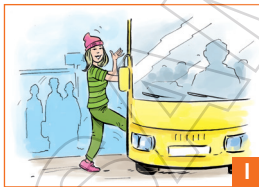


Czynności życia codziennego

13 In your notebook, complete the expressions with the correct verbs in the box. Then match the expressions with the pictures.

- pack • do (x2) • brush • get • catch • tidy up
- have (x2) • set

- | | |
|---------------------------------------|---|
| 1 <input type="checkbox"/> a lie-in | 6 <input type="checkbox"/> for school |
| 2 <input type="checkbox"/> dressed | 7 <input type="checkbox"/> a bus / tram / train |
| 3 <input type="checkbox"/> your hair | 8 <input type="checkbox"/> your homework |
| 4 <input type="checkbox"/> your teeth | 9 <input type="checkbox"/> your room |
| 5 <input type="checkbox"/> the alarm | 10 <input type="checkbox"/> a late night studying |



14 Work in pairs and answer the questions.

- 1 Do you **get up** as soon as you **wake up**?
- 2 Do you ever **have breakfast, dinner or supper** with your family?
- 3 How often do you **help out** around the house?
- 4 Would you know how to **put on a wash**?
- 5 Who **irons** your clothes?
- 6 Do you **keep your room tidy** or leave it in a mess?

Formy spędzania czasu wolnego

15 Divide the leisure activities in the box into the categories 1–3 below. Then add other activities that are true for you to the categories. Write the answers in your notebook.

- do crosswords • play computer games
- go cycling • do Sudoku puzzles
- play board / card games • eat out
- go jogging • go clubbing • take photographs
- do drawings • make films online • read blogs
- do sports • play a musical instrument
- chat with friends • go horse-riding
- go to the cinema • visit an art exhibition
- play in a band • go swimming
- spend time reading books • go for walks
- go to music gigs • have a quiet night in
- party • watch a TV series • gossip
- throw parties • take up new hobbies

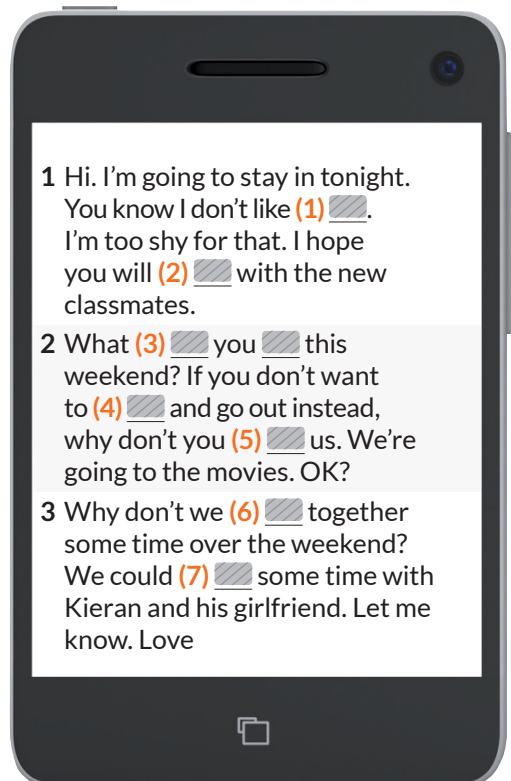
1 I do this very often.

2 I do it sometimes.

3 I rarely / never do it.

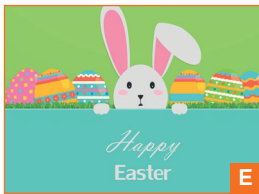
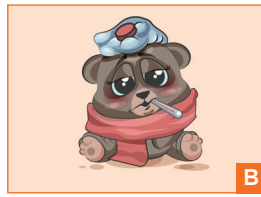
16 In your notebook, complete the text messages with the words in the box in the correct form.

- socialise • have a laugh • do • get
- be stuck indoors • join • spend



Święta i uroczystości

- 17 Match the cards with messages. Write the answers in your notebook.



- 1 Happy Birthday!
- 2 Happy New Year!
- 3 Our condolences.
- 4 Have a wonderful life together.
- 5 Congratulations on your graduation!
- 6 Happy Anniversary!
- 7 Love you forever! Happy Valentine's Day.
- 8 Get well soon!
- 9 Happy Children's Day!
- 10 Happy Easter!

- 18 Write which special occasion you associate with the words and expressions in the box. More than one correct answer is possible.

- light fireworks • bride • bridegroom
- best man • honeymoon • blow out candles
- reception • sing carols • wrap up gifts • bunny
- dress up as a witch • pumpkin • lanterns
- fancy dress party • chocolate eggs • basket
- exchange rings • greetings card • service

Styl życia, konflikty i problemy

- 19 EXTENDED In your notebook, complete the text with the correct prepositions.

They say that love often comes unexpectedly, and this is what happened to me. Maciek was a new student in our class, and to begin with, I wasn't really attracted (1) him. He tried to ask me (2) a few times, but I always turned him down. I just didn't fancy him. Then one day, we met at a friend's party and started talking. To my surprise, we had a great time together and the next day we went (3) a date. Soon, I fell (4) love with him. We went (5) together for a year or so, and I was really crazy (6) him. Then, I found out that he was seeing someone else at the same time. I asked him if he was cheating (7) me, and he admitted that he was. We had a big argument and we fell (8) . The following day we split (9) . I cried a lot, and took ages to get (10) my broken heart.



Expressions and idioms

- 20 EXTENDED Read the sentences and decide which ones refer to a conflict or a disagreement in the relationship. Then paraphrase those expressions in your notebook.

- 1 We had a row and never made up.
- 2 After another bust-up, it wasn't easy to patch up the differences.
- 3 Luke is really getting on my nerves!
- 4 They tied the knot after four years of being together.
- 5 Lena dumped her boyfriend.
- 6 We get on like a house on fire.
- 7 My brother has a crush on a girl from his class.
- 8 Jasmine and Peter are going through a bad patch.

Word formation

- 21 In your notebook, complete the words with the correct suffixes. Make any necessary spelling changes.

- 1 I'm lucky because my sister and I have no disagree .
- 2 Our parents would never accept such rude behav .
- 3 I used to be quite rebel as a teenager.
- 4 Ellen left her boyfriend after another serious argue .
- 5 If you don't get on with someone, it's better to end the relation .
- 6 Karen's rude comments made me feel fur .
- 7 I'm an adult. I don't need any discipl from you!

Get started

1 Work in pairs and answer the questions.

- 1 What would you say are the differences between a modern and a traditional wedding? Which would you prefer to attend? Why?
- 2 Is it necessary to spend a lot of money to have a memorable celebration?



Practise

2 1.16 Listen and choose the correct answer. Which fragment(s) helped you find it? Why are the other two answers wrong?

This speaker

A	is the bride's mother.
B	is a bridesmaid.
C	is a wedding photographer.

3 1.17 Usłyszysz dwukrotnie cztery wypowiedzi na temat uroczystości weselnych. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

A	shows some regrets about a wedding day.
B	gives advice on saving money when planning a wedding.
C	is a wedding planner.
D	mentions an unfortunate incident at a wedding.
E	outlines the importance of good weather for a successful wedding day.

Get lexical

4 Replace the words in bold with phrases from the recordings in exercises 2 and 3. Write the answers in your notebook.

- 1 They could have chosen a more **expensive** restaurant for the meal.
- 2 I was exhausted, so I **went to sleep** straightaway.

- 3 I **don't understand** why they only invited ten people.
- 4 My friends Roy and Sally are going to **get married** next year.
- 5 If I'd **made the decisions**, we would have had an enormous party.
- 6 It's going to be a **small and quiet** occasion, which I think is more intimate really.

5 In your notebook, complete the sentences with the verbs in the box in the correct form.

• burst • put • break • go • hold

- 1 Throwing a birthday party at a club can the bank if you've got a lot of friends.
- 2 They're going to the reception at a country hotel.
- 3 It was a great joke and everyone out laughing.
- 4 I hope it all smoothly for you at the wedding ceremony.
- 5 At the party Jane told us that she and Paul had split up and it a dampener on the evening.

Get thinking and talking

6 Work in pairs and discuss the points.

- 1 Plan an ideal wedding day for a couple of your friends.
- 2 Some people say that marriage is an outdated institution. What's your opinion? Why?

EXTENDED

Get started

1 Work in pairs and answer the questions.

- 1 Do you think there is still a wide generation gap between parents and teenagers today?
- 2 Some people say that the friends you've known longest are your best friends. Do you agree? Why (not)?

Practise

2 Read the statements and decide which are facts and which opinions. Write the answers in your notebook. Find the phrases that helped you decide.

- 1 It is said that sibling rivalry is one of the greatest motivations for children to realise their potential.
- 2 Statistics have shown that nearly half of all marriages in the UK end in divorce.

EXTENDED

- 3 I'm inclined to think that the more English you learn, the harder it gets.
- 4 According to surveys undertaken last year, the majority of young people today binge watch TV series rather than watch weekly episodes on TV.
- 5 Some elderly people are believed to spend more than four days a week without seeing another person.

3 1.18 **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz odpowiedzi w zeszycie.**

Text 1

- 1 What is the psychologist talking about?**
- A Arguing with a partner.
 - B Making the right friends.
 - C Coping with a failed relationship.

Text 2

- 2 What is the speaker doing?**
- A Complaining about the number of recent good comedy films.
 - B Encouraging new, young directors.
 - C Recommending a film to viewers.

Text 3

- 3 Which of the following is stated in the text as a fact, not an opinion?**
- A Other countries have followed Japan's lead in bringing young and elderly people together.
 - B Over 75% of elderly people in the UK are lonely.
 - C Young children can profit from associating with the older generation.

Get lexical

4 Match the words in the box with their less formal equivalents. Write the answers in your notebook.

- alleviate • bereavement • implement • liaison
- spouse

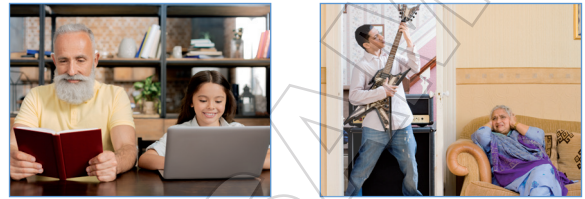
- 1 situation you're in when someone close to you dies
- 2 husband or wife
- 3 put into practice
- 4 relationship
- 5 make easier

Get thinking and talking

5 Work in pairs. Discuss how young children and elderly people can benefit from being together.

Get started

1 Work in pairs. Look at the photographs. Discuss what they tell us about the generation gap.



2 Work in pairs and answer the questions.

- 1 Is the generation gap a problem in your family? Why (not)?
- 2 What are some topics that people of different generations disagree on?
- 3 How can the generation gap cause problems at school and at a workplace?

Practise

3 Choose two correct words or expressions in each sentence to make the connection between the sentences the most logical. Write the answers in your notebook.

1 To tell the difference between generations, demographers give them names. **That's why / Surprisingly / For example**, we frequently use names such as Baby Boomers, Millennials or Generation X, Y or Z.

2 Generation Z, for instance refers to people born around the year 2000, who have never known a world without mobile phones or the Internet. **Therefore / However / So, I think** it comes as no surprise that the members of this generation do not understand why adults want to limit their time online.

3 It's true that a generation gap often affects communication in families. **Fortunately / As a result / However**, frequent misunderstandings or arguments between children and their parents or grandparents can be solved with a little help of will power.

- 4 Przeczytaj tekst, z którego usunięto trzy zdania. Do każdej luki (1–3) dopasuj brakujący fragment (A–E), tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszyte. **Uwaga:** dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.

Differences between the generations have always existed but they were not so visible in the past simply because societies were not very mobile, and new trends did not spread quickly. Young people lived with their extended families under the same roof, spent their time at school or in church. (1) Therefore, a rebellion was rare.

Then, in the fifties and sixties, came a number of revolutions that changed reality. The arrival of TV, rock music and the cinema meant that the young were influenced by more people than just their families. Actors or musicians became new idols, and with that appeared new ways of looking at the world. (2) Younger people did not understand the idea behind the senseless conflict, racial or gender intolerance, whereas the older generation were shocked by the adolescents' lack of patriotism and need for social changes.

However, the biggest generation gap has been caused by constantly developing technology, which experts call the *digital divide*. (3) While young people take to new technologies naturally, their parents often feel less enthusiastic and comfortable with it, which often produces disagreements.

Are these problems possible to overcome? Can we ever bridge the generation gap?

- A Soon afterwards, the world saw other events such as the Vietnam War, violent civil right and feminist protests which divided the generations even more.
- B For example, grandparents accuse their grandchildren of not wanting to keep in touch.
- C However, the members of the family have always argued, which is not surprising.
- D Their values came from the elders who the young would always listen to.
- E Many of them claim that it is possibly the greatest barrier between the young and the old.

- 6 Work in pairs and decide if the words in the box are used in the same way in Polish and English.

• exist • mobile • trend • rebellion • revolution
• idol • operate • barrier

- 7 In your notebook, write the correct form of the words that have been crossed out.

- 1 The generation gap was not always ~~visible~~.
- 2 Wars are seen as ~~senseless~~ by most young people.
- 3 Young people are more open to ~~racia~~ differences.
- 4 Teenagers usually feel ~~enthusiatic~~ about technology.
- 5 My grandfather feels very ~~comfortful~~ with technology.

Get thinking and talking

- 8 Read the advert. Work in pairs and discuss if you would like to take on a paid summer job like this. Justify your answer, giving at least two different reasons.

Help our senior citizens to learn how to use modern technology to:

- stay in touch with their grandchildren!
- do online shopping when they cannot walk far!
- enjoy reading and watching stuff online!

Get lexical

- 5 In your notebook, complete the sentences with the verbs in the box. Then work in pairs and discuss whether or not you agree with the statements. Justify your answers.

• bridge • produce • overcome • understand • live

- 1 Parents often don't the idea behind the teenage fascination with technology.
- 2 It's impossible to the generation gap.

- 3 Parents should never leave their children to problems on their own.
- 4 Young people should under the same roof with their parents for as long as possible.
- 5 A different taste in fashion or music often disagreements in families.


EXTENDED

Get started


1 Work in pairs. Discuss if the statements characterise the people of your generation.




- 1 We can multitask without a problem.
- 2 We are impatient and want answers here and now.
- 3 We need praising all the time, and we boast a lot.
- 4 We are money-oriented and care little about social issues.
- 5 We don't get excited about technology, it's just part of our lives.

Practise

2  Przeczytaj tekst, z którego usunięto cztery fragmenty. Do każdej luki (1–4) dopasuj brakujący fragment (A–E), tak aby otrzymać logiczny i spójny tekst. Zapisz odpowiedzi w zeszytcie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

Getting to grips with technology

Who would have thought that one day I would encounter problems with my 19-year-old daughter the way my parents did with me? (1)  I think my parents struggled to put me right, however eventually they turned me into a responsible adult. Well, with my daughter the situation seems more manageable at least on the surface. By contrast, she's hardly unruly. My problem is that she belongs to the so-called Generation Z. Below I explain how our different standpoints actually put a strain on our relationship.









For a start, you can never get through to Generation Z although they carry their phones with them everywhere. (2)  Their obsession with texting or messaging drives me up the wall. However, my daughter says that she'd rather text because this means that she can hold several 'conversations' at the same time. Another thing is their urgent need for immediate feedback, which of course has to be positive. (3)  The only trouble is that these young people cannot cope with any criticism, and what's even worse they tell you off for not liking their latest picture. To illustrate this, my daughter posted a photo of herself in a clothes shop signed 'Snazzy dress-isn't it?', and got furious with me for not responding with a thumbs-up. And to cap it all, the thing that really gets on my nerves is their attitude to solving problems on their own. Like her friends, my daughter looks for the quick answer rather than try to figure out the solution herself. (4) 

In a nutshell, those are the things we constantly clash over, and we seem to be getting nowhere. She just turns a blind eye to what I say as if it didn't matter. Mind-boggling, isn't it? The generation gap at play!

EXTENDED

Get lexical

3 Read the text in exercise 2 again. Find the synonyms to the words and expressions. The first letters have been given. Write the answers in your notebook.

- 1 meet / come across / e  a problem
- 2 have difficulty doing / s  to do something
- 3 at first glance / o  t  s 
- 4 difficult to control / u 
- 5 very difficult to imagine / overwhelming / m  -b 

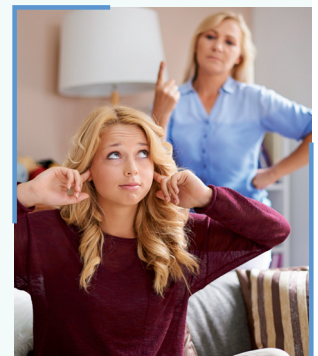
4 Choose the correct prepositions and write them in your notebook. Then translate the expressions in bold into Polish.

- 1 My parents turned me **into** / **to** a responsible adult.
- 2 Parents often can't **get to** / **through to** their children.
- 3 My kids just **drive me up** / **down** the wall.
- 4 I just **got told down** / **off** by my mother.
- 5 Parents and children often **clash above** / **over** the use of technology.
- 6 My son can really **push me through** / **to the limits**.

Get thinking and talking

5 Work in pairs and answer the questions.

- 1 To what extent is the text in exercise 2 true about you and your peers?
- 2 What do young people argue about with their parents most often?
- 3 How rebellious are you? Why do you say that?



- A Well, hardly surprising, as social media sites like Facebook let people comment, obviously favourably, on your new selfie within seconds.
- B Needless to say, their phones are always on, so why on earth aren't they responding?
- C Although they are smart users of technology, they seem unable to find the exact information they are looking for.
- D Speed is more crucial than accuracy, speed is more important than her own mental effort.
- E Rebellious was my second name, and I often pushed my old man especially to the limits with my unreliable and ridiculously arrogant behaviour.

Get started

1 Work in pairs and answer the questions.

- How would you finish the sentence: *A true soulmate ...?*
- How important is it to have a soulmate in life?

Practise

2 Read the text in Polish and its incomplete translation in English. Translate the underlined fragments in Polish version to fit into the gaps in English version.



(1) Istnieją różne rodzaje bratnich dusz. Są nimi nasi przyjaciele, (2) sympatia, brat czy siostra. Co ciekawe jednak, według psychologów, bratnia dusza to oprócz naszych bliskich przyjaciół także osoba, która (3) może zmienić nasze życie prawie z dnia na dzień. Ten typ bratniej duszy zjawia się niespodziewanie i wywraca je do góry nogami.

(4) Zwykle spotykamy takie osoby wtedy, gdy mamy potrzebę wprowadzania zmian do codziennej rutyny. Są to ludzie, (5) którzy zachęcają nas do zrewolucjonizowania naszego życia i to one dają nam energię (6) do robienia rzeczy, o których marzyliśmy. A Ty? (7) Czy już znalazłeś swoją bratnią duszę?

(1) different types of soulmates. They are our friends, our (2) , our brother or sister. However, what's interesting, according to psychologists, a soulmate, apart from our close friends, is also a person who (3) our life almost overnight. This type of a soulmate appears in our life unexpectedly and turns it upside down. We (4) people like this when we have a need to introduce changes to our regular routine. They are the people (5) to revolutionise our life, and they are the people who give us energy (6) new things we have always dreamt of doing. And you? (7) .

3 W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasach, poprawnie uzupełniającym lukę. Zapisz odpowiedzi w zeszycie.

- (*Kto cię inspiruje*) the most to do things in life?
A Who is inspiring you
B Who inspires you
C Who does inspire you

- (*Nie mogłabym*) be soulmates with a person who is an extravert.
A I will not be able to
B I may not
C I could not

- You (*musiałeś powiedzieć*) her something unpleasant for her to feel so upset.
A had to tell
B must have told
C must tell

- You (*nie powinienes skłamać*) to your best friend. It wasn't very nice.
A had better not lie
B ought not to lie
C should not have lied

- Harry and I (*mamy dużo wspólnego ze*) each other.
A have a lot in common with
B are very common to
C are common among

4 W zadaniach 1–4 wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zapisz odpowiedzi w zeszycie.

- I can't get through to Luke. His phone is all the time.
Ed and Liz got the other week. They seem so happy together.
A busy
B occupied
C engaged
- Do you keep in with your old friends?
You can get all the latest information at the of a button.
A contact
B touch
C click
- Who do you after in your family?
What new hobbies would you like to up?
A take
B look
C get
- is your best friend like?
 do you call *a soulmate* in Polish?
A How
B What
C Who


EXTENDED

Practise







- In your notebook, rewrite the nouns and verbs in the box as adjectives, using the *-ous* or *-able* suffix. Make any necessary spelling changes.


• danger • separate • admire • vary • accept
• imagine • suspicion • desire • mystery
• adventure • poison • ambition • regret • value
• compare • advise • fashion • space






EXTENDED

- 2  **Uzupełnij każdą lukę (1–6), przekształcając wyraz podany w nawiasach, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów. Zapisz odpowiedzi w zeszycie.**

:: forum :: x

I guess I'm lucky in life. (1)  (*like*) some of my friends I have found my best mate. Her name is Lizzie, and we get on like a house on fire. I'd call our relationship very (2)  (*harmony*). What I like the most is all the (3)  (*similar*) between us. We are both into the same things, we share the same (4)  (*believe*), and even look almost like twins. We are (5)  (*separate*), as we spend most of our time together. Some people would do anything to (6)  (*wide*) their circle of friends while I'm happy just to be with Lizzie.

- 3  **Wykorzystując podane wyrazy, uzupełnij zdania, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Zapisz odpowiedzi w zeszycie.**

- I find Steven extremely irritating. **NERVES**
Steven really .
- You mustn't disclose your secrets to strangers. **CIRCUMSTANCES**
 disclose your secrets to strangers.
- Ruth is always leaving a mess in her room! **WILL**
Ruth  a mess in her room.
- I'm sure they didn't argue because they are on speaking terms. **CAN'T**
They  because they are on speaking terms.
- It was a mistake for you to become friends with Mike. **OUGHT**
You  friends with Mike.

Get thinking and talking

- 4 **Work in pairs and answer the questions.**
- Have you ever met a person who has changed your life in a significant way? What happened?
 - Is it better to have one very good friend or a few good friends? Why?

Get started

- 1 **Work in pairs and answer the questions.**

- Is it difficult for you to come up with the idea for a gift? Why (not)?
- Read the posts in the forum below. Which tips and ideas do you find helpful?

:: forum :: x



Thread: Gift ideas

Betty987: A good gift shows you care about someone. Here are some ideas to think over before you start looking for a gift.

- Decide on your budget.
- Consider the occasion and the recipient's life situation.
- Think about his or her personality.
- Bear in mind the recipient's preferences, hobbies, interests, etc.
- Make the gift personal through a photo, description, packaging, etc.



Teddy1bear: The best gift doesn't have to be expensive. Handmade treats are good casual gifts for friends or the family. The more thought and imagination you put into your gift, the more loved the recipient feels.

- 2 **Describe the photograph and answer the questions.**

- What could be wrong with the gift the woman has just received, in your opinion?
- What should the man have done to make the gift lovely and special? Use the tips in the forum in exercise 1 and your own ideas.



KNOW YOUR PHRASES

- I want to write a few words here because *gift-giving concerns / applies to / has to do with almost everybody*.
- I decided to write here because I'd like to *share my experience / ask for advice / give you some advice*.
- The reason for joining the forum is that I want to *warn you against / express my opinion on expensive or unwanted gifts*.
- On the one side *a beautifully wrapped present will look more attractive*.
- One great / obvious advantage of *buying gifts online is that it's time-saving*.
- However / But bear in mind that *the recipient may be allergic to the perfume / body lotion*.
- Last week my friend got a voucher for *a parachute jump*.
- It was a(n) *terrible / invaluable* experience.
- Unfortunately, the gift didn't match *her / his personality / hobby / expectations*.
- I find this forum topic *helpful / worthless*.

Activate

3 Powiedz, że:

- 1 włączasz się do dyskusji, ponieważ temat dawania i otrzymywania prezentów dotyczy większości z nas.
- 2 chciałbyś/chciałabyś wyrazić opinię na temat drogich prezentów.
- 3 dużą zaletą kupowania prezentów w specjalnych sklepach jest piękne opakowanie.
- 4 należy mieć na uwadze, czym osoba obdarowywana się interesuje.

Practise

GET SMARTER

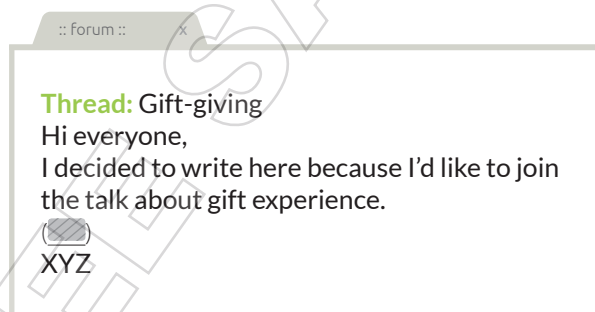
Aby tekst był spójny i logiczny, należy dopasować wypowiedź do podanego w poleceniu wstępu i zakończenia oraz klarownie powiązać ze sobą zdania i akapity.

4 Read the forum entry on the right. Complete it with the correct sentence, A or B, to make the text coherent and logical. Write the answers in your notebook.

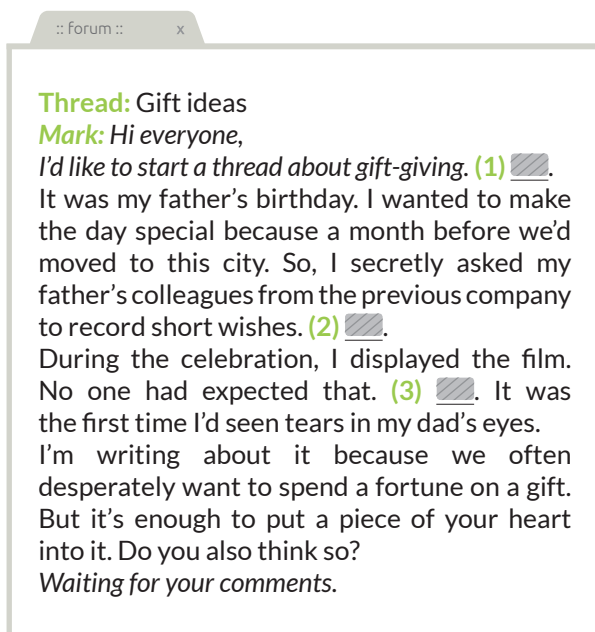
- 1 A This is because last week I experienced something worth sharing.
B I'm joining the forum because I want to express my view on gift-giving.
- 2 A I used it to make a movie.
B I used them to make a movie.

5 Podziel się na forum internetowym swoją opinią na temat dawania biletów i talonów w formie prezentu.

- Wyjaśnij, co cię skłoniło do wzięcia udziału w dyskusji.
- Podaj pozytywne i negatywne aspekty tego typu podarunków.
- Opisz sytuację, w której Ty lub inna osoba otrzymały taki prezent.
- Wyraź swoją opinię na temat tego wątku na forum.



Zapisz odpowiedź w zeszycie. Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że długość wiadomości powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są już podane). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).



- 3 A He started to sing *Happy Birthday*.
B Everybody was so moved.

Get started

1 Work in pairs and answer the questions.

- 1 How many different ways can you think of to celebrate a birthday?
- 2 What was your favourite birthday celebration when you were a child?
- 3 What would be your perfect way of celebrating a birthday now? Why?

KNOW YOUR PHRASES

- The cinema would be much less interesting than *a party* because *it's very passive*.
- If it's bad weather then *the cinema* would be more appropriate because *it's indoors*.
- On the one hand it would be great fun to *go to a theme park*, but on the other hand it might be *a bit noisy, even dangerous for a group of young kids*.
- The second option would be far more attractive to *older people* because *they generally prefer quieter places*.
- Although I personally enjoy *climbing*, I guess *going hiking* would be more acceptable, especially if *people aren't that fit*.
- Of the two pictures I would say that *a vegetarian restaurant* would go down well with fewer people than *the burger bar*.
- Taking into consideration the age group, a lot more *teens* would enjoy *a horror film* than *a romance* I would say.

Activate

2 Powiedz, że:

- 1 biorąc pod uwagę koszty z tym związane, myślisz że więcej osób byłoby zainteresowanych drugą opcją.
- 2 choć niektórym dorosłym mogłaby się podobać restauracja wegetariańska, to wydaje ci się, że bar rybny byłby dla dzieci dużo bardziej interesujący.
- 3 jeśli tego dnia będzie padać, to aktywność na świeżym powietrzu będzie się cieszyła mniejszą popularnością.
- 4 z jednej strony dzieci lubią bawić się na zewnątrz, ale z drugiej strony mogą mieć dużo radości z gier rozgrywanych w pomieszczeniu.

Practise

3 Look at the photographs. Read the task and complete it in stages 1–3 using the language in Know Your Phrases section.



You want to give your younger sister a treat for her 9th birthday. There are two options you consider.

- Choose the one that in your opinion is most suitable for this occasion, and justify your choice.
- Justify why you reject the remaining option.

- 1 The option you choose.
- 2 Three reasons why you choose this option.
- 3 The reason why you reject the other option.

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

Koleżanka z Wielkiej Brytanii, która u ciebie mieszka będzie wkrótce obchodzić swoje urodziny. Chcesz zorganizować jej przyjęcie. Masz do wyboru dwie możliwości.

Wybierz tę propozycję, która będzie, według ciebie, bardziej odpowiednia, i uzasadnij swój wybór. Wyjaśnij, dlaczego odrzucasz drugą możliwość.



- 1 Is it better to celebrate important occasions with friends or family? Why?
- 2 Some people prefer to receive experiences as birthday gifts rather than material things. What's your opinion? Why?

Get thinking and talking

5 Work in pairs. Plan a birthday party for a six-year-old boy. Think about: where / what to eat / what activities to plan.

VOCABULARY

Stages of life / Etapy życia

adolescence /ˌædəˈlesəns/ wiek dojrzewania
 adulthood /ˈædʌlthʊd/ dorosłość
 age difference /ˌeɪdʒ ˈdɪfrəns/ różnica wieku
 ask sb their age /ˌɑːsk ˌsʌmbədi ðeər ˈeɪdʒ/ pytać kogoś o wiek
 be the same age as sb /bi ðə ˌseɪm ˈeɪdʒ əz ˌsʌmbədi/ być w tym samym wieku
 become a widow / widower /bɪˈkwɪm ə ˈwɪdəʊ, ˈwɪdəʊə/ owdowieć
 childhood /ˈtʃaɪldhʊd/ dzieciństwo
 come of age /ˌkʌm əv ˈeɪdʒ/ osiągać pełnoletniość
 elderly /ˈeldəli/ w starszym wieku
 from an early age /frəm ən ˌɜːli ˈeɪdʒ/ od wczesnych lat
 future generations /ˈfjuːtʃə ˌdʒenəˈreɪʃnz/ przyszłe pokolenia
 generation gap /ˌdʒenəˈreɪʃn ɡæp/ różnica pokoleń
 get divorced /get dɪˈvɔːst/ wziąć rozwód
 get engaged /get ɪnˈgeɪdʒd/ zaręczyć się
 get married /get ˈmæriəd/ wziąć ślub
 give birth to sb /ɡɪv bɜːθ tə ˌsʌmbədi/ urodzić kogoś
 infancy /ˈɪnfənsi/ wczesne dzieciństwo
 look sb's age /lʊk ˌsʌmbəːdɪz ˈeɪdʒ/ wyglądać na swój wiek
 middle age /ˌmɪdəl ˈeɪdʒ/ wiek średni
 middle-aged /ˌmɪdəl ˈeɪdʒd/ w średnim wieku
 newborn /ˈnjuːbɔːn/ noworodek
 of all ages /əv ɔːl ˈeɪdʒɪz/ w każdym wieku
 retirement /nɪˈtaɪəmənt/ emerytura
 schoolchild /ˈskuːlˌtʃaɪld/ dziecko w wieku szkolnym
 teenager /ˈtiːnɪdʒə/ nastolatek
 toddler /ˈtɒdlə/ dziecko uczące się chodzić
 young adult /jʌŋ ˈædʌlt/ młody dorosły
 at the age of 16 /ət ði ˈeɪdʒ əv ˌsɪksˈtiːn/ w wieku 16 lat
 be 16 years of age /bi ˌsɪksˈtiːn ˈjɪəz əv ˌeɪdʒ/ być w wieku 16 lat
 for sb's age /fə ˌsʌmbəːdɪz ˈeɪdʒ/ na swój wiek
 get to old age /get tu ˌəʊld ˈeɪdʒ/ zestarzeć się, dożyć sędziwego wieku
 in sb's teens /ɪn ˌsʌmbəːdɪz ˈtiːnz/ w wieku nastoletnim
 in the age of technology /ɪn ði ˈeɪdʒ əv tekˈnɒlədʒi/ w erze technologii
 under the age of /ʌndə ði ˈeɪdʒ əv/ poniżej ... lat

Family and friends / Członkowie rodziny, koledzy i przyjaciele

aunt /ɑːnt/ ciocia
 best mate /ˌbest ˈmeɪt/ najlepszy przyjaciel / najlepsza przyjaciółka
 brother-in-law /ˈbrʌðərnɪbː/ szwagier
 classmate /ˌklɑːsmet/ kolega/koleżanka z klasy
 ex /eks/ były/była
 expect a baby /ɪkspekt ə ˈbeɪbi/ spodziewać się dziecka
 family gathering /ˌfæməli ˈɡæðərɪŋ/ spotkanie rodzinne
 fiancé / fiancée /fɪˈnseɪ, fɪˈnseɪ/ narzeczony/narzeczona
 flatmate /ˌflætmeɪt/ współlokator/współlokatorka

get on well with sb /ˌget ɒn ˈwel wɪð ˌsʌmbədi/ być z kimś w dobrych stosunkach
 grandad /ˈɡrænˌdæd/ dziadek
 granny /ˈɡræni/ babcia
 great-grandfather /ˌɡreɪt ˈɡrænfaːðə/ pradziadek
 great-grandmother /ˌɡreɪt ˈɡrænmlðə/ prababcia
 grow up /ˌɡrəʊ ˈʌp/ dorastać
 hang out with sb /ˌhæŋ ˈaʊt wɪð ˌsʌmbədi/ spędzać z kimś czas
 have sth in common with sb /ˌhæv sʌmθɪŋ ɪn ˈkɒmən wɪð ˌsʌmbədi/ mieć z kimś coś wspólnego
 identical twin /aɪˌdentɪkəl ˈtwin/ jedno z bliźniąt jednojajowych
 immediate family /ɪˌmɪːdiət ˈfæməli/ najbliższa rodzina
 look up to sb /lʊk ˈʌp tə ˌsʌmbədi/ podziwiać kogoś
 make friends with sb /ˈmeɪk frendz wɪð ˌsʌmbədi/ zaprzyjaźnić się z kimś
 mother-in-law /ˈmʌðərɪnˌlɔː/ teściowa
 nephew /ˈnefjuː/ siostrzeniec, bratanek
 niece /niːs/ siostrzenica, bratanica
 only child /əʊnli ˈtʃaɪld/ jedynak/jedynaczka
 partner /ˈpɑːtnə/ partner
 peer /piə/ rówieśnik
 quality time /ˌkwɒlɪti ˈtaɪm/ czas przeznaczony dla rodziny
 relative /ˈrelatɪv/ krewny/krewna
 sibling /ˈsɪblɪŋ/ brat lub siostra
 single-parent family /ˌsɪŋɡl ˈpeərənt ˌfæməli/ niepełna rodzina
 soulmate /ˈsəʊlmeɪt/ bratnia dusza
 stepfather / stepmother /ˈstepˌfɑːðə, ˈstepˌmʌðə/ ojczym/macocha
 take after /teɪk ˈɑːftə/ być podobnym (do kogoś)
 teammate /ˈtiːmmeɪt/ kolega/koleżanka z drużyny
 uncle /ˈʌŋkəl/ wuj, stryj
 workmate /ˈwɜːkmeɪt/ kolega/koleżanka z pracy
 acquaintance /əˈkweɪntəns/ znajomy/znajoma
 adoption /əˈdɒp(ə)n/ adopcja
 adult /ˈædʌlt/ dorosły
 befriend /bɪˈfrend/ zaprzyjaźnić się
 bring up /brɪŋ ˈʌp/ wychowywać
 casual relationship /ˌkæʒʊəl nɪˈleɪʃnɪp/ krótkotrwały związek
 extended family /ɪkˌstendɪd ˈfæməli/ rodzina wielopokoleniowa
 foster child /ˌfɒstə ˈtʃaɪld/ przybrane dziecko
 foster family /ˌfɒstə ˈfæməli/ rodzina zastępcza
 friend /ˈfrend/ przyjaciel
 friendless /ˈfrendləs/ pozbawiony przyjaciół
 friendliness /ˈfrendlɪnəs/ życzliwość
 (un)friendly /ˌʌnˈfrendli, ˈfrendli/ (nie)życzliwy
 friendship /ˈfrendʃɪp/ przyjaźń
 grown-up /ˈɡrəʊnʌp/ dorosły
 half brother / half sister /ˈhɑːfˌbrʌðə, ˈhɑːfˌsɪstə/ brat przyrodni / siostra przyrodnia (wspólny jeden rodzic)
 keep in touch /kiːp ɪn ˈtʌtʃ/ utrzymywać kontakt
 orphan /ˈɔːfən/ sierota

relations /rɪˈleɪʃ(ə)nz/ związki, relacje
 steady relationship /ˌstedɪ nɪˈleɪʃnɪp/ stały związek
 stepbrother / stepsister /ˌstepˌbrʌðə, ˌstepˌsɪstə/ brat przyrodni / siostra przyrodnia (brak wspólnych rodziców)
 turn 16 /ˌtɜːn ˌsɪksˈtiːn/ skończyć 16 lat

Everyday activities / Czynności życia codziennego

brush your teeth /ˌbrʌʃ jə ˈtiːθ/ myć zęby
 catch a bus / tram / train /kæʃ ə bʌs, træn, treɪn/ wsiąść do autobusu/tramwaju/pociągu
 do your hair /ˌduː jə ˈheə/ układać włosy
 do your homework /ˌdɔː jə ˈhəʊmwɜːk/ odrabiać lekcje
 get dressed /get ˈdrest/ ubierać się
 get up /ˌget ˈʌp/ wstawać
 have a late night studying /ˌhæv ə leɪt naɪt ˈstʌdɪŋ/ uczyć się do późna
 have a lie-in /ˌhæv ə ˈlaɪˈɪn/ późno wstać, poleżeć dłużej w łóżku
 have breakfast / dinner / supper /ˌhæv ˈbrekfəst, ˈdɪnə, ˌsʌpə/ jeść śniadanie/obiad/kolację
 help out /ˌhelp ˈaʊt/ pomagać
 iron /ˈaɪən/ prasować
 keep your room tidy /kiːp jə ruːm ˈtaɪdi/ utrzymywać porządek w pokoju
 leave your room in a mess /liːv jə ˈruːm ɪn ə ˌmes/ zostawić bałagan w pokoju
 pack for school /ˌpæk fə ˈskuːl/ pakować się do szkoły
 put on a wash /ˌpʊt ɒn ə ˈwɒʃ/ nastawić pralkę
 set the alarm /set ði ə ˈlɑːm/ nastawić budzik
 tidy up your room /ˌtaɪdi ʌp jə ˈruːm/ sprzątać swój pokój
 wake up /ˌweɪk ˈʌp/ budzić się

Free time activities / Formy spędzania czasu wolnego

be stuck indoors /bi stʌk ɪnˈdɔːz/ zostać w domu
 chat with friends /tʃæt wɪð ˈfrendz/ rozmawiać ze znajomymi
 do crosswords /ˌdɔː ˈkrɒswɜːdz/ rozwiązywać krzyżówki
 do drawings /ˌdɔː ˈdɒːɪŋz/ rysować
 do sports /ˌdɔː spɔːts/ uprawiać sport
 do Sudoku puzzles /ˌdɔː suːˈdʊːkuː ˈpʌz(ə)lz/ rozwiązywać Sudoku
 eat out /iːt ˈaʊt/ jeść poza domem
 get together /get tə ˈɡeðə/ spotkać się
 go clubbing /ˌɡəʊ ˈklʌbɪŋ/ chodzić do klubów
 go cycling /ˌɡəʊ ˈsaɪk(ə)lɪŋ/ jeździć na rowerze
 go for walks /ˌɡəʊ fə ˈwɔːks/ chodzić na spacer
 go horse-riding /ˌɡəʊ hɔːsˈraɪdɪŋ/ jeździć konno
 go jogging /ˌɡəʊ ˈdʒɒɡɪŋ/ uprawiać jogging
 go swimming /ˌɡəʊ ˈswɪmɪŋ/ pływać
 go to music gigs /ˌɡəʊ tə ˈmjuːzɪk ˌɡɪɡz/ chodzić na koncerty
 go to the cinema /ˌɡəʊ tə ðə ˈsɪnəmə/ chodzić do kina
 gossip /ˈɡɒsɪp/ plotkować
 have a laugh /ˌhæv ə ˈlɑːf/ śmiać się
 have a quiet night in /ˌhæv ə ˈkwaɪət naɪt ɪn/ spędzić spokojny wieczór w domu
 join sb /dʒɔɪn ˌsʌmbədi/ dołączyć do kogoś

make films online /,meɪk fiɪlmz 'ɒn,lain/ robić filmy za pomocą programów dostępnych w Internecie

party /'pa:ti/ chodzić na imprezy

play a musical instrument /,pleɪ ə mju:zɪk(ə)l 'ɪnstɹəmənt/ grać na instrumencie muzycznym

play board / card games /,pleɪ bɔ:d, kɑ:d geɪmz/ grać w gry planszowe / karciane

play computer games /,pleɪ kəm'pjʊ:tə geɪmz/ grać w gry komputerowe

play in a band /'pleɪ ɪn ə ,bænd/ grać w zespole muzycznym

read blogs /,ri:d 'blɒgz/ czytać blogi

socialise /'səʊʃəlaɪz/ spędzać czas z innymi

spend time doing sth /,spend taɪm 'du:ɪŋ 'sʌmθɪŋ/ spędzać czas na robieniu czegoś

spend time with sb /,spend 'taɪm wɪð ,sʌmbədi/ spędzać z kimś czas

take photographs /,teɪk 'fəʊtə,grɑ:fs/ robić zdjęcia

take up new hobbies /,teɪk ʌp nju: 'hɒbɪz/ znaleźć nowe zainteresowania

throw parties /,θrəʊ 'pɑ:tɪz/ wydawać przyjęcia

visit an art exhibition /,vɪzɪt ən ɑ:t ,eksɪ'bjʃ(ə)n/ zobaczyć wystawę sztuki

watch a TV series /,wɒtʃ ə ,ti:'vi: 'siəri:z/ oglądać serial

Holidays and celebrations / Święta i uroczystości

anniversary /,æni'vɜ:səri/ rocznica

basket /'bɑ:skɪt/ koszyk

best man /,best 'mæn/ świadek na ślubie

blow out candles /bləʊ ɔ:t 'kænd(ə)lz/ zdmuchiwać świeczki

bride /braɪd/ panna młoda

bridegroom /'braɪdgrɒm/ pan młody

chocolate eggs /,tʃɒkəlæt 'egz/ czekoladowe jajka

Christmas /'krɪsməs/ Boże Narodzenie

congratulations /kən,grætʃə'leɪʃənz/ gratulacje

dress up as a witch /,dres ʌp əz ə 'wɪtʃ/ przebierać się za czarownicę

Easter /'i:stə/ Wielkanoc

Easter bunny /,i:stə 'bʌni/ zajęczek wielkanocny

exchange rings /,ɪk'stʃeɪndʒ 'rɪŋz/ wymieniać obrączki

fancy dress party /,fænsɪ 'dres ,pɑ:ti/ bal przebierańców

greetings card /'gri:tɪŋz kɑ:d/ kartka z życzeniami

honeymoon /'hʌnɪmu:n/ miesiąc miodowy

lanterns /'læntənz/ lampiony

light fireworks /,laɪt 'faɪəwɜ:ks/ odpalać fajerwerki

New Year's Day /,nju: jɪəz 'deɪ/ Nowy Rok

pumpkin /'pʌmpkɪn/ dynia

reception /rɪ'sepʃən/ przyjęcie

service /'sɜ:vɪs/ ceremonia

sing carols /,sɪŋ 'kærəlz/ śpiewać kolędy

Valentine's Day /'væləntaɪnz ,deɪ/ walentynki

wrap up gifts /,ræp ʌp 'gɪfts/ pakować prezenty

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

argument /'ɑ:gjʊmənt/ kłótnia

behaviour /bi'heɪvjə/ zachowanie

disagreement /,dɪsə'grɪ:mənt/ nieporozumienie

disciplining /'dɪsɪplɪnɪŋ/ pouczanie

furious /'fjʊəriəs/ wściekły

rebellious /rɪ'belɪəs/ buntowniczy

relationship /rɪ'leɪʃnɪp/ związek

ask sb out /,ɑ:sk sʌmbədi 'aʊt/ zapraszać kogoś na randkę

be attracted to sb /,bi ə'trækt tə ,sʌmbədi/ być kimś zainteresowanym

be crazy about sb/sth /,bi 'kreɪzi ə'bəʊt ,sʌmbədi, ,sʌmθɪŋ/ oszaleć na punkcie kogoś/ czegoś

bust-up /'bʌstʌp/ kłótnia

cheat on sb /'tʃi:t ɒn ,sʌmbədi/ zdradzać kogoś

dump sb /'dʌmp ,sʌmbədi/ rzucić kogoś

fall in love /,fɔ:l ɪn 'lʌv/ zakochać się

fall out /,fɔ:l 'aʊt/ zerwać

get on like a house on fire /,get ɒn ,laɪk ə 'haʊs ɒn 'faɪə/ świetnie się dogadywać

get on sb's nerves /,get ɒn səm,bɑ:di 'nɜ:vz/ dźwierać komuś na nerwy

get over sth /,get 'əʊvə ,sʌmθɪŋ/ dojść do siebie

go on a date /,gəʊ ɒn ə 'deɪt/ iść na randkę

go out together /,gəʊ ɔ:t tə'geðə/ spotykać się z kimś

go through a bad patch /,gəʊ θru: ə 'bæd 'pætʃ/ przechodzić kryzys

have a crush on sb /,hæv ə 'krʌʃ ɒn ,sʌmbədi/ zadurzyć się w kimś

have a row /,hæv ə 'rəʊ/ pokłócić się

make up /,meɪk 'ʌp/ pogodzić się

patch up the differences /,pætʃ ʌp ðə 'dɪfrənsɪz/ dojść do porozumienia

split up /,splɪt 'ʌp/ zerwać

tie the knot /,taɪ ðə 'nɒt/ wziąć ślub

LISTENING

break the bank /,breɪk ðə 'bæŋk/ wydać fortunę

burst out laughing /,bɜ:st ɔ:t 'lɑ:fɪŋ/ wybuchnąć śmiechem

go smoothly /,gəʊ 'smu:ðli/ pójść gładko

hit the pillow /hɪt ðə 'pɪləʊ/ pójść spać

hold a reception /,həʊld ə nɪ'sepʃ(ə)n/ wydać przyjęcie

it escapes me /ɪt ɪ'skeɪps ,mi: / nie rozumiem

left to oneself /,left tə wʌn'self/ decydować samodzielnie

low key /,ləʊ ki:/ skromny

put a dampener on sth /,pʊt ə 'dæmpənə ɒn ,sʌmθɪŋ/ zepsuć atmosferę czegoś

upmarket /,ʌp'mɑ:kɪt/ z wyższej półki

alleviate /ə'li:vɪeɪt/ łagodzić

bereavement /bi'ri:vmənt/ żałoba

implement /'ɪmplɪmənt/ wprowadzać w życie

liaison /li'eɪzn/ związek

make a passing comment about sth /,meɪk ə ,pɑ:sɪŋ kɒmənt ə'bəʊt ,sʌmθɪŋ/ wspomnieć o czymś

rookie director /,rɒki də'rektə/ początkujący reżyser

spouse /spaʊz/ małżonek

READING

barrier /'bæriə/ bariera

bridge the gap /,brɪdʒ ðə 'gæp/ zmniejszyć różnicę

comfortable /'kʌmfətəb(ə)l/ swobodnie, wygodnie

enthusiastic /ɪn,θju:zɪ'æstɪk/ entuzjastyczny

exist /ɪg'zɪst/ istnieć

idol /'aɪd(ə)l/ idol

live under the same roof /,lɪv 'ʌndə ðə ,seɪm ,ru:f/ mieszkać pod jednym dachem

mobile /'məʊbaɪl/ mobilny, przenośny

operate /'ɒpəreɪt/ działać, przeprowadzać operację

overcome problems /,əʊvə'kʌm 'prɒbləmz/ przezwyciężyć problemy

produce disagreements /,prə'dju:s ,dɪsə'grɪ:mənts/ generować problemy

racial differences /,reɪʃl 'dɪfrənsəs/ różnice związane z rasą

rebellion /rɪ'belɪən/ rebelia

revolution /,revə'lu:ʃn/ rewolucja

senseless /'senslɪs/ bezsensowny

trend /trend/ trend

understand the idea behind sth /,ʌndə'stænd ðə aɪ'dɪə bi'hænd ,sʌmθɪŋ/ rozumieć przyświecającą czemuś ideę

visible /'vɪzəb(ə)l/ widoczny

clash over sth /,klæʃ 'əʊvə ,sʌmθɪŋ/ sprzeczać się o coś

drive sb up the wall /,draɪv sʌmbədi 'ʌp ðə ,wɔ:l/ doprowadzić kogoś do szału

encounter a problem /,ɪn'kaʊntə ə 'prɒbləm/ napotkać problem

get through to sb /,get θru: tə ,sʌmbədi/ dotrzeć do kogoś

get told off /,get 'təʊld ɒf/ zostać zbesztanym

mind-boggling /'maɪnd ,bɒgəlɪŋ/ niewiarygodny

on the surface /,ɒn ðə 'sɜ:fɪs/ na pierwszy rzut oka

push sb to the limits /,pʊʃ sʌmbədi tə ðə 'lɪmɪts/ doprowadzać kogoś do szału

struggle to do sth /'strʌgl tə ðə ,sʌmθɪŋ/ mieć z czymś trudności

turn sb into sth /,tɜ:n sʌmbədi 'ɪntə ,sʌmθɪŋ/ zmienić kogoś w coś

unreliable /,ʌnɪ'reɪəbl/ niegodny zaufania



Artykuły spożywcze

1 Copy the table in your notebook. Put the words in the correct column. Put a cross (x) next to the foods you do not like. Then add one word to each category.

Fruit	Vegetables	Meat	Seafood / Fish	Drinks

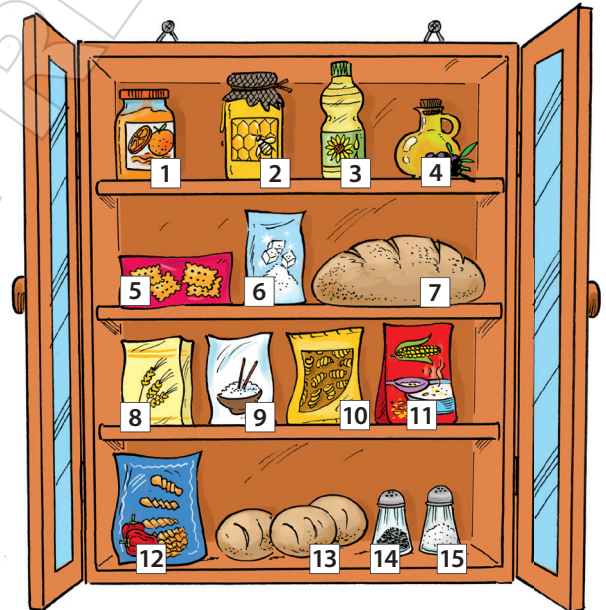
- tuna • milk • beef • blackberry • pork • cherry
- lamb • lettuce • prawn • tomato • peach
- strawberry • bean • grape • turkey • pea • cabbage
- herring • mackerel • fizzy drink • cucumber
- salmon • potato • onion • bacon • broccoli
- sparkling water • garlic • chicken • sausage
- pear • lobster • steak • trout • raspberry
- still water • leek • sweet corn • sweet pepper
- freshly-squeezed juice • lemonade • beetroot
- spinach

2 Work in pairs. Look at the words in exercise 1 and decide if the foods beginning with the same letter go with each other.

” beef, blackberry, broccoli



3 Label the pictures with the correct words and write them in your notebook.



Collocations

- 4 EXTENDED In your notebook, complete the expressions with the words in the box.

•cheese •pork •chocolate •coffee •chicken •bread

- 1 blue / goat's / mature _____
- 2 _____ breast / wing / leg
- 3 wholemeal / rye / sliced _____
- 4 plain / dark / soft-centre _____
- 5 _____ chops / stew / pie
- 6 ground / instant / white or black _____

- 5 EXTENDED Read the menu and decide which meal would be suitable for vegetarians and vegans. Why aren't the other meals suitable?



Collocations

- 6 Complete the expressions and write them in your notebook.

- 1 a _____ of bread
- 2 a _____ of tomatoes
- 3 a _____ of crisps
- 4 a _____ of tea
- 5 a _____ of sandwiches
- 6 a _____ of marmalade
- 7 a _____ of cereal
- 8 a _____ of chocolate

- 7 Use the words in the box to translate the fragments in brackets. Add any other necessary words and write the sentences in your notebook.

•tinned •dried •stale •frozen •citrus •raw •fresh

- 1 I adore _____ (*surowe marchewki*).
- 2 To make this dish, you need _____ (*pomidory w puszce*).
- 3 _____ (*Mrożone maliny*) are as tasty as _____ (*świeże*) ones.
- 4 _____ (*Suszone śliwki*) are just delicious!
- 5 Can you get some fresh bread? This is _____ (*czerstwy*).
- 6 _____ (*Cytrusy*) is the best in the winter time.

- 8 EXTENDED Answer the questions.

- 1 Which of these is not a herb?
mint parsley rosemary nut
- 2 Which of these is not a spice?
asparagus cinnamon ginger curry
- 3 Which of these is not a vegetable?
horseradish radish vinegar leek
- 4 Which of these is not a fruit?
apricot kale blueberry tangerine

- 9 Work in pairs. Use the vocabulary in exercises 1–7 to prepare a 10-item quiz for your partner. You may use some of the following ideas for questions.

- Translate ... into Polish / English
- Enumerate ...
- Say which is the odd one out
- Give the synonym / antonym to ...

Posiłki i ich przygotowanie

- 10 Read the names of different meals. Work in pairs and suggest the healthiest option(s) for each of them. Do not repeat the food items.

- | | |
|-------------|------------|
| 1 breakfast | 5 tea |
| 2 brunch | 6 dinner |
| 3 lunch | 7 supper |
| 4 snack | 8 barbecue |



11 Label the photographs with the words in the box. Write the words in your notebook.

- mug • fork • frying pan • kettle • spoon • saucer
- chopping board • saucepan • knife • teaspoon
- plate



12 EXTENDED In your notebook, match the definitions with the correct words in the box.

- tin opener • corkscrew • sieve
- wooden spoon • cutlery • crockery • ladle

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

13 Choose the correct verbs and write them in your notebook.

- 1 **Chop / Blend** one onion and two gloves of garlic into small pieces.
- 2 **Heat / Burn** up some oil in the frying pan and **attach / add** the onion and the garlic. **Fry / Roast** for two minutes until soft.
- 3 To **make / do** the sauce, add the minced meat, and **stir / beat** to mix in with the onion and garlic. Add the tomato passata. Cook on low temperature for 40 minutes. Keep stirring occasionally so that it does not **burn / melt**.
- 4 In the meantime, **boil / cook** the water and cook the spaghetti according to the instructions. **Drain / Pour** it when it is ready and put aside.
- 5 **Season / Mix** the sauce with salt and pepper. **Cut up / Squeeze** some basil leaves.
- 6 **Peel / Grate** some hard cheese.
- 7 **Place / Steam** some spaghetti on the plate and **pour / throw** some sauce on top of it. **Stir / Sprinkle** with the basil leaves and grated cheese. Enjoy!

14 Choose six verbs which were the wrong answers in exercise 13. Make expressions with them like in the example.

” blend fruit with yogurt

Prepositions

15 In your notebook, complete the sentences with the correct prepositions.

- 1 Roast the meat the oven an hour.
- 2 What ingredients do you need this dish?
- 3 The milk has gone , so don't add it your coffee.
- 4 We've run of butter. Could you get some more the corner shop, please?
- 5 We usually go a jar of jam every week.
- 6 How often do you eat ? What's your favourite restaurant?
- 7 Help yourself more cake if you want.

16 Work in pairs. Give an example of food you associate with the qualities.

- | | | |
|---------|-----------|----------|
| 1 sour | 4 ripe | 7 sickly |
| 2 sweet | 5 bitter | 8 fatty |
| 3 spicy | 6 savoury | |

17 Read the sentences and decide if they sound positive or negative.

- 1 This main course tasted a bit **bland**.
- 2 The meat is **tender**.
- 3 The soup tastes absolutely **disgusting**.
- 4 The salad is **delicious**.
- 5 These chips are awfully **greasy**.
- 6 The steak is definitely **overdone**. So tough!
- 7 The ice-cream looks **mouth-watering**.
- 8 The starter is pretty **tasteless**.
- 9 This sauce looks **off-putting**.
- 10 This pasta dish is really **flavoursome**.

18 In your notebook, match the questions and the answers.

- 1 How hungry are you?
 - 2 Would you like a second helping?
 - 3 How's the lasagna?
 - 4 I could do with a cup of tea. And you?
 - 5 How about a take away tonight?
- a Absolutely heavenly!
b Italian or Chinese?
c I'm absolutely starving.
d How about the coffee place round the corner?
e No, thank you. I'm full.

Phrasal verbs

19 EXTENDED Choose the correct words and write them in your notebook. Then paraphrase the phrasal verbs.

- I've eaten something that **disagrees to / with** me.
- Harry must have been hungry because he **wolfed down / up** his dinner in no time.
- We tend to **eat in / inside** so as not to spend too much money on restaurants.
- Let's **drink for / to** the happy couple!
- If you have a cooked breakfast, it will **fill you in / up**.
- I'm pretty good at **rustling over / up** a meal using the leftovers.
- Eat a substantial meal rather than **pick on / at** things all day.

Confusing words

20 In your notebook, complete the sentences with the correct words.

- recipe • receipt • bill
I'm looking for a [] to make a nice Chinese stir-fry.
Waiter! Can we have the [], please?
Here's your change and your [].
- cook • cooker
We need a new []. This one has broken down.
My father works as a [] in an Indian restaurant.
- meal • dish • course
Bigos is a traditional Polish [].
Families should sit down to a [] together at least once a week.
What have you ordered for the first []?
- desert • dessert
How about some ice-cream for []?
The Sahara is a [].
- tasty • tasteful
The dinner was very [].
Your flat is full of [] furnishings.

21 EXTENDED Read the verbs and decide if they are synonyms to eat or drink. Then work in pairs. Imagine you are at a party. Use the verbs to comment on the imaginary guests' eating and drinking behaviour.

- sip • munch on • have a bite • swallow
- gulp down • scoff • nibble • snack on • pig out • pour

“ Sam is sipping his orange juice.

Lokale gastronomiczne

22 In your notebook, complete the restaurant reviews with the correct words in the box.

- book • atmosphere • order • serves • tip
- service • bill • average • chef • affordable

1

I just love this restaurant. They have a new (1) [] who (2) [] wonderful vegetarian meals. The prices are (3) [], and the (4) [] is very quick. It's not easy to (5) [] a table there as they are very busy.



2

The place is really horrible. For a start, you wait for ages to (6) [] your meal and then to get your (7) []. We left a £10 (8) [] for their service, which is far too much in my opinion. The food is (9) [], and the whole place just lacks (10) [].

23 In your notebook, match the words in column A with the words in column B to make collocations. Then use them in your own sentences.

A		B	
service	set	course	for two
table	Thai	menu	takeaway
main		charge	

Diety

24 Choose two correct words in each line and write them in your notebook.

- 1 *put on / lose / waste* weight
- 2 *heavy / crash / light* meal
- 3 *ready-made / total / convenience* meals
- 4 *go on / stick to / do up* a diet
- 5 *balanced / poison / healthy* diet
- 6 *whole / fast / junk* food
- 7 *gluten-free / fast / low-fat* diet

Get started

1 Work in pairs and answer the questions.

- 1 Have you ever tried to give up eating something?
- 2 Do you think everyone should learn to cook? Why (not)?

Practise

2 1.19 Listen and explain why the answers A and B are incorrect. Think of the answer that would be correct.

The boy is careful with his food because

A	he wants to get thinner.
B	he wants to get more strength for sports.

3 1.20 Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz odpowiedzi w zeszycie.

- 1 What are the teenagers arranging to celebrate Sally's birthday?
 - A Eat a Chinese meal.
 - B Go to the theatre.
 - C Look after her nephew.
- 2 What is the man doing?
 - A Giving advice on healthy eating.
 - B Promoting a TV programme.
 - C Taking part in a cookery competition.
- 3 What is the girl doing in her voicemail?
 - A Offering to cook dinner.
 - B Apologising for being late.
 - C Explaining why she won't eat a meal.
- 4 There are fewer small dairy farms now than in the past because farmers
 - A have found it difficult to cover their costs.
 - B don't have the space for large numbers of cows.
 - C can't afford to buy new advanced equipment.
- 5 What is true about Molly?
 - A She is getting heavier.
 - B She eats a lot of chocolate.
 - C She believes that chocolate is beneficial for health.
- 6 Why does the girl think the new café was full?
 - A It's got a good, varied menu.
 - B The service and atmosphere are good there.
 - C People wanted to see what it was like.

Get lexical

4 Choose the correct words and write them in your notebook.

- 1 Yes, I'd love to go out for a meal, but could we **put / make** it after 6:30, please?
- 2 Booking online sounds like a(n) **arrangement / plan**.
- 3 Butcher's shops will soon be a(n) **thing / example** of the past.
- 4 Lots of small supermarkets have gone **down / out** of business recently.

Get thinking and talking

5 Work in pairs. Discuss if some foods you eat bring back memories of different times in your life.

EXTENDED

Get started

1 Work in pairs and answer the questions.

- 1 What do people generally expect from a good restaurant or café?
- 2 Do you think it's worth complaining if you're not happy with a restaurant or café? Why (not)?

Practise

2 1.21 Read question 1 in exercise 3. Listen to the first part of the interview and choose the correct answer. Which words or phrases in the text helped you decide?

3 1.21 Usłyszysz dwukrotnie wywiad z Amelią, która opowiada o swojej pracy. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz odpowiedzi w zeszycie.

- 1 Which is true about the staff at the restaurants that Amelia visits?
 - A They try to impress her because she's important.
 - B They are unaware of the reason for her visit.
 - C They ask her advice on improvements they could make.
 - D They make contributions to her assessment.
- 2 A *mystery diner* can expect to
 - A be paid for the time they spend in the restaurant.
 - B have all travel expenses to a restaurant covered.
 - C eat as large a meal as they would like.
 - D be paid back for what they spend on the basic restaurant bill.

EXTENDED

- 3 Answering the question about her duties, Amelia mentions that she has to
- A decide for herself what to comment on.
 B remain at her table the whole time.
 C complain directly if the meal is inedible.
 D include notes about staff-customer interaction.
- 4 Amelia was recommended to apply because
- A she had a lot of experience in cooking.
 B she was quite critical of restaurant menus.
 C she was observant and enjoyed food.
 D she needed to do something different.
- 5 How did Amelia feel about her first assignment?
- A She was worried and nervous before the meal.
 B She was relieved to be given an assignment.
 C She was disappointed when it was over.
 D She was upset because she forgot things to include.

Get lexical

- 4 Choose the correct words and write them in your notebook.
- 1 I'm slowly working my *path / way* through the list of things mum asked me to do while she's away.
 2 I would never *fork / spoon* out £100 for a dinner!
 3 I've got a cookery lesson on Saturday, but *different / other* than that I'm free all day.
 4 Dad usually has to pay *upfront / priority* for his hotel room, but he gets it back from the company later.
- 5 In your notebook, complete the sentences with the words in the box.

•reassured •daunting •particular •unfounded

- 1 Cooking for fifteen people was a really task, but I did it.
 2 I thought that I might not like the food they served, but my concerns were completely - everything was delicious.
 3 Some people are very about the amount of calories in their food.
 4 My dad was worried about his cholesterol levels, but he was after his latest medical check-up.

Get thinking and talking

- 6 Work in pairs. Choose a restaurant or café you both know and rate it on the points you mentioned in exercise 1.

Get started

- 1 Work in pairs and answer the questions.

- 1 How important is it for you to eat your meals with your family? Why?
 2 Do you and your family tend to waste a lot of food? What makes you say that?


Practise

- 2 Read the text and answer the questions.

When was the last time your family sat together during the week and had a meal? Statistics show that, sadly, it isn't the case very often. The members of the family return home at different times, which makes a family dinner impossible to arrange. It's

a great shame because eating together is very beneficial for the family. During the meals, children and parents can share the news of the day, laugh together and, therefore, bond. Family meals create a greater sense of belonging which is essential for our well-being.

Which word(s) or phrase(s) tell us

- 1 how the author feels about families not eating together?
 2 eating together is good for us?
 3 families get closer when they eat together?
- 3  Przeczytaj trzy teksty na tematy związane z jedzeniem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz odpowiedzi w zeszycie.

Text 1

Family meals have a number of benefits, some of which may not look obvious. Research says that if families with teenagers sit down together to eat at least five times a week, the teens are less likely to start smoking, drinking, or taking drugs. It could be connected with the fact that, during the meal, they have the chance to talk their problems over and do not need to use any stimulants to feel more self-confident. Another advantage is that teenagers who eat with their parents get higher grades and build healthier relationships with their peers. Does a meal together mean a happy child then?

1 Which of this information is not mentioned in the text?

- A Family meals influence teenagers' performance at school.
 B Teenagers who eat with their families have a greater self-belief.
 C Frequent meals with your loved ones make teens more talkative.

Text 2

:: blog :: x

Hi everyone!
 You want my opinion? I simply adore barbecues. In fact, they are a big deal to people in Britain. As a nation, we just take every single opportunity to cook food in our gardens despite the weather. In my family, we get outside come rain or shine and grill our food on the BBQ. Why? Barbecued food tastes delicious, and you can have a great variety of dishes that you can prepare, from sausages to vegetables or even fruit. It's also pretty straightforward to make. However, the best part is the fact that we can mix with others outdoors. It's pure enjoyment. I hope you share this view.

2 Why did the author write the post?

- A To encourage people to organise barbecues.
- B To find out other people's opinions about barbecues.
- C To explain why the British are fond of barbecues.

Text 3

SIGN UP FOR ONE OF OUR COURSES NOW AND LEARN WHY:

- ✓ consuming on-the-go foods reduces our satisfaction from eating food, and makes you eat more, therefore put on weight,
- ✓ eating from a plate at the table helps you stay slimmer and avoid feeling full,
- ✓ it's necessary to ban electronic devices from your dinner table to allow you to concentrate on and enjoy the meal more,
- ✓ table savoir vivre matters, and how it can help you make a career.

3 What is the main idea behind the course?

- A To learn about proper eating habits.
- B To find out more about a variety of healthy diets.
- C To get information about table manners.

Get lexical

4 In your notebook, complete the sentences with the correct prepositions. Then check your answers in the texts in exercises 2 and 3.

- 1 Family meals create a greater sense belonging, which is essential our well-being.
- 2 Families with teenagers should sit together to eat at least five times a week.
- 3 During the meal, teens have the chance to talk their problems .
- 4 You can have a great variety dishes that you can prepare, sausages and fish vegetables and fruit.

5 In your notebook, match the expressions in the box which have a similar meaning.

- be a big deal to somebody • adore • have the chance
- straightforward • build relationships
- have the opportunity • obvious • enjoy • bond
- be essential

Get thinking and talking

6 Work in pairs. Use as many expressions in exercise 5 as possible to summarise why eating together is important. Add your own ideas.

EXTENDED

Get started

1 Work in pairs and answer the question.

- 1 What food products can you always find in your fridge? Which do you keep running out of?

Practise

2 Read the text and find the expressions which mean


- 1 were willing to accept a difficult task.
- 2 getting rid of food (x 2).
- 3 one aspect of the campaign.
- 4 share culinary ideas.

:: www :: x

#ExpressYourShelf was a successful social campaign to raise the awareness of food waste. It involved a few food bloggers who volunteered to take on the challenge of living for one week without throwing any food away. The bloggers posted their recipes for using up all the leftovers to encourage people to think twice before they chuck anything out into the bin. Part of their initiative was also to make people examine their fridges, larders, and cupboards to establish what products there are and what can be cooked with them. People who followed the campaign were asked to share their 'shelfies' (photos of the places where they keep food) with others on Twitter and Instagram, and pass on their favourite recipes for the leftovers.



EXTENDED

- 3  **Przeczytaj tekst na temat dzielenia się jedzeniem. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz odpowiedzi w zeszyty.**

Food sharing, which originated in Austria and Germany, is a relatively new trend taking the so-called Western world by storm. Food sharing centres are springing up across our cities, and apps are being invented to help people give away food they do not want anymore. Why has it become such a craze? Simply because societies have realised that up to 40 % of food produced is wasted, and that such wastage is just irresponsible behaviour. Sharing rather than chucking food out seems to fit in with a larger social movement to lead a sustainable, eco-friendly, and zero-waste life.

Experts call this trend 'food sharing economy', and believe that it will one day become common practice. How does it work? Anyone who wishes to take part in the programme downloads an app which allows them to notify people living locally that there is some excess food or edible leftovers to be collected from their place. Sometimes people have a half-eaten pizza or party food to salvage, or often they have bought too much and want to donate it to others before it goes off.

The good news is that it's not only individual people who partake in this initiative. There are more and more grocery shops, bakeries, farms, hotels, and restaurants which are willing to participate. Food is distributed to those in need as well as those who are simply keen to save food. It's a win-win situation, in which food manufacturers and businesses are seen as promoting sustainability and people receive food products or meals for free. Of course, there are those who squirm at the idea, especially when it comes to eating somebody else's pizza, and find the idea disgusting. However, people who are part of the 'food sharing family' make sure that what they share is fit for consumption, clean, and kept refrigerated until it leaves their care.



The trend has reached Poland, and it's spreading fast. It's a chance to rescue about 9 million tons of food in this country that goes to waste every year. The places are called *jadłodzielnie*, and currently, there is at least one in each of the major Polish cities. Poles are encouraged to give away food which they know they won't eat, or products which they have but don't like the taste of. Is there one near where you live?

EXTENDED

- 1 Food sharing is so popular because
 - A governments promote it.
 - B technology helps it spread.
 - C it is a well-established trend.
 - D it answers people's aspirations.
- 2 Individuals who participate in food sharing schemes
 - A may sometimes want a little money for their donations.
 - B share only leftovers which they don't want to keep.
 - C let others know what they want to give away.
 - D often want to get rid of food which is no longer fresh.
- 3 Food sharing
 - A earns enterprises a good reputation.
 - B has a lot of opponents too.
 - C is already well-established in Poland.
 - D appeals mainly to poor people.

Get lexical

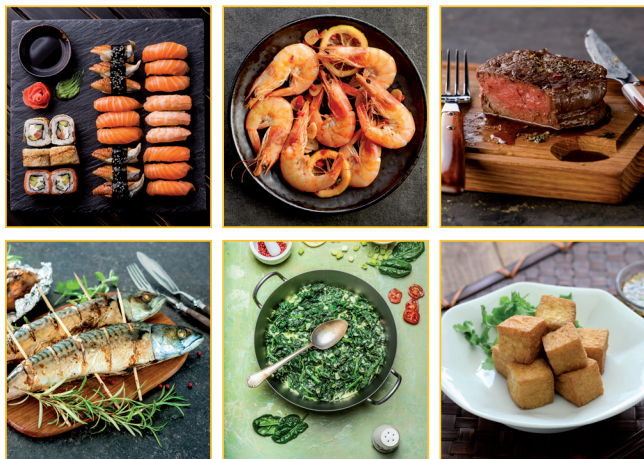
- 4 Read the text in exercise 3 again. Find all the expressions with the word *food* and divide them into noun and verb phrases. Write the answers in your notebook.
- 5 Work in pairs and answer the questions.
 - 1 What do you think is a zero-waste society?
 - 2 When something becomes common practice and is well-established, what happens?
 - 3 What is excess food?
 - 4 What is a win-win situation?
 - 5 When you squirm at the idea, what do you do?
 - 6 If food is fit for consumption, is it edible?
- 6 Read the expressions. Decide if they have a similar meaning.
 - 1 take the world by storm / spread fast / spring up
 - 2 participate / partake / take part
 - 3 get / buy / purchase
 - 4 trend / movement / initiative

Get thinking and talking

- 7 Work in pairs. What do you think of the idea of *jadłodzielnie*?

Get started

- 1 Look at the photographs. Imagine you only had the following foods to eat for dinner today. Order them from the most to the least preferable.



- 2 Work in pairs and answer the questions.

- 1 What food and what cuisines do you like / dislike the most? What are your comfort foods?
- 2 Why do you think we like certain foods and dislike the others?
- 3 Would you say you are a fussy eater? Why (not)? Do you know someone who is?

Practise


- 3 In your notebook, complete each sentence with the pair of words / expressions. More than one answer is correct.

- something / anything · each / every
- little / much · plenty of / a lot of
- some / a number of · few / not many

- 1 These days, we have knowledge about our food preferences.
- 2 scientists have tried to explain why we like certain foods and not the others.
- 3 people realise why they don't like some food.
- 4 diet depends on what food our parents feed us on when we are children.
- 5 Would you like to learn about taste psychology?
- 6 Why some of us eat still hasn't been fully explained.
- 7 food expert recommends a balanced diet.

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

:: blog :: x



Have you ever wondered why as children we hate certain foods but then enjoy eating them later on in life? Is it simply part of growing up or is there more to it? To get (1) answers, we can turn to the psychology of taste. Taste psychologists tell us that genetic influences play only (2) small part in what we like to eat. When we are born, we like anything sweet and dislike anything sour or bitter. It's connected with our evolution. Humans are (3) on sweet food because they have always associated sweetness with good sources of energy and bitterness with toxic plants which must not be eaten. (4) , most of our preferences are learnt. Before babies are born, they taste the food their pregnant mothers eat, and will probably like what they had the chance to try then. Additionally, (5) dietician agrees that if we have a varied diet until the age of two, we are more likely to enjoy more types of food in our adulthood. Finally, as we grow up, we simply become more open (6) novelty and new flavours.

1	A few	B some	C lots
2	A a	B the	C any
3	A interested	B fond	C keen
4	A However	B Moreover	C Mainly
5	A the	B most	C every
6	A to	B on	C with



- 5 📖 W zdaniach 1–6 spośród podanych odpowiedzi (A–C) wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zapisz odpowiedzi w zeszycie.

- 1 **It's absolutely necessary to have** a varied diet to stay healthy.
A You can have
B You should have
C You have to have
- 2 **Few** children are keen on spinach, which is a pity.
A Some B Not many C Plenty of
- 3 **It's our plan to get** an Italian take away tonight.
A We are going to get
B We are supposed to get
C We may get
- 4 Please **help yourself to** some more dessert. It's really delicious.
A share B avoid C take
- 5 I **could do with** a cup of coffee right now. I feel so sleepy.
A really fancy B can't stand C will make
- 6 There is **little** butter left. Could you get some on the way back home?
A some B not much C enough

EXTENDED Practice

- 1 In your notebook, complete each gap with one word where necessary.
 - 1 This dish has [] slightly bitter taste, [] I don't really like.
 - 2 Some people prefer [] salty flavours, [] others more sour ones.
 - 3 Last year, I attended [] a culinary course where I learnt [] lots about various flavours.
 - 4 I'm not too enthusiastic about [] food which tastes too [] sweet.
 - 5 What do you feel [] eating? I'd [] have something savoury.
- 2 📖 Przeczytaj tekst po prawej. Uzupełnij każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Zapisz odpowiedzi w zeszycie.

EXTENDED

- 3 📖 Uzupełnij zdania 1–6, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Zapisz odpowiedzi w zeszycie. **Uwaga:** w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

- 1 Unfortunately, Robert [] (**unable / follow**) his low-calorie diet recently.
- 2 Why [] (**you / taste**) this soup again? Is there something wrong with it?
- 3 This cookery book offers [] (**great / deal**) easy-to-follow recipes.
- 4 Unless you [] (**cut / eat**) sweets, you won't lose much weight.
- 5 [] (**you / take / sugar**) your tea?
- 6 [] (**Tom / Mark / eat**) meat. Both of my sons are vegetarian.

Get thinking and talking

- 4 Work in pairs and answer the questions.

- 1 How open are you to new flavours? What new food have you tried recently?
- 2 What was your favourite food when you were a child? Is it still the same?
- 3 How do you understand the saying *You are what you eat*?

:: blog :: x

When asked how many distinct tastes our tongue can perceive, most of us would probably say four: sweet, salty, bitter, and sour. However, scientists have come to believe that we are (1) [] of tasting more than those four. Other tastes may include savoury, or meaty, called from Japanese umami, fatty, piquance (e.g. chilli peppers) and cool (e.g. mint) tastes. This discovery has been (2) [] possible thanks to a number of studies into the molecular structure of our mouth. Scientists have analysed our taste buds, and come (3) [] the conclusion that the buds react to more than just the four basic sensations. (4) [] revelation is that some of us are far more perceptive to various tastes than others. For example, some people can sense fatty tastes more than (5) [] rest of the population. Tests continue, and, in all probability, we'll find out other peculiar tongue sensations.

Get started

- 1 Work in pairs. Describe the photograph and answer the questions.



- 1 What may the customers be complaining about?
- 2 Would you invite friends for a meal to this place? Why (not)?
- 3 Tell us about a time when you were eating out and didn't enjoy the meal.

KNOW YOUR PHRASES

- I am writing to complain about *the unacceptable treatment which I experienced in your café yesterday.*
- I would like to express my strong dissatisfaction with *the food and customer service at your restaurant.*
- First, the moment I arrived, it occurred that *my table was double-booked.*
- To make the matter worse, *the waiter behaved rudely and incompetently.*
- I would also like to draw your attention to the fact that *the level of hygiene and cleanliness in toilets leave much to desire.*
- As if that was / were not enough, *I did not receive the discount I was entitled to on that day.*
- I would appreciate it if you provided me with a full explanation.
- In this situation, *I expect an apology.*
- I assume *the disappointment experienced entitles me to financial compensation.*

Activate

- 2 Powiedz, że:

- 1 piszesz, aby wyrazić niezadowolenie z niewłaściwej obsługi, jakiej doświadczyłeś/doświadczyłaś w restauracji wczoraj wieczorem.
- 2 kiedy przyszliście, okazało się, że stolik, który był zarezerwowany 10 dni wcześniej, był już zajęty.
- 3 co gorsza, musieliście czekać na przystawkę ponad pół godziny.
- 4 w tej sytuacji oczekujesz rekompensaty finansowej.

Practise

GET/SMARTER

Pamiętaj, że ocena zakresu środków językowych uwzględni różnicowanie i precyzję słownictwa charakterystycznego dla podanego tematu. Unikaj więc potocznych słów.

- 3 Read the letter of complaint. Complete it with the correct form of the words in brackets and write them in your notebook.

Dear Mr Timothy Dalway,

I am writing to complain about the (1) [] (*accept*) treatment which I received in your restaurant last Saturday.

First, on our (2) [] (*arrive*), we were informed that our table had been (3) [] (*mistake*) double-booked and was already occupied. After 10 minutes, we were offered another table but close to the (4) [] (*enter*). The noise of the slammed door and the cold draft were quite (5) [] (*annoy*) for the whole evening.

Secondly, when the (6) [] (*understand*) with the table was clarified, a waitress approached and, to my (7) [] (*astonish*), wanted to take our orders although I had ordered the whole menu for that evening when I was booking the table. Therefore, we had to wait for the dishes for 40 minutes.

I would also like to draw your attention to the fact that the staff were (8) [] (*will*) to explain anything. Moreover, they did not respond to my request to talk to the restaurant manager.

Summing up, I suggest you should provide your staff with proper training to prevent such incompetent (9) [] (*behave*) in the future. Moreover, I believe that the sequence of (10) [] (*please*) situations which I experienced in your restaurant entitles me to financial compensation.

I am looking forward to receiving your reply soon.

Yours sincerely,

Amelia Hurriet

- 4 Read the letter in exercise 3 again and answer the questions.

- 1 What has made Amelia write this letter?
- 2 What examples of unacceptable treatment does she give?
- 3 What does she advise the manager to do?
- 4 What does she demand?

- 5 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Podczas podróży z przyjaciółmi po Szkocji skorzystaliście z restauracji z posiłkami na wynos. Po dotarciu do hostelu okazało się, że w pojemnikach były inne dania niż te, które zamówiliście. Napisz list do dyrektora tej sieci restauracji. W liście opisz sytuację oraz wyjaśnij, jakiego rozwiązania oczekujesz.

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

Get started

1 Work in pairs and answer the questions.

- 1 What do you think are the main differences between Polish and English meals?
- 2 Look at the photographs of Polish meals and name as many ingredients used for cooking each of them as you can.



KNOW YOUR PHRASES

Agreeing and disagreeing

- That's a great idea, *and I really think we should ask the others as soon as possible.*
- I completely agree with you about *doing some research before we decide.*
- Yes, I'd go along with that – good thinking!
- I understand what you're saying, but *I have a few doubts about the timing.*
- I'm not sure that would go well with *everybody who's going to be there.*
- I'm afraid I have to disagree with you there. *In my opinion, it would take far too long.*
- That's fine, but have you thought about *the length of the course and the implications?*
- I don't think that would work because *not everyone eats meat, do they?*
- I fully agree with you about avoiding a curry because *some people might not like spicy food.*
- I take your point, but *if we eat that early, we'll be hungry again by mid-morning.*
- That wouldn't be a priority for me because *I don't usually eat breakfast anyway.*

Activate

2 Powiedz, że:

- 1 rozumiesz, co kolega/koleżanka mówi o koscie, ale na pewno nie będzie tak wysoki.
- 2 całkowicie się zgadzasz co do kwestii, kiedy zorganizować przyjęcie, ponieważ musicie wziąć pod uwagę dyspozycyjność gości.
- 3 dla ciebie czas lotu nie byłby priorytetem, ale rozumiesz inny punkt widzenia.
- 4 osobiście uwielbiasz festiwale muzyczne, ale nie sądzisz, że przypadną do gustu Jacky, ponieważ ona nie lubi tłumów.

Practise

3 Work in pairs and read the task. Take turns to give your opinions on the points given and comment on your partner's opinions.

Your friend wants to lead a healthier lifestyle. Below are the points to discuss.

- Drink more water.
- Reduce the number of meals.
- Stop eating carbohydrates completely.
- Eat food only once a week.
- Join a gym.

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

Uczeń A

Znajomemu z Anglii, który u ciebie mieszka, pomagasz zaplanować posiłek. Chcecie zaprosić waszych polskich znajomych. Poniżej podane są cztery kwestie, które należy omówić w rozmowie z uczniem B.

wybór dań

koszt przygotowania

składniki

przygotowanie:
podział obowiązków

Uczeń B

Jesteś Anglikiem mieszkającym u swojego polskiego kolegi. Wspólnie planujecie posiłek, na który chcecie zaprosić waszych polskich znajomych. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty,
- powiedz, że niektórzy z waszych znajomych nie jedzą ostrych potraw,
- dowiedz się, czy uczeń A potrafi przygotować jakiś deser,
- powiedz, że bardzo chcesz przygotować polskie danie.

Get thinking and talking

5 Work in pairs. Discuss the meaning of the sayings.

- 1 You don't need a silver fork to eat good food.
- 2 Eat to live and not live to eat.

VOCABULARY

Food products / Artykuły spożywcze

Fruit / Owoce

blackberry /'blækberi/ jeżyna
 cherry /'tʃeri/ wiśnia
 grape /greɪp/ winogrona
 peach /pi:tʃ/ brzoskwinia
 pear /peə/ gruszką
 raspberry /'rɑ:zbəri/ malina
 strawberry /'strɔ:bri/ truskawka
 apricot /'eɪprɪkɒt/ morela
 blueberry /'blu:bəri/ jagoda
 tangerine /'tændʒə'ri:n/ mandarynka

Vegetables / Warzywa

bean /bi:n/ fasola
 beetroot /'bi:tru:t/ burak
 broccoli /'brɒkəli/ brokuł
 cabbage /'kæbɪdʒ/ kapusta
 cucumber /'kju:kʌmbə/ ogórek
 garlic /'gɑ:lk/ czosnek
 leek /li:k/ por
 lettuce /'letɪs/ sałata
 onion /'ɒnjən/ cebula
 pea /pi:/ groszek
 potato /pə'teɪtəʊ/ ziemniak
 spinach /'spɪnɪdʒ/ szpinak
 sweet corn /swi:t kɔ:n/ kukurydza (cukrowa)
 sweet pepper /swi:t 'pepə/ papryka
 tomato /tə'mɑ:təʊ/ pomidor
 asparagus /ə'spærəgəs/ szparagi
 aubergine /'əʊbəʒi:n/ bakłażan
 cauliflower /'kɒlɪfləʊ/ kalafior
 courgette /'kɔ:ʒet/ cukinia
 horseradish /'hɔ:srædɪʃ/ chrzan
 kale /keɪl/ jarmuż
 radish /'rædɪʃ/ rzodkiewka

Meat / Mięso

bacon /'beɪkən/ bekon
 beef /bi:f/ wołowina
 chicken /'tʃɪkɪn/ kurczak
 lamb /læm/ jagnięcina
 pork /pɔ:k/ wieprzowina
 sausage /'sɔ:sɪdʒ/ kiełbasa
 steak /steɪk/ stek
 turkey /'tɜ:kɪ/ indyk
 spare ribs /'speə rɪbz/ żeberka
 venison /'venɪsən/ dziczyzna

Fish and Seafood / Ryby i owoce morza

herring /'herɪŋ/ śledź
 lobster /'lɒbstə/ homar
 mackerel /'mækərəl/ makrela
 prawn /prɔ:n/ krewetka
 salmon /'sælmən/ łosoś
 trout /traʊt/ pstrąg
 tuna /'tju:nə/ tuńczyk

Drinks / Napoje

fizzy drink /'fɪzi drɪŋk/ napój gazowany
 freshly-squeezed juice /'frefli skwi:zɪd
 'dʒu:s/ świeżo wyciskany sok
 lemonade /'lemə'neɪd/ lemoniada
 milk /mɪlk/ mleko
 sparkling water /'spɑ:k(ə)lɪŋ 'wɔ:tə/ woda
 gazowana
 still water /'stɪl 'wɔ:tə/ woda niegazowana

Other / Inne

(hard) cheese /('hɑ:d) 'tʃi:z/ ser żółty
 biscuits /'bɪskɪts/ ciasteczka

bread /bred/ chleb
 butter /'bʌtə/ masło
 cereal /'sɪəriəl/ płatki zbożowe
 cottage cheese /'kɒtɪdʒ 'tʃi:z/ ser biały, twaróg
 cream /'kri:m/ śmietana
 crisps /'krɪspz/ chipsy
 egg /eg/ jajko
 flour /'flaʊə/ mąka
 honey /'hʌni/ miód
 jam /dʒæm/ dżem
 mayonnaise /'meɪə'neɪz/ majonez
 mustard /'mʌstəd/ musztarda
 oil /ɔɪl/ olej
 olive oil /'ɒlɪv ɔɪl/ oliwa
 pasta /'pæstə/ makaron
 pepper /'pepə/ pieprz
 rice /raɪs/ ryż
 rolls /rɔ:ls/ bułki
 salt /sɔ:lt/ sól
 sugar /'ʃʊgə/ cukier
 yoghurt /'jɒgət/ jogurt
 chives /tʃaɪvz/ szczypiorek
 cinnamon /'sɪnəmən/ cynamon
 cream cheese /'kri:m 'tʃi:z/ serek śmietankowy
 curry /'kʌrɪ/ curry
 ginger /'dʒɪndʒə/ imbir
 mint /mɪnt/ mięta
 mushroom sauce /'mʌʃrʊm 'sɔ:s/ sos
 grzybowy
 nut /nʌt/ orzech
 parsley /'pɑ:slɪ/ pietruszka
 potato pancakes /pə'teɪtəʊ 'pæneɪkz/
 placki ziemniaczane
 rosemary /'rəʊzməri/ rozmaryn
 thyme /taɪm/ tymianek
 vinegar /'vɪnɪgə/ ocet

Collocations / Kolokacje

bar of chocolate /'bɑ:r əv 'tʃɒklət/
 tabliczka czekolady
 bowl of cereal /'bɔ:l əv 'sɪəriəl/ miska płatków
 citrus fruit /'sɪtrəs fru:t/ cytrus(y)
 cup of tea /'kʌp əv ti:/ filiżanka herbaty
 dried plums /'draɪd 'plʌmz/ suszone śliwki
 fresh raspberries /'fref 'rɑ:zbəri:z/ świeże
 maliny
 frozen raspberries /'frəʊzən 'rɑ:zbəri:z/
 mrożone maliny
 jar of marmalade /'dʒɑ:r əv 'mɑ:məleɪd/
 słoik marmolady
 loaf of bread /'ləʊf əv 'bred/ bochenek chleba
 packet of crisps /'pækit əv 'krɪspz/ paczka
 chipsów
 plate of sandwiches /'pleɪt əv 'sænwɪdʒɪz/
 talerz kanapek
 raw carrot /,rɔ: 'kærət/ surowa marchewka
 stale bread /,steɪl 'bred/ czerstwy chleb
 tin of tomatoes /'tɪn əv tə'mɑ:təʊz/ puszka
 pomidorów
 tinned tomatoes /'tɪnd tə'mɑ:təʊz/ pomidory
 w puszcze
 black / white coffee /'blæk, waɪt 'kɒfi/
 biała / czarna kawa
 blue cheese /'blu: 'tʃi:z/ ser pleśniowy
 chicken breast /'tʃɪkɪn brest/ pierś kurczaka
 chicken leg /'tʃɪkɪn leg/ udko kurczaka
 chicken wing /'tʃɪkɪn wɪŋ/ skrzydełko kurczaka
 dark chocolate /,dɑ:k 'tʃɒklət/ gorzka
 czekolada
 goat's cheese /'gəʊts 'tʃi:z/ kozi ser

ground coffee /'graʊnd kɒfi/ kawa mielona
 instant coffee /'ɪnstənt kɒfi/ kawa
 rozpuszczalna
 mature cheese /,mə'tjʊə 'tʃi:z/ dojrzały ser
 plain chocolate /,pleɪn 'tʃɒklət/ czekolada
 deserowa
 pork chops /,pɔ:k 'tʃɒps/ kotlety wieprzowe
 pork pie /,pɔ:k 'paɪ/ wieprzowina
 zapiekana w cieście
 pork stew /,pɔ:k 'stju:/ potrawka wieprzowa
 rye bread /,raɪ 'bred/ chleb żytni
 sliced bread /,slaɪst 'bred/ chleb krojony
 soft-centre chocolate /,sɒft sentə 'tʃɒklət/
 czekolada nadziewana
 wholemeal bread /'həʊlmi:l bred/ chleb
 pełnoziarnisty

Meals and their preparation /

Posiłki i ich przygotowanie

Kitchen equipment / Wyposażenie
kuchni

chopping board /'tʃɒpɪŋ ,bɔ:d/ deska do
 krojenia
 fork /fɔ:k/ widelec
 frying pan /'fraɪɪŋ pæn/ patelnia
 kettle /'ket(ə)l/ czajnik
 knife /naɪf/ nóż
 mug /mʌg/ kubek
 plate /pleɪt/ talerz
 saucepan /'sɔ:spæn/ rondel
 saucer /'sɔ:sə/ spodek
 spoon /spu:n/ łyżka
 teaspoon /'ti:spu:n/ łyżeczka
 corkscrew /'kɔ:kskru:/ korkociąg
 crockery /'krɒkəri/ zastawa stołowa
 cutlery /'kʌtləri/ sztucce
 ladle /'leɪd(ə)l/ łyżka wazowa
 sieve /sɪv/ sito
 tin opener /'tɪn 'əʊpənə/ otwieracz do puszek
 wooden spoon /'wɒd(ə)n spu:n/ drewniana
 łyżka

Cooking and eating verbs /

Kuchenne czynności

add /æd/ dodawać
 beat /bi:t/ ubijać
 blend /blend/ zmiksować
 boil /bɔɪl/ zagotować
 burn /bɜ:n/ przypalać
 chop /tʃɒp/ siekać
 cook /kʊk/ gotować, przyrządzać
 cut up /kʌt ʌp/ pokroić
 drain /dreɪn/ odcedzać
 fry /fraɪ/ smażyć
 grate /greɪt/ trzeć na tarce
 heat /hi:t/ podgrzewać
 make /meɪk/ przyrządzać
 melt /melt/ roztopić
 mix /mɪks/ mieszać
 peel /pi:l/ obierać ze skórki
 place /pleɪs/ układać
 pour /pɔ:/ wlewać
 roast /rəʊst/ piec (mięso, warzywa)
 season /'si:z(ə)n/ przyprawiać
 sprinkle /'sprɪŋk(ə)l/ posypywać
 squeeze /skwi:z/ wyciskać
 steam /sti:m/ gotować na parze
 stir /stɜ:/ mieszać
 Describing taste / Opisywanie smaków
 bitter /'bɪtə/ gorzki

bland /blænd/ mdły
 delicious /di'ljʃəs/ pyszny
 disgusting /dis'gʌstɪŋ/ wstrętny
 fatty /'fæti/ tłusty
 flavoursome /'fleɪvəsəm/ smakowity
 greasy /'gri:si/ tłusty
 mouth-watering /'maʊθ wɔ:təriŋ/ apetyczny
 off-putting /,ɒf 'pʊtɪŋ/ odpychający
 overdone /,əʊvə'dʌn/ przegotowany
 ripe /raɪp/ dojrzały
 savoury /'seɪvəri/ smakowity
 sickly /'sɪkli/ przyprawiający o mdłości
 sour /'saʊə/ kwaśny
 spicy /'spai:si/ pikantny
 sweet /swi:t/ słodki
 tasteless /'teɪstləs/ mdły, bez smaku
 tender /'tendə/ miękki, dobrze ugotowany

Other / Inne

barbecue /'bɑ:bɪkjʊ:/ grill
 bill /bɪl/ rachunek
 breakfast /'brekfəst/ śniadanie
 brunch /brʌntʃ/ późne śniadanie
 cook /kʊk/ kucharz
 cooker /'kʊkə/ kuchenka (urządzenie)
 course /kɔ:s/ danie (pierwsze, drugie)
 desert /'dezət/ pustynia
 dessert /di'zɜ:t/ deser
 dinner /'dɪnə/ obiad
 dish /dɪʃ/ potrawa
 eat out /,i:t 'aʊt/ jeść w mieście
 go off /,gəʊ 'ɒf/ zepsuć się (o jedzeniu)
 go through /,gəʊ 'θru:/ zużywać
 lunch /'lʌntʃ/ lunch
 meal /mi:l/ posiłek
 receipt /ri'si:t/ paragon
 recipe /'resəpi/ przepis
 run out of sth /,rʌn 'aʊt əv sʌmθɪŋ/
 skończyć się, nie mieć
 snack /sneɪk/ przekąska
 supper /'sʌpə/ kolacja
 tasteful /'teɪstfəl/ gustowny
 tasty /'teɪsti/ smaczny
 tea /ti:/ podwieczorek
 disagree with sb /,dɪsə'gri: wið 'sʌmbədi/
 coś komuś nie służy
 drink to sb /'drɪŋk tə 'sʌmbədi/ wypić czyjeś
 zdrowie
 eat in /,i:t 'ɪn/ jeść w domu
 fill up /'fɪl ,ʌp/ najadać się
 gulp down /'gʌlp ,daʊn/ wypić jednym
 haustem
 have a bite /,hæv ə 'baɪt/ ugryźć
 munch on /'mʌntʃ ən/ przeżuwać
 nibble /nɪb(ə)/ skubnąć, ugryźć
 pick at /'pɪk ət/ podjadać
 pig out /'pɪg ,aʊt/ obżerać się
 pour /pɔ:/ sączyć
 rustle up /'rʌs(ə)l ,ʌp/ przygotować
 naprawdę
 scoff /skɒf/ wcinać coś
 sip /sɪp/ sączyć coś
 snack on /'sneɪk ən/ podjadać
 swallow /'swɒləʊ/ połkać
 wolf down /'wɒlf ,daʊn/ pożerać

Eating places / Lokale gastronomiczne

affordable /ə'fɔ:dəb(ə)l/ w przystępnej cenie
 atmosphere /'ætməsfiə/ atmosfera
 average /'ævərɪdʒ/ średni, przeciętny

book /bʊk/ rezerwować
 main course /,meɪn kɔ:s/ danie główne
 order /'ɔ:də/ zamawiać
 serve /sɜ:v/ serwować, obsługiwać
 service /'sɜ:vɪs/ obsługa
 service charge /'sɜ:vɪs ,tʃɑ:dʒ/ opłata za
 obsługę
 set menu /,set 'menju:/ zestaw
 table for two /,teɪb(ə)l fə 'tu:/ stolik dla dwojga
 Thai takeaway /,taɪ 'teɪkəweɪ/ tajska
 restauracja z jedzeniem na wynos
 tip /'tɪp/ (dawać) napiwek

Diets / Diety

balanced diet /,bælənst 'daɪət/ zrównoważona
 dieta
 convenience meal /,kən'vi:niəns 'mi:l/ gotowe
 danie
 fast food /'fɑ:st ,fu:d/ fast food
 gluten-free diet /,glu:tən fri: 'daɪət/ dieta
 bezglutenowa
 go on a diet /,gəʊ ən ə 'daɪət/ przejść na
 dietę
 healthy diet /'helθi ,daɪət/ zdrowa dieta
 heavy meal /'hevi ,mi:l/ ciężkostrawny posiłek
 junk food /'dʒʌŋk ,fu:d/ śmieciowe jedzenie
 light meal /'laɪt ,mi:l/ lekki posiłek
 lose weight /,lu:z 'weɪt/ tracić na wadze
 low-fat diet /'ləʊ fæt ,daɪət/ dieta
 niskotłuszczowa
 put on weight /'pʊt ən 'weɪt/ przybierać
 na wadze
 ready-made meal /'redi meɪd ,mi:l/ gotowe
 danie
 stick to a diet /,stɪk tu ə 'daɪət/ trzymać się
 diety

LISTENING

be a thing of the past /,bi ə 'θɪŋ əv ðə
 ,pɑ:st/ należeć do przeszłości
 Can we make it later? /kən wi: 'meɪk ɪt
 'leɪtə/ Czy można by było trochę później?
 go out of business /,gəʊ 'aʊt əv 'bɪznəs/
 zbankrutować
 have a sweet tooth /,hæv ə swi:t 'tu:θ/
 lubić słodczyce
 it sounds like a plan / ɪt saʊndz laɪk ə plæn/
 brzmi jak dobry plan

be particular about sth /,bi pə'tɪkjələr
 ə ,bɑ:t ,sʌmθɪŋ/ przywiązywać dużą wagę
 do czegoś
 daunting /'daʊntɪŋ/ zniechęcający
 fork out /,fɔ:k 'aʊt/ zapłacić „wybulić”
 other than that /'ʌðə ðən ,ðæt/ poza tym
 pay upfront /,peɪ ,ʌp'frʌnt/ płacić z góry
 reassure /,ri:ə'sʊə/ pocieszać
 submit /səb'mɪt/ złożyć, przekazać
 unfounded /,ʌn'faʊndɪd/ nieuzasadniony
 work sb's way through sth /'wɜ:k ,səm,bɑ:dɪz
 'wei θru: ,sʌmθɪŋ/ dążyć do czegoś

READING

adore sth /,ə'dɔ: ,sʌmθɪŋ/ uwielbiać coś
 be a big deal to sb /,bi ə 'bɪg ,di:l tə
 sʌmbədi/ być dla kogoś ważnym
 bond /bɒnd/ tworzyć więź
 build relationships /,bɪld nɪ'leɪʃnɪps/ budować
 związki
 enjoy sth /ɪn'dʒɔɪ ,sʌmθɪŋ/ czerpać z czegoś
 przyjemność
 essential for /ɪ'senʃ(ə)l ,fə/ niezbędny,
 podstawowy do

great variety of sth /,greɪt və'raɪəti əv
 ,sʌmθɪŋ/ duża różnorodność
 have the chance / opportunity / ,hæv ðə
 'tʃɑ:ns ,ɒpə'tju:nɪti/ mieć okazję / możliwość
 obvious /'ɒbvɪəs/ oczywisty
 prepare from /prɪ'peə ,frəm/ przygotować z
 sense of belonging /,sens əv ,bɪ'lɒŋɪŋ/
 poczucie przynależności
 sit down together /,sɪt daʊn tə'geðə/ usiąść
 razem
 straightforward /,streɪt'fɔ:wəd/ jasny,
 klarowny
 talk sth over /,tɔ:k sʌmθɪŋ 'əʊvə/
 porozmawiać o czymś
 be well-established /,bi wel 'stæblɪʃt/ mieć
 ugruntowaną pozycję
 become common practice /,bɪ'kɒm ,kɒmən
 ,præktɪs/ stać się powszechną praktyką
 edible /'edɪb(ə)l/ jadalny
 excess food /ɪk'ses ,fu:d/ nadmiar jedzenia
 fit for consumption /,fɪt fə kən'sʌmpʃ(ə)n/
 nadający się do spożycia
 get / buy / purchase /get, baɪ, 'pɜ:tʃəs/
 kupować
 give sth away /,gɪv sʌmθɪŋ ə'wei/ oddawać
 coś
 initiative / movement / trend /ɪ'nɪʃətɪv,
 'mu:vmənt, trend/ inicjatywa
 partake / participate / take part in sth
 /pɑ:'teɪk, pɑ:'tɪsɪpeɪt, teɪk pɑ:t ɪn ,sʌmθɪŋ/
 brać udział w czymś
 spread fast /,spred 'fɑ:st/ szybko się
 rozprzestrzeniać
 spring up /,sprɪŋ 'ʌp/ pojawiać się
 squirm at the idea /,skwɜ:m ət ðɪ aɪ'diə/
 wstrząsać się z obrzydzeniem na myśl
 take the world by storm /,teɪk ðə 'wɜ:ld
 baɪ ,stɔ:m/ podbijać świat
 win-win situation /wɪn'wɪn ,sɪtʃʊ'eɪʃ(ə)n/
 sytuacja korzystna dla wszystkich
 zero-waste society /,ziəʊə wɛɪst
 sə'saɪəti/ społeczeństwo, które nie
 pozostawia odpadów