

teraz
matura



Destination: MATURA



GRAMATYKA



nowa
era

Present Simple

✗ 1 Które zasady użycia czasu *Present Simple* podane w ramce ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszytce.

- 1 My best friend **rides** a horse every weekend. [?]
- 2 The UA 56 flight to Paris **departs** at 7 pm. [?]
- 3 We won't start the meeting before Dan **arrives**. [?]
- 4 During one year the human heart **pumps** enough blood to fill up an Olympic standard swimming pool. [?]

Zastosowanie czasu *Present Simple*

- A prawdy ogólne (*general truths*) – prawa przyrody (biologii, chemii, fizyki), reguły matematyczne
- B po *when, until, till, after, before, unless, as soon as* w zdaniach dotyczących przyszłości
- C nawyki, zwyczaje, czynności codzienne / rutynowe
- D rozkłady jazdy

Określenia czasu i przysłówki częstotliwości

never, often, usually, always, every week, once a month, on Mondays

✗ 2 Czasowniki w nawiasach zapisz w czasie *Present Simple*. Którą z zasad użycia tego czasu ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszytce.

- *The sun always **ris**es (rise) in the east.* (prawo przyrody)
- 1 'Could you do the shopping when the match [?] (finish), please?'
 - 2 A human eye [?] (blink) 4.2 million times a year.
 - 3 Plants [?] (produce) oxygen.
 - 4 [?] Julia [?] (watch) this series every weekend?
 - 5 The postman always [?] (deliver) my mail at noon. He [?] (be) never late.
 - 6 Excuse me, what time [?] the train to Bristol [?] (leave)?
 - 7 Seal's housekeeper [?] (clean) his house regularly.
 - 8 I will talk to Bridget as soon as she [?] (come) back from school.

PRESENT CONTINUOUS

✗ 3 Które zasady użycia czasu *Present Continuous* podane w ramce reprezentują poniższe zdania? Zapisz swoje odpowiedzi w zeszytce.

- 1 'Tom **is meeting** Bill Gates tomorrow! – there is a note in his diary. [?]
- 2 Don't disturb them! They **are revising** for the Biology test now. [?]
- 3 I always drink sweet beverages but today I **am drinking** only water with lemon. [?]
- 4 My brother **is staying** in The La Roca Hotel. [?]

5 'Look, Judy **is getting** tired.' 'No wonder. It's the 22nd kilometre of the run.' [?]

Zastosowanie czasu *Present Continuous*

- A wyjątki od regularnych czynności
- B czynności trwające w chwili, kiedy o nich mówimy
- C procesy, zachodzące zmiany
- D zaplanowana przyszłość
- E czynności wykonywane tymczasowo

Określenia czasu

(right) now, at the (present) moment, at present, today

✗ 4 Czasowniki w nawiasach zapisz w czasie *Present Continuous*. Które z zasad użycia tego czasu ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszytce.

→ *Tom **is jog**ging (jog) in the park at the moment.* (B – czynność trwająca teraz)

- 1 'I'm sorry, Danny can't talk on the phone now – he [?] (have) a shower.'
- 2 I have a busy week ahead of me. Tomorrow I [?] (see) my doctor, on Wednesday I [?] (visit) my grandparents and on Thursday Mary and I [?] (throw) a birthday party for our daughter.
- 3 Don't forget that this week we [?] (do) the shopping on Thursday, not on Saturday as normal, because Mary [?] (come) over this Saturday.
- 4 In the picture a family [?] (sit) at the table and [?] (have) a meal. The father and the mother [?] (talk) to the children. They [?] (not / watch) TV when eating. It [?] (get) dark outside.
- 5 I live with my parents in Georgia, but right now I [?] (stay) with my sister in New York because [?] (study) History of Art here.

✗ 5 Wybierz poprawną formę czasownika i uzasadnij swój wybór.

→ *Gina usually **watches** / is watching TV in the evenings but tonight she **cleans** / is cleaning her flat.* (czynność wykonywana regularnie / wyjątek od regularnej czynności)

- 1 This is a picture of a young couple. They **relax** / are relaxing at the seaside.
- 2 The train **leaves** / is leaving at 7 am and **arrives** / is arriving in Warsaw at 9 am. The plane to Barcelona **takes off** / is taking off at 11 am.
- 3 'Tomorrow Sue **visits** / is visiting her dentist. The day after tomorrow she **throws** / is throwing a farewell party for her friends. That's what her diary says.'
- 4 Janet is often late. She **never comes** / is never coming on time.
- 5 Tom **learns** / is learning Spanish vocabulary every evening, but today he **doesn't study** / isn't studying at all.
- 6 **Does the Earth go** / Is the Earth going round the Sun?
- 7 Mark **sees** / is seeing his doctor tomorrow.

PRESENT PERFECT SIMPLE

6 Które zasady użycia czasu *Present Perfect Simple* podane w ramce ilustrują poniższe zdania?

- 1 Tom **has just answered** my e-mail! What a relief!
- 2 Do you know that Salma Hayek and Penelope Cruz **have been** friends for years.
- 3 Well, well ... I can see you **have painted** this room at last.
- 4 It's the first time I **have eaten** octopus.

Zastosowanie czasu *Present Perfect Simple*

- A czynności, które właśnie / już się zakończyły
- B ważny jest rezultat czynności, a nie to, kiedy czynność miała miejsce
- C stany i czynności, które zaczęły się w przeszłości i nadal trwają
- D czynności wykonywane po raz pierwszy (w konstrukcji *It's the first time ...*)



- ▶ *Madonna has written a book for children.* (Ważne jest, że czynność zaistniała, nieważne, kiedy miała miejsce, a Madonna żyje współcześnie.)
- ▶ *William Shakespeare wrote magnificent plays.* (Choć nie mówimy o tym, kiedy te sztuki napisał, to wiadomo, że żył i pisał w XVI w. i jest to zakończona przeszłość.)

Określenia czasu

already – już

I have already decided what to do.

just – właśnie, dopiero co

Jane and Jack have just got married.

ever / never – kiedykolwiek / nigdy

Have you ever seen U2 live? / Susan has never seen U2 live.

yet – jeszcze (w przeczeniach) / już (w pytaniach)

Nobody has seen her boyfriend yet. / Have you seen her boyfriend yet?

so far – jak dotąd

This actor has received one Oscar so far.

for – od / przez

Tom's wife has worked here for five years.

since – od

I have been in love with him since kindergarten.



For używamy z określeniami opisującymi okres czasu, np. *ten years, two weeks, ages*.

Since używamy z określeniami opisującymi moment w czasie, np. *last summer, Sunday, 1984, the day we met*.

- 7 Czasowniki w nawiasach zapisz w czasie *Present Perfect Simple*. Określenie czasu podane drukowanymi literami wstaw w odpowiednim miejscu w zdaniu. Zapisz swoje odpowiedzi w zeszycie.

→ *Have you ever been* (you / be) to London? **EVER**

- 1 I (visit) New Zealand a few times . I truly recommend it to you. **SO FAR**
- 2 My best friend (see) *Casablanca* twenty times. **ALREADY**
- 3 (you / do) your project? No?! I've asked you a hundred times. **YET**
- 4 Mary (call) you. She asked you to call her back. **JUST**

- 5 Pete, you (speak) to me like this before! I hope this is the first and the last time! **NEVER**
- 6 Prince Timothy (write) the last chapter of his autobiography. **ALREADY**

PRESENT PERFECT CONTINUOUS

Zastosowanie czasu *Present Perfect Continuous*

- A do opisanie czynności, które zaczęły się w przeszłości i nie zostały jeszcze zakończone
- B do podkreślenia trwania czynności, a nie jej rezultatu
Mark has been composing a song for a new film for a week now. (komponuje piosenkę od tygodnia i nie zakończył jeszcze pracy)
Mark has composed only the chorus parts so far. (skomponował jedynie partie dla chóru)
- C do opisanie czynności i sytuacji, które zostały właśnie zakończone z wyraźnymi skutkami
Dennis: 'Dave, you look really tired. Have you been studying all night?'

- 8 Wyjaśnij różnice w znaczeniu między parami zdań.

→ A *Jason has been learning Chinese for a month.* (podkreślenie ciągłości procesu, który zaczął się w przeszłości i jeszcze trwa)

B *He has learnt only two Chinese words so far.* (taki jego rezultat)

1 A What a nightmare! I **have been painting** this room for hours and I can't see the end of it!

B I **have painted** only half of a wall!

2 A They **have been running** for an hour now.

B They **have run** 20 laps.

Powtórzenie



- 9 Przetłumacz fragmenty zdań na język angielski. Użyj czasów teraźniejszych: *Present Simple*, *Present Continuous*, *Present Perfect Simple*, *Present Perfect Continuous*. Zapisz swoje odpowiedzi w zeszycie.

→ I **have known** (znam) my best friend for six years.

1 Mary (czyta) *Norwegian Wood* by Haruki Murakami since morning but she (przeczytała) only two chapters.

2 Excuse me, (ile kosztuje) this T-shirt?

3 They (grają) here regularly. In fact they (należą) to this club for ages.

4 A: I (nie rozumiem) these people. It is the first time I (słyszę) such a language.

B: It is Korean. They (rozmawiają) about our city.

A: (Czy ty mówisz) Korean?! You've never mentioned that!

5 A: I can't believe my eyes! Your husband (pali) a cigarette!

B: Yes, he (pali) for ages.

6 Mike (lubi) Jane. They (są) friends since childhood.

7 This perfume bottle is empty – who (używał) my favourite perfumes?!

8 (Co robisz?) Stop it right away!

9 (Jeździmy) around the city for two hours and (nie znaleźliśmy) this concert hall yet.

R 1 Czesy terażniejsze

Present tenses

Make a good use of the present.

HORACE, PHILOSOPHER

Sprawdź się!

- ✗ 1 Czasowniki w nawiasach podaj w odpowiedniej formie i uzasadnij swój wybór. Zapisz swoje odpowiedzi w zeszyty.

Hi there,

As you know, I have been (be) here, in Croatia, for two weeks now and I 1 (have) a great time. Every day I 2 (go) scuba-diving and I 3 (get) better and better at it. The weather is fantastic so I often 4 (stay) on the beach until it 5 (get) dark. As I 6 (sunbathe) quite a lot for the last few days, today I 7 (do) a bit of sightseeing for a change. I 8 (already/see) the old town in Dubrovnik. It's the first time I 9 (have) such an active holiday. I 10 (make) a few friends here, too. I 11 (fly) back next Saturday. My plane 12 (leave) early in the morning so I should be home in the afternoon.

Bye for now. C

PS. Judging from your voice on the phone, you 13 (work) really hard recently. Chill out! All work and no play 14 (make) Jack a dull boy, they say. ☺

PRESENT SIMPLE

– pozostałe zastosowania

- ✗ 2 Które zasady użycia czasu *Present Simple* podane w ramce ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszyty.

- 1 First you **mix** flour with water, then you **pour** in melted butter.
- 2 So, I **enter** the school late, I **bump** into the headmaster, and I **try** to come up with some excuse.
- 3 In one of the first scenes Edward Cullen **meets** the love of his life.
- 4 Lewandowski **passes** to Błaszczykowski, Błaszczykowski **shoots and scores**. 3:0 to Poland!

Zastosowanie czasu *Present Simple*

- A fabuła filmu, książki, sztuki teatralnej
- B narracja / komentarze sportowe
- C opowiadanie historii, w celu ożywienia akcji
- D instrukcje

Czasu *Present Simple* używamy także do wyrażania sugestii, w wyrażeniach *Why don't you/we ...*

Why don't we go out tonight?

PRESENT CONTINUOUS
– pozostałe zastosowania

- ✗ 3 Które zasady użycia czasu *Present Continuous* podane w ramce ilustrują podkreślone fragmenty w poniższych zdaniach? Zapisz swoje odpowiedzi w zeszyty.

I

Auntie Maria: Mark, you're only 16 and 1 **you're always complaining!**

Mark: Well, with so much work on my shoulders 2 **I'm just not seeing** my friends and **I'm not going out** much these days. I hope things will get better soon.

II

Agata: I'm flying to Peru tomorrow and I still have so much to sort out. What a life!

Auntie Maria: 3 **You're being** rather moody, young lady, I must say. Where is your usual optimism? Well, 4 **while you're getting ready**, I'll make you a nice cup of tea.

Zastosowanie czasu *Present Continuous*

- A w odniesieniu do przyszłości, z wyrazami *when, while* w celu podkreślenia długiego trwania danej czynności
- B irytujące zachowanie ze słowami *always, forever*
- C zachowanie w konkretnej sytuacji (chwilowe), w odróżnieniu od stałej cechy charakteru
- D sytuacja o charakterze tymczasowym

- ✗ 4 Wybierz poprawną formę i uzasadnij swój wybór.

✦ I meet / am meeting an old friend of mine tomorrow. (zaplanowana przyszłość)

- 1 Break the eggs. Next you **pour** / **are pouring** in the milk.
- 2 Why **don't you just tell** / **aren't you just telling** them what's on your mind?
- 3 What's come over you? You **are** / **are being** so impatient.
- 4 Can you imagine that? He **comes** / **is coming** in half an hour late, **says** / **is saying** nothing and **sits** / **is sitting** in the first row – just in front of me.
- 5 While you **do** / **are doing** the washing up, I'll go and get something to drink.
- 6 Smith **speeds up** / **is speeding up** and **takes** / **is taking** the lead.
- 7 Mary **is** / **is being** rather forgetful today. She must be tired.
- 8 Frank **always arrives** / **is always arriving** late for class. How irritating!

- ✗ 5 Poniższe zdania uzupełnij odpowiednimi formami czasowników podanych w nawiasach, używając czasu *Present Simple* lub *Present Continuous*. Zapisz swoje odpowiedzi w zeszyty.

✦ Our train leaves (leave) at 11:15.

- 1 Meg (forever / interrupt) her parents.
- 2 So I (walk) into the exam room, (show) my ID, (look around) and (spot) an old friend of mine at the back of the room.
- 3 As our flat is being painted, we (stay) at our cousin's place.
- 4 You (open) the vacuum cleaner, (take) the filter out and (insert) a new one.
- 5 While they (play) football tonight, we might watch the latest DVD blockbuster.

- 6 Pat (be) so absent-minded today. Something must have happened.
- 7 In the first scene of the play, the main character (leave) his family town and (move) to a big city.
- 8 Smith (throw) a series of punches and (knock down) Brown.

PRESENT PERFECT SIMPLE PRESENT PERFECT CONTINUOUS – pozostałe zastosowania

- 6 Do poniższych przykładów dopasuj reguły (A-C) stosowania czasów: *Present Perfect Simple* i *Present Perfect Continuous*. Następnie do każdej reguły w ramce dobierz nazwę odpowiedniego czasu i numer przykładu. Zapisz swoje odpowiedzi w zeszyście.

Trev to Mr Boss: 1 I haven't been offered any bonuses this month and 2 I've been working really hard this year.
3 I've been writing a report for you every Monday.

Mr Boss: Well, I'll give you a pay rise 4 when you have worked here for three years.

Zastosowanie czasów *Present Perfect Simple* i *Present Perfect Continuous*

- A po *when, after, until, as soon as*, w odniesieniu do przyszłości, w celu podkreślenia dokonanego charakteru czynności
Czas: Przykład:
- B czynności regularnie powtarzające się, trwające do chwili obecnej
Czas: Przykład:
- C z określeniami *today, this week* itp. w znaczeniu „do chwili obecnej” (2 przykłady):
Czas: Przykład:



Zwróć uwagę na różnicę w znaczeniu następujących zdań:

- 1 How long **are** you here for? = When are you leaving?
2 How long **have you been** here for? = When did you arrive?

PRESENT PERFECT SIMPLE / PRESENT PERFECT CONTINUOUS – porównanie

- 7 Przeanalizuj poniższe przykłady, a następnie uzupełnij reguły (A, B), wybierając jedną z możliwości podanych *pochyłym drukiem* w ramce i dodając odpowiednie numery przykładów. Zapisz swoje odpowiedzi w zeszyście.

- 1 I **have been standing** here waiting for you for an hour! Where have you been?
- 2 This castle **has stood** here for ten centuries. Can you imagine?
- 3 I **1 haven't been reading** anything interesting lately. Well, in fact **2 I haven't read** anything decent for years.

Porównanie czasów *Present Perfect Simple* i *Present Perfect Continuous*

- A sytuacje i czynności tymczasowe, **krótkotrwałe** – czas: *Present Perfect Simple / Present Perfect Continuous*
Przykład:
- B sytuacje i czynności o **stałym** charakterze – często czas: *Present Perfect Simple / Present Perfect Continuous*
Przykład:

- 8 Wybierz poprawną formę i uzasadnij swój wybór.

→ I haven't flown / *haven't been flying anywhere for years.* (sytuacja o stałym charakterze)

- 1 I haven't gone / *haven't been going out much these days.*
- 2 We have discussed / *have been discussing* his offer a couple of times this week.
- 3 My parents aren't going to give me any pocket money until I have improved / *have been improving* my school results.
- 4 For the last three months every Saturday I have got up / *have been getting up* at 6 am.
- 5 This monument has stood / *has been standing* here ever since I remember.
- 6 We haven't eaten / *haven't been eating* anything today yet.

Powtórzenie

- 9 Wykorzystując podane słowa, utwórz poprawne zdania. Dodaj niezbędne elementy, np. przyimki czy przedimki. Zapisz swoje odpowiedzi w zeszyście.

→ I / know / Tina / 2000.

I have known Tina since 2000.

- 1 A: So, how are you getting on with the project?
B: I'm afraid we won't move ahead until they (finish) their part first.
- 2 A: You seem to be quite involved in student life.
B: That's true. So far this year we (take part / a couple / student initiatives).
- 3 A: We're pressed for time. Have you heard from Tom?
B: Not really. Unfortunately, he (become / less and less dependable).
He (always / forget / deadlines)!
- 4 A: Any plans for next week?
B: Next Tuesday (friend / mine / come) to visit me. I (look forward / see / he) at last.
- 5 A: You look irritated. What's up?
B: Would you believe that? I (put / stuff / counter / reach / wallet / want / pay) and (be / no wallet)!
- 6 A: Are you ready to go?
B: I'm not sure. I (look / that silver bracelet / couple / hours). (You / not / see) it?

- 10 Fragmenty zdań podane w nawiasach przetłumacz na język angielski, tak aby powstały poprawne zdania. Zapisz swoje odpowiedzi w zeszyście.

→ I have been trying (próbowałam) all day to finish cramming for tomorrow's exam and I haven't finished (nie skończyłam) yet.

- 1 We'd better not make the decision (dopóki nie poznamy) all the details.
- 2 It's only the third time we (spotykamy się) face-to-face.
- 3 I promise to call you back (kiedy skończę pisać) this article.
- 4 Why are they (wiecznie zapominają) about our meetings? I wish they'd start respecting the rules.
- 5 Why (nie spróbujesz) using some more convincing arguments?
- 6 Fortunately, this week I can stay in bed till 7:30 as my mum (podwozi mnie).

P 2 Czasy przeszłe

Past tenses

PAST SIMPLE

- ❗ 1 Które zasady użycia czasu *Past Simple* podane w ramce ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszycie.

- 1 'I came, I saw, I conquered.' [?] (Julius Caesar, 100 BC – 44BC, Roman general, statesman, author)
- 2 Winston Churchill **received** a Nobel Prize in 1953. [?]
- 3 I **learnt** to ride a bike when I **was** a kid. [?]
- 4 When Ellen **was** younger, she **was** really shy. [?]

Zastosowanie czasu *Past Simple*

- A opis czynności i faktów, które wydarzyły się w przeszłości (nawet jeśli jest to czas domyślny)
- B opis czynności i faktów, o których wiemy, kiedy dokładnie się wydarzyły
- C opis stanów i czynności powtarzających się w przeszłości
- D opis kilku czynności tworzących sekwencję wydarzeń w przeszłości

Określenia czasu

last Monday, nine days ago, in 1492, the day before yesterday, the previous Easter

- ❗ 2 Czasowniki w nawiasach przetłumacz na język angielski, używając czasu *Past Simple*. Zapisz swoje odpowiedzi w zeszycie.

Last month my friend, Julia, **decided** (zdecydowała) to buy an exotic pet. We 1 [?] (poszliśmy) together to the pet shop and 2 [?] (zaczęliśmy) looking for the perfect animal. There we 3 [?] (znalezliśmy) a beautiful parrot which 4 [?] (była) really colourful. Julia 5 [?] (poczuła) it was the right choice and 6 [?] (chciała) to have it right away. She 7 [?] (zapłaciła) for the bird and 8 [?] (zabrała) it home. Now Gertrude, the parrot, is Julia's very good friend.

➡ Dodatki

Irregular Verbs · str. 376

USED TO

Zastosowanie konstrukcji *used to*

Konstrukcji *used to* używamy, opisując czynności i stany, które regularnie miały miejsce w przeszłości (ale już nie trwają).

*When we were children, we **used to play** with LEGO blocks.*

*Where **did you use to travel** with your parents when you were a child?*

*Susan **didn't use to do** sport so often, but now she wants to be fit.*

- ❗ 3 Przepisz zdania do zeszytu, używając konstrukcji *used to*.

→ *In the past my mum worked long hours, but she doesn't any more.*

*My mum **used to work** long hours.*

- 1 Tim's children learnt Swedish, but they gave it up at some point.
Tim's children [?].
- 2 Every Saturday I had tomato juice with supper but I changed my habits and drink only water now.
I [?].
- 3 Where did you spend your holidays when you lived in the Canary Islands?
Where did [?].
- 4 Sarah didn't like watching horrors but now she loves them!
Sarah [?].
- 5 Mark ate a lot of sweets but he gave it up due to health problems.
Mark [?].
- 6 Did she play with dolls when she was a child?
Did she [?].
- 7 Several years ago I played the drums at home, but my parents objected to it, so I moved all my equipment to the garage.
Several years ago I [?].
- 8 When I was a child, my mother sang lullabies to me at bedtime.
When I was a child, my mother [?].

PAST CONTINUOUS

- ❗ 4 Które zasady użycia czasu *Past Continuous* podane w ramce ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszycie.

Alan: How was your weekend?

Jake: I didn't rest at all! Yesterday 1 I **was cleaning** my car all day! [?]

Alan: Did anyone help you?

Jake: Not really ... While 2 I **was cleaning** the car, 3 Jackie **was doing** her nails. [?]

Alan: What about George? He visited you yesterday afternoon.

Jake: He came over when 4 I **was cleaning** the windows – there wasn't really anything more to do. [?]

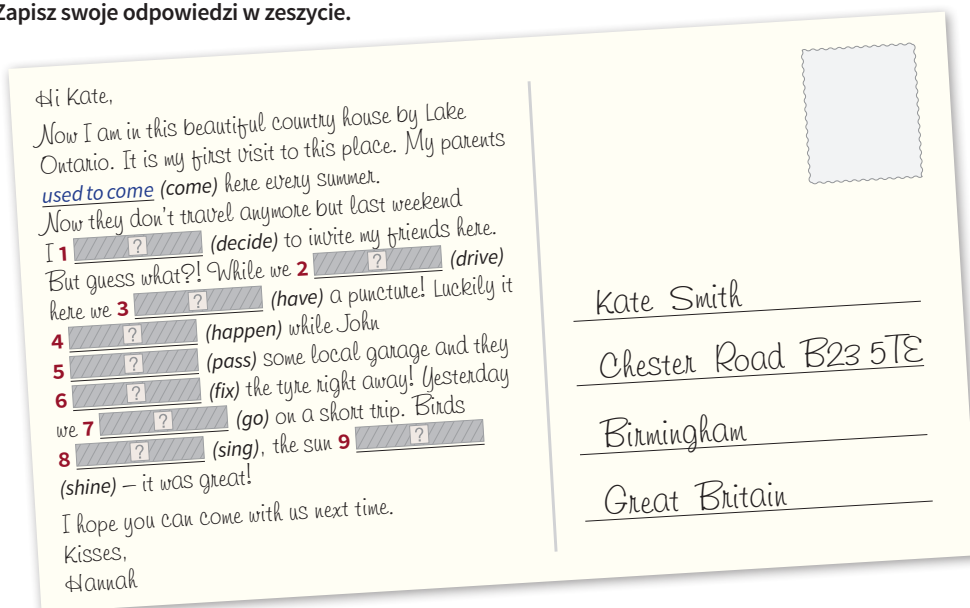
Alan: What 5 **were you doing** in the evening? I called you, but you didn't answer. [?]

Jake: Did you? Sorry. I think 6 I **wasn't doing** anything at that time, just lying in the hammock in the garden ... probably that's the reason I didn't hear the phone ringing. [?]

Zastosowanie czasu *Past Continuous*

- A do opisywania czynności, która została przerwana lub zakłócona przez inną czynność (wyrażoną w czasie *Past Simple*), także gdy tworzą tło jakiegoś wydarzenia
- B do opisywania kilku czynności, które trwały równolegle w przeszłości
- C do opisywania czynności, które miały miejsce w określonym momencie w przeszłości
- D do opisywania czynności, które miały miejsce w przeszłości, a chcemy podkreślić długość ich trwania

- ✗ 5 Uzupełnij tekst na pocztówce odpowiednimi formami czasowników w nawiasach (*Past Simple*, *Past Continuous*, *used to*). Uzasadnij wybór każdej struktury gramatycznej. Zapisz swoje odpowiedzi w zeszycie.



PAST PERFECT SIMPLE

Zastosowanie czasu *Past Perfect Simple*

Czasu tego używamy:

- A** gdy mówimy o czynności, stanie lub wydarzeniu w przeszłości, które poprzedziły inną czynność, stan, wydarzenie przeszłe, zwykle wyrażone w czasie *Past Simple*.
*I knew I **had seen** this guy earlier.*
- B** aby podkreślić kolejność tych wydarzeń, często używamy określeń **before**, **after**.
*We got to the stadium **after** the football match **had begun**.
 The football match **had begun before** we got to the stadium.*

- 6 Wykorzystując podane informacje, zbuduj zdania odzwierciedlające sekwencję wydarzeń. Użyj czasów *Past Simple* i *Past Perfect Simple* oraz przymków *before* i *after*.

→ Maria Skłodowska-Curie received two Nobel Prizes, in 1903 and 1911, for discovering two radioactive chemical elements. First she discovered radioactive elements.

Before Maria Skłodowska-Curie received two Nobel Prizes in 1903 and 1911, she had discovered radioactive elements.

Maria Skłodowska-Curie received two Nobel Prizes in 1903 and 1911 after she had discovered radioactive elements.

- Jack Nicholson was awarded two Oscars for Best Actor: the first one for his role in *One Flew Over The Cuckoo's Nest* (1975) and the second for *As Good As It Gets* (1997).
- Sienkiewicz wrote *With Fire and Sword* in 1884. He wrote *The Deluge* in 1886. *Fire in the Steppe* was the last part of the Trilogy.
- Fire in the Steppe* was released in 1969, *The Deluge* in 1974, and *With Fire and Sword* in 1999 – all directed by Jerzy Hoffman.

Powtórzenie

- ✗ 7 W poniższym liście do koleżanki wybierz poprawną odpowiedź A, B lub C. Zapisz swoje odpowiedzi w zeszycie.

Dear Jane,
 I'm sorry I haven't written for so long but I've got great news!
 A month ago I **A** a letter from the Book Academy. I **1** [?] TV when I heard the doorbell. It was the postman! The Academy informed me that I **2** [?] their Story Of the Year Competition!
 Last week I **3** [?] this huge gala for the winners of the competition. When I entered the hall, journalists **4** [?] to take photos of me and I was interviewed! They asked me questions like: '**5** [?] something else before you won this competition?', 'Do you write poems as well?'. It was really exciting!
 I hope to see you soon.
 All the best,
 XYZ

- | | | |
|------------------------|-------------------|-----------------|
| → A received | B have received | C had received |
| 1 A have been watching | B had watched | C was watching |
| 2 A was winning | B used to win | C had won |
| 3 A was attending | B attended | C had attended |
| 4 A started | B were starting | C used to start |
| 5 A have you written | B had you written | C did you write |

- ✗ 8 Podaj kontekst poniższych zdań, ilustrujący użycie tych czasów.

- When Angelina came back home, Brad had cooked dinner.
- When Angelina came back home, Brad was cooking dinner.
- Angelina came back home and Brad cooked dinner.
- While Brad was cooking dinner, Angelina was talking on the phone.

R 2 Czasy przeszłe

Past tenses

Nothing is improbable until it moves into the past tense.

GEORGE ADE

Sprawdź się!

- ✖ 1 Uzupełnij poniższy tekst wyrazami w nawiasach w odpowiednim czasie przeszłym. Uzasadnij swój wybór. Zapisz swoje odpowiedzi w zeszycie.

✦ I bought (buy) a new laptop last week. (podany czas zaistnienia sytuacji)

Yesterday, at 3 pm we 1 (struggle) with this dreadful French grammar. While I 2 (revise) irregular verbs, Cathy 3 (do) exercises. We 4 (wonder) when to have a break when a friend of ours, Josh, 5 (pop in) for a chat. He 6 (spend) two years trying to pick up some French before he finally 7 (get) to grips with the basics. With time, however, his French 8 (improve) a lot because whenever Josh 9 (go) on holiday to France, he 10 (speak) French every day. So, we 11 (have) coffee, 12 (go) for a short walk and 13 (get back) to work at 7 pm.

- ✖ 2 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Wykorzystaj strukturę *used to*. Zapisz swoje odpowiedzi w zeszycie.

✦ I remember that on Sundays I used to watch (zwykle oglądałem) 'Sesame Street' with my brother. It's a pity it's no longer on.

- When we were kids we (spędzaliśmy) a lot of time in the playground.
- When in London, (czy miałeś w zwyczaju robić zakupy) in Oxford Street?
- In primary school Ruth (była) really good at maths. Now she has a lot of catching up to do.
- I (nie lubiłem) olives but now I adore them.
- Jill quarrels with everybody. (Czy miała w zwyczaju robić) it earlier?
- Ron (nie miał w zwyczaju prosić) anybody for help.
- Melvin (był) such a promising young pianist. What happened to his talent?

PAST SIMPLE & PAST CONTINUOUS – pozostałe zastosowania

- ✖ 3 Do poniższych przykładów dopasuj reguły (A–D) stosowania czasów *Past Simple* i *Past Continuous*, a następnie do każdej reguły w ramce dobierz nazwę odpowiedniego czasu i numer przykładu. Zapisz swoje odpowiedzi w zeszycie.

I A: Remember? When I was at school, in the morning

1 I usually slept until the very last minute.

B: And 2 you were always arriving late for class, which drove Mr Mad nuts.

II

A: 3 I wasn't expecting to see you today!

B: Well, 4 I was just wondering if you would like to go to a gig with me tonight.

Zastosowania czasów *Past Simple* i *Past Continuous*

A powtarzająca się czynność w przeszłości
Czas: Przykład:

B irytujące zachowanie, krytyka, z wyrazami *always, forever*
Czas: Przykład:

C zwroty wprowadzające do uprzejmych pytań
Czas: Przykład:

D w odniesieniu do teraźniejszości, aby uczynić stwierdzenie czy opinię mniej bezpośrednimi, a zatem grzeczniejszymi
Czas: Przykład:

PAST SIMPLE & PAST CONTINUOUS – porównanie

- ✖ 4 Do każdego zdania w tabeli dopasuj odpowiednie zastosowanie czasu *Past Simple* lub *Past Continuous* z ramki. Następnie przepisz tabelę do zeszytu i uzupełnij ją.

czynność regularnie powtarzająca się • irytujące zachowanie •
czynność dokonana • czynność niedokonana •
podkreślenie czasu trwania czynności • czynność rozpoczęta i zakończona w przeszłości

PAST SIMPLE	PAST CONTINUOUS
1a When they got back we washed up.	1b When they got back we were washing up.

Zastosowania

<u> </u>	<u> </u>
2a He <u>always got up</u> after 10 am.	2b He <u>was always getting up</u> after 10 am, which drove his girlfriend nuts.

Zastosowania

<u> </u>	<u> </u>
3a He <u>smiled</u> at me all the time.	3b He <u>was smiling</u> at me all the time during our flight.

Zastosowania

<u> </u>	<u> </u>
-----------------------------	-----------------------------

! Zwróć uwagę na różnicę w znaczeniu wynikającą z użycia czasów *Present Perfect Simple* i *Past Simple*.

- He **has been** in hospital for a week. = He is still there.
- He **was** in hospital for a week. = He is out.

5 Wybierz poprawną formę i uzasadnij swój wybór.

- Yesterday at 3 am we slept / **were sleeping**. (konkretny moment w przeszłości)
- When it was warm and sunny we **went** / were going for long, relaxing walks.
 - When we were in secondary school, we **played** / were playing tennis for two years.
 - I **texted** / was texting Lucy several times but she wouldn't reply.
 - Jim **always gave** / was always giving unsolicited advice, so hardly anyone wanted to hang out with him.
 - Dan **looked** / was looking for his pen drive all the way to school.
 - They **waved** / were waving me goodbye and left the platform.

PAST PERFECT SIMPLE – pozostałe zastosowania

6 Które zasady użycia czasu Past Perfect Simple podane w ramce ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszycie.

- By the time she got back I **had cleaned** the bathroom. [?]
- By 6 pm I **had tidied** up the kitchen. [?]
- It was the first time I **had really impressed** my mum. [?]

Zastosowanie czasu Past Perfect Simple

- A w celu pokazania, że dana czynność została zakończona do określonego momentu w przeszłości
- B w celu podkreślenia uprzedniości jednej czynności w stosunku do drugiej w przeszłości
- C ze zwrotem: *It was the first time ...*

PAST PERFECT SIMPLE & PAST PERFECT CONTINUOUS – porównanie

7 Zapoznaj się z poniższymi przykładami, a następnie uzupełnij reguły (A–B), wybierając jedną z możliwości podanych *pochyłym drukiem*. Następnie dobrać odpowiednie numery przykładów. Zapisz swoje odpowiedzi w zeszycie.

- When I started my brand new car with my hands shaking, it was obvious I **had been looking forward** to this moment for quite a while.
- I **had been driving** non-stop since 6 am and I felt I needed a break.
- I **had driven** 600 km and was wondering where to stop for a coffee.

Porównanie czasów Past Perfect i Past Perfect Continuous

- A **Past Perfect Simple** podkreśla, że dana czynność *trwała / została zakończona* do określonego momentu w przeszłości
Przykład: [?]
- B **Past Perfect Continuous** podkreśla, że:
 - ▶ dana czynność *trwała / została zakończona* do określonego momentu w przeszłości
Przykład: [?]
 - ▶ czynność *rozpoczęła się przed określonym momentem w przeszłości, ale jej skutki były widoczne w tym momencie*
Przykład: [?]

8 Uzupełnij poniższe historyjki czasownikami w nawiasach w odpowiedniej formie w czasach: Past Simple, Past Perfect Simple i Past Perfect Continuous. Następnie do każdej historyjki dopasuj polecenie. Jedno polecenie jest zbędne. Zapisz swoje odpowiedzi w zeszycie.

- Opisz stresującą sytuację towarzyską, w której się znalazłeś/aś.
 - Opisz sytuację, która miała miejsce w szkole i była dla Ciebie rozczarowaniem.
 - Opisz sytuację, w której musiałeś/aś się z czegoś wytłumaczyć.
 - Opisz szczęśliwy dla Ciebie zbieg okoliczności.
 - Opisz zaskakujące spotkanie, które miało wpływ na podjęcie przez Ciebie życiowej decyzji.
- A I **had been dreaming** (dream) of going on a trip to China for years when a friend of mine [?] (give) me a call yesterday and [?] (say) he [?] (return) from Asia the previous week. He [?] (suggest) we go there together soon. It got me really excited!
- B I [?] (speak) to Chris about our part of the project several times last week but as he [?] (be / transfer) to another group, he [?] (not / seem) to be interested in it anymore. It was the first time Chris [?] (disappoint) me. Pity, as we [?] (work) on it for months.
- C We [?] (prepare) the party all week and [?] (be) so stressed that it was only when the day finally [?] (come) that we [?] (realise) we [?] (not / invite) Kate. I just wanted to curl up and die!
- D Well, so I [?] (arrive) late for the meeting and just [?] (inform) everybody that I simply [?] (doze off) and [?] (not / hear) the alarm clock. I [?] (not / feel) embarrassed whatsoever, if you ask me.

9 Wykorzystując wyrazy podane w nawiasach, utwórz poprawne zdania. Zastosuj czasy: Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous. Czasami konieczne jest dodanie przyimków lub przedimków. Zapisz swoje odpowiedzi w zeszycie.

- This time last Friday **we were having** (we / have) lunch.
- How long [?] (you / nag) mum before she [?] (finally / agree)?
 - When my sister [?] (see / hippo) it [?] (be / first time / she / see) such a big animal in the flesh.
 - Laura [?] (always / criticise) everybody around her in public so hardly anyone [?] (be interested / her company).
 - When I [?] (move / New York) I [?] (go / walk / Central Park) every day.
 - Mary [?] (bang / door) several times but [?] (nobody / answer).
 - Yesterday [?] (there / be) some fingerprints on my laptop. I wonder who [?] (use / it).
 - When I [?] (see) Mary at the airport, I [?] (realise) how much I [?] (miss) her all that time.

USED TO / WOULD

- 10** Na podstawie poniższych przykładów uzupełnij regułę (A–C) stosowania konstrukcji *used to / would*, wybierając jedną z możliwości podanych *pochyłym drukiem*. Dobierz numery przykładów. Zapisz swoje odpowiedzi w zeszycie.

My parents **1 used to go out** a lot when they were my age. Unlike me, they **2 didn't use to spend** much time in front of the TV. My mum **3 would do** sport every day and **4 would attend** all the major sporting events at weekends. My mum even **5 used to be** a cheerleader though now she is a bit of a couch potato. **6 What sports did your parents use to do?**

Zastosowanie *used to* i *would*

- A** Konstrukcji **used to** używamy w odniesieniu do powtarzających się w przeszłości czynności / stanów / czynności i stanów.

Przykłady:

- B** Konstrukcji **would** + **bezokolicznik bez to** używamy w odniesieniu do typowych lub zwyczajowych czynności / stanów / czynności i stanów w określonych ramach czasowych w przeszłości.

Przykłady:

- C** W celu podkreślenia kontrastu między sytuacją w przeszłości a obecną, stosujemy *used to / would*.

Przykład:

- 11** Wybierz poprawną odpowiedź i uzasadnij swój wybór.
Czasami poprawne są obie możliwości.

→ I **used to** / would spend a lot of time outdoors but now I love watching TV. (podkreślenie kontrastu między sytuacją w przeszłości a obecną)

- 1 Last year he *used to spend / spent* a month in Japan.
- 2 She *used not to / didn't use to* work as much as she does now.
- 3 She *used to / would* smoke a lot but she decided to quit.
- 4 Every summer we *would go / went* to the seaside with our grandparents.
- 5 There *used to / would* be many shops in my neighbourhood, but most of them have closed down.
- 6 We *would have / had* that armchair for years.
- 7 *Did you use to / Did you go to* the opera when you lived in Milan?
- 8 I got a flat of my own when I turned twenty so my friends *used to / would* visit me every weekend then.

Zwróć uwagę na zasadniczą różnicę między *used to do sth* i *be/get used to doing sth*.

- 1** I used to get up late so **2** I am not used to getting up at 5 am.
It'll take me a while **3** to get used to sleeping only six hours.

USED TO DO STH	BE / GET USED TO DOING STH
▶ odnosi się do przeszłości	▶ może odnosić się do przeszłości, teraźniejszości i przyszłości
▶ wyraża powtarzające się czynności i stany	▶ opisuje przyzwyczajenia i ich zmiany
▶ wymaga użycia bezokolicznika	▶ wymaga użycia formy <i>-ing</i>

- 12** Fragmenty zdań podane w nawiasach przetłumacz na język angielski, wykorzystując struktury *would* + bezokolicznik bez *to*, *used to*, *be / get used to doing sth.* Zapisz swoje odpowiedzi w zeszycie.

→ I **used to drink** (pijałem) three cups of coffee a day.

- 1 It took Bianca quite a while (*żeby przyzwyczaić się do mówienia*) English all day long.
- 2 When you lived in London, (*czy chadzaliście*) for a walk in Regent's Park?
- 3 As my grandma (*nie była przyzwyczajona do wysyłania*) text messages, she found traditional phonecalls much more convenient.
- 4 My parents (*spędzali*) every weekend out but now they'd rather stay at home and watch a DVD together.
- 5 When Sonia was in Portugal, she (*słuchała*) fado singers every Friday.
- 6 As a young boy he (*nie lubił*) animals at all, but now he's a big fan of all pets.

Powtórzenie

- 13** Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego.

→ I played football every day. **USED**

I used to play football every day.

- 1 They didn't say anything until the teacher had left the classroom. **BEFORE**
They waited _____ anything.
- 2 What was your typical breakfast In England? **USE**
What _____ for breakfast in England?
- 3 She waited until midnight before she called them.
DIDN'T CALL
She _____ midnight.
- 4 We went to New York In 1997 and 1999. **SECOND**
In 1999 _____ to New York.
- 5 It was typical of my sister to call me names when we were kids. **WOULD**
My sister _____ me names when we were kids.
- 6 Could you possibly lend me your phone for a minute?
WONDERING
I _____ me your phone for a minute?
- 7 What was up with you today? I couldn't finish a single sentence because you were so impatient to air your views. **INTERRUPTING**
You _____ me all the time!
- 8 We got to the stadium too late for the start of the concert.
ALREADY
The concert _____ time we got to the stadium.
- 9 I always disliked Renaissance painting but now I like it.
USE
I _____ Renaissance painting but now I like it.
- 10 When Rosa started living on her own she soon found cooking pretty easy. **USED**
When Rosa started living on her own, she soon _____

✗ 14 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyte.

→ Where **did you go** (poszedłeś) yesterday?

- 1 When we met he **?** (pracował) for the company for ten years.
- 2 When Sarah went to Germany it was the first time she **?** (wyjechała) abroad.
- 3 We **?** (próbowaliśmy) to explain the problem to you but you wouldn't listen.
- 4 I **?** (uczęszczałem) to music school for five years when I was a teenager.
- 5 When we saw Mark gasping for breath, it was clear he **?** (biegł).
- 6 Nora has wanted to get this tablet since she **?** (zobaczyła) it in the shop window display.
- 7 Every summer my sister **?** (brała udział) in a dance workshop.
- 8 Yesterday at 5 am we **?** (przygotowywaliśmy się) for the trip.
- 9 When Claire opened the door in the morning I knew straight away she **?** (czytała) all night.
- 10 **?** (Czy mieliście w zwyczaju) play hide-and-seek when you were kids?

✗ 15 Wybierz poprawną możliwość A, B, C lub D.

→ You **?** go to bed before midnight, did you?

- A never used to
B never got used to
C are never used to
D weren't used to

- 1 Can you tell me how long **?** practising before you won your first match?
A you have been
B have you been
C you had been
D had you been
- 2 Mrs Simmons has just called me to say you **?** truant again!
A used to play
B would play
C had been playing
D have been playing
- 3 There is a greasy stain on my laptop. Someone **?** it!
A has been using
B have you been
C you had been
D had you been
- 4 Many people find it difficult to **?** overtime.
A get used to do
B get used to doing
C be used to do
D be used to doing

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

- 5 Although she's lived in England for two years already, Emma cannot **?** on the left side of the road.
A used to driving
B get used to driving
C be used to driving
D got used to driving
- 6 We are going to Alaska for a year. It's great, I don't know how we **?** six months of non-stop daylight though.
A get used to
B are going to get used to
C can be used to
D used to get
- 7 When I was very little, my father **?** bedtime stories to me every night.
A was reading
B got used to read
C reads
D would read
- 8 When I saw Josh, he **?** for two hours.
A used to be jogging
B was jogging
C had been jogging
D jogged

✗ 16 Napisz w zeszyte po 4 zdania z każdym z podanych czasowników:

- A zdanie wyrażające irytację (z użyciem czasu *Past Continuous*)
B uprzejme zapytanie (z wprowadzeniem w czasie *Past Continuous*)
C zdanie z wprowadzeniem *It was the first time...*
D zdanie mówiące o przyzwyczajeniu w przeszłości.

→ Listen

- A Dan was trying to explain everything to you but you weren't listening.
B I was hoping you could listen to me for a while.
C It was the first time I had listened to a lecture with real interest.
D For many years your mum tried to teach you how to keep your room tidy but you wouldn't listen.

Eat

- A **?**
B **?**
C **?**
D **?**

Sleep

- A **?**
B **?**
C **?**
D **?**

P 3 Czasy przyszłe

Future tenses

FUTURE SIMPLE

❌ 1 Które zasady użycia czasu *Future Simple* podane w ramce reprezentują poniższe zdania? Zapisz swoje odpowiedzi w zeszyście.

- 1 The Polish national football team **will probably win** the World Cup in 2022. [?]
- 2 Tom's birthday party **will be** the day after tomorrow. [?]
- 3 **Mike:** Will you marry me?
Sue: Yes, I **will**. [?]
- 4 **Will you come** with me? [?]
- 5 I promise I **will clean up** the flat after the party. [?]

Zastosowanie czasu *Future Simple*

- A obietnica odnosząca się do przyszłości
- B przewidywanie oparte na wewnętrznym przekonaniu
- C stwierdzenie faktu, który zaistnieje w przyszłości, ponieważ są przesłanki, żeby tak sądzić
- D decyzja podjęta w chwili rozmowy (spontaniczna)
- E uprzejma prośba

❌ 2 Czasowniki w nawiasach zapisz w czasie *Future Simple*. Które z zasad użycia tego czasu ilustrują poniższe zdania? Zapisz swoje odpowiedzi w zeszyście.

- John **will be** (be) twenty next month. (stwierdzenie faktu, który zaistnieje w przyszłości)
- 1 Oh, you have a headache! I [?] (bring) you a pain killer.
 - 2 I [?] (prepare) visual aids for the presentation.
 - 3 The meeting [?] (not / take place) in the Grand Hall but in the Main Hall. I heard our dean talking about it.
 - 4 (Weather forecast): It [?] (rain) heavily tomorrow.
 - 5 I've got a request, Meg. [?] (you / water) my flowers while I am away?
 - 6 Janet promises she [?] (help) us with this project.

FUTURE CONTINUOUS

Zastosowanie czasu *Future Continuous*

Czasu *Future Continuous* używamy, gdy mówimy o czynnościach, które będą odbywały się w określonym momencie w przyszłości.

'This time next year I **will be ruling** this country,' said Queen Victoria.

❌ 3 Dokończ następujące zdania zgodnie z prawdą, używając czasu *Future Continuous*. Zapisz swoje odpowiedzi w zeszyście.

- This time tomorrow I **will be sitting at school**.
- 1 Don't call me on Saturday morning because I [?].
 - 2 On Sunday evening I [?].
 - 3 This time next weekend [?].
 - 4 I can't come to your party because this time tomorrow afternoon [?].
 - 5 This time next year [?].
 - 6 At 6 pm next Thursday [?].

BE GOING TO

A: So, Jason is **going to cook** and Cynthia is **going to prepare** some special dessert. I **am going to bring** some CDs with our favourite music. Everybody is doing something!

B: Wow, this is **going to be** a great party!

Zastosowanie konstrukcji *be going to*

Konstrukcji *be going to* używamy, jeżeli mówimy o:

- A planach i zamiarach,
- B sytuacjach, które wydarzą się, gdyż wskazują na to okoliczności.

❌ 4 Na podstawie obrazków podaj jak najwięcej odpowiedzi na pytanie *What are they going to do?* Zapisz swoje odpowiedzi w zeszyście.



→ This boy is **going to fall** into the pond. / This boy is **going to catch** a toy boat.

Your idea: [?]



1 (watch 'The Hobbit') [?]

2 (have a lot of fun) [?]

Your idea: [?]



3 (have cafe latte) [?]

4 (chat) [?]

Your idea: [?]



5 (throw a birthday party) _____ ?

6 (give Janet a present) _____ ?

Your idea: _____ ?



7 (have a new hairstyle) _____ ?

8 (change her hair colour) _____ ?

Your idea: _____ ?

Powtórzenie

- ✗ 5 Sprawdź, czy wiesz, kiedy zastosować czasy: *Future Simple*, *Future Continuous* oraz konstrukcję *be going to*. Wybierz poprawną możliwość A, B lub C.

Jane _____ (zamierza przyjechać) tomorrow.

- A will come
B comes
C is going to come

1 Grandpa, what are you doing?! I _____ (poniosę) this bag for you!

- A am going to carry
B will be carrying
C will carry

2 What _____ (będziesz robić) this time next weekend?

- A are you going to do
B will you be doing
C will you do

3 My sister-in-law is pregnant, so I _____ (będę miała) a niece soon.

- A will have
B will be having
C have

4 Hurry! Look at those clouds! It _____ (będzie padać).

- A is going to rain
B will rain
C will be raining

5 'Harry _____ (czy pomożesz mi) with this heavy cupboard?' 'Sure.' 'Thanks, I knew I could count on you.'

- A are you going to help me
B will you help me
C will you be helping me

6 People _____ (nie będą mieszkać) on Mars in the near future.

- A will be living
B are not going to live
C will not live

7 Dennis: I have a horrible stomach ache.

Vivian: Oh, I _____ (przyniosę) some medicine.

- A will get you
B am going to get you
C will be getting you

8 Jerry: I don't understand maths, especially this unit.

Fiona: I _____ (wyjaśnię) it to you, no problem.

- A am going to explain
B will explain
C will be explaining

- ✗ 6 Uzupełnij poniższe minidialogi, tworząc poprawne zdania z podanych elementów. Zapisz swoje odpowiedzi w zeszytcie.

A: What are your plans for the holidays?

B: I don't know yet, but I will probably go to Vietnam.
(I / probably / go / Vietnam)

1 A: I'm going to the newsagent's.

B: _____ (you / buy / me / today's paper)?

A: Sure, a newspaper. _____ (I / not / forget).

2 A: It's getting colder and colder. And look at those dark clouds coming from the east.

B: _____ (it / snow).

3 A: Oh, I think I've sprained my ankle.

B: Don't worry. _____ (I / call / 999).

4 A: _____ (what / your sister / do / after / graduation)? Does she have any plans?

B: She has already planned a gap year and university studies afterwards. _____ (she / study Spanish history / Oxford University).

5 A: Susan is such a talented dancer.

B: Yes she is. I am sure _____ (she / be / famous / one day). I think in ten years' time _____ (she / dance / for the National Ballet Theatre)

A: So, let's ask her for her autograph, now.

6 A: Can I call you tomorrow?

B: OK, but not at 4 pm. At that time _____ (I / have / dinner / with my parents).

A: I promise _____ (I / not / disturb / you).
_____ (I / call / you / in the evening then).

7 A: It is really a pity _____ (we / not get / an opportunity / present / opinion) at this session.

B: Yes, it is indeed. But _____ (we / try) again at the next session.

8 A: _____ (be / kind / tell) me how to get from here to the Metropolitan Opera?

B: Certainly, madam.

R 3 Czasy przyszłe

Future tenses

The best way to predict the future is to create it.

PETER DRUCKER

Sprawdź się!

- ❌ 1 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ I think I will talk (porozmawiam) to her later.

- Lots of people ? (weźmie udział w) the demonstration.
- This time next week ? (będziemy jechać) across the Arizona Desert. I can't wait.
- I promise! I ? (wyjaśnię) everything to the teacher.
- Mark looks a bit out of sorts. He ? (będzie chory).
- I ? (zamierzam to kupić) it whether they like it or not.
- ? (Czy powiesz mi) at last what really happened?
- I think we ? (skończymy) soon.
- Don't worry! I ? (porozmawiam) to her.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

FUTURE SIMPLE & FUTURE CONTINUOUS – pozostałe zastosowania

- ❌ 2 Przeanalizuj poniższe przykłady, a następnie przyporządkuj im zasady (A-E) stosowania poszczególnych czasów. Zapisz swoje odpowiedzi w zeszycie.

I

Alex: Hold on! There's somebody at the door.

Kate: 1 That'll be Ann.

II

Tina: Do you need anything from the shops? 2 I'll be going out to buy a few things anyway.

Pete: That would be great! 3 Will you also be going to the pharmacy, by any chance?

III

Ann: Did you know *The Scorpio* 4 will be playing next week?

Alex: Will they? We must let Kate know. I'll give her a ring later. 5 She will be having a French lesson soon.

Zastosowanie czasów Future Simple i Future Continuous

- A zaplanowane / oczekiwane wydarzenia
- B wyrażenie przypuszczenia tylko na temat teraźniejszości
- C uprzejme pytanie, prośba
- D wyrażanie przypuszczenia na temat teraźniejszości lub przyszłości
- E odniesienie do naturalnego biegu wydarzeń, które będą miały miejsce „tak czy inaczej” i wspominamy o nich jakby mimochodem

- ❌ 3 Wybierz poprawną formę i uzasadnij swój wybór.

→ Will you pass / Will you be passing a post office on your way to the university today? I've got a letter to post. (uprzejme pytanie / prośba)

- Will you use / Will you be using your bike this Saturday? Could I borrow it?
- Can you hear the engine? That will be / is going to be Frank.
- We'd better call them later. They sleep / will be sleeping now.
- We'll drive / will be driving there anyway so we can give you a lift.
- Professor Smith will give / will be giving a lecture on GMO at the same time next Friday.
- A: Is that 'Fantasy Impromptu' I can hear? Which of your neighbours plays Chopin? And so well?
B: That will be / is going to be Suliko. She's unbelievable. Ana, who lives next door, is also good, but she prefers playing jazz.
- Will you call / Will you be calling her or shall I do it?
- I will fly / will be flying to Tokyo next month. Would you like me to bring you back anything?

FUTURE PERFECT SIMPLE

- ❌ 4 Do poniższych przykładów dopasuj reguły (A, B) stosowania czasu Future Perfect Simple. Zapisz swoje odpowiedzi w zeszycie.

- By June my friend and I will have graduated from law school.
- By the time we turn twenty-eight, we will have found a well-paid job.
- Believe it or not but next week we will have known each other for 10 years.

Zastosowanie czasu Future Perfect Simple

- A żeby powiedzieć, iż dana czynność wydarzy się / zostanie zakończona do danego momentu w przyszłości
- B żeby powiedzieć, iż w danym momencie w przyszłości dany stan rzeczy będzie trwać przez pewien określony czas

- ❌ 5 Wykorzystując elementy w nawiasach, utwórz poprawne zdania. Czasami konieczne jest dodanie innych słów, np. przyimków czy przedimków. Zapisz swoje odpowiedzi w zeszycie.

→ By 5 pm / (the passengers of TWA 3121 to Los Angeles / board the plane).
By 5 pm the passengers of TWA 3121 to Los Angeles will have boarded the plane.

- Sue ? (not / prepare / project / Monday).
- Next Monday Sarah ? (have / driving licence / year).
- By the time we come back, Diana ? (prepare / lunch).
- The band ? (finish / new record / end / year).
- Next month Matt ? (be married / Sue / six years).
- Greg ? (spend / two years in France) by the time he gets a degree in French literature.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

FUTURE PERFECT SIMPLE & FUTURE PERFECT CONTINUOUS – porównanie

- 6 Przeanalizuj poniższe przykłady, a następnie przyporządkuj im zasady (A, B) stosowania poszczególnych czasów. Zapisz swoje odpowiedzi w zeszyty.

- Next month I **will have saved** enough for a trip to Africa. What a relief! [?]
- Next month I **will have been saving** for a trip to Africa for over five years. [?]

Porównanie czasów *Future Perfect Simple* i *Future Perfect Continuous*

- A *Future Perfect Simple* podkreśla, że dana czynność wydarzy się / zostanie zakończona do danego momentu w przyszłości.
- B *Future Perfect Continuous* podkreśla, jak długo dana czynność będzie trwała do konkretnego momentu w przyszłości.

Uwaga!

Czasowniki statyczne, np. *have* (w znaczeniu „mieć”, „posiadać”), *own*, *belong* nie występują w czasie *Future Perfect Continuous*.

Next month I **will have had** my 'Africa' bank account for over five years.

- 7 Czasowniki i wyrażenia w nawiasach wstaw w języku angielskim w czasie *Future Simple*, *Future Continuous*, *Future Perfect Simple* lub *Future Perfect Continuous*. Zapisz swoje odpowiedzi w zeszyty.

By next September we **will have lived** (będziemy mieszkali) in this house for twenty years.

- By the end of the month we [?] (zdecydujemy) which course of action to take.
- I don't think I [?] (będę wiedział) anything new till the end of the week.
- Next Friday Kate [?] (będzie się umawiać z) Peter for three months.
- I promise. I [?] (rozwiążę to / poradzę sobie z tym) by tomorrow morning.
- This time tomorrow we [?] (będziemy lecieli) to Chicago.
- This time tomorrow we [?] (będziemy) on the plane for two hours.
- Today at 4 pm she [?] (będzie ćwiczyła) non stop for 10 hours!
- Next year my sister [?] (będzie studiować) medicine for eight years!

- 8 Czasowniki w nawiasach wstaw w odpowiedniej formie w czasie *Future Simple*, *Future Continuous*, *Future Perfect Simple* lub *Future Perfect Continuous*. Zapisz swoje odpowiedzi w zeszyty.

Next month we **will have been living** (live) in Seattle for a year! Time flies!

- Over the next couple of months the prices of petrol [?] (rise) by 10%.
- I [?] (not / lie) to you again, I promise.
- Where do you think we [?] (be) this time next year?
- I think that this time next year we [?] (surf) in Hawaii.
- In December, I [?] (have) my own business for a year.

Powtórzenie

- 9 Wykorzystując elementy w nawiasach, utwórz poprawne zdania, pamiętając, że czasami konieczne jest dodanie innych wyrazów, np. przedimków lub przyimków. Zastosuj czasy: *Future Simple*, *Future Continuous*, *Future Perfect Simple*, *Future Perfect Continuous*. Zapisz swoje odpowiedzi w zeszyty.

I **will go to London** (go / London) next year.

- Tomorrow we [?] (be away / a month).
- I can post this letter. I [?] (go / post office) anyway.
- You'd better call on her later. She [?] (work out) now.
- [?] (That / be / Mark). I recognise his footsteps.
- 'The Hunters' [?] (perform / live) again next month. I can't wait!
- Excuse me, [?] (you / use / computer)? If not, could I use it for a minute, please?
- By the time they turn up, we [?] (answer / couple / questions).
- Next Friday Paula [?] (date Dan / seven weeks).
- Guys, who [?] (run / charity marathon) tomorrow?
- The number is engaged. I [?] (call / her) later.

- 10 Czasowniki i wyrażenia w nawiasach przetłumacz na język angielski i / lub wstaw w odpowiedniej formie.

I promise I **will help** (help) you.

- Watch out! You [?] (lose) your wallet.
- This time on Monday I [?] (take) my driving test.
- [?] you [?] (tell) me the truth at last?
- I [?] (posprzątam) the flat by noon.
- Don't worry. I [?] (help) her out whenever she wants.
- Don't bother waiting for them. They [?] (pewnie nadal są) at school.
- I [?] (nie mam zamiaru) to cram for the test all weekend. It would be inhumane!
- Next week they [?] (travel) for a year.
- It is envisaged that by 2050 our lifestyle [?] (zmeni się) beyond recognition.
- Mina asks how much longer we [?] (use) her charger. What shall I say?

- 11 Poniższe zdania dotyczą przyszłości. Określ, na co zwrócono w nich szczególną uwagę poprzez zastosowanie danej struktury gramatycznej:

- dokonany / niedokonany charakter czynności.
- intencje, decyzje, itd.

- I think we will move house sooner or later.
- We are moving house next week.
- We're going to move house next week.
- This time next month we'll be moving house.
- We'll have moved house by the end of the month.
- This time next week we'll have been moving house for three months.

Czasowniki statyczne (STATIVE VERBS)

Czasowniki statyczne to takie, które nie występują w czasach ciągłych (Continuous). Możemy je podzielić na dwie grupy:

- A** takie, które **nigdy** nie występują w formie ciągłej: *agree, believe, belong, consist, hate, imagine, know, like, love, need, own, prefer, promise, remember, satisfy, seem, sound, suppose, surprise, understand, want, wish*
- B** takie, które czasem występują w czasach Continuous, ale wtedy zmieniają znaczenie:
- have** Jason **has** a lot of money! (have = possess)
Jason **is having** lunch now. (have = eat)
- think** I **think** your skirt is too short. (think = believe – wyrażenie opinii)
I'm **thinking** of buying a new yacht. (think = consider – proces myślenia, zastanawiania się)
- see** I can **see** you are right. (see = understand)
I'm **seeing** a dentist tomorrow. (see = meet)

✗ 1 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ Mike **believes** (believe) in the end of the world in 2020.

- Frank **knows** (know) Sally since 2010.
- Don't disturb Susan. She **watches** (watch) her favourite show now.
- Understand** (understand) you **understand** this theory now?
- A: What **do you think** (you / think) about our new school president?
B: Well, I **prefer** (prefer) the former one.
- Quick! Come here! I **need** (need) your help right away.
- Do you prefer** (prefer) you **prefer** white or black coffee?

✗ 2 Uzupełnij minidialogi, wybierając poprawną możliwość A lub B.

→ A: Have you seen Sue?

B: **Yes, she has.**

A Yes, she has lunch.

B Yes, she is having lunch.

- A: What are you doing on Saturday?
B: **I'm seeing** my classmates in the club.
A I'm seeing my classmates in the club.
B I see my classmates in the club.
- A: I like that red dress very much. It really suits you.
B: **I'm thinking** the green one is much better.
A I'm thinking the green one is much better.
B I think the green one is much better.
- A: Anything to declare?
B: **No, I don't have** anything to declare.
A No, I don't have anything to declare.
B No, I'm not having anything to declare.

- A: Good morning, can I talk to Steve?
B: I'm sorry **he has** a shower.
A he has a shower
B he's having a shower
- A: You look so happy. **About my weekend trip to Rome.**
B: About my weekend trip to Rome. It's going to be real fun!
A What are you thinking about?
B What do you think?
- A: **I'm afraid I don't agree with your idea.**
B: I'm afraid I don't agree with your idea.
A Do you see what I mean?
B I'm seeing her tomorrow.
- A: Ala says Jon is terribly self-centred. **Maybe she's right.**
B: Maybe she's right.
A What do you think?
B What are you thinking about?
- A: **With Sarah and Brian. Why?**
B: With Sarah and Brian. Why?
A Who do you have lunch with?
B Who are you having lunch with on Friday?

Powtórzenie

✗ 3 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ I **know** (know) where he is.

- Mark **owns** (own) these CDs now.
- Who **belongs** (belong) this bike **belongs** (belong) to?
- We absolutely **agree** (agree) with you.
- Sara **knows** (know) Mark since 2005.
- I **suppose** (suppose) Claire may know more details.
- Can you hear that tune? It **sounds** (sound) pleasing to the ear.
- I **don't believe** (not / believe) you, I'm afraid.
- Do you remember** (you / remember) John? You met in the philharmonic hall.

✗ 4 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Użyj czasowników statycznych. Zapisz swoje odpowiedzi w zeszycie.

→ The students **were having** (jedli) a meal in the school canteen when the alarm went off.

- I **love** (kocham) this game! 'UNO' is so exciting!
- What **do you think** (myślisz) of Susan's new boyfriend? He **seems** (wydaje się) to be really nice.
- Dr Roberts **promised** (obietł) to change his schedule for next week. We **will meet** (spotkamy się) him at 11 am next Tuesday at the University Medical Centre.
- To be honest her offer **isn't** (nie brzmi) convincing.
- Excuse me, **do you remember** (czy pamiętasz) me? We met at the theatre workshops in Berlin.
- I'm considering** (Przypuszczam) that Jerry didn't take it into consideration at all.
- I think I **will agree** (zgadzam się) with you.
- Do you understand** (Czy rozumiesz) what I'm saying?

R 4 Czasowniki statyczne

Stative verbs

Sprawdź się!

- ❌ 1 Przekształć poniższe zdania, wykorzystując podane czasowniki w odpowiedniej formie, tak aby przekazać dokładnie znaczenie zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

→ Everything is clear to me now. **UNDERSTAND**

Now I understand everything.

- In my opinion, you should make it up with Pete. **THINK**

- Sheila has an appointment with her tutor on Thursday. **SEE**

- We might take part in the competition. **THINK**

- It's a great party, thanks. I'm really happy here. **HAVE**

- Paul is the owner of a flash red sports car. **HAVE**

- Now I understand what you had in mind. **SEE**

- ❌ 2 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ It seems (seem) to be a great idea.

- Helen Mirren _____ (appear) on stage in London next month.
- We entered the kitchen when mum _____ (taste) the stew.
- We _____ (weigh) these parcels for hours and aren't even halfway through.
- Do you know how much this cabinet _____ (weigh)?
- It's 10 o'clock and they're out? So they _____ (see) somebody about the flat now.
- It's such a hard nut to crack. Tomorrow we _____ (think) about what to do for exactly three weeks!
- Yes, now I _____ (recognise) him in the distance.
- I'm afraid this pair _____ (not / fit). Could I try another one?
- Greg _____ (be) rather naughty yesterday. It's so unusual for him.
- My sister _____ (taste) chilli in the dish so she wouldn't touch it.
- Homemade meals _____ (smell) absolutely delicious.
- I _____ (think) this is the best thing we can do.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Więcej o czasownikach statycznych

A Inne czasowniki, które nie występują w formie ciągłej (Continuous) to: **recognise, resemble, exist, fit**.

B Inne czasowniki, które występują w formie ciągłej (Continuous), zmieniają znaczenie ze „statycznego” na „aktywne”:

appear It appears (stan) that (The Bats) will be appearing (czynność) in my town pretty soon.

feel She is feeling (czynność) the radiator because it feels (stan) really cold in the room.

hear I can hear the piano (stan). They're hearing (czynność) the candidates in the next room.

look She's looking (czynność) in the mirror to make sure she looks (stan) OK.

measure They're measuring (czynność) the room to find out how much it really measures (stan).

smell She is smelling (czynność) the perfume to make sure it really smells (stan) of vanilla.

taste I'm tasting (czynność) the cake to find out whether it tastes (stan) as fantastic as they say.

weigh They're weighing (czynność) the luggage to make sure it weighs (stan) less than 20 kg.

! Zwróć uwagę na **typowe użycie czasowników percepcji**:

I can see / hear / feel / smell / taste ...

I can remember / understand ...

! Zwróć uwagę na **różnicę w znaczeniu**:

Generally Trev is pretty cheerful but today he is being rather moody. = He is behaving in this way.

- ❌ 3 Uzupełnij zdania czasownikami z ramki. Zapisz swoje odpowiedzi w zeszycie.

imagine • agree • see • hear • mean

- I hear that you've just got married. Congratulations!
- I _____ you must be really tired after such a long journey.
- I _____ what you _____ but I cannot possibly _____.

Powtórzenie

- ❌ 4 Uzupełnij poniższe minidialogi elementami w nawiasach, tak aby otrzymać poprawne zdania. Zapisz swoje odpowiedzi w zeszycie.

→ A: The committee is hearing (hear) the applicants between 10 am and noon tomorrow. Keep your fingers crossed for me.

B: You don't appear (not / appear) to be too stressed about it, I must say.

1 A: What time _____ (you / see) Frank tomorrow?

B: I _____ (suppose) at around 3 o'clock. Why?

2 A: _____ (you / taste) that fruit salad at Maria's last night?

B: Yeah, it _____ (smell) so delicious that I couldn't resist.

3 A: Jim _____ (not / seem) to be interested in our company today.

B: He _____ (look) a bit down and I have no idea what _____ (he / think) about.

4 A: Did you have that Thai grilled chicken breast last night? It _____ (taste) absolutely delicious.

B: Not really, I _____ (smell) nuts in it and I'm allergic to nuts.

P 5 Strona bierna i Have / Get sth done

Passive voice & Have / Get sth done

Strona bierna (PASSIVE VOICE)

They **make** cars here. → Cars **are made** here.
 They **have made** cars here. → Cars **have been made** here.
 They **made** cars here. → Cars **were made** here.
 They **had made** cars here. → Cars **had been made** here.
 They **will make** cars here. → Cars **will be made** here.
 They **are going to make** cars here. → Cars **are going to be made** here.
 They **can make** cars here. → Cars **can be made** here.

❌ 1 Które zasady użycia strony biernej podane w ramce ilustrują poniższe przykłady? Zapisz swoje odpowiedzi w zeszycie.

- 1 The Hunger Games **has finally been published**. [?]
- 2 This exhibition **was visited** by the Queen herself! [?]
- 3 The wedding reception **will be held** in the Ice Hotel in Canada. [?]

Zastosowanie strony biernej

- A chcemy podkreślić wykonawcę czynności
- B czynność jest ważniejsza niż wykonawca (tytuły prasowe, ogłoszenia, zaproszenia, instrukcje obsługi, notatki biograficzne)
- C wykonawca jest oczywisty albo nieznany lub nieistotny



It is done **with** something / **by** someone.

The radio was repaired **with** a screwdriver and some other tools.

The radio was repaired **by** James.

❌ 2 Wybierz poprawną konstrukcję.

Hi Steven,

As you know we are preparing our graduation party. I would like to remind you that this party **will be held** / **was held** next Saturday in the Royal Castle.

The music **1 was chosen** / **has been chosen** a few weeks ago.

The starters and main course **2 were just selected** / **have just been selected** (A huge achievement!). The floral decorations **3 must prepare** / **must be prepared** on Saturday morning, so that they look fresh and beautiful. It **4 will be done** / **will do** by Frank's mum, who is a florist. Will you help her Steven?

Ok, I almost forgot! Special guests **5 have been invited** / **have invited** by our committee and we **6 are going to be listened** / **are going to listen** to a concert prepared specially for this party.

That's all for now.

Take care,
James

❌ 3 Przekształć następujące zdania, używając strony biernej. Zapisz swoje odpowiedzi w zeszycie.

→ People speak English all over the world.

English is spoken all over the world.

1 Thieves stole two extremely valuable paintings from the National Gallery last week.

[?] from the National Gallery last week.

2 Where will they hold the meeting?

Where [?]?

3 Water is not going to flood this area.

[?].

4 People grow rice in China.

[?] in China.

5 Has someone used my cosmetics?!

[?].

6 You can operate this device with one button only.

[?] with one button only.

HAVE / GET STH DONE

A mechanic regularly **services** my car. → I **have / get** my car regularly **serviced**.

A mechanic **has serviced** my car. → I **have had / have got** my car **serviced**.

A mechanic **served** my car. → I **had / got** my car **served**.

A mechanic **had serviced** my car. → I **had had / had got** my car **served**.

A mechanic **will service** my car. → I **will have / will get** my car **served**.

A mechanic **is going to service** my car. → I **am going to have / am going to get** my car **served**.

A mechanic **must service** my car. → I **must have / must get** my car **served**.



Zastosowanie konstrukcji have / get sth done

Konstrukcji tej używamy, jeżeli chcemy podkreślić, iż dana czynność jest wykonywana dla nas przez kogoś innego.

4 Uzupełnij minidialogi, wybierając poprawną odpowiedź A lub B. Zapisz swoje odpowiedzi w zeszycie.

A: Your computer is not working!

B: I know, [?] tomorrow.

A: I will have new software installed.

B: I had new software installed.

1 A: Where are you going with that coat?

B: [?]

A: Oh yes, you are right, it is really dirty.

A: I must get it dry-cleaned.

B: I must dry-clean it.

2 A: Some friends are coming over tomorrow and I should bake something but I don't know how.

B: I am not a good cook, either. [?]

A: I agree, she is a really good cook. I'll call her.

A: I bake it by my sister.

B: I always have something baked by my sister.

3 A: I'm sorry, but I'm not really satisfied with your service.

[?]

B: I understand, but I believe green is in fashion now.

A: I'm not going to dye my hair here anymore.

B: I'm not going to have my hair dyed here anymore.

4 A: Thank you Kate. I'm glad you came with me, I was so scared.

B: No problem. [?] This dentist is fantastic. Nothing ever hurts.

A: I have had my wisdom tooth extracted here as well.

B: I have extracted my wisdom tooth here as well.

5 Mieszkanie Johna i Samanthę zostało zalane przez sąsiada. John wychodzi do pracy i pisze notatkę do Samanthę. Uzupełnij ją odpowiednimi formami czasowników, używając struktury have / get sth done. Zapisz swoje odpowiedzi w zeszycie.

Sam,

All the workers have been working really hard. Finally, we have had the ceiling repaired (repair / the ceiling). We also

1 [?] (polish / the floor). I have to go to work now but in the afternoon we **2** [?] (deliver / the new fridge) – around 4 pm I believe. If everything is OK, we **3** [?] (paint / all the walls) tomorrow.

Ok, by the way – our neighbour **4** [?] (service / his plumbing) at last! I hope he **5** [?] (check / it) regularly by some experienced plumber from now on.

See you in the evening.

Love,

John

Powtórzenie

6 Z podanych wyrazów zbuduj poprawne zdania, używając strony biernej lub konstrukcji have / get sth done. Zapisz swoje odpowiedzi w zeszycie.

The phone / invent / Alexander Bell in the 19th century.

The phone was invented by Alexander Bell in the 19th century.

1 Where / the Olympic Games / hold / the next time?

[?]

2 When / you / inform about / the new regulations? Yesterday or the day before yesterday?

[?]

3 Artificial flavour / cannot / add / to any food for babies.

[?]

4 All the vegetables / harvest / before the frost came.

[?]

5 This seems to be a successful makeover. Susan / remodel / her cheekbones.

[?]

6 If she wants she may / do / her nose. She has always dreamt of it.

[?]

7 She / also whiten / her teeth.

[?]

8 She says that it's not the end. Next month she / select / all her clothes by a professional stylist.

[?]

9 The best part is the fact that in the end she / sponsor / everything by a TV reality show.

[?]

10 You / met / Heathrow Airport / by my secretary.

[?]

7 Uzupełnij zdania, używając czasowników i wyrażań w nawiasach w stronie biernej lub konstrukcji have / get sth done.

Unfortunately, Sue's new house will not be finished (not / finish) till winter.

1 Tomorrow I [?] (deliver / my new bike). I bought it last week on the Internet.

2 Tina Turner [?] (not / see) in public for a long time. I wonder if she will ever perform again?

3 A famous supermodel [?] (arrest) for assaulting a police officer and [?] (sentence) to community service.

4 Nick [?] (tow away / his car) [?] at least five times since the beginning of the year.

5 Susan, is that really you?! [?] (you / cut / your hair)? Your new hairstyle really suits you.

6 Attention, please! All flights to London [?] (cancel) due to heavy snowfall.

7 Excuse me madam, [?] (you / serve)?

8 This document [?] (not / sign) yet.

R 5 Strona bierna

Passive voice

Rome was not built in a day.

Sprawdź się!

- ✗ 1 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ This bridge was built (build) ten years ago.

- 'Last Christmas' [?] (play) by all radio stations every year.
- I [?] (not / inform) about any changes to the schedule yet.
- The building [?] (abandon) for years before they finally pulled it down.
- Sooner or later a cure for cancer [?] (discover).
- New traffic regulations [?] (introduce) last month.
- This task [?] (can / do) in several ways.
- Our classroom [?] (to be going / paint) soon.

- ✗ 2 Przekształć poniższe zdania na stronę bierną i zapisz w zeszycie. Zwróć szczególną uwagę na przyimki.

→ They should speak to Greg as soon as possible.

Greg should be spoken to as soon as possible.

- It's high time we called for a doctor.
It's high time [?].
- Why didn't the police look into the matter closely enough?
Why [?].
- Do you happen to know whether anyone has already paid for the drinks?
Do you happen to know [?].
- They should see to every single aspect of the matter.
Every [?].
- The surgeons are still wondering whether or not they should operate on this patient.
The surgeons are still wondering [?].
- I think that the agency should apologise in writing to all the customers.
I think that all the customers [?].
- With this state-of-the-art alarm system it's incredible the thieves broke into the bank.
With this state-of-the-art alarm system it's incredible [?].
- Many children tend to forget that they should take care of their pet every day.
Many children tend to forget that [?].
- Many families would prefer to pay someone to do household jobs for them.
Many families would prefer [?].
- Very few people turned up because nobody informed them.
Very few people turned up because [?].

- ✗ 3 Przekształć poniższe zdania, wykorzystując konstrukcję *have / get sth done*. Zapisz swoje odpowiedzi w zeszycie.

→ Will Jim find someone to put together all the details for him?

Will Jim have all the details put together?

- A professional photographer took a couple of photos for me yesterday.
I [?] yesterday.
- A service technician hasn't upgraded Cathy's laptop yet.
Cathy [?] yet.
- They must find somebody to install Wi-Fi in their flat.
They must [?] in their flat.
- By last Friday they had removed all the furniture from Pat's flat.
By last Friday Pat [?] from her flat.
- Claire is going to find someone to arrange her garden.
Claire is going to [?].
- Mrs Brown doesn't come to clean their house anymore.
They [?] anymore.

Więcej o stronie biernej

A Strona bierna od czasów ciągłych

They are servicing my car. → *My car is being serviced.*

They were servicing my car. → *My car was being serviced.*

B Strona bierna od Future Perfect Simple

They will have serviced my car. → *My car will have been serviced.*

- ✗ 4 Uzupełnij zdania, używając czasowników w nawiasach w stronie biernej. Zapisz swoje odpowiedzi w zeszycie.

→ When we arrived at the hospital, our grandma was already being operated on (already/operate on).

- When we got home the beautiful old trees outside our kitchen [?] (cut down). I didn't want to look. The noise of the saw was unbearable.
- 500 birds [?] (save) during our rescue operation by the end of the month.
- I'm staying at my friend's while my flat [?] (redecorate).
- Hopefully, this project [?] (complete) by the end of the week.
- Don't enter the room! Our application [?] (consider) right now.
- This time last week this building [?] (renovate).
- I have to use my mobile to check the time while my watch [?] (repair).
- By the end of December my latest book [?] (publish). I can't wait.

- ❌ 5 Przeanalizuj poniższe tabele, a następnie uzupełnij schematy w ramkach. Zapisz swoje odpowiedzi w zeszycie.

A CZASY PROSTE

Tabela I

ACTIVE	Everybody	believes	that Mary	is/will be	the most sporty student.
PASSIVE	It	is believed	that Mary	is/will be	
	Mary	is believed	to be		

Strona czynna (Active Voice)

present tense + Present Simple / Future Simple

Strona bierna (Passive Voice)

It + [?] tense + [?] / [?] tense
 Person + [?] tense + [?] tense

Tabela II

ACTIVE	Everybody	believed	that Mary	was	the most sporty student.
PASSIVE	It	was believed	that Mary	was	
	Mary	was believed	to be		

Strona czynna (Active Voice)

Past Simple + Past Simple

Strona bierna (Passive Voice)

It + [?] tense + [?] tense
 Person + [?] tense + [?] tense

Tabela III

ACTIVE	Everybody	believes	that Mary	was	the most sporty student.
PASSIVE	It	is believed	that Mary	was	
	Mary	is believed	<u>to have been</u>		

Strona czynna (Active Voice)

present tense + past tense

Strona bierna (Passive Voice)

It + [?] tense + [?] tense
 Person + [?] tense + [?] tense

Tabela IV

ACTIVE	Everybody	believed	that Mary	had been	the most sporty student before she had an accident.
PASSIVE	It	was believed	that Mary	had been	
	Mary	was believed	<u>to have been</u>		

Strona czynna (Active Voice)

Past Simple + Past Perfect

Strona bierna (Passive Voice)

It + [?] tense + [?] tense
 Person + [?] tense + [?] tense

W języku angielskim istnieją dwa rodzaje bezokolicznika:

1 to be

W stronie biernej bezokolicznik *to be* służy do wyrażania czynności, która miała miejsce w tym samym czasie co zdanie wprowadzające.

She is believed to be ... (Tabela I)

She was believed to be ... (Tabela II)

2 to have been

Bezokolicznik *to have been* (perfect infinitive) służy do wyrażania czynności wcześniejszej niż zdanie wprowadzające.

She is believed to have been ... (Tabela III)

She was believed to have been ... (Tabela IV)

Dla form ciągłych powyższe bezokoliczniki przybierają odpowiednio formy:

to be + Verb + -ing (Tabela V)

oraz

to have been + Verb + -ing (Tabela VI)

B CZASY CIĄGŁE

Tabela V

ACTIVE	Everybody	a) believes	that Mary	is working	too hard.
		b) believed		was working	
PASSIVE	It	a) is believed	that Mary	is working	
		b) was believed		was working	
	Mary	a) is believed	<u>to be working</u>		
		b) was believed			

Tabela VI

ACTIVE	Everybody	a) believes	that Mary	has been working	too hard.
		b) believed		had been working	
PASSIVE	It	a) is believed	that Mary	has been working	
		b) was believed		had been working	
	Mary	a) is believed	<u>to have been working</u>		
		b) was believed			

6 Przeanalizuj poniższe zdania. Przetłumacz je na język polski, określając jednocześnie zależności czasowe między zdaniem wprowadzającym i formą bezokolicznika.

- 1 Sugarman **is believed to be** a very modest person.
- 2 Tadeusz Mazowiecki **is believed to have been** a man of great wisdom.
- 3 Wojciech Fortuna **was considered to be** a very talented sportsman.
- 4 Odysseus **was believed by his wife's suitors to have died** on his voyage home.
- 5 John **is thought to be working** on some project for the Space Centre.
- 6 John **is thought to have been working** on some project for the Space Centre.
- 7 Amelia **was believed to be doing** some research for her thesis when she was in Brazil.
- 8 Amelia **was believed to have been learning** Portuguese intensively before going to Brazil.

7 Przekształć poniższe zdania na dwa sposoby. Zapisz swoje odpowiedzi w zeszycie.

Students believe Mr Wise is an expert in organic chemistry.

- A It is believed that Mr Wise is an expert in organic chemistry.
B Mr Wise is believed to be an expert in organic chemistry.

1 Most of my friends claim that Robert de Niro is one of the best actors ever.

A It _____ ?

B Robert de Niro _____ ?

2 People believe Steve Jobs was one of the most creative business people in recent history.

A It _____ ?

B Steve Jobs _____ ?

3 The police suspected Jim was stealing expensive cars.

A It _____ ?

B Jim _____ ?

4 General public expect that more facts about the latest political scandal will come to light soon.

A It _____ ?

B More facts about the latest political scandal _____ ?

5 The boss discovered that some of the employees had been clocking off well ahead of time.

A It _____ ?

_____ ?

B Some of the employees _____ ?

_____ ?

6 Journalists found out that the referee had accepted a bribe.

A It _____ ?

B The referee _____ ?

7 Everyone hopes the examiners will announce the results within two hours.

A It _____ ?

B The results _____ ?

8 Everybody knows that Chris and Tina are getting married soon.

A It _____ ?

B Chris and Tina _____ ?

8 Porównaj poniższe przykłady i odpowiedz na pytania. Zapisz swoje odpowiedzi w zeszycie.

1 Jak wygląda strona bierna, jeżeli w stronie czynnej czasownik wymaga użycia bezokolicznika, np. *like to do*?

_____ ?

2 Jak wygląda strona bierna, jeżeli w stronie czynnej czasownik wymaga użycia formy *Verb + -ing*, np. *enjoy doing*?

_____ ?

A Why do some adults **like to criticise** children on a regular basis if no children **like to be criticised** too much.

B All adults should **enjoy praising** their children as all children **enjoy being praised** from time to time.

9 Wybierz poprawną formę.

They enjoy **being given** / **to be given** presents.

1 They were hiding behind the trees to avoid **being caught** / **to be caught**.

2 The suspect refused **being questioned** / **to be questioned**.

3 The headmaster insisted on **being told** / **to be told** what had really happened.

4 As an actress she is used to **being criticised** / **be criticised**.

5 When I lived in the UK I used to **being taken out** / **be taken out** to the local pub every weekend.

6 They cannot imagine **being excluded** / **to be excluded** from the team.

10 Porównaj poniższe pary zdań. Jaką formę mają konstrukcje *to see / hear sb do sth*, *to make sb do sth* oraz *to help sb do sth* w stronie biernej?

1a Some students saw / heard George leave the building in a hurry.

1b George **was seen / heard to leave** the building in a hurry.

2a Unfortunately, Ms Perfect made me do the task again.

2b Unfortunately, I **was made to do** the task again.

3a They helped their teacher (to) clean up the chemistry lab.

3b The teacher **was helped to clean up** the chemistry lab.

11 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

Yesterday I **was asked** (poproszono mnie) to talk to the headmaster one more time.

1 Meg _____ (widziano, jak Meg skręciła) left at the first traffic lights.

2 We _____ (nigdy nie zmuszano nas do robienia) things we don't like.

3 When _____ (kiedy słyszałeś, jak to powiedział)?

4 Claire _____ (właśnie pomagają jej zmienić) the tyre.

5 Don't even try _____ (zmuszać Dana do wstawiania) before 11:00 on Sunday.

6 Why don't you ask Jim _____ (żeby pomógł ci znaleźć) all the necessary info?

7 George _____ (Widziano, jak George wchodził) into this restaurant with Arabella.

8 Arabella _____ (nakłoniła George'a do założenia krawata) on this occasion.

Więcej o HAVE / GET STH DONE

Konstrukcja **have / get sth done** może znaczyć nie tylko „kazać komuś coś zrobić”, „dać komuś coś do zrobienia”, ale także „doświadczyć czegoś”.

Yesterday on a school trip Emma **had / got her bike damaged** and she **had / got her ankle sprained**.

- ✗ **12** Uzupełnij poniższe dialogi, stosując konstrukcję **have / get sth done** oraz wykorzystując wyrazy w nawiasach. Zapisz swoje odpowiedzi w zeszycie.

☞ A: You look worried. What's up?

B: I **'ve just had my car stolen** (just / steal / my car).

1 A: Have you heard the news?

B: Mary **was broken into** (break into / her flat / last weekend).

2 A: Mark **was broken** (break / his nose) in a volleyball match last night.

B: Did he? How is he now?

3 A: Ben **was published** (just / publish / his first book).

B: Really? He must be quite good then.

MAKE SB DO STH, GET SB TO DO STH, HAVE SB DO STH

- ▶ Emma **made her elder brother do** her Physics homework for her. (= put pressure on her brother to do)
- ▶ Emma **had her elder brother do** her Physics homework for her. (= caused her brother to do)
- ▶ Emma eventually **got her elder brother to do** her Physics homework for her. (= persuaded her brother to do)

- ✗ **13** Wykorzystując podane słowa, utwórz poprawne zdania. Dodaj niezbędne elementy, np. przyimki, przedimki. Zapisz swoje odpowiedzi w zeszycie.

☞ Why don't you **get your parents to let you stay out** (get / parents / let / you / stay out) till midnight. You're almost eighteen.

1 You should **have them do** (have / they / do / their share / job). They shouldn't get away with it.

2 Yesterday I **had Rob cook** (have / Rob / cook / delicious dinner) for me.

3 Don't **make Paul go shopping** (make / Paul / go shopping) if he doesn't feel like it.

Powtórzenie

- ✗ **14** Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

☞ The building **was pulled down** (pull down) last year.

1 While major road repairs **are being carried out** (carry out), please take an alternative route.

2 Bicycles may **not be parked** (not / park) in front of the main entrance.

3 We regret to inform you that your application **was rejected** (reject).

4 Passengers **are requested** (request) to refrain from smoking.

5 More details **can be found** (find) on our Online Services page.

6 For security reasons, baggage left unattended **was removed** (remove).

- ✗ **15** Uzupełnij każde zdanie, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

☞ They **built** this bridge ten years ago.

This bridge **was built** ten years ago.

1 Frankly speaking, I don't think anyone enjoys it when other people give them cheap advice.

Frankly speaking, I don't think anyone enjoys **being given** cheap advice.

2 Carla's friends think she is spending too much time in the gym.

Carla **is spending** too much time in the gym.

3 It is probable they will consider my application within two weeks.

My application is likely **to be considered** within two weeks.

4 It's three months since my dad let me drive his car.

I **have been driving** my dad's car for three months now.

5 The students expect the school principal will start the ceremony any minute now.

The school principal **is starting** the ceremony any minute now.

6 They claimed Paul stood the greatest chance of winning.

Paul **was given** the greatest chance of winning.

7 They will have finished the road repairs by mid July.

The road repairs **will have been finished** by mid July.

8 The employees believed the general manager had made a couple of bad decisions.

The general manager **had made** a couple of bad decisions.

- ✗ **16** Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

☞ They **installed** this system last month. WAS

This system **was installed** last month.

1 You can get into the building from the other side. BE
The building **is accessible** from the other side.

2 I had no choice but to go through all the procedures one more time. MADE
I **had to go through** all the procedures one more time.

3 Everybody knows Greg got engaged yesterday. KNOWN
Greg **is engaged** yesterday.

4 Sue can hardly remember when her boyfriend first asked her out. BEING
Sue can hardly remember **being asked** out for the first time.

5 All of a sudden, everybody heard Mary slam the door of the headmaster's office. WAS
All of a sudden Mary **was slamming** the door of the headmaster's office.

6 It's high time we found a plumber to change the valve. HAD
It's high time **we had found** a plumber to change the valve.

7 After my last tennis match my trainers were stolen. GOT
After my last tennis match I **wasn't getting**.

8 Why don't you persuade Becky to help you with the project. GET
Why don't you **get Becky to help** you with the project.

6 Dopełnienie czasownika: bezokolicznik / czasownik z końcówką „-ing”

Verb patterns:
Infinitive / Verb + -ing

Bezokolicznik z „TO”

Bezokolicznik z „to” (infinitive with to) np. to do, to go występuje:

- A** po czasownikach, np. *ask, afford, decide, happen, intend, mean, promise, refuse, seem, want, wish*
Jennifer Lopez has finally decided to record a new song.
- B** w konstrukcji *want sb to do sth*
I want you to take the dog for a walk.
- C** po przymiotnikach opisujących reakcje i uczucia, takich jak *pleased, happy, surprised*
They were surprised to see Susan in Las Vegas.
- D** w konstrukcji *it is difficult for sb to do sth*
It is difficult for Jerry to keep a secret.
- E** w konstrukcjach po *too + przymiotnik, przymiotnik + enough*
Sarah is too young to wear high-heeled shoes.
Sarah is not old enough to drive a car.
- F** w konstrukcjach *sb would prefer to do sth rather than do sth else, have sth to do, be made to do sth*
Jane would prefer to play football rather than watch it on TV.
I have work to do.
I was made to work longer hours.

Zwróć uwagę, że używając konstrukcji z *rather than*, nie trzeba wstawiać *to* przed drugim czasownikiem w bezokoliczniku w zdaniu.

Bezokolicznik bez „TO”

Bezokolicznik bez „to” (bare infinitive) np. do, go występuje:

- A** po czasownikach modalnych
You know what? Susan can drive a bus.
- B** po czasownikach *let i make*
Let me go! You cannot make me stay in this awful place!
- C** po wyrażeniach *had better i would rather*
I would rather not sleep now.
You look tired, you had better take a nap.

1 Wybierz poprawną formę czasownika.

☞ You had better stop / to stop shouting. Everyone is looking at us!

- 1 I'm pleased see / to see you.
- 2 Let us go / to go to this party, mum. We promise be / to be back before midnight.
- 3 Susan is too young watch / to watch this film. I want you turn / to turn the TV off.
- 4 I'm sorry, I can't help / to help you. I have something important do / to do now.
- 5 Will Jason be surprised see / to see us here?
- 6 It's difficult for me understand / to understand Newton's Three Laws of Motion. I would prefer be / to be on the beach now rather than do my homework.
- 7 Those flowers seem be / to be quite dry. They might need / to need some water.
- 8 Did you really mean behave / to behave so rudely?

2 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

☞ She is young enough to take part (aby brać udział) in this Kids' Talent Show.

- 1 You had better start (zaczynaj) learning Chinese – it's getting more and more popular.
- 2 What has Kerry decided to change (zrobić)? Does she intend to change (zmienić) her job?
- 3 I would rather not have (nie mieć) so many problems. And every day new problems seem to appear (pojawiać się).
- 4 It's difficult for Harry to prepare (przygotować) this presentation on his own.
- 5 Can you afford to buy (kupić) such an expensive phone?
- 6 Excuse me, may I open (otworzyć) the window?
- 7 I'd prefer to stay (zostać) at home tonight rather than go (iść) to this stupid party.
- 8 You won't make me go (zmusisz mnie do pójścia) there. Forget about it.

Czasownik z końcówką „-ING”

Czasownik z końcówką „-ing” występuje:

- A** po czasownikach, np. *admit, avoid, consider, detest, dislike, enjoy, fancy, feel like, involve, give up, mention, mind, miss, postpone, suggest, understand*
Do you feel like having a snack?
Do you mind entertaining guests tonight?
- B** po przyimkach
You can't break up now without hurting Susan.
- C** po wyrażeniach *look forward to, be/get used to, how about, Susan is used to going out* every weekend.
- D** po wyrażeniach *it's no use, it's (not) worth, there's no point in, can't stand, have (no) difficulty (in), succeed in*
There's no point in asking her for help.
- E** w konstrukcjach *can't / couldn't help doing, can't / couldn't remember doing*
This little girl couldn't help laughing when she looked at the clown.
I can't remember having so much fun.

prefer + Verb + -ing

would prefer + infinitive (with to)

Jake prefers eating chocolate to crisps.

ale:

Mary would prefer to eat chips.

Karen loves / likes eating doughnuts.

Karen would love / would like to eat doughnuts.

! *My daughter prefers sleeping with the light on.*

My daughter prefers to sleep with the light on.

Wyrażenie **prefer + infinitive (with to)** jest uważane za bardziej formalne.

3 Wybierz poprawną możliwość A, B lub C. Zapisz swoje odpowiedzi w zeszycie.

I admit too fast in the city centre.

A drive B to drive C driving

1 I promise you a hand with your homework.

A give B to give C giving

2 There is really no point in horror films, unless you want to be frightened.

A watch B to watch C watching

3 George got used to overtime.

A work B to work C working

4 Let me you with this heavy luggage.

A help B to help C helping

5 Hurrah! Tom has finally given up .

A smoke B to smoke C smoking

6 Is there any point in for help?

A ask B to ask C asking

4 Wykorzystując wyrazy zapisane drukowanymi literami, przekształć poniższe zdania, tak aby otrzymać poprawne zdania. Zapisz swoje odpowiedzi w zeszycie.

Would you like to go to this concert? **FEEL LIKE**

Do you feel like going to this concert?

1 Dennis is too young to travel on his own. **ENOUGH**

2 I can't wait to graduate from university. **FORWARD**

3 It is not difficult for Kerry to swim 800 metres in 9 minutes. **DIFFICULTY**

4 We don't have enough money to buy this camera. **AFFORD**

5 'Let's join a gym', said Linda. **SUGGEST**

6 I will finish it later. **PROMISE**

REMEMBER / STOP / REGRET

Czasowniki **remember**, **stop** i **regret** mają różne znaczenia w zależności od tego, czy występuje po nich bezokolicznik, czy czasownik z końcówką „-ing”.

remember

Susan **remembers buying** coffee in Coffee Style. = pamięta fakt kupowania

Susan **remembered to buy** coffee for me in Coffee Paradise. = pamiętała, żeby kupić

stop

Jerry **stopped eating** junk food. = zaprzestał jedzenia niezdrowej żywności

Jerry **stopped to eat** a hamburger. = zatrzymał się, żeby zjeść hamburgera

regret

We **regret informing** Sue about problems in her company. = żałujemy, że poinformowaliśmy ją...

We **regret to inform** you about problems in your company. = przykro nam poinformować, że...

5 Wybierz poprawną formę czasownika.

We regret saying that your application has been rejected.

1 Where are the cornflakes? I remember putting them into the basket but I can't see them anywhere.

2 So, you have finally stopped biting your nails? That's good. It was so annoying.

3 Jason will regret telling all those lies to Susan.

4 Shall we stop having something to eat? I'm really hungry.

5 Gosh! Sarah doesn't know about the meeting. I simply didn't remember sending her an e-mail.

6 A: Have we met before?

B: I think I remember talking to you at the Jazz Workshops.

6 Wykorzystując elementy w nawiasach, utwórz poprawne zdania, stosując bezokolicznik lub czasownik z „-ing”. Zapisz swoje odpowiedzi w zeszycie.

Brian has finally stopped playing computer games (stopped / play / computer games). It has been a dangerous addiction.

1 Dear Sirs, we (regret / inform / you) that our contract has just expired.

2 My grandfather (remembers / talk / to Churchill) in 1945.

3 Do you (regret / visit / the museum)? You seem disappointed.

4 Betty was working without a break, but at 5 pm she finally (stopped / have / a sandwich).

5 Fiona (regrets / reveal / her secret). Now everyone knows about the mistake she made.

6 Did they (remember / prepare / handouts) for the participants?

Powtórzenie

7 Uzupełnij zdania podanymi czasownikami w formie bezokolicznika lub z końcówką -ing. Zapisz swoje odpowiedzi w zeszycie.

My daughter prefers (sleep) with the light on.

1 Is Tom in love with Jenny? He seems (like) (spend) time with her.

2 Do you feel like (have) coffee or would you like (drink) something cold?

3 Mary Jane has always preferred (buy) her clothes in Paris.

4 Do you think this book is really worth (read)?

5 Tom's ridiculous decision made me (cry).

6 You should (be) more patient. Don't give up (try).

7 My sister is used to (get up) at 6 am.

8 You'd better (go) on a low-fat diet.

6 Dopełnienie czasownika: bezokolicznik / czasownik z końcówką „-ing”

Verb patterns:
Infinitive / Verb + -ing

It is no use crying over spilt milk.

Sprawdź się!

1 Wybierz poprawną formę czasownika.

→ I want to go / going to the cinema.

- Do you fancy to go / going to a disco tonight?
- Don't make them do / to do anything if they don't want to.
- I'm happy to inform / informing you that you have won the first prize.
- You can't leave without to ask / asking the teacher's permission.
- It's no use to discuss / discussing it with them.
- We would rather not stay / not to stay there for so long.
- He may not want / not to want to help me again.
- Let me think / to think for a second.
- When we saw Ron in that funny hat we couldn't help to laugh / laughing.
- I don't remember to meet / meeting her. It must have been a long time ago.

2 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ I decided to go (go) there.

- It's high time they admitted to break (break) my laptop.
- With your outstanding results, have you ever considered to take (take) part in the Olympics?
- I can't help wondering why Meg refused to meet (meet) her ex for coffee.
- Did you remember to pay (pay) the bills when you were in town?
- I'm sure Pat didn't mean to offend (offend) you. She's just a bit careless with words.
- She is too busy to talk (talk) to us now.
- Wouldn't you prefer to stay (stay) at home tonight?
- Seb still has a lot of emails to answer (answer).
- After hours of practice, she has no difficulty to use (use) this equipment.
- We regret to inform (inform) you that your application has been rejected.

Więcej o formach czasownika

Bezokolicznik z „to” występuje także:

- A po czasownikach, np. *beg, continue, dare, fail, pretend,*
- B w konstrukcjach z przymiotnikiem w stopniu najwyższym, *Frank is the youngest (pianist) to win this competition,*
- C w wyrażeniach z *the first, the second, the last, the next, the only.*
Tim has been the first to ask me out.

Czasownik z końcówką „-ing” występuje także:

- A po czasownikach, np. *appreciate, bother, deny, endure, face, need, recommend, resist, risk,*
- B po czasownikach z przyimkiem „to”, np. *object to, confess to, admit to.*



W zwrotach:

look forward to doing sth, object to doing sth, confess to doing sth, be used to doing sth
słowo „to” nie jest elementem bezokolicznika, lecz przyimkiem, dlatego występuje po tym słowie forma **-ing**.



Konstrukcja **need + verb + -ing** nadaje czynności bierny charakter.

I need to tidy my flat.

ale:

My flat needs tidying. = needs to be tidied



3 Z elementów w nawiasach utwórz poprawne zdania, stosując bezokolicznik lub czasownik z końcówką „-ing”. Czasami konieczne jest dodanie słów, np. przyimków czy przedimków. Zapisz swoje odpowiedzi w zeszycie.

→ He agreed to help (agree / help) me.

- Yesterday Pete gave up (be / last / person / hand in / essay).
- At the police station Alex denied (deny / have / anything / do / incident).
- Sarah is the youngest (youngest / student / take part / exchange) to Belgium.
- Many young people object to (object / learn / things / they / not / like).
- Do you know who sailed the globe (be / first / woman / sail / globe / solo)?
- Despite many efforts, Mark failed to achieve (fail / achieve) what he had planned.
- Tim trusted (be / only / one / trust / our group).
- If you don't get down to work, you risk losing your job (risk / lose / job).
- My car desperately needs washing (need / wash).

TRY / FORGET / GO ON / MEAN

Czasowniki *try, forget, go on, mean* mają różne znaczenia, w zależności od tego, czy po nich stosujemy bezokolicznik, czy czasownik z końcówką „-ing”.

try

Sue tried to pick up some Chinese but it was too difficult.

= made an effort

Sue tried adding more pepper but the soup wasn't any better. = experimented

forget

Don't worry, I didn't forget to tell Meg about the party.

= I remembered to tell Meg

I will never forget seeing her for the first time.

= the moment I saw her

go on

First we talked about politics and then we went on to talk about the weather. = changed the subject

The boys went on talking when everyone else had stopped. = continued to talk

mean

I didn't mean to offend you. = intend

Being a journalist often means travelling a lot. = equals

- ✗ 4 Wybierz poprawną formę czasownika. Następnie utóż zdania z czasownikiem w formie, której nie wybrałeś/aś.

→ I remember to meet / meeting her somewhere before.

Remember to get some bread.

- I will never forget to talk / talking to them. It was so inspiring!
- He started by greeting everyone and then went on to answer / answering the first question from the public.
- Sorry, I didn't mean to worry / worrying you.
- We tried to move / moving forward but the traffic was too heavy.

5a Porównaj przykłady 1 i 2. Które ze zdań mówi o zdarzeniu obserwowanym od początku do końca, a które o zaobserwowanym fragmencie zdarzenia?

- I stopped to see / watch / listen to / hear the band **performing** live in the park.
- I once saw / watched / listened to / heard the band **perform** live in my home town.

- ✗ 5b Uzupełnij reguły, wybierając właściwą możliwość: *bare infinitive / verb + -ing*.

A Kiedy mówimy o zdarzeniu obserwowanym od początku do końca, używamy konstrukcji:

see (watch / notice / observe / listen to / hear, etc.) + noun + bare infinitive / verb + -ing.

B Kiedy mówimy o obserwowanym fragmencie zdarzenia, używamy konstrukcji:

see (watch / notice / observe / listen to / hear, etc.) + noun + bare infinitive / verb + -ing.



W stronie biernej konieczne jest użycie bezokolicznika z „to”.
The band **were seen to perform** live in the park.

- ✗ 6 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyty.

→ I saw them cross (gdy przeszli) the street.

- I heard them [?] (gdy kłócili się) about money in the other room but I have no idea how it all ended.
- We saw the thieves [?] (gdy odjechali) in a getaway car.
- I listened to the clock [?] (kiedy wybił) midnight.
- Pete was heard [?] (jak powiedział) Mary that he was madly in love with her.
- I suddenly felt someone [?] (jak dotknął) my arm.
- Kate was last seen [?] (jak weszła) into the office.
- They didn't notice [?] (jak nadchodziła burza).
- We stopped to watch [?] (jak artyści przygotowywali się) for the show.

7 Porównaj poniższe przykłady. Kiedy czasowniki *allow*, *permit*, *advise*, *forbid* wymagają użycia bezokolicznika, a kiedy czasownika z końcówką „-ing”?

- Some teachers never **allow / permit / advise / forbid** learning by heart.
- Some teachers never **allow / permit / advise / forbid** their students **to learn** by heart.

- ✗ 8 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszyty.

→ My dad permitted me to use (use) his computer.

- The doctor advised him [?] (follow) a sensible diet.
- The police forbade [?] (enter) the building.
- Travel agents advise [?] (take) out extra insurance.
- My mum forbids me [?] (come) back home after midnight.
- They don't allow [?] (skip) classes.
- Jim's dad permitted him [?] (borrow) his car occasionally.

Powtórzenie

- ✗ 9 Wybierz poprawną formę czasownika.

→ I want go / to go / going to the cinema.

- With such a heavy workload, the students objected **to take / taking / to taking** so many tests on one day.
- The travel agent advised the tourists **get / to get / getting** extra insurance.
- We avoided **to get lost / getting lost / to getting lost**.
- We couldn't resist **to jump / jumping / to jumping** at that opportunity.
- Doctors recommend us **to spend / spending / to spending** some time in the fresh air.
- Frank suggested her **to go / going / to going** to the doctor.
- My mum denied **to talk / talking / to talking** to my headteacher.
- She offered **to give / giving / to giving** me a lift.
- We would prefer **travel / to travel / travelling** by car.
- We were the last **leave / to leave / leaving** the building.
- Your coat needs **be dry-cleaned / being dry-cleaned / to be dry-cleaned**.
- I cannot afford **buy / to buy / buying** a trip to Kenya.

- ✗ 10 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszyty.

→ 'OK, I will go there with you,' said Mary. **AGREED**
Mary agreed to go there with me.

- Talking to him doesn't make sense. It's just a waste of time. **USE**
[?] to him.
- In retrospect, it's really a pity I didn't buy that CD. **REGRET**
In retrospect, I [?] that CD.
- He didn't agree to join the team. **REFUSED**
He [?] the team.
- Sooner or later you'll find it natural to work long hours. **USED**
Sooner or later you [?] long hours.
- If you cannot remove this stain with soap and water, why don't you use bleach. **TRY**
If you cannot remove this stain with soap and water, [?]
- Doing it again is pointless. **POINT**
[?] it again.

7a Czasowniki modalne – teraźniejszość i przyszłość

Modal verbs – present & future

MUST

- ❌ 1 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A–D) użycia czasownika modalnego **must**. Zapisz swoje odpowiedzi w zeszycie.

- 1 It **must** be Sandra. I'm sure it's her. [?]
- 2 I **must** take a shower. This heat outside is unbearable. [?]
- 3 Don't forget! Here you **must** drive on the left side of the road. [?]
- 4 Remember! You **mustn't** touch the red button! [?]

Zastosowanie czasownika **must**

Czasownik modalny **must** wyraża:

- A przymus wewnętrzny / potrzebę wewnętrzną,
- B prawa, zasady w regulaminie,
- C przypuszczenie z dużą pewnością,
- D zakaz.

- ! ▶ Synonimem **must** jest **have to**.
 ▶ Synonimami **mustn't** są: **be forbidden, be banned, not to be allowed**.
*You **mustn't** smoke here.*
*You **are not allowed to be** here.*

- ! **Must** zwykle wyraża tzw. przymus wewnętrzny (musimy coś zrobić, ponieważ jest to dla nas ważne).
Have to oznacza tzw. przymus zewnętrzny (musimy coś zrobić, ponieważ jest to naszym obowiązkiem, czymś narzuconym).

Porównaj:

- 1 I **must** read this book. = *muszę ją przeczytać, bo chcę, bo jest w niej coś dla mnie interesującego*
- 2 I **have to** read this book. = *muszę ją przeczytać np. do egzaminu, jest to wymóg*

- ! Żeby powiedzieć, że nie muszę czegoś zrobić, nie ma potrzeby, nie ma konieczności – używamy przeczeń od czasowników **have to / need to** lub czasownika **needn't**.
*You **don't have to** read it if you don't like it.*
*You **don't need to** be there.*
*You **needn't** worry about it.*

- ❌ 2 Wybierz poprawną formę czasownika.

... Susan **doesn't have to eat / must not eat** peanuts – she is allergic to them.

- 1 You **mustn't / needn't** get so stressed. It will make you ill.
- 2 You **don't have to touch / must not touch** this plant – it's poisonous!
- 3 Do you **have to play / Must you play** in tomorrow's match? You are still not quite fit.
- 4 It **has to be / must be** a mistake – I am not Jessica.
- 5 Jason **mustn't spend / needn't spend** this weekend with his parents.
- 6 Look – this **has to be / must be** the doctor we're waiting for. Jack said she wears glasses.

- 7 I **have to see / must see** my dentist – this toothache won't go away.
- 8 Watch out! You **don't have to cross / must not cross** this yellow line.

- ❌ 3 Używając **must** lub **have to** w odpowiednich formach, przekształć poniższe zdania, tak aby miały znaczenie zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie. Które zdania wyrażają zakaz?

... I am sure it is Sarah.

It **must be** Sarah.

- 1 I am certain Mark has some problems – he is behaving in a strange way.
Mark [?]
- 2 Killing elephants for their tusks is forbidden.
You [?]
- 3 You needn't call her – she already knows the news.
You [?]
- 4 They are sure Jason knows the answer to this question.
Jason [?]
- 5 In New Jersey it is banned to sell cabbage on Sunday.
In New Jersey [?]
- 6 Do I need to take this medicine? It smells horrible.
Do [?]
- 7 Scientists are certain the vaccine works.
This [?]
- 8 Is it obligatory for tourists to pay for luggage on public transport?
Do [?]

CAN

- ❌ 4 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A–E) użycia czasownika modalnego **can**. Zapisz swoje odpowiedzi w zeszycie.

- 1 A: Can a kangaroo jump higher than the Empire State Building? [?]
B: Yes, because the Empire State Building **can't** jump! [?]
- 2 A: Can you close the door? [?]
B: Sure, no problem.
- 3 You **can** stay here if you want. [?]
- 4 It **can't** be Messi. That man looks totally different. [?]
- 5 Sorry, but I **can't** hear you! [?]
- 6 I don't believe it **can** be done. [?]

Zastosowanie czasownika **can**


Czasownik modalny **can** wyraża:

- A umiejętność (umieć / potrafić / być w stanie),
- B prośbę / propozycję,
- C pozwolenie,
- D pewność, że coś nie jest prawdą,
- E teoretyczną możliwość zaistnienia sytuacji (nie może się odnosić do przyszłości).

Występuje często z czasownikami opisującymi zmysły: **see, hear, taste, touch, feel**.



- ▶ Synonimem czasownika **can** w znaczeniu **umiejętności** jest **be able to**.
I can ride a bike, but I am able to ride a quad as well.
- ▶ Synonimem czasownika **can** w znaczeniu **pozwolenia** jest **be allowed to**.
I can go to my friend's party but I can't stay / am not allowed to stay till midnight.

5  **Uzupełnij każde zdanie JEDNYM słowem. Zapisz swoje odpowiedzi w zeszycie.**

→ Sarah cannot/can't open the door. It's locked.

- 1 In space, astronauts don't cry the way we do on Earth, because there is no gravity, so tears [] roll down their faces.
- 2 The only 15-letter word that [] be spelled without repeating a letter is 'uncopyrightable'!
- 3 Betty will not be [] to lift this heavy suitcase.
- 4 Excuse me, [] you move this chair a bit?
- 5 The building in the picture [] be the Gherkin – the shape and the colours are completely different.
- 6 Hurrah, we [] go camping all by ourselves.
- 7 Your knee has been in plaster for so long. Are you [] to bend it now?
- 8 Oh no! It [] be true! I haven't passed the exam!

6 Używając czasownika *can*, przekształć poniższe zdania, tak aby miały znaczenie zdania pierwotnego. Zapisz swoje odpowiedzi w zeszycie. Które zdanie wyraża przypuszczenie?




→ I know how to ride a rickshaw.

I can ride a rickshaw.

- 1 Susan doesn't know how to sew.
Susan _____?
- 2 I would like you to rewrite this essay.
_____ this essay, please?
- 3 Passengers are allowed to take up to 32kg of luggage per person.
Passengers _____?
- 4 When you are an adult, you are allowed to vote.
When you are an adult, _____?
- 5 I'm sure her hair is not real.
Her hair _____?
- 6 Are dolphins able to sleep with one eye open?
_____ with one eye open?
- 7 Bring me a cup of coffee, please.
_____?
- 8 I'm sure we took a wrong turning and we're going the wrong way.
This _____?
- 9 Are you sure your parents allowed you to come with us?
Are you sure you _____ with us?
- 10 I'm sure it's not true.
This _____?

COULD

7 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A–C) użycia czasownika modalnego *could*. Zapisz swoje odpowiedzi w zeszycie.

- 1 **Could** you **help** me with this suitcase? 
- 2 We **could** **visit** John if we're in town. 
- 3 You **could be** a good swimmer if you trained more. 

Zastosowanie czasownika *could*

Czasownik modalny **could** wyraża:

- A możliwość zaistnienia sytuacji – ale z mniejszym prawdopodobieństwem niż wyrażane przez *can*,
- B uprzejmą prośbę,
- C prawdopodobieństwo.





8 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ We could possibly meet (Moglibyśmy się pewnie spotkać)
around 6.00, if nothing else comes in.

- 1 (Mazury mogłoby być) an interesting place for foreign tourists.
- 2 (Możliwe, że będzie padać) next week.
- 3 (Czy mógłbyś przynieść mi) my glasses? They are on the table.
- 4 Physical exercise (mogłoby być dobrym rozwiązaniem) to the problem of obesity.
- 5 (Czy mógłbyś pomóc) Joe with his car? He's got some problem with the battery.
- 6 This island (mogłaby przyciągać) many tourists.
- 7 (Prawdopodobnie mógłbym rzucić okiem) at this contract, but not now, maybe tomorrow, if that's OK.

MAY

9 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A–D) użycia czasownika modalnego *may*. Zapisz swoje odpowiedzi w zeszycie.

- 1 You **may** go now – the meeting is over. 
- 2 **An elderly lady:** May I ask you for help? 
A young man: Certainly.
- 3 You **may not** take photographs or use mobile phones during the concert. 
- 4 **Stacy:** Who is this woman?
Jack: It **may** be Sue. It's quite likely, but I'm not sure. 

Zastosowanie czasownika *may*

Czasownik modalny *may* wyraża:

- A pozwolenie,
- B pytanie o pozwolenie,
- C oficjalny zakaz,
- D przypuszczenie – z umiarkowaną pewnością.

Synonimem czasownika *may* jest *be allowed to*.

MIGHT

- ✗ 10 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A, B) użycia czasownika modalnego **might**.

- 1 **Anna:** Someone is knocking at the door. **Might** it be the postman? [?]
Becky: I don't think so. He always comes in the afternoon and it's only 11:00.
 2 Don't touch that red frog! It **might** be poisonous. [?]

Zastosowanie czasownika **might**

Czasownik modalny **might** wyraża:

- A przypuszczenie – z małą pewnością,
 B małe prawdopodobieństwo.

- ✗ 11 Wybierz poprawną formę.

She **may not / might not / cannot** be hungry. She has just had a three-course dinner.

- 1 It **may not / cannot / could not** be Central Park. Central Park is in the city centre, and we are in the north.
 2 Sharks **may / must / can't** live longer than 100 years, but I'm not sure.
 3 My camera **may / has to / must** need to be repaired as the flash seems not to be working.
 4 She **may not / might not / can't** be studying in Finland. She doesn't know Finnish.
 5 It says here: 'Visitors **may not / might not / could not** cross this line.'
 6 'I would never die for my beliefs because I **may / might / can** be wrong,' B. Russell
 7 John, somebody's calling. Do you think it **may / can / might** be Sandra?
 8 No, it **may not / can't / couldn't** be Sandra. She is still on the plane now.

- ✗ 12 Fragmenty zdań podane w nawiasach przetłumacz na język angielski, używając **can(not) / could(not) / may(not) / might(not) / must(not)** lub ich synonimów. Możliwych jest więcej poprawnych odpowiedzi. Zapisz swoje odpowiedzi w zeszytach.

Visitors **may not / can't** (nie mogą) record any films inside the cathedral.

- 1 (An employee to the boss) [?] (Czy mogą) take a day off?
 2 (A child) I need to call my mum. [?] (Czy mogą) use your phone?
 3 The answer is 'yes' – you [?] (możesz) borrow my bike for one afternoon.
 4 Children [?] (nie mogą) leave the building unless accompanied by an adult.
 5 Jason [?] (może) have some friends in his room – don't bother him now.
 6 [?] (Czy mogą) open the window?
 7 You [?] (musisz) see this exhibition. You will be delighted.
 8 Freddie, remember to pay the mortgage today! [?] (Nie wolno ci) forget!
 9 A: Mum, [?] (czy mogą) have a sweet?
 10 [?] (Nigdy więcej nie wolno ci) take anything without permission.

WILL

- ✗ 13 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A, B) użycia czasownika modalnego **will**. Zapisz swoje odpowiedzi w zeszytach.

- 1 **Anna:** I **will** do it for Danny – it's not a problem. [?]
 2 **George:** That's great. **Will** you have a look at my presentation, too? [?]

Zastosowanie czasownika **will**

Czasownik modalny **will** wyraża:

- A prośbę,
 B obietnicę.

SHALL

- ✗ 14 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A, B) użycia czasownika modalnego **shall**. Zapisz swoje odpowiedzi w zeszytach.

- 1 **Harry:** **Shall** we go there together? [?]
Frank: Let's go together.
 2 **Driver:** **Shall** I help you with your luggage, madam? [?]

Zastosowanie czasownika **shall**

Czasownik modalny **shall** wyraża:

- A propozycję w odniesieniu do 1. os. lp i lm (I / we),
 B uprzejmą ofertę / propozycję wykonania jakiejś czynności, wyrażoną w 1. os. lp lub lm.

- ✗ 15 Wybierz poprawną możliwość.

Shall / Will she help me with dinner?

- 1 Karen **shall / will** lend me this book – she has already promised it to me.
 2 I'm bored – **shall / will** we play a board game for a change?
 3 **Shall / Will** you hold it for a moment?
 4 **Shall / Will** I open the door for you?

SHOULD

- ✗ 16 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A, B) użycia czasownika modalnego **should**. Zapisz swoje odpowiedzi w zeszytach.

- 1 **Ian:** Are you going to the Halloween party at Betty's? James will be there!
Meg: **Should** I stay or **should** I go? Just like in that song by 'The Clash'. I don't know. [?]
 2 **Ian:** You **should** definitely go. It might be your only chance to meet him. [?]
Meg: I **shouldn't** be late back home though, so I'll have to leave the party early. [?]

Zastosowanie czasownika **should**

Czasownik modalny **should** wyraża:

- A obowiązek,
 B radę.

Synonimem **should** jest **ought to**.

You **should** do more exercise. = You **ought to** do more exercise. (powinność / rada)

✗ 17 Udziel rad, stosując *should* i *ought to*. Zapisz swoje odpowiedzi w zeszycie.

→ Doradź koleżance zmianę fryzury. (*hairstyle*)

You should change / ought to change your hairstyle.

- 1 Doradź choremu koledze wizytę u lekarza, oraz żeby nie jadł lodów.

A You [?] [?]

B You [?] [?]

- 2 Doradź koleżance, że powinna porozmawiać z nauczycielką na temat swojej ostatniej oceny z wypracowania (*mark*), oraz zapytać, co może zrobić, żeby pisać lepiej.

A You [?] [?]

B You [?] [?]

- 3 Doradź koledze, żeby więcej się uczył i żeby nie zmieniał uczelni. (*university*)

A You [?] [?]

B You [?] [?]

- 4 Doradź przyjacielom kupno nowego samochodu i odradź im sprzedaż motoru.

A You [?] [?]

B You [?] [?]

- 5 Doradź babci, żeby nie gotowała całymi dniami i żeby więcej czasu odpoczywała w ogrodzie.

A You [?] [?]

B You [?] [?]

- 6 Doradź koleżance, żeby wreszcie wybrała się na urlop i żeby nie martwiła się o psa, ponieważ zaopiekujesz się nim pod jej nieobecność.

A You [?] [?]

B You [?] [?]

Powtórzenie

✗ 18 Wybierz poprawną możliwość A, B lub C.

→ You [?] smoke in public places.

A may B must not C don't have to

- 1 [?] answer this question? The answer is obvious.

A May I B Can I C Do I have to

- 2 I'm not sure. I can't see it properly, but it [?] be Princess Kate.

A may B must C has to

- 3 If you want to stay healthy in winter you [?] eat vitamins.

A can't B should C might

- 4 The giraffe [?] clean its ears with its 21-inch long tongue! It's amazing!

A can B should C shouldn't

- 5 You [?] drink any beverages on buses in Scotland – it's forbidden.

A should B must C must not

- 6 I [?] solve this problem – I promise.

A will B can C shall

- 7 This museum [?] closed on Monday, but I'm not sure.

A will be B may be C must be

- 8 It [?] be the reason. It sounds absurd.

A must B can't C may

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

✗ 19 Podaj kontekst poniższych zdań. Zapisz swoje odpowiedzi w zeszycie.

- 1 Bill Gates must be really rich.

[?] [?]

- 2 Bill Gates has to work a lot.

[?] [?]

- 3 Bill Gates can develop computer software.

[?] [?]

- 4 This company should keep developing computer software to be better than other firms.

[?] [?]

- 5 This company could be one of the best software companies in the world.

[?] [?]

- 6 They will help us with our new software.

[?] [?]

✗ 20 Wybierz poprawną możliwość.

→ It may / can be time for us to involve the police in this matter.

- 1 Do you think we *can't* / *should* cross the river here or shall we walk a bit further?

- 2 That car *can't* / *must* belong to the robber as I can see the stolen suitcase on the back seat.

- 3 The trains *can't* / *will* be running normally tomorrow even though it is a public holiday.

- 4 *Shall* / *Will* I ask the waiter for a menu?

- 5 Children *should* / *might* not swim in the main pool unless they are accompanied by an adult.

- 6 I *must* / *might* be going to a football match tomorrow if I can get a ticket.

- 7 The runners *can't* / *must* finish the race as a false start has been signalled.

- 8 This story is so important that it *must* / *won't* be in tomorrow's newspapers.

✗ 21 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ I may go (może pojedę) to visit my grandma in the country next week.

- 1 I [?] (nie muszę) leave early for school today as my mum will give me a lift.

- 2 There [?] (nie powinno być) a problem if you want to bring a friend with you to the film premiere.

- 3 If the workers finish redecorating the kitchen today, I [?] (będę mógł) start living in this house.

- 4 While her boss is away, Sue [?] (musi) run the shop on her own.

- 5 The doctor [?] (może) give me my test results this afternoon.

- 6 When I wake up in the morning, I [?] (nie mogę) remember my dreams from the night before.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

7a Czasowniki modalne – teraźniejszość i przyszłość

Modal verbs – present & future

Sprawdź się!

- ✗ 1 Wybierz poprawną możliwość. Które z użytych czasowników modalnych wyrażają: a) radę, b) przypuszczenie, c) pewność, d) powinność, e) pozwolenie f) umiejętność, g) prośbę, h) ofertę, i) pytanie o pozwolenie, j) brak konieczności, k) zakaz, l) wewnętrzny przymus?

→ She has to / **must** be ill.

- I don't think they *could* / *should* be told the truth. It *could* / *can* upset them.
- I wouldn't expect too much of Greg now. He *may* / *can* still need some time to recover.
- Believe me or not, but I *have been able to* / *can* speak English since I was two.
- Paula hasn't turned up at school for a couple of days so she *must* / *can* be ill again.
- Shall* / *Should* I carry your bag? It looks quite heavy.
- That *can't* / *mustn't* be the place where we were supposed to meet. *May* / *Can* you check the address?
- Well, you *mustn't* / *needn't* do it now if you don't want to. You *can* / *should* deal with it later.
- May* / *Will* you let us know your plans for the summer? You *might* / *have to* have something special in mind, I guess.
- You *mustn't* / *don't have to* touch that wire. It's dangerous!
- You *may* / *must* enter this building only if you have a special permit but you *may not* / *needn't* take any photos.
- I *must* / *need to* do more sport! It's my New Year's resolution. You *can* / *should* join me, if you like.
- May* / *Will* I take this seat? And *may* / *could* you open the window, please?

- ✗ 2 Wykorzystując wyrazy w nawiasach, przekształć poniższe zdania, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie. Które z użytych czasowników modalnych wyrażają: a) brak konieczności zrobienia czegoś, b) zewnętrzny przymus, c) propozycję, d) przypuszczenie, e) radę, f) teoretyczną możliwość zaistnienia sytuacji?

→ Jim is going to clarify the matter although it's not obligatory for him. (not / have to)

Jim **doesn't have to** clarify the matter but he is going to, to be on the safe side.

- How about getting her a good book? (*shall*)
[?] her a good book?
- If I were Sam, I wouldn't behave in this way. (*ought*)
Sam [?] in this way.
- Do you think it's possible to do a 3000-piece jigsaw in one day? (*can*)
Do you think a 3000-piece jigsaw [?] in one day?
- It's not necessary for you to memorise all these names and dates. (*needn't*)
You [?] all these names and dates.
- For the last five months it's been Paul's duty to deal with customers' complaints. (*had to*)
For the last five months Paul [?] to customers' complaints.
- It's quite probable that Mark will not make it on time. (*may*)
Mark [?] it on time.

Inne sposoby wyrażania MUST & HAVE TO

- 3 Zdaniami (1–3) przyporządkuj zdania (A–D), które wyrażają to samo. Które ze zdań wyrażają:

- nakaz / przymus / zobowiązanie,
- zakaz / brak pozwolenia,
- przypuszczenie graniczące z pewnością?

- Fiona **must** come top in the Biology contest. She's been studying really hard. [?]
- Fiona **has to** take part in the Biology contest if she wants to get a better grade. [?]
- Fiona **mustn't** take part in the Biology contest as she is behind with quite a few other subjects. [?]

A Fiona is **required to** / **is supposed to** / **is expected to** take part in the Biology contest if she wants to get a better grade.

B Fiona is **not allowed** / **is not permitted to** take part in the Biology contest as she is behind with quite a few other subjects.

C Fiona is **certain to** / **is bound to** come top in the Biology contest.

D **There is no doubt** Fiona will come top in the Biology contest.

* Wyrażenia te pełnią bardzo zbliżoną funkcję (nakaz, konieczność zrobienia czegoś), różnią się natomiast stopniem natężenia.

must – forma prosta i forma ciągła:

They **must work** in this office.

They **must be working** now.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

- ✗ 4 Wykorzystując wyrazy w nawiasach w odpowiedniej formie, przekształć poniższe zdania, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie. Jakie funkcje pełnią w tych zdaniach czasowniki modalne?

→ Lizzie **must** know the person in charge. (*bound*)

Lizzie **is bound to** know the person in charge. (pewność)

- I'm sure they're staying with us for the weekend. (*must*)
They [?] with us for the weekend.
- Mark's parents said 'no' to his taking up any extra classes. (*permit*)
Mark [?] any extra classes.
- I'm sure Greg will turn up any minute now. He's never let us down. (*doubt*)
[?] up any minute now. He's never let us down.
- Sam **has to** explain the matter to the boss in person. (*expect*)
Sam [?] the matter to the boss in person.
- I'm sure that Laura will achieve what she wants. She's so determined! (*certain*)
Laura [?] what she wants. She's so determined!
- They **have to** write a detailed research report by Tuesday. (*require*)
They [?] a detailed research report by Tuesday.
- I'm sure Kate is leaving soon. (*must*)
Kate [?] soon.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Więcej o MAY

5 Przetłumacz na język polski poniższe zdania, zwracając szczególną uwagę na pogrubione wyrażenia.

Zastosowanie **may as well**

- 1 We **may as well** watch a DVD at home as there's nothing interesting on at the cinema.
- 2 We **may as well** stay in if you don't feel like going out in such cold weather.

6 Przeanalizuj poniższe przykłady. Jaką funkcję pełni czasownik modalny **may** w przykładzie nr 1? Zwróć uwagę, za pomocą jakich konstrukcji można oddać znaczenie tego czasownika modalnego?

- 1 Fiona **may** come top in the Biology contest. It's quite likely, in fact.
- 2 The likelihood is / the chances are / there's a good chance that Fiona **will** come top in the Biology contest.

may – forma prosta i forma ciągła:

They **may work** in this office.
They **may be working** now.

Więcej o MIGHT

7 Przetłumacz poniższe zdania na język polski. Zwróć uwagę na czasownik modalny. Jaką funkcję pełni ten czasownik w zdaniach?

Zastosowanie **might**

- 1 You **might** close the door behind you! It's pretty cold outside.
- 2 The sink is full again! You **might** do the washing up sometimes!

might – forma prosta i forma ciągła:

They **might work** in this office.
They **might be working** now.

8 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie. Jaką funkcję pełnią w tych zdaniach czasowniki modalne lub struktury o znaczeniu modalnym?

... You **might say** (mogłabyś powiedzieć) that you are sorry, for example.

- 1 Sarah **might** (mogłaby nas powiadomić) if she's going to be late!
- 2 Tina **might** (być może nurkuje) in the Red Sea now.
- 3 There's **might** (jest duża szansa, że Mike zagra) with our band this weekend.
- 4 **might** (Równie dobrze możemy) give up now if you don't believe in our success.
- 5 The **might** (prawdopodobnie będziemy musieli) explain the misunderstanding in writing.
- 6 They **might** (mogliby czasami posprzątać).

Więcej o WILL

9 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A–C) użycia czasownika modalnego **will**. Zapisz swoje odpowiedzi w zeszycie.

- 1 A: The phone's ringing.
B: That **will be** Fiona. **will**
- 2 I've been trying to make her change her mind but she **won't listen**. **will**
- 3 Every day is the same: he'll **get up** at 6, walk the dog and then he'll **open up** his laptop to send emails. **will**

Zastosowania **will**

- A charakterystyczne, typowe zachowanie,
- B przypuszczenie dotyczące teraźniejszości,
- C odmowa wykonania czegoś.

10 Z podanych poniżej elementów utwórz poprawne zdania, wykorzystując czasownik modalny **will**. Zapisz swoje odpowiedzi w zeszycie.

- 1 A: There's some noise outside.
B: That / be Flash, our dog.
_____ , our dog.
- 2 A: I really don't know what to do. I'm cooking her favourite meals but my cat / not eat.

- B: Why don't you take her to a vet?
- 3 A: You seem to be really tired of school.
B: Yeah, a bit. Every lesson is the same. The teacher / come in, check the homework and then we / do experiments.

Powtórzenie

11 Uzupełnij poniższe zdania jednym lub dwoma wyrazami. Zapisz swoje odpowiedzi w zeszycie.

... Lisa **is bound** to enjoy the gig.

- 1 It **will** be his sister. They look so different.
- 2 There's someone at the door. That **must** be Alex.
- 3 Well, you **should** meet Tim again if you don't fancy him.
- 4 With such heavy traffic, they are **likely** to be late. There's no question about it.
- 5 Since I broke the vase I have been **forced** to do any washing-up.
- 6 I've been trying to dissuade my brother from going there alone but he just **won't** listen.
- 7 I **will** take extra piano lessons to pass my music exam.
- 8 The **chance** is that the cost of living will increase.
- 9 With your sceptical attitude you **may** as well stay at home and do nothing.
- 10 Whenever I visit them, they **will** serve their grandma's cheesecake.
- 11 I wasn't **allowed** to stay out till midnight when I was 16.
- 12 Smoking is banned here. You **mustn't** smoke here.

P 7b Czasowniki modalne – przeszłość

Modal verbs – past

JĘZYKOWYCH

COULD

- ❌ 1 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły (A–C) użycia czasownika modalnego *could*. Zapisz swoje odpowiedzi w zeszycie.

- 1 Albert Einstein **could** play the violin when he was six. [?]
 2 **Jason**: I had to do all the work by myself!
Ben: I'm sorry, but I really **couldn't** come and help you. [?]
 3 Don't you remember? You **could** play computer games for hours! Nobody ever objected to it. [?]

Zastosowanie czasownika *could*Czasownik modalny *could* wyraża:

- A umiejętność w przeszłości,
 B możliwość lub brak możliwości wykonania czynności w przeszłości,
 C ogólne pozwolenie wydane w przeszłości.

- ▶ *I could play basketball when I was a teenager.*
 = umiałem, potrafiłem
 ▶ *I was able to score a point in the last minute of the match.*
 = byłem w stanie
 ▶ *I managed to score a point* = zdołałem

Porównaj:

- 1 When I was still at home, I **could** regularly borrow my dad's car when I didn't have my own. = *generalnie wolno mi było*
 2 I **was allowed to** borrow my dad's car for an hour yesterday. = *wczoraj dostałem pozwolenie na korzystanie z samochodu ojca przez godzinę*

- ❌ 2 Wybierz poprawną możliwość A, B lub C.

→ The fog was quite thick so we [?] see the beautiful Irish coastline.

A *could* B *couldn't* C *were able to*

- 1 Harry is our little genius. He [?] read or write when he was three!
 A *could* B *couldn't* C *didn't manage*
 2 I'm sorry. I was in a meeting and I [?] answer your phone calls.
 A *could* B *couldn't* C *was able to*
 3 Have they finally [?] to clean the house?
 A *could* B *be able* C *managed*
 4 My friend [?] have a computer until she was twelve. Her parents thought it was for her own good.
 A *couldn't* B *wasn't able* C *was allowed*

- ❌ 3 Fragmenty zdań podane w nawiasach przetłumacz na język angielski, używając *could (not)*, *managed to*, *be allowed to*, *be able to*. Zapisz swoje odpowiedzi w zeszycie.

→ My sister *could ride a bike* (umiała jeździć na rowerze) at the age of four.

- 1 Do you remember Lucciano Pavarotti? He was the one who [?] (potrafił śpiewać) my favourite arias so beautifully.

- 2 Last week [?] (udało mi się napisać) a poem for my girlfriend.
 3 [?] (Czy udało Ci się przeczytać) the map without any problems? You [?] (zawsze umiesz czytać) maps very well.
 4 Jason [?] (nie umiał mówić) until he was five.
 5 [?] (Czy Mike'owi wolno już) join the wrestling club?
 6 Frank [?] (nie potrafił malować) but he [?] (umiał projektować) computer games – they were excellent!
 7 It's a pity Jason [?] (nie mógł przyjść) to Betty's farewell party. I hope he [?] (udało mu się zadzwonić) her to say goodbye at least.
 8 At the last conference, I [?] (nie mogłem zrozumieć) the speaker from Princeton University – he was speaking so fast.

HAD TO

Had to oznacza przymus w przeszłości (wewnętrzny lub zewnętrzny).

A: *Did you have to work during the weekend?*

B: *No, I didn't have to. I was allowed to take the weekend off. But I had to work longer on Monday.*

- ❌ 4 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ *Did you have to remind* (Czy musiałeś przypomnieć) her about it again? So insensitive.

- 1 I [?] (nie musiałam kupować) anything for dinner, because my husband had already done the shopping.
 2 [?] (Czy musiałeś powiedzieć) him everything?!!
 3 How long [?] (musiałaś przygotowywać się) for this exam?

- ❌ 5 Uzupełnij minidialogi, wybierając poprawną możliwość A, B lub C.

→ **Jack**: [?]

Pat: Yes, I could when I was ten.

A *Could you swim when you were a child?*

B *Did you have to swim when you were a child?*

C *Were you allowed to swim when you were a child?*

- 1 **Jack**: How did you feel yesterday? [?]

Pat: Yes, but my brother helped me.

A *Could you cook dinner?*

B *Did you have to cook dinner?*

C *Were you able to cook dinner?*

- 2 **Paul**: Did you relax during your holidays?

Sheila: [?]

A *Sure, I couldn't do anything.*

B *Sure, I didn't have to do anything.*

C *Sure, I wasn't able to do anything.*

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

ZNAJOMOŚĆ ŚRODKÓW

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

3 **Chris:** Why did you leave the party so suddenly?

Mary: [?] I had promised my husband to be back by eleven.

- A I could go home.
- B I couldn't go home.
- C I had to go home.

4 **Phil:** Why didn't you drive home last night?

Pat: [?]

- A I couldn't remember where my key was.
- B I could remember where my key was.
- C I had to remember where my key was.

5 **Sue:** [?]

Sally: Only if I'm not working.

- A Do you have to visit me tomorrow?
- B Can you visit me tomorrow?
- C Did you have to visit me tomorrow?

6 **Teacher:** This essay is not as good as your other work.

Student: I'm sorry, [?]

- A I can't find any information on this subject.
- B I was able to find a lot of information on this subject.
- C I didn't manage to find much information on this subject.

7 **Police officer:** [?]

Driver: About 50 kilometres per hour, I think...

- A Are you able to tell me how fast you were driving, sir?
- B Couldn't you tell me how fast you were driving, sir?
- C Could you tell me how fast you were driving, sir?

8 **Joey:** Do you think that's Mick Jagger over there?

Mike: [?] but I'm not sure.

- A It can
- B It is able to be
- C It could be

9 **Teenager:** Will we see any elk today?

Park ranger: [?] very quiet if you want to see an elk.

- A You have to be
- B You could be
- C You can't be

10 **Parent:** Did you have any problems while I was out?

Babysitter: Yes, [?]

- A I didn't have to switch the TV on.
- B I can't switch the TV on.
- C I wasn't able to switch the TV on.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

6 Uzupełnij zdania podanymi czasownikami w formie przeszłej. Zapisz swoje odpowiedzi w zeszycie.

My brother could (can) ride a bike when he was three years old.

1 I [?] (not have to) buy any new clothes this summer as I got a lot of things from my sister.

2 When my father was a boy, he [?] (will) spend every summer cycling in different parts of Poland.

3 The bus [?] (cannot) drive under the bridge as it was too high.

4 I [?] (can) hear the elephant charging through the jungle but I [?] (cannot) see it.

5 Sally [?] (cannot) focus on her homework so she went to meet her friends.

6 The customers in the shop [?] (have to) pay cash as the credit-card reader wasn't working.

7

Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

Shrek didn't really want to be a hero, but he couldn't escape his destiny. **MANAGE**

Shrek didn't really want to be a hero, but he didn't manage to escape his destiny.

1 The coast of France was visible from our hotel window.

We [?] our hotel window. **COULD**

2 After the operation I was in a wheelchair for three weeks.

I was [?]. **ABLE**

3 It is often quite cold in Norway during the summer.

The weather [?] during the summer. **CAN**

4 You can keep your coats on in this part of the castle.

You [?] in this part of the castle. **HAVE TO**

5 Using the GPS, we found the right street quite quickly.

We [?] quite quickly using the GPS. **MANAGED**

6 My friends tried to get tickets for the 'Depeche Mode' concert but they were unsuccessful.

My friends [?] the 'Depeche Mode' concert. **COULDN'T**

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Whenever people agreed with me, I always felt I must have been wrong.

OSCAR WILDE

Sprawdź się!

- ❌ 1 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyty.

→ *Could you swim* (czy potrafiłeś pływać) when you were three?

- Yesterday I [?] (miałem) cancel my appointment with the dentist.
- When Allen was five he [?] (potrafił) already play the drums quite well.
- Why [?] (Cathy musiała) stay after class?
- [?] (Czy zdołałeś) fix the bike by yourself?
- Fortunately, we [?] (nie musieliśmy) retake the exam.
- Paul [?] (nie zdołał) persuade his mum to let him stay out after midnight.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

- ❌ 3b Uzupełnij zdania, wykorzystując *had to* i *must have* + *past participle*. Zapisz swoje odpowiedzi w zeszyty.

→ Dona *had to do the shopping* because her fridge was empty.
Dona *must have done the shopping* because her fridge is full now.

- Greg [?] at 4 am because he was the first one to get to the station. (*get up*)
- Greg [?] at 4 am if he wanted to catch the 5 am train.
- Monica [?] to qualify for the contest. (*practise*)
- Monica [?] as she did really well in the contest.
- Angela [?] for her ticket with her debit card, as she normally doesn't carry so much cash on her. (*pay*).
- Angela [?] for her ticket with her debit card, just look at her bank statement.

- ❌ 4 Uzupełnij luki, używając odpowiedniej formy czasowników *must* i *have to*. Zapisz swoje odpowiedzi w zeszyty.

→ *I'm sure she did it on purpose.*

She *must have done* it on purpose.

- I'm sure Sarah knew all the answers before we did.
Sarah [?] all the answers before we did.
- Was it necessary for Tony to take on so much extra work?
[?] take on so much extra work?
- I'm sure Cathy misunderstood my intentions.
Cathy [?] my intentions.
- Pete had no choice but to apply for a loan.
Pete [?] for a loan.
- Nobody made Mark do extra tasks but he did it to catch up with the work he had missed.
Mark [?] extra tasks but he did it to catch up with the work he had missed.
- There's no doubt they have lost their way.
They [?] their way.

MUST / HAVE TO

- ❌ 2 Przeanalizuj poniższe przykłady, a następnie przepisz do zeszytu i uzupełnij regułę stosowania czasowników *must* i *have to*.

- To catch the 5:30 train I *had to* get up at 4 o'clock, can you imagine?
- Did you have to go on the 5:30 train? There *must have been* some other trains later.

Zastosowanie czasownika *must*

- A Jeżeli czasownik *must* wyraża przymus (wewnętrzny i zewnętrzny) w odniesieniu do przeszłości, to jego forma przeszła to [?].
Przykład: [?]
- B Jeżeli czasownik *must* wyraża przypuszczenie graniczące z pewnością co do sytuacji zaistniałej w przeszłości, to jego forma to [?].
Przykład: [?]

must have + *past participle* – forma prosta i forma ciągła:

She *must have done* it.

She *must have been doing* it when we called her.

- ❌ 3a Dokończ każde zdanie, tak aby pokazać różnicę w znaczeniu między *had to* i *must have* + *past participle*. Zapisz swoje odpowiedzi w zeszyty.

→ Claire *had to* stay at home to *look after her younger sister*.
Claire *must have stayed* at home *if you didn't see her at school*.

- Dan *had to* leave earlier than planned because [?].
- Dan *must have* left earlier than planned because [?].
- They *had to* talk to the headmaster because [?].
- They *must have* talked to the headmaster because [?].
- Mike *had to* call Dave because [?].
- Mike *must have* been calling Dave because [?].

MUST HAVE + PAST PARTICIPLE / HAD TO

- 5 Zdaniami (1, 2) przyporządkuj zdania (A–C), które wyrażają samo.

- Fiona *must have done* well in the Biology contest. She'd been studying really hard.
- Fiona *had to* take part in the Biology contest because she wanted to get a better grade.

Inne sposoby wyrażania znaczeń *must have* + *past participle* i *had to*

- A Fiona *is certain to* / *is bound to have done* well in the Biology contest.
- B Fiona *was obliged to* / *was required to* / *supposed to* / *expected to* take part in the Biology contest because she wanted to get a better grade.
- C *There is no doubt* Fiona *did* well in the Biology contest.

* Zwroty te pełnią bardzo zbliżoną funkcję (nakaz, przymus, konieczność), ale różnią się stopniem natężenia.

- ✗ 6 Wykorzystując wyrazy w nawiasach w odpowiedniej formie, przekształć poniższe zdania, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszytcie.

→ It's possible she knew the answer. (perhaps)

Perhaps she knew the answer.

- With such good grades throughout the year I'm sure she passed the exam. (bound)
With such good grades she ? the exam.
- It was not necessary for us to spend all our savings. (have)
We ? all our savings.
- Due to the economic situation Ken had to sell his house. (oblige)
Due to the economic situation Ken ? his house.
- I'm sure Greg has spent some time in Asia. (certain)
Greg ? some time in Asia.
- There was no need for me to go through the procedures again. (require)
I ? through the procedures again.
- It was clear to everyone that Ben had already made up his mind. (doubt)
 ? that Ben had already made up his mind.

NEEDN'T HAVE DONE vs DIDN'T NEED TO

- ✗ 7 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich zdania (A, B). Zapisz swoje odpowiedzi w zeszytcie.

- I **didn't need to get up** early as the first two classes had been cancelled. ?
- I **needn't have got up** early. I didn't know the first two classes had been cancelled. ?

A I slept longer in the morning.

B I got up as usual although I didn't have to because classes were cancelled.

- ✗ 8 Uzupełnij poniższe minidialogi, stosując *needn't have done* lub *didn't need to*. Zapisz swoje odpowiedzi w zeszytcie.

→ A: You look a bit down. What's up?

B: Well, I needn't have told (tell) Mark what I really think of him.

- A: We're still ahead of time. Good for us.
B: I told you we had enough time. We ? (hurry) so much.
- A: You look happy.
B: Yes, it turned out I ? (retake) the test.
- A: What's bothering you son?
B: Mum, when you were at school, I hope you ? (study) things you didn't like.
- A: We ? (make) so much fuss about their coming late.
B: Yes, you're right. It wasn't worth it.
- A: It turned out to be a total waste of time to try to bring them round to our point of view.
B: True. We ? (try).

MAY

- ✗ 9 Przeanalizuj poniższe przykłady i uzupełnij regułę stosowania czasownika modalnego *may*. Odpowiedź zapisz w zeszytcie.

- Never cry over spilt milk, because it **may have been** poisoned. (W. C. Fields)
- Well, if she didn't turn up, she **may not have known** about the meeting.

Zastosowanie i forma czasownika *may* w odniesieniu do przeszłości

Jeżeli czasownik modalny *may* wyraża przypuszczenie co do sytuacji zaistniałej w przeszłości, to przybiera postać ?.

may have + past participle – forma prosta i forma ciągła:

She may have done it.

She may have been doing it when we called her.



Zwróć uwagę na miejsce **not** w zdaniach przeczących. Słowo **not** występuje po czasowniku modalnym.
She may not have known about it.

MIGHT

- ✗ 10 Przeanalizuj poniższe przykłady i uzupełnij regułę stosowania czasownika modalnego *might*. Odpowiedź zapisz w zeszytcie.

- Well, if she didn't turn up, she **might not have known** about the meeting.
- Why did you just stand by and do nothing? You **might have helped** me!

Zastosowanie czasownika *might*

Czasownik modalny *might* wyraża:

A przypuszczenie co do sytuacji zaistniałej w przeszłości, Przykład: ?

B krytykę czyjegoś zachowania w przeszłości. Przykład: ?

Forma tego czasownika to ?.

- ✗ 11 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszytcie.

→ I had to go (musiałem iść) to the post office yesterday.

- They ? (być może nie zdawali sobie sprawy) what was going to happen.
- Chris ? (mógł mi powiedzieć) about it earlier!
- They ? (być może nie zostali poinformowani) about the change of plan.
- You ? (mogłeś pomyśleć) about the consequences before you did it.
- They ? (może im nie powiedziano) about the rules.
- You ? (mogłaś do mnie zadzwonić) and let me know you are not coming.
- The flight ? (mógł być odwołany) due to unexpected circumstances.
- A: It wasn't kind of them to leave just like that.
B: Yeah, they ? (mogli powiedzieć) 'Goodbye' at least.

Inne sposoby wyrażania MAY i MIGHT

12 Zwróć uwagę, za pomocą jakich konstrukcji można wyrazić znaczenie czasownika modalnego *may / might*.

Fiona may have done well in the Biology contest.

- A *Perhaps / Probably / It's possible* Fiona did well in the Biology contest.
 B *Fiona is likely to have done well in the Biology contest.*
 C *The likelihood is / The chances are / There's a good chance* that Fiona did well in the Biology contest.

13 Wykorzystując wyrazy w nawiasach, przekształć poniższe zdania na różne sposoby, tak aby zachować ich sens. Zapisz swoje odpowiedzi w zeszycie.

→ *It's possible she knew the answer. (perhaps)*

Perhaps she knew the answer.

1 Mary may have been given a new deadline. (*perhaps, likely, chances*)

1a _____ ?

1b _____ ?

1c _____ ?

2 Pat might not have seen Chris yet. (*likelihood, possible, a good chance*)

2a _____ ?

2b _____ ?

2c _____ ?

3 Jack might not have realised that Sonia was missing him. (*likely, perhaps, a good chance*)

3a _____ ?

3b _____ ?

3c _____ ?

CAN / COULD

14 Przeanalizuj poniższe przykłady, a następnie uzupełnij regułę stosowania *can* i *could* w odniesieniu do przeszłości. Zapisz swoją odpowiedź w zeszycie.

- 1 Fiona **can't / couldn't** have done well in the Biology contest. She hadn't studied at all.
 2 Sam **can't / couldn't** have known the results. He would have told us for sure.

Zastosowanie i forma czasownika *can* i *could* w odniesieniu do przeszłości

Czasownik modalny *can / could* używany w formie przeczącej *can't / couldn't* – wyraża pewność osoby mówiącej, że dana sytuacja nie miała miejsca w przeszłości.

Forma tego czasownika to _____ ?

can't / couldn't have + past participle – forma prosta i forma ciągła:

She can't / couldn't have done it.

She can't / couldn't have been doing it when we called her.

Więcej o COULD

15 Przeanalizuj poniższe przykłady, a następnie uzupełnij regułę (A–C) stosowania czasownika modalnego *could*. Zapisz swoje odpowiedzi w zeszycie.

- 1 I was so happy I **could** have sung and danced all night long. (but I didn't)
 2 You **could** have helped me! Why didn't you?
 3 She **could** have known the results before we did, I suppose.

Zastosowanie czasownika *can*

Czasownik modalny *can* wyraża:

- A przypuszczenie co do sytuacji zaistniałej w przeszłości, Przykład: _____ ?
 B niewykorzystaną możliwość, Przykład: _____ ?
 C irytację z powodu niewykonania czegoś przez kogoś. Przykład: _____ ?

Forma tego czasownika to _____ ?

16 Które z poniższych zdań wyrażają:

- a) pewność,
 b) przypuszczenie,
 c) niezrealizowaną możliwość?

- 1 Tim **must** have finished already.
 2 Tim **may** have finished.
 3 Tim **can't / couldn't** have finished yet.
 4 Tim **could** have finished with a bit more luck.

17 Wyjaśnij różnicę w znaczeniu między parami zdań.

- 1a You know I **could** have covered that distance in thirty minutes but I didn't feel like.
 1b You know I **could** cover that distance in thirty minutes when I was younger.

2a Frank, you **could** easily have fixed it, I suppose.

2b Frank, you **could** have fixed it! Now we need to get another one!

3a Pete just **can't** have done it.

3b Pete just **couldn't** do it.

WOULD

18 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich odpowiednią regułę (A, B) użycia czasownika modalnego *would*. Zapisz swoje odpowiedzi w zeszycie.

- 1 I was trying to make her change her mind but she **wouldn't** listen. _____ ?
 2 Every weekend our parents **would** take us to the zoo or the amusement park. _____ ?

Zastosowanie czasownika *would*

Czasownik modalny *would* wyraża:

- A typowe zachowanie w przeszłości,
 B odmowę lub niechęć wykonania czegoś.

SHOULD / OUGHT TO

- ✗ Fiona **should / ought to have taken part in the Biology contest**. Unfortunately, she **didn't**.
Jeżeli czasownik **should** lub **ought to** wyraża powinność lub krytykę w odniesieniu do przeszłości, przyjmuje formę _____.

- ✗ 19 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ He **had to go** (musiał iść) to the doctor yesterday.

- We _____ (nie powinniśmy byli lekceważyć) that warning.
- I kept asking my parents to let me go but they _____ (nie chcieli się zgodzić).
- After the incident, Mark _____ (powinni mu byli zaproponować) some form of compensation.
- Every Saturday I _____ (chodziłem) for a long walk by the river.
- They _____ (powinni byli dostać) a reply a long time ago.
- _____ (Czy nie powinniście skończyć) this essay yesterday?

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Powtórzenie

- ✗ 20 Wybierz poprawną możliwość i uzasadnij swój wybór.

→ Kate **must be / must have been** there yesterday. (pewność do przeszłości)

- They **had to know / must have known** the classes had been cancelled if they didn't turn up.
- Frank **can't / shouldn't** have had enough money if he applied for a loan.
- You **must / should** have predicted the consequences. Now there's little I can do to help you, I'm afraid.
- It was really kind of Rob but he **needn't have gone / didn't need to go** to so much trouble.
- They **can't / shouldn't** have been trusted if they keep disappointing everyone.
- Judging from Martha's behaviour, she **should / may** have known more than we did.
- We kept trying to persuade Jess, but she **wouldn't / shouldn't** listen.
- You **might / must** have let me know that Mat is not coming.

- ✗ 21 Uzupełnij poniższe minidialogi, tworząc poprawne zdania z podanych elementów. Zapisz swoje odpowiedzi w zeszycie.

→ Are you sure they said it?

They **must have said** (must / say) it.

- A: Did you have to practise a lot at your ballet school?
B: Yes, I _____ (supposed / practise) a couple of hours every day.
- A: Perhaps no one has told them what time the show starts.
B: Well, they simply _____ (may / forget) what time the show starts.

- 3 A: It wasn't kind of them to leave just like that.

B: Yeah, they _____ (might / say) 'Goodbye' at least.

- 4 A: Do you think it's possible they were busy at 3 o'clock?

B: They _____ (can / do) anything special then, for sure.

- 5 A: Good we made it on time!

B: You see, you _____ (need / not / worry).

- ✗ 22 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ It **must have been** (must / be) hard to find a job when you had nowhere to live.

- You _____ (should not / leave) your bike outside the house. That's why it was stolen.
- My parents _____ (cannot / be) happy when they found out I was going to leave my job.
- When the first spaceship landed on the moon, people _____ (must / be) very excited.
- Joanna _____ (can) play the saxophone when she was just 8 years old.
- This antique clock _____ (may not be) cheap, but it was worth buying it.
- I think I have collected all of the essays but I _____ (might not / collect) those from Class 5b.
- Yesterday, I _____ (have to / visit) my friend who was ill at home.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

- ✗ 23 Wybierz poprawną możliwość A, B lub C.

→ You **shouldn't** have asked her about it. Look how upset she is now.

A couldn't B **shouldn't** C wouldn't

- Being a vegetarian _____ have been quite difficult before soya meat was invented.
A will B can't C must
- Those tourists _____ have taken photographs so close to a military area.
A shouldn't B mustn't C might
- According to scientists, the dinosaurs _____ have become extinct after a meteor hit the Earth.
A mustn't B might C would
- The loss of electrical power _____ have been caused by the old wiring in the building.
A may B won't C shouldn't
- Ice skating _____ have been invented by the Vikings.
A should B won't C could
- The dog was sleeping on my bed all last night so it _____ have eaten your sandwiches!
A wouldn't B may not C can't
- Doug _____ have been training this morning because he had an important design project to finish.
A won't B shouldn't C must
- Jill Havers _____ have been delighted to represent her country in the mountain-bike championships.
A must B could C won't

✗ 1 Wybierz poprawną możliwość A, B lub C.

→ These men are wearing football shirts. They (muszą być) footballers.

- A might be
B may be
C must be

1 A: I don't know what to do tonight.

B: (Pójdziemy) to the theatre?

- A Shall we go
B Do we have to go
C Should we go

2 A: George does not really love Susan.

B: He (nie powinien się z nią żenić) then.

- A shall not marry her
B should not marry her
C must not marry her

3 I don't know how I did it but I (udało mi się) swim across Lake Ontario.

- A managed to
B had to
C was allowed to

4 A: I know! We will buy her a book on animals.

B: That (może być) a good idea. She wants to be a vet.

- A shall be
B has to be
C could be

5 A: Greg (nie musiał mówić) everyone that I was on a diet.

B: You know him. He can't keep a secret.

- A shall not tell
B didn't have to tell
C must not tell

6 (Kiedy było wam wolno) stay overnight at your friends' for the first time?

- A When did you manage to
B When did you have to
C When were you allowed to

7 Passengers (nie mogą) lean against the carriage door.

- A might not
B may not
C are not able to

8 (Czy oni mogą zarezerwować) a table in this new restaurant?

- A Are they able to book
B Can they book
C Do they have to book

9 How long (musiałeś czekać) for a bus?

- A you had to wait
B did you have to wait
C had you to wait

✗ 2 Przekształć zdania, używając czasowników modalnych i ich synonimicznych wyrażen, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

→ Students are not allowed to cheat in tests.

Students must not cheat in tests.

1 Jason is likely to get a job as an undertaker.

Jason .

2 You ought to get down to work now.

You .

3 His sister is likely to win the beauty contest.

His sister .

4 Sheila has enough skill and experience to cook Thai food.

She .

5 Let's go to the Tri-city Live Festival this year.

Shall .

6 Did they let Susan participate in this project?

Was .

7 My mum made me vacuum all the carpets.

I .

8 It is forbidden to bring glass bottles into the National Stadium.

You .

9 George will not win the talent show. No chance!

George .

10 Did you manage to see the sights in Madrid during your trip to Spain?

Were .

✗ 3 Uzupełnij zdania odpowiednim czasownikiem modalnym. Zapisz swoje odpowiedzi w zeszycie.

→ Maybe you should talk to Mum again? At least that's what I would do.

1 I think you talk seriously with your parents if you want them to lend you some money.

2 I ask that lady over there where the metro station is?

3 The tram driver is slowing down because he see the lights are changing to red.

4 Take your umbrella with you. It rain this afternoon.

5 Tourists not leave litter after having a picnic.

6 You be Professor Johnson. I recognise you from the photos I've seen.

7 I'm afraid the courier deliver your package this afternoon.

8 If I hurry, I just have time to buy a drink before the next performance.

R 7c Czasowniki modalne – powtórzenie

Modal verbs

✗ 1 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszytcie.

→ She had to go (musiała iść) to the dentist yesterday.

- 1 The [?] (istnieje duże prawdopodobieństwo) that Sophie will be elected our representative.
- 2 We [?] (niepotrzebnie poszliśmy) to the library as none of the books were available.
- 3 Ian [?] (z pewnością) to succeed.
- 4 [?] (Czy musieliście zmieniać) your shoes in winter at your school?
- 5 We [?] (nie powinno się nas potraktować) in this way.
- 6 It [?] (nie mógł być) the building I saw in the guidebook.
- 7 You [?] (mogłeś do mnie zadzwonić) me a call!

✗ 4 Wybierz właściwą interpretację zdania (A lub B).

→ You could have opened the door for that old lady.

- A You are strong enough.
B Your behaviour was not polite.

- 1 My neighbours' children will keep kicking their ball into my garden.
A Their behaviour is annoying
B They are going to play football with me.
- 2 There could have been as many as ten thousand people at the rock concert.
A It is possible that so many people were there.
B All of these people were able to come to the concert.
- 3 How annoying! Jack might have told us he wouldn't be going to the cinema.
A We can't remember if he told us.
B We wasted our time waiting for him.
- 4 With a bit more training I might have won the race.
A I didn't win the race.
B I don't know who won the race.
- 5 We may as well go home now as we've missed our bus into town.
A We will go home.
B We might go home.

✗ 2 Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Konieczne jest użycie czasowników modalnych lub konstrukcji, które oddają ich znaczenie. Zapisz swoje odpowiedzi w zeszytcie.

→ Maybe they know the details.

They may know the details.

- 1 It's almost certain that Ms Brown won't give us the go-ahead with the project.
Ms Brown is [?] us the go-ahead with the project.
- 2 There's no doubt my wallet went missing when we were changing trains.
My wallet [?] missing when we were changing trains.
- 3 I kept asking my mum to get me a new watch but she kept saying 'no'.
I kept asking my mum to get me a new watch but she [?] agree.
- 4 What a pity we didn't invite Betty.
We [?] Betty.
- 5 Fortunately it wasn't necessary for us to clean the room.
Fortunately we [?] the room.
- 6 I wasted two hours waiting for them. They didn't turn up.
I [?] two hours for them.

✗ 5 Wybierz odpowiedź, która NIE JEST poprawna.

→ Edward [?] speak Chinese fluently by the age of 12.

- A was able to B could C would

- 1 [?] I make you up a cup of tea, uncle?
A Will B Can C Shall
- 2 Your passport [?] be delayed if there is anything wrong with the photograph.
A may B must C could
- 3 I [?] meet my friends until I had finished all my homework.
A wasn't allowed to B mustn't C couldn't
- 4 Employees are only [?] to use the rear entrance to the store.
A allowed B permitted C ought
- 5 As a full member of the gym I [?] pay every time I use the sauna.
A don't have to B mustn't C don't need to

✗ 3 Wykorzystując wyrazy podane w nawiasach, zbuduj poprawne zdania. Zapisz swoje odpowiedzi w zeszytcie.

→ He must have been (must / be) ill yesterday.

- 1 They [?] (may / misunderstand) what we meant.
- 2 Barbara [?] (can't / date) Steve for long.
- 3 Carla [?] (be likely / qualify) for the finals as she is absolutely overjoyed.
- 4 They [?] (must / be warned) about the risk. Otherwise they wouldn't have taken such precautions.
- 5 Since the accident Dan [?] (forbid / lift) heavy objects.
- 6 We [?] (need / not / tell) Chris the truth. It didn't help at all.
- 7 [?] (be / a good chance) I will be offered a new contract soon.
- 8 Bad weather conditions [?] (certain / be) the cause of recent car accidents.

✗ 6 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszytcie.

→ It's not necessary to buy flowers every time you visit me.

You don't need to buy flowers every time you visit me.
NEED

- 1 That cat will stand there until you give it some milk.
That cat [?] until you give it some milk. **WON'T**
- 2 Should I apologise to Rachel for breaking her watch?
I think [?] for breaking her watch. **OUGHT**
- 3 It's not a good idea to believe everything you hear at school.
[?] everything you hear at school. **MUSTN'T**
- 4 I see no reason why collecting stamps is considered a boring hobby.
I [?] collecting stamps is considered a boring hobby. **CAN**

8 Pytania pośrednie i pozorne

Indirect questions & question tags

Pytania pośrednie (INDIRECT QUESTIONS)

1 Która z wypowiedzi podanych w parach jest bardziej uprzejma?

- 1 A What is the time?
B Could you tell me what the time is?
- 2 A Can you speak Thai?
B I would like to know if you can speak Thai.
- 3 A Are you going to eat this caviar?
B I wonder if you are going to eat this caviar.

Najczęściej używane zwroty do wprowadzenia pytania pośredniego to:

Do you know ...?

Could/Can you tell me ...?

Do you have/Have you got any idea ...?

I wonder ...

I would like to know ...

Pytań pośrednich używamy, aby uprzejmie poprosić o informację.

Szyk zdania w pytaniu pośrednim to szyk zdania twierdzącego.

2 Porównaj pary zdań i uzupełnij poniższe reguły. Zapisz swoje odpowiedzi w zeszycie.

- 1a Can you speak Thai?
1b I wonder if you can speak Thai.

Jeśli pytanie pośrednie tworzymy od pytania ogólnego (Yes / No Question), to po zwrocie wprowadzającym, np. *I wonder*, używamy if, które odpowiada polskiemu jeśli.

- 2a Where is John?
2b I wonder where John is.

Jeśli pytanie pośrednie tworzymy od pytania szczegółowego (Wh-Question), to po zwrocie wprowadzającym, np. *I wonder*, używamy where.

3 Z podanych wyrazów ułóż poprawne pytania pośrednie.

Could you tell me what / is / name / brother's / your?

Could you tell me what your brother's name is?

- 1 Do you know if / prepare / can / the presentation / Mark?
- 2 Do you remember / leaves / the train to Glasgow / when?
- 3 I wonder / participate / are going to / in the competition / all students / if.
- 4 Could you tell me / has / she / how many children?
- 5 I would like to know / listens to / what kind of music / she.
- 6 Have you got any idea where / lives / Brad Pitt?

4 Zamień podane pytania na pytania pośrednie. Zapisz swoje odpowiedzi w zeszycie.

Has Adele ever won an Oscar?

Do you remember if Adele has ever won an Oscar?

- 1 Does your school offer intensive language courses?
I would like to know if your school offers intensive language courses?
- 2 What time does *Waiting for Godot* start?
Do you remember what time it starts?
- 3 Where is the nearest underground station?
Could you tell me where the nearest underground station is?
- 4 Have they ever been to Brazil?
Do you know if they have ever been to Brazil?
- 5 Where did you see my keys last night?
Can you tell me where you saw my keys last night?
- 6 Is Jason going to have baseball training next week?
I wonder if Jason is going to have baseball training next week.

5 Używając pytania pośredniego, poproś o następujące informacje. Zapisz swoje odpowiedzi w zeszycie.

Zapytaj, gdzie jest najbliższy przystanek autobusowy.

Could you tell me where the nearest bus stop is?

- 1 Zapytaj, czy Twój rozmówca jedzie do Londynu w następnym tygodniu.
I wonder if your friend is going to London next week.
- 2 Zapytaj o koszt naprawy Twojego odtwarzacza MP3.
Have you got any idea how much it costs to repair your MP3 player?
- 3 Zapytaj, gdzie jest najlepsze centrum fitness.
Could you tell me where the best fitness center is?
- 4 Zapytaj, czy Twój / Twoja współlokator/ka będzie miał/a możliwość zrobić następnego dnia zakupy.
I would like to know if your roommate will have time to go shopping next week.
- 5 Zapytaj, czy jest możliwa zmiana terminu wizyty u dentysty.
I wonder if it is possible to change the appointment with the dentist.
- 6 Zapytaj swojego kolegę o datę urodzin Adama Mickiewicza. (24 grudnia 1798)
Do you know when Adam Mickiewicz was born?

Pytania pozorne (QUESTION TAGS)

Zastosowanie i zasada tworzenia pytań typu *question tags*

- A Polskim odpowiednikiem *question tags* są wyrażenia: „nieprawdaż?”, „dobrze?”, „czyż nie?”, „czyż nie tak?”.
- B Używamy ich w mowie potocznej, gdy chcemy uzyskać potwierdzenie, że rozmówca zgadza się z tym, co mówimy, lub dowiedzieć się, czy coś jest prawdą.
- C Jeżeli zdanie główne jest **twierdzące**, to pytanie *question tag* jest **przeczące**.
*You like Sue, **don't** you?*
- D Jeżeli zdanie główne jest **przeczące**, to pytanie *question tag* jest **twierdzące**.
*You **don't** like meat, **do** you?*

6 Przyjrzyj się przykładom i odpowiedz, jak tworzymy *question tags* w różnych czasach.

- 1 Sue *doesn't* like disco polo, *does* she?
- 2 They *never* come on time, *do* they?
- 3 Mark *had* pizza for dinner, *didn't* he?
- 4 We *won't* give up, *will* we?
- 5 Harry *can* play the drums, *can't* he?
- 6 They *haven't* enjoyed the match, *have* they?
- 7 There *is* a problem with our car, *isn't* there?
- 8 This house *is* enormous, *isn't* it?

7 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszytcie.

→ You feel well, *don't you?* (nieprawdaż)?

- 1 They should study more, [] (nieprawdaż)?
- 2 You have never been to the States, [] (nieprawdaż)?
- 3 Linda will come at 3 pm, [] (nieprawdaż)?
- 4 Sarah is going to have a baby, [] (nieprawdaż)?
- 5 Sue and Steve aren't going to Berlin with us, [] (nieprawdaż)?
- 6 Miriam had flu last week, [] (nieprawdaż)?
- 7 This picture isn't funny, [] (nieprawdaż)?
- 8 They are never late, [] (nieprawdaż)?

SO... / NEITHER...

8 Przeczytaj poniższe przykłady. Jakim zwrotom w języku polskim odpowiadają zwroty rozpoczynające się od *So ...* i *Neither ...*? Jak budujemy takie dopowiedzenia w różnych czasach?

- 1 A: I enjoy computer games.
B: So do I.
A: I don't enjoy computer games.
B: Neither do I.
- 2 A: I am hungry.
B: So am I.
A: I am not hungry.
B: Neither am I.
- 3 A: I have enjoyed this stay very much.
B: So have I.
A: I have not enjoyed this stay very much.
B: Neither have I.
- 4 A: I enjoyed this film.
B: So did I.
A: I didn't enjoy this film.
B: Neither did I.
- 5 A: I was reading this book for ten days.
B: So was I.
A: I was not reading this book for ten days.
B: Neither was I.
- 6 A: I had seen this film before.
B: So had I.
A: I had not seen this film before.
B: Neither had I.
- 7 A: I am going to visit Jake.
B: So am I.
A: I am not going to visit Jake.
B: Neither am I.

- 8 A: I will study hard next year.
B: So will I.
A: I will not study hard next year.
B: Neither will I.
- 9 A: I can play the guitar.
B: So can I.
A: I cannot play the guitar.
B: Neither can I.

Formy dopowiedzeń

- A Dopowiedzenie do zdania twierdzącego:
So + modal verb / auxiliary verb + podmiot
- B Dopowiedzenie do zdania przeczącego:
Neither + modal verb / auxiliary verb + podmiot

9 Zapisz w zeszytcie odpowiednie dopowiedzenia.

→ A: I am thirsty.

B: So am I.

- 1 A: I will not talk to Harry.
B: []
- 2 A: I have been to Morocco once.
B: []
- 3 A: I wasn't very busy yesterday evening.
B: []
- 4 A: I passed my driving test last week.
B: []
- 5 A: I should read more.
B: []
- 6 A: I love spinach!
B: []
- 7 A: I can't read Japanese.
B: []
- 8 A: But I like Japanese anime.
B: []

Powtórzenie

10 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszytcie.

→ A: I haven't seen Mary today.

B: Neither have I. (I ja też nie.)

- 1 Marion has had an operation, [] (nieprawdaż)?
- 2 Can you tell me [] (czy ona jest teraz zajęta)?
- 3 A: I forgot about this conference.
B: [] (I ja też.)
- 4 I wonder [] (dlaczego Jack został zwolniony).
- 5 A: I will not pay for it in cash.
B: [] (I ja też nie.)
- 6 The next train to Brighton leaves at five, [] (nieprawdaż)?
- 7 A: I can't help thinking about it.
B: [] (Ani ja.)
- 8 You will help me, [] (prawda)?
- 9 Could you tell me, [] (gdzie jest najbliższa kafejka internetowa)?
- 10 It was a waste of time, [] (nieprawdaż)?

R 8 Pytania pośrednie i pozorne

Indirect questions & question tags

When you are asked if you can do a job, tell 'em, 'Certainly I can!' Then get busy and find out how to do it.
THEODORE ROOSEVELT

Sprawdź się!

- ❌ 1 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ Do you remember what this word means (co oznacza to słowo)?

- They want to know (czy pomożemy) them next week.
- Do you happen to know what time (kończy się ten film)?
- I wonder where (jest przystanek autobusowy).
- Do you know why (nie przyszli) yet?
- I would like to know what (będziemy robić) ten years from now.
- Can you tell me (czy skończyłeś) this task yesterday?

- ❌ 2 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ Johnny, put your rat back into its cage, will you (dobrze)?

- Claire doesn't like to get up early. (I ja też nie.)
- She is going to take this course. (I ja też.)
- Frank's aunt doesn't speak any languages, (nieprawdaż)?
- They have never seen it before. (I my też.)
- Open the window, (dobrze)?
- They have never played rugby, (nieprawdaż)?
- He was ready to help you out. (I my też.)
- You're not leaving now, (nieprawdaż)?

Pytania pozorne (QUESTIONS TAGS) – pozostałe przypadki

- 3 Zwróć uwagę na nietypową formę *question tags* w poniższych przykładach.

- Let's stay at home tonight, *shall we?*
- Let's not call her yet, *shall we?*
- I'm quite good at grammar, *aren't I?*
- There wasn't anyone there, *was there?*
- Nothing can change his standpoint, *can it?*
- Nobody was late, *were they?*
- Meg hardly ever goes on holiday, *does she?*
- Hold on a second, *will/would you?*
- He must be joking, *mustn't he?*
- We needn't hurry, *need we?*

- ❌ 4 Do zdań w poniższym dialogu dodaj pytania typu „nieprawdaż?”. Zapisz je w zeszycie.

→ She is absolutely fantastic, *isn't she?*

A: So, let's think what present we should get for Mary,
1 ?

B: I don't think she is into art, she knows hardly anything about it, 2 ?

A: There's no point in getting her an art album then,
3 ?

B: Right, nobody likes getting stuff they consider useless,
4 ?

A: Last time we bought her a concert ticket and she was really over the moon, 5 ?

B: She must be into music then, 6 ?

A: So, get her one this time, too, 7 ?

B: OK. I'll try to find something for her. I'm quite inventive,
8 ?

A: We needn't worry anymore, 9 ?

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Pytania potwierdzające zrozumienie (REPLY QUESTIONS)

- 5 Przeanalizuj poniższe przykłady. Powiedz, jaką funkcję pełnią w poniższych dialogach krótkie pytania *did you?*, *is he?*, *weren't they?*, *won't he?*

1 A: We **had** a delicious lunch.

B: Oh, **did you?** Great!

2 A: Ian is quite good at grammar.

B: **Is he?** That's fantastic! I thought he isn't into languages at all.

3 A: They **weren't** late today.

B: **Weren't they?** Splendid! It's quite unusual, though, I must say.

4 A: Ben **won't** change his standpoint, I'm afraid.

B: **Won't he?** What a pity!

- ❌ 6 Na stwierdzenia w poniższym dialogu zareaguj według przykładu. Zapisz swoje odpowiedzi w zeszycie.

→ A: I saw Jane playing tennis.

B: *Did you? I thought she hates tennis.*

1 A: I've just met Harry.

B: ? ?

2 A: He is going to move in with Kate next week.

B: ? ?

3 A: They'll have finished redecorating her flat by Sunday.

B: ? ?

4 A: He seems to be really happy.

B: ? ?

P 9a Tryby warunkowe '0', '1', '2'

Conditionals

'0' tryb warunkowy

- ✗ 1 Na podstawie poniższych przykładów utwórz regułę dotyczącą stosowania '0' trybu warunkowego. Wybierz jedną z podanych *pochyłym drukiem* możliwości, a następnie uzupełnij schemat budowy zdania. Zapisz swoje odpowiedzi w zeszycie.

- 1 If you **break** glass, the cracks **move** at 3,000 miles per hour.
- 2 If you **pour** water into acid, the mixture **explodes**.
- 3 People **break** the law if they **steal** things.

Zastosowanie '0' trybu warunkowego

Trybu tego używamy, aby opisać sytuacje *zawsze prawdziwe / które są nieprawdopodobne*.

If + [?] tense, [?] tense

- ✗ 2 Odpowiedz na pytania, stosując '0' tryb warunkowy. Użyj czasowników w nawiasach. Zapisz swoje odpowiedzi w zeszycie.

→ What happens if you heat ice? (melt)

If you heat ice, it melts.

- 1 What happens if you press this 'play' button? (turn on)
If [?]
- 2 What happens if people are hungry? (get angry)
If [?]
- 3 What happens if you touch poison ivy? (get ill)
If [?]
- 4 What happens if people travel by bus without a ticket? (pay a fine)
If [?]
- 5 What happens if you smash the window with a hammer? (break into many pieces)
If [?]
- 6 What happens if you sunbathe for too long? (get burnt)
If [?]

'1' tryb warunkowy

- ✗ 3 Na podstawie poniższych przykładów utwórz regułę dotyczącą stosowania '1' trybu warunkowego. Wybierz jedną z podanych *pochyłym drukiem* możliwości, a następnie uzupełnij schemat struktury zdania. Zapisz swoje odpowiedzi w zeszycie.

- 1 If she **jumps** from this high tree, she **will** definitely **break** her legs.
- 2 Tom **will** marry Susan if she **accepts** his proposal.
- 3 If you **do** some sports, you **will** get fitter.

Zastosowanie '1' trybu warunkowego

Trybu tego używamy, aby opisać sytuacje *nieprawdopodobne / prawdopodobne* obecnie lub w przyszłości.

If + [?] tense, [?] + [?]

Mimo odniesienia do przyszłości, **nie** stosujemy *will* po *if*.

- ✗ 4 Uzupełnij zdania podanymi wyrazami w odpowiedniej formie, stosując '1' tryb warunkowy. Zapisz swoje odpowiedzi w zeszycie.

→ If you get a degree in Law from Oxford, you will certainly be (certainly / be) a successful lawyer.

- 1 If I don't have any free time, I [?] (not / help) you redecorate your room.
- 2 [?] (George / visit) Susan if he has a weekend off?
- 3 If I [?] (be) right, the fire alarm will go off in a moment.
- 4 We [?] (not / offer) you a refund if you do not submit a receipt.
- 5 [?] (we / reach) our destination faster if we go by plane?
- 6 Barry will not prepare all the visual aids unless our boss [?] (make) him.

- ✗ 5 Przekształć poniższe zdania, stosując '1' tryb warunkowy z *if* lub *unless*. Zapisz swoje odpowiedzi w zeszycie.

→ We won't talk to them if they don't stop gossiping about us. **UNLESS**

We won't talk to them unless they stop gossiping about us.

- 1 Environmental protection doesn't make sense unless people start recycling. **NOT**
Environmental protection doesn't make sense [?].
- 2 Susan will not accept your apologies if you don't make it up to her. **UNLESS**
Susan will not accept your apologies [?].
- 3 I will take legal steps if the driver refuses to repair my damaged bike. **UNLESS**
I will take legal steps [?].
- 4 Unless the lecturer starts talking about something more interesting, I will fall asleep. **NOT**
If [?].

'2' tryb warunkowy

- ✗ 6 Na podstawie poniższych przykładów utwórz regułę dotyczącą stosowania '2' trybu warunkowego, a następnie uzupełnij schemat struktury zdania. Zapisz swoje odpowiedzi w zeszycie.

- 1 If I **were** a rich man (...), I **wouldn't** have to work so hard.
- 2 If Mark **didn't** have so many enemies, he **would** feel more relaxed.
- 3 If I **were** / **was** a gold fish, I **would** make your wish come true.

Zastosowanie '2' trybu warunkowego

Trybu tego używamy, aby opisać sytuacje *mało prawdopodobne* lub wręcz *niemożliwe* obecnie lub w przyszłości.

If + [?] tense, [?] + [?]

W '2' trybie warunkowym możliwe jest zastosowanie *were* w każdej osobie liczby pojedynczej.

If I were ...

If he were ...

! unless = if not

! If I were you = Na Twoim miejscu, w Twojej sytuacji

R 9a Tryby warunkowe

Conditionals

If you don't fail now and again, it's a sign you're playing it safe.

Sprawdź się!

- ❌ 1 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ If he comes (come), I'll let you know.

- In all likelihood we'll go for a picnic if it ? (not / rain) tomorrow.
- If you keep spending so much, no wonder you ? (be) in the red.
- If Kate ? (not / have) such a heavy workload, she would definitely feel more at ease.
- Unless Mark ? (get) round to writing his assignment at the weekend, he'll have no chance of meeting the deadline.
- If you put oil in water, it ? (float).
- If I were you, I ? (talk) to Sue face to face.

'3' tryb warunkowy

If I had only known, I would have been a locksmith.

ALBERT EINSTEIN

- ❌ 2 Na podstawie poniższych przykładów utwórz regułę dotyczącą stosowania '3' trybu warunkowego. Wybierz jedną z podanych *pochyłym drukiem* możliwości, a następnie uzupełnij schemat struktury zdania. Zapisz swoje odpowiedzi w zeszycie.

- If my parents **had not been** overambitious for me when I was a kid, they **would have avoided** a lot of disappointments.
- In retrospect, I **would have had** no time to pursue my hobbies if I **had studied** hard for all my exams at school, like some of my friends did.

Zastosowanie '3' trybu warunkowego

'3' trybu warunkowego używamy, aby opisać sytuacje, które mogłyby zaistnieć w *chwili obecnej / w przeszłości*, gdyby *teraz / wtedy* został spełniony jakiś warunek.

If + ? tense, ? + ?

- ❌ 3 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ If I had studied (study) harder, I wouldn't have failed yesterday's exam.

- Derrick ? (go) to his friend's party last Saturday if he had been invited.
- If Sarah ? (quit) her job last month, she would have made the worst decision in her life.
- If his parents ? (not / ground) him for a week, Frank wouldn't have learned any lesson.
- Claire ? (not / spend) so much money last weekend if she hadn't been given a pay rise.

- Dan ? (be able) to finish the race if he had followed the training programme.
- If Fiona ? (not / be / inform) about the change of plan, she would have got up at 4 am yesterday.
- Pete ? (not / be / persuade) to take part in last month's tournament if the organisers hadn't offered such great prizes.
- If Martin hadn't been given another chance, he ? (not / have) the opportunity to show his real potential.

- ❌ 4 Wybierz poprawną możliwość i uzasadnij swój wybór.

→ If I would study / had studied harder, I wouldn't have failed / wouldn't fail yesterday's exam.

- Life will be / would be much easier if teachers didn't give / hadn't given students so much homework.
- If my mum knew / had known how demanding teaching can be these days, she wouldn't end / wouldn't have ended up as a Maths teacher.
- It's common knowledge that if you will add / add no spices to your meal, it tastes / will taste bland.
- Unless Rob doesn't get / gets down to serious work, I don't think his teacher will give / gives him another chance.
- Chris wouldn't accept / wouldn't have accepted the terms of the contract if he was / had been aware of all the details written in small print.
- I won't risk / wouldn't risk emigrating unless I had / would have family abroad.
- If we don't talk / didn't talk to him seriously this time, he will get / gets away with it again!
- More and more people tend to forget that if you don't get / didn't get enough sleep, you wouldn't perform / don't perform well on the following day.

- ❌ 5 Uzupełnij każde zdanie, tak aby zachować sens zdania wyjściowego. Ćwiczenie obejmuje '0', '1', '2' i '3' tryby warunkowe. Zapisz swoje odpowiedzi w zeszycie.

→ I didn't practise enough. That's why I didn't win the match.
If I had practised more, I would have won the match.

- I wasn't listening to what my teacher was saying so I was asked to leave the classroom.
If I ? what my teacher was saying, I ? to leave the classroom.
- It's pure physics: for water to evaporate, you first need to boil it.
If ?, it ?.
- Without them informing me about the risk involved, no decision on my part will be possible.
Unless I ? about the risk involved, I ? make any decision.
- We agreed to take part in the project, which turned out to be a total waste of time.
We ? so much time if we ? to take part in the project.
- To improve his stamina Pete has to do sport on a regular basis.
If Pete ? sport on a regular basis, he ? his stamina.
- With so few friends around, Monica feels lonely at times.
Monica ? lonely if she ? more friends around.

Tryby warunkowe mieszane

- ❌ 6 Poniższym przykładom przyporządkuj reguły stosowania trybów warunkowych mieszanych (A, B). Uzupełnij każdą regułę o odpowiedni schemat. Zapisz swoje odpowiedzi w zeszyty.

- 1 If I **were** a rich man, I **would have quit** my job a long time ago. [?]
- 2 If I **had quit** my job a long time ago, I **would have** nothing to complain about now. [?]

Forma i zastosowanie trybów mieszanych

I If + Past Perfect, would + infinitive

II If + Past Simple, would + have + past participle

Mieszanych trybów warunkowych używamy:

- A kiedy warunek ma charakter ponadczasowy, ale dana czynność już zaistniała – Schemat: [?] [?]
- B kiedy warunek odnosi się do przeszłości i nie zaistniał, zatem sytuacja opisana w drugiej części zdania ma charakter czysto hipotetyczny – Schemat: [?] [?]

- ❌ 7 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszyty.

→ If I **were** (be) you, I **would have studied** (study) harder for yesterday's exam.

- 1 If I [?] (be) him, I [?] (not / believe) a word Maria said. Now it's too late.
- 2 Our garden [?] (look) quite discouraging now if we [?] (not / invest) a lot of time in it in spring.
- 3 If Rob [?] (follow) his parents' advice when deciding what language to take up, he [?] (not / struggle) now with Vietnamese grammar.
- 4 If my parents [?] (not / trust) me, they [?] (not / allow) me to spend all last night at a party.
- 5 Gloria [?] (not / have to) retake her exam in French last month if she [?] (not / have) so many commitments this year.
- 6 If we [?] (give) the right instructions before we started, we [?] (not / need) to ask anyone for help now.

- ❌ 8 Przekształć podane zdania na zdania warunkowe. Zapisz swoje odpowiedzi w zeszyty.

→ I didn't work a lot. That's why I didn't have enough money.
If I **had worked** more, I **would have had** enough money.

- 1 Thanks to your support we are approaching the end of the project.
If you [?] the end of the project.
- 2 Paul must be a tough cookie. He didn't crack under so much media pressure.
If Paul [?] under so much media pressure.
- 3 What a relief! We arrived just in time for the meeting. We don't have to apologise for being late again.
We [?] time for the meeting.
- 4 Judging by the way Mark looked at her, they must know each other pretty well.
If they [?] at her in this way.
- 5 Unfortunately, I wasn't accepted for the school athletics team as I am not fit enough.
If I [?] for the school athletics team.
- 6 It's good we have some savings. We were able to sort out the problem immediately.
If we [?] the problem immediately.



Nie każde zdanie zawierające słowo **if** jest zdaniem warunkowym.

Porównaj:

If it was sunny, I went for long walks along the beach. =
When it was sunny ...

If it was sunny, I would go for a long walk along the beach.

Inne sposoby wyrażania warunku

W trybach warunkowych oprócz **if** występują także następujące wyrażenia:

as long as, providing / provided, on condition (that), supposing / suppose, what if, otherwise, or else.

- 9 Przetłumacz poniższe zdania na język polski, zwracając szczególną uwagę na wyrażenia podane **tłustym drukiem**.

- 1 If they play fair, we are ready to cooperate.
- 2 **As long as** they play fair, we are ready to cooperate.
- 3 We are ready to cooperate **provided** they play fair.
- 4 We are ready to cooperate **on condition** they play fair.
- 5 **Supposing** they don't play fair ...
- 6 **What if** they don't play fair?
- 7 They should play fair **otherwise / or else** we won't cooperate.



Porównaj:

1 **We'd better tell the truth in case** Ms Nosey wants to talk to our parents.

2 **If Ms Nosey talks to our parents, the truth will come out, anyway.**

Jak będą brzmieć po polsku wyrażenia podane **tłustym drukiem**? Po obu tych wyrażeniach nie stosujemy czasu przyszłego.

- ❌ 10 Wybierz poprawną odpowiedź. Czasami poprawne są dwie możliwości.

→ **What if / Or else / In case** Jim doesn't come? What are we going to do then?

- 1 **As long as / Provided / In case** the traffic is not too heavy, we'll meet as scheduled.
- 2 Let's meet half an hour later **what if / supposing / in case** there is heavy traffic.
- 3 **As long as / Supposing / In case** Dave put his name forward for school president. Would you support him?
- 4 We need to leave now, **otherwise / or else / in case** we will miss the match.
- 5 Would you give Jill one more chance **supposing / providing / in case** she apologised?
- 6 **As long as / Otherwise / On condition** that things turn out OK, we'll take a couple of days off next month.



- 11 W podanych minidialogach przekształć zdania wyjściowe w taki sposób, aby zawierały wytłuszczone słowo. Zapisz swoje odpowiedzi w zeszyty.

→ I'll improve my grades in Physics but I need some time. **IF**
I will improve my grades in Physics if I have some time.

- 1 **A:** I will help you with the housework but don't tell mum and dad I slept in this morning. **LONG**
I [?] mum and dad I slept in this morning.
B: Well ... if I didn't, would you also do the shopping?
SUPPOSING Well, [?] do the shopping?

- 2 A: We had better give them a ring – we might be late. **CASE**
We had better give them a ring [?] late.
- B: Yeah, you're right. Let's text them. I don't want them to be cross with us. **ELSE**
Yeah, you're right. Let's text them [?].
- 3 A: OK, we can go to the cinema but I want to see a horror movie, not a comedy. **CONDITION**
OK, we can go to the cinema [?] a horror movie.
- B: Fine, but it can't be too bloody. **PROVIDED**
Fine, [?] too bloody.

W celu podkreślenia, że prawdopodobieństwo zaistnienia jakiejś sytuacji jest niewielkie, możemy użyć wyrażen:

If you happen to ..., If you should ..., If I ... was / were to ...

A *If you happen to be passing by, why don't you pop in for a cup of coffee?*

B *If you should be passing by, why don't you pop in for a cup of coffee?*

C *If I were to tell you that I love you...*

Jeśli chcemy powiedzieć, że „gdyby nie...”, to sprawy wyglądałyby inaczej, używamy wyrażen:

If it was / were not for ..., If it hadn't been for ... lub But for ...

If it weren't for you / But for you, I would be extremely lonely.
= *without you I would be extremely lonely.*

If można opuścić w zdaniach typu:

A *Should you see her, give her my regards = If you should see her, give her my regards.*

B *Were I you, I wouldn't risk so much. = If I were you, I wouldn't risk so much.*

C *Had he known her better, he wouldn't have married her. = If he had known her better, he wouldn't have married her.*

⇒ Gramatyka

Inwersja · R str. 171, 172

- ✗ 12 Wykorzystując wyrazy podane w nawiasach, utwórz poprawne zdania. Czasami konieczne jest dodanie np. przyimków. Zapisz swoje odpowiedzi w zeszycie.

... If I were (be) you, I would have bought that house years ago.

- If it [?] (not / be / his help), we wouldn't have had our car repaired.
- If the teacher [?] (be / enter) the classroom now, we would be in real trouble.
- [?] (be / it / not / my sister), I would have missed the train.
- If Mitch [?] (happen / call) you, let me know, please.
- [?] (but / your enthusiasm) we would have given up our plans.
- If you [?] (should / find) that book somewhere, put it on my desk.

Powtórzenie

- 13 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie. W którym ze zdań 1–12 zdanie z *if* nie ma charakteru trybu warunkowego?

... I didn't study hard enough. That's why I failed this exam. **IF**

If I had studied harder, I wouldn't have failed this exam.

- Not having been informed about the higher prices of the trip soon enough, we were not able to find an alternative offer. **IF**
[?] able to find an alternative offer.
- I will do the washing but you do the vacuuming. **CONDITION**
I [?] the vacuuming.
- If, by any chance, you are going to the shops, could you get me some bread? **HAPPEN**
[?] to the shops, could you get me some bread?
- She finally turned up at the meeting so we didn't have to book the conference room for a different time. **SUPPOSING**
[?] the conference room for a different time.
- You'd better tell your mum what happened. She might want to call your teacher. **CASE**
You'd better tell your mum what happened [?] to call your teacher.
- Imagine him offering you a trip to Bali. Would you go? **WERE**
If [?] go?
- I am not entitled to a refund as the shop assistant did not inform me about the terms of the warranty. **HAD**
If the shop assistant [?] entitled to a refund.
- If you ask me, why don't you talk to them face to face? **WERE**
If I [?] to them face to face.
- We went rollerblading every day when we had some time on our hands. **IF**
If [?] rollerblading.
- To avoid trouble, we'd better not hide the truth. **ELSE**
We'd better not hide the truth [?] into trouble.
- I managed to complete the project only because you encouraged me all the time. **BUT**
[?] the project.
- Your problems with French during our last trip to Paris show you are spending too little time studying. **IF**
[?] problems with communicating in French during our last trip to Paris.

- 14 W których sytuacjach możesz spotkać zdania z ćwiczenia 13?

- A przewidywanie negatywnych konsekwencji jakiegoś działania
B spekulowanie na temat przeszłości i obecnych konsekwencji
C wyrażanie wdzięczności
D wysuwanie hipotezy dotyczącej przyszłości
E udzielanie rady w kontekście zaistniałej w przeszłości sytuacji
F negocjowanie
G wysuwanie hipotezy dotyczącej teraźniejszości na podstawie zaistniałej sytuacji w przeszłości
H uprzejma prośba
I udzielanie rady i wyrażanie opinii
J list formalny, skarga
K spekulowanie na temat przeszłości
L powtarzająca się czynność w przeszłości

9b I wish ... / It's (high) time ... w odniesieniu do terażniejszości

I WISH ...

Zastosowanie i zasada tworzenia konstrukcji I wish ...

Konstrukcję tę stosujemy, aby wyrazić życzenie dotyczące terażniejszości lub żal, że jakaś sytuacja nie ma miejsca w terażniejszości.

I wish + Past Simple

- ▶ Jeżeli zdanie wyjściowe jest **pozytywne**, to zdanie z konstrukcją *I wish* jest **negatywne**.

I have to do my homework.

*I wish I **didn't** have to do my homework.*

- ▶ Jeżeli zdanie wyjściowe jest **negatywne**, to zdanie z konstrukcją *I wish* jest **pozytywne**.

I don't have any homework.

*I wish I **had** some homework to do.*

You are stubborn. → *I wish you **were not** stubborn.*

You are not here. → *I wish you **were** here.*

You make a lot of noise. → *I wish you **didn't** make a lot of noise.*

Susan doesn't like my friends. → *I wish Susan **liked** my friends.*

- ✗ **1** Wyraż życzenie, stosując konstrukcję *I wish*. Zapisz swoje odpowiedzi w zeszyście.

→ *She doesn't have any free time.*

I wish she had some free time.

- Jason isn't very friendly. I wish _____.
- I don't feel well. I wish _____.
- Mary has many problems. I wish _____.
- Tom doesn't visit his parents very often. I wish _____.
- Meg drives too fast. I wish _____.
- My children watch too much TV. I wish _____.

IT'S (HIGH) TIME ...

Struktura zdań ze zwrotem It's (high) time ...

It's (high) time ... = Najwyższy czas, żeby...

It's (high) time + I / you, etc. + Past Simple

*When will you start learning! It's high time you **started** learning.*

*Your room is messy. It's high time you **cleaned** it.*

*Your hair is too long. It's time you **went** to a hairdresser.*

- ✗ **2** Przekształć zdania, stosując konstrukcję *It's (high) time ...* oraz wyrazy podane w nawiasach. Zapisz swoje odpowiedzi w zeszyście.

→ *You have been unemployed for a long time. It's time you found a job. (find a job)*

- Jason behaves irresponsibly! It's time he _____ a responsible person. (become)

- Mary still lives with her parents. It's time she _____ (move out).
- Their house looks horrible. It's time they _____ it. (redecorate)
- Meg doesn't know what is going on. It's time somebody _____ (she / tell the truth)
- I've been working very hard. It's time _____ (have a holiday)
- They put plastic, glass and paper in the bin together. It's time _____ (start segregating and recycling) it.

Powtórzenie

- ✗ **3** Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyście.

→ *It says here: 'Go to the nearest emergency exit if you hear (usłyszysz) the alarm.'*

- I wish the weather _____ (była) better – we could have a picnic.
- If Anna were more talented, she _____ (zostałaby) a famous painter.
- If Jack _____ (zapomni) his wallet, I will lend him some money.
- It's high time we _____ (zeszli) below deck. The waves are getting dangerously high.
- I wish the film _____ (zaczął się). These commercials are so annoying.
- If you _____ (dotkniesz) an electric eel, you can get an electric shock.
- I wish I _____ (umiał latać).
- It's high time you _____ (zrozumiała) what it means for you.

- ✗ **4** Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszyście.

→ *I wish I had (have) a Flying Carpet.*

- It's high time you _____ (find) out about the entry requirements.
- I wish Sarah _____ (be) here. I really miss her.
- If I were you, I _____ (not / make) too much fuss about it.
- It's high time you _____ (take up) jogging if you want to lose a couple of kilos.
- James would open his own dance school if he _____ (not / need) to get a loan from the bank to start it.
- Ken wishes he _____ (not / have to) satisfy everybody's expectations all the time.
- It's high time you _____ (apologise).
- It's high time some of the run-down buildings in our city _____ (restore).

WISH, WOULD RATHER, AS IF

Sprawdź się!

- ❌ 1 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ It is high time you went (go) to bed. It's midnight.

- I wish you ? (be) more punctual.
- It's high time they ? (get down) to work.
- I wish I ? (not / have to) study so much.
- It's time Tania ? (improve) her German.
- Nadia wishes she ? (have) more time for her friends.
- Alex wishes he ? (learn) to ride a moped.
- I wish you ? (not / work) so hard. You need some rest.
- It's time Brenda ? (start) to earn her own money.
- I wish you'd never ? (leave) home.
- It's time you ? (realise) who your real friend is.

Więcej o WISH

Don't wish it were easier – wish you were better.

- 2 Na podstawie poniższych cytatów połącz elementy schematu w ramce.

- What a wonderful life I've had! I only wish I'd realised it sooner. (Sidonie Gabrielle Colette)
= If only I had realised it sooner.
- I wish they would only take me as I am. (Vincent Van Gogh)
= If only they would take me as I am.
= I would like them to take me as I am but I doubt they will. (wishful thinking)
- If you wish to be a writer, write. (Epictetus)
= If you want to be a writer, write.

Forma i zastosowanie wish

- wish + Past Perfect
- wish + would, could
- wish + 'to' infinitive

- A mało prawdopodobna sytuacja w przyszłości
B żal, że coś się wydarzyło lub że się nie wydarzyło
C pragnienie zrobienia czegoś

- ❌ 3 Uzupełnij drugie ze zdań w każdej parze, tak aby wyrażało treść zdania pierwszego. Zapisz swoje odpowiedzi w zeszycie. Jakie zmiany zachodzą w formie czasownika?

Konstrukcja z wish – porównanie (teraźniejszość i przeszłość)

- It's a pity I **don't have** a better education.
- I wish I ? a better education.
- It's a pity I **didn't realise** it sooner.
- I wish I ? it sooner.

- ❌ 4 Poniższe zdania uzupełnij odpowiednim czasownikiem posiłkowym. Zapisz swoje odpowiedzi w zeszycie.

→ I don't speak Hindi, but I wish I did.

- I'm not going on the trip with them, but I wish I ?.
- I spent too much money yesterday and now I wish I ?.
- They didn't buy that car after all but now they wish they ?.
- They get up at 6 am every day and they wish they ?.

- ❌ 5 Uzupełnij zdania podanymi czasownikami w odpowiedniej formie. Następnie przekształć każde zdanie, stosując konstrukcję *It's a pity ...* Odpowiedzi zapisz w zeszycie.

→ I wish you were (be) here.

It's a pity you are not here.

- I wish I ? (be / inform) about their decision earlier. Now it's too late.
- Kate wishes her children ? (get) down to some serious work at last.
- Frank wishes he ? (speak) better French.
- I wish I ? (focus) on my priorities when I was at school.

- ❌ 6 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

→ It's a pity you don't speak better Spanish. WISH

I wish you spoke better Spanish.

- In retrospect, I don't think it was a good idea for me to take a gap year. WISH
I ? a gap year.
- Unfortunately, it turned out I didn't have enough money to travel. ONLY
 ? enough money to go travelling.
- Do they really have to complain so much?! WISH
I ? complain so much.
- Why do you have to talk so much? ONLY
If ? less.

AS IF / AS THOUGH

- ❌ 7 Porównaj poniższe zdania, a następnie uzupełnij regułę dotyczącą stosowania konstrukcji *as if / as though*. Zapisz swoje odpowiedzi w zeszycie.

- Angelina Jolie acts as if she is a star.
= She is a star.
- A friend of mine acts as if he were a star.
= He isn't a star.
- The sky is overcast. It looks as if it is going to rain.
= It's going to rain.

Zastosowanie as if / as though

- A Kiedy mówimy o sytuacji realnej, która istnieje lub według wszelkiego prawdopodobieństwa będzie miała miejsce, używamy czasów teraźniejszych.

Przykład: ?

- B Kiedy mówimy o sytuacji nierealnej, wyobrażonej, używamy czasu ?.

Przykład: ?

8 Wybierz poprawną opcję.

Don't behave as if you are / were / would be a film star. It's silly.

- Stop acting as if you are / were / would be an expert! You still have a lot to learn.
- It looks as if we are going to / were going to / would lose another set.
- You look as if you are working / have been working / had been working all night. Get some sleep.
- She behaves as if she has / had a lot of money to spend, which is not true, of course.

WOULD RATHER (YOU)

9 Porównaj przykłady, a następnie utwórz regułę stosowania konstrukcji *would rather*, wybierając jedną z podanych pochyłym drukiem opcji.

- I **would rather** travel by plane than arrive on a camel's back.
- Kate **would rather have travelled** by plane than on a camel's back last summer.

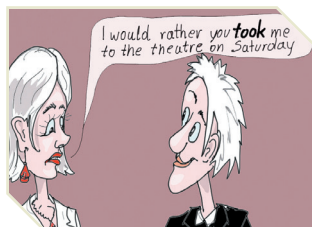
Zastosowanie i forma *would rather*

- A Konstrukcji *would rather* + *infinitive without 'to'* używamy w odniesieniu do *teraźniejszości* / *przyszłości* / *przeszłości*.
- B Konstrukcji *would rather* + *perfect infinitive* używamy w odniesieniu do *teraźniejszości* / *przyszłości* / *przeszłości*.

10 Porównaj przykłady, a następnie uzupełnij reguły stosowania konstrukcji *would rather*. Zapisz swoje odpowiedzi w zeszycie.

Friday evening:

Monday morning:



Zastosowanie i forma *would rather*

- A Konstrukcji *I would rather you* + *past tense* używamy w odniesieniu do [?].
- B Konstrukcji *I would rather you* + *Past Perfect* używamy w odniesieniu do [?].

11 Przekształć poniższe zdania, tak aby zastosować konstrukcję *would rather* (you). Zapisz swoje odpowiedzi w zeszycie.

I would prefer to stay at home tonight.
I would rather stay at home tonight.

- You'd better not go there alone.
I [?] there alone.
- Why did you paint it orange, not yellow?
I [?] it yellow, not orange.
- I'd be better off staying at home tonight.
I [?] at home tonight.
- To our disappointment, in the end we went to the pool, not to the cinema.
We [?] to the cinema, not to the pool.

Powtórzenie

12 Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

It's a pity I am not rich.

I wish I was rich.

- I get the impression you have been rather tired recently. You look [?] rather tired recently.
- It was no good spending so much time in front of the computer. I wish I [?] so much time in front of the computer.
- You'd be better off not postponing your dental appointment. I would rather [?] your dental appointment.
- You'd think he speaks four languages fluently. It's far from true, though. He behaves as [?] four languages fluently.
- What I find slightly irritating about Paul is that he gets very excited so easily. I wish Paul [?] excited so easily.
- Frank, you should have apologised to Maria for what you did a long time ago. Frank, it's high time [?] to Maria for what you did.
- I regret the fact I took up French, not Spanish. I would rather [?] up Spanish.
- It's a real pity you didn't make up your mind earlier. I'd rather [?] up your mind earlier.
- I don't like the idea of taking part in the Physics competition. I would rather [?] part in the Physics competition.
- It's likely they will split up pretty soon. It looks as [?] up pretty soon.
- When are you going to cut down on sweets? You're getting bigger and bigger. It's high time you [?] on sweets.
- Why do we have to put up with his rude remarks? I wish we [?] with his rude remarks.

13 Jakich zwrotów, które pojawiły się w powyższych zdaniach, użyjesz, żeby wyrazić: opinię, żal, sugestię, preferencję, irytację? Jakich wyrażen użyjesz, by udzielić komuś rady lub skrytykować czyjeś zachowanie?

W powyższych konstrukcjach czasu *Past Simple* / *Continuous* używamy, kiedy mówimy o nierealnych, mało prawdopodobnych sytuacjach.

Zauważ podobieństwo z językiem polskim:

- *It's high time you stopped talking.* = Czas, żebyś przestał rozmawiać.
- *I'd rather you finished it now.* = Wolałbym, żebyś to skończył teraz.

Zarówno w języku angielskim, jak i w języku polskim w powyższych konstrukcjach w odniesieniu do teraźniejszości pojawia się czas przeszły.

Zdania twierdzące i przeczące

- ✗ 1 Na podstawie poniższych zdań uzupełnij zasady zamiany czasów, określ czasu i zaimków w mowie zależnej. Zapisz swoje odpowiedzi w zeszyście.

1 Monday

Susan (on the phone): 'I am in the ZOO with my daughter, now. It is so nice here.'

Wednesday

Mary (to her friends): 'Susan said she was in the ZOO with her daughter then. It was so nice there.'

2 Mike (to Jenny): 'But Sarah is not getting married next Friday. She is getting married today!'

Jenny (to Anne): 'Mike told me that Sarah was not getting married the following Friday. She was getting married that day!'

3 Keira (to George): 'We watched this movie yesterday and last Wednesday as well.'

George (to Jim): 'Keira said that they had watched that movie the day before and the previous Wednesday as well.'

4 Mark (to Josh): 'I've taken up a new hobby.'

Josh (to his friends): 'Mark said he had taken up a new hobby.'

5 Jake: 'Frank can't play tennis because he has to go to the dentist.'

Tina: 'Jake told me Frank couldn't play tennis because he had to go to the dentist.'

6 Joan (to a journalist): 'We hadn't known each other before filming the story.'

The journalist (to an editor): 'She told me they hadn't known each other before filming the story.'

7 Justin (to Honey): 'People are going to ask for our autographs.'

Honey (to her friend): 'Justin said that people were going to ask for our autographs.'

8 Bob (to mum): 'I want to visit my grandma tomorrow.'

Mum: 'Bob said he wanted to visit his grandma the following day.'

9 Ann (to her friend): 'We went to see Sunshine on Leith two days ago.'

Sue (to Jim): 'Ann said they had gone to see Sunshine on Leith two days before.'

Zasada zamiany czasów

Jeśli osoba relacjonująca czyjąś wypowiedź wprowadza tę relację odpowiednim czasownikiem w czasie przeszłym (said, told itp.), czasowniki w mowie zależnej zmieniają się w następujący sposób:

I visit them.	→ He said (that) he	?
I am visiting them.	→ He said (that) he	?
I have visited them.	→ He said (that) he	?
I have been visiting them.	→ He said (that) he	?
I visited them.	→ He said (that) he	?
I was visiting them.	→ He said (that) he	?
I had visited them.	→ He said (that) he	?
I will visit them.	→ He said (that) he	?
I will be visiting them.	→ He said (that) he	?
I am going to visit them.	→ He said (that) he	?
I can visit them.	→ He said (that) he	?

Zasada tworzenia mowy zależnej w trybie rozkazującym

'Leave at once!'	→ She told me to leave.
'Don't leave me alone!'	→ She asked me not to leave her alone.

Zasada zamiany określeń czasu i zaimków

now	→	?
today	→	?
tomorrow	→	?
next (Monday)	→	?
yesterday	→	?
(two) days ago	→	?
last (Wednesday)	→	?
this	→	?
here	→	?

! say (that) ...

say to somebody (that) ...

tell somebody (that) ...

Jenny to Mike: 'I watched all of the films during The Hitchcock Film Festival.'

Mike to Adam: 'Jenny said (that) she had watched all of the films during The Hitchcock Film Festival.'

Mike to Harry: 'Jenny told me / said to me (that) she had watched all of the films during The Hitchcock Film Festival.'

- ✗ 2 Uzupełnij poniższe zdania czasownikami say, tell lub ask w odpowiednich formach. Zapisz swoje odpowiedzi w zeszyście.

→ Susan said that her brother was in Berlin that day.

1 Jake ? me his party had been really great.

2 My teacher ? me to take part in the Maths competition.

3 My friend ? she wasn't going to move to Oxford *next year.

(* W tym przykładzie możemy założyć, że rozmowa odbyła się niedawno i ów następny rok jeszcze nie nastąpił – a w takim przypadku next year nie podlega zmianie na the following year.)

4 Jacob ? he would do the shopping in the evening.

5 Jane ? Harry to look after her cat while she was away.

6 Darren ? to his brother that he couldn't take Darren's bike.

! Jeżeli zdanie wprowadzające jest w czasie teraźniejszym lub przyszłym, to nie następuje zmiana czasów w zdaniu głównym.
Sally: 'I love hamburgers!'
Sally says she loves hamburgers.

- ✗ 3 Przekształć poniższe wypowiedzi na mowę zależną. Zapisz swoje odpowiedzi w zeszyście.

→ Jane: 'I read this book last summer.'

Mark: 'Jane said (that) she had read that book the previous summer.'

1 Karen: 'My friend will not participate in this project.'

Karen said ?

- 2 **Jacob**: 'First-aid courses are really useful.'
Jacob says _____.
- 3 **Head teacher**: 'Our school has prepared a lecture on our famous graduates.'
The head teacher told us _____.
- 4 **Mary**: 'I can't help you tomorrow.'
Mary said _____.
- 5 **Mike**: 'Lunch is being served in the canteen.'
Mike told the group _____.
- 6 **Jane** (to Laura): 'I bought a fantastic dress yesterday!'
Jane said to Laura _____.
- 7 **Harry**: 'We are organising a farewell party for James next weekend.'
Harry said _____.
- 8 **Doctor** (to patient): 'You have been taking the medicine for too long. Don't take it for at least a month now.'
The doctor told _____.

- 2 **The policewoman** (to a witness): 'What is your current address?'
The policewoman asked _____.
- 3 **Jarred** (to his teacher): 'When was Tower Bridge built?'
Jarred wanted to know _____.
- 4 **A shop assistant** (to a customer): 'Can I help you?'
A shop assistant asked _____.
- 5 **The detective**: 'What were you doing at the time of the accident yesterday?'
The detective enquired _____.
- 6 **My mum**: 'Are you doing anything important now?'
My mum wants to know _____.
- 7 **Jake** (to Tom): 'When did you meet Sue for the first time?'
Jake asked _____.
- 8 **A journalist** (to a celebrity): 'Where are you going to have your next concert?'
A journalist enquired _____.

Pytania w mowie zależnej

- 4 Na podstawie poniższych zdań uzupełnij zasady tworzenia pytań w mowie zależnej. Zapisz swoje odpowiedzi w zeszycie.

- 1 **Mum**: 'Can you wash up?'
My mum asked me if I could wash up.
- 2 **Josh**: 'Will you marry me?'
Kim: Josh asked me if / whether I would marry him.
- 3 **Linda**: 'Where did you buy this dress?'
Linda wanted to know where I had bought that dress.
- 4 **Jake**: 'What have you done?!'
Jake enquired what I had done.
- 5 **Susan** (to Mike): 'You're looking very smart. Are you going to ask me out?'
Susan wanted to know if / whether Mike was going to ask her out.
- 6 **Sarah** (to her friend): 'Why are you angry?'
Sarah enquired why her friend was angry.

Zasada tworzenia pytań w mowie zależnej

Czasowniki wprowadzające:

He / She _____,
He / She _____ lub
He / She _____.

- A Pytania ogólne (możemy na nie odpowiedzieć „Tak” lub „Nie”) wprowadzamy spójnikiem if / whether (bardziej formalne).
- B Pytanie szczegółowe wprowadzamy tym samym zaimkiem pytającym (np. **where**, **what**, **when** itd.), od którego rozpoczynamy pytanie.
- C W mowie zależnej przytaczane pytanie zmienia szyk na szyk zdania _____.

- 5 Przekształć pytania na wypowiedzi w mowie zależnej. Zapisz swoje odpowiedzi w zeszycie.

- Julia: 'Did you read this book last summer?'
Mark: Julia asked if I had read that book the previous summer.
- 1 **My friend**: 'Will you help me organise the competition?'
My friend wanted to know _____.

Powtórzenie

- 6 Fragmenty zdań podane w nawiasach przetłumacz na język angielski i zapisz w zeszycie.

Mike asked if I would be reading that book (czy będę czytać tę książkę) the following week.

- 1 Mary wanted to know _____ (czy rozumiem) what she had just said.
- 2 Our teacher announced that _____ (będziemy mieli test w następnym tygodniu).
- 3 The news reader said that _____ (huragan dotarł wczoraj do wybrzeża).
- 4 They asked in this letter _____ (kiedy mamy zamiar) to visit them.
- 5 In this commercial they said that _____ (ten proszek do prania jest najlepszy).
- 6 My parents asked us _____ (czy moglibyśmy przyjść w następną sobotę).
- 7 Susan wants to know _____ (co będę robić) at 5:15 on Monday.
- 8 Mike told me that _____ (nie miał czasu w poprzedni wtorek).

- 7 Przekształć poniższe wypowiedzi na mowę zależną. Zapisz swoje odpowiedzi w zeszycie.

Jane said: 'What shall we tell him if he calls us tomorrow?'
Jane asked what they should tell him if he called them the following day.

- 1 **My sister** (to me): 'Leave me alone!'
My sister _____.
- 2 **Harry**: 'I didn't break the window.'
Harry said _____.
- 3 **Frank** (to me): 'My sister can't talk to you right now.'
Frank told _____.
- 4 **George** (to Sue): 'How much time do we have?'
George wanted _____.
- 5 **Mike**: 'Where have you been?'
Mike wanted to know _____.
- 6 **Mary** (to Danny): 'Did you see Jane and Jill two days ago?'
Mary _____.

Tryby warunkowe w mowie zależnej

- 7 Pamiętaj, że *can, will, may, shall* podlegają regułom następstwa czasów w mowie zależnej, uzupełnij poniższe zdania warunkowe. Zapisz swoje odpowiedzi w zeszytcie.

- 1 'If Kate **doesn't have** such a heavy workload next year, she **will be** more relaxed. It's good that this year is just about to end.'
Mark remarked that if Kate **didn't have** such a heavy workload, she **?** more relaxed.
- 2 'If Kate **didn't have** such a heavy workload next year, she **would be** more relaxed. Wishful thinking ...'
Mark remarked that if Kate **didn't have** such a heavy workload the following year, she **?** more relaxed.
- 3 'If Kate **hadn't had** such a heavy workload last year, she **would have been** more relaxed.'
Mark remarked that if Kate **hadn't had** such a heavy workload the previous year, she **?** more relaxed.

- 8 Uzupełnij poniższe zdania w mowie zależnej, tak aby prawidłowo odzwierciedlały wyjściowe zdania warunkowe. Zapisz swoje odpowiedzi w zeszytcie.

- 'If I were you, I would tell them the truth as soon as possible,' said Pete.
Pete said that if he were me, he would tell them the truth as soon as possible.
- 1 'What will happen if I fail the upcoming test?' Fiona asked me. Fiona asked what **?** the upcoming test.
- 2 'If you hadn't started revising at the last minute, you would be sure to pass the test with flying colours,' I replied. I replied that if she **?** with flying colours.
- 3 'You're right. If I get through it, I will spend two hours with my books every day,' said Fiona. Admitting that I was right, Fiona promised that if she **?** two hours every day with books.
- 4 'If I were you, I wouldn't make empty promises,' I just said. I just said that if I **?** empty promises.

Inne czasowniki wprowadzające w mowie zależnej

- 9 Czasownikami z ramki zastąp *say, tell, ask*. Zapisz swoje odpowiedzi w zeszytcie.

advise • regret • refuse • agree • deny • offer •
apologise • object • wonder

- My younger brother said I shouldn't worry so much.
My younger brother advised me not to worry so much.
- 1 Tania asked herself what she should do in that situation. Tania **?** in that situation.
- 2 Tim said he was sorry for missing the deadline. Tim **?** the deadline.
- 3 Mark said he could do the shopping for us. Mark **?** the shopping for us.
- 4 Sonia told Eric she wouldn't lend him any money again. Sonia **?** Eric any money again.

- 5 Pat said she should have studied more. Pat **?** more.
- 6 Dan told me it was OK for him to go by taxi. Dan **?** by taxi.
- 7 Alex told me she hadn't touched my laptop. Alex **?** my laptop.
- 8 My mum said she would never get me a dog. My mum **?** me a dog.

- 10 Wykorzystując wyrazy podane w nawiasach, utwórz zdania w mowie zależnej. Zapisz swoje odpowiedzi w zeszytcie.

- 'I don't want to go out tonight,' said Jim. (Jim / not / feel like)
Jim said he didn't feel like going out that night.
- 1 'Yes, I left the door unlocked this morning.' (My son / admit)
- 2 'I can give you a lift if you want.' (My friend / offer)
- 3 'I want to see the shop manager now.' (My dad / demand)
- 4 'Don't touch this pot! It's really hot.' (My mum / warn)
- 5 'You passed the exam with flying colours! Well done!' (My gran / congratulate)
- 6 'You really must see our new flat.' (Sarah / insist)

Sytuacje nie wymagające zmiany czasów

- 11 Przeanalizuj poniższe przykłady, a następnie dopasuj do nich reguły A lub B. Zapisz swoje odpowiedzi w zeszytcie.

- 1 'I **don't want** to go to the dentist.'
My friend keeps saying she **doesn't want** to go to the dentist.
- 2 'I'm **getting** married next Saturday.'
My daughter has just announced she's **getting** married next Saturday.
- 3 'The earth **goes** round the sun.'
He said the earth **goes** round the sun.

Mowa zależna nie wymaga następstwa czasów, jeżeli:

A coś, o czym mówił pierwszy rozmówca, jest nadal prawdą, kiedy wypowiedź jest relacjonowana.

Przykład: **?**

B zdanie wprowadzające jest w czasie teraźniejszym lub przyszłym.

Przykłady: **?**

Powtórzenie

- 12 Wykorzystując czasowniki podane w nawiasach, utwórz zdania w mowie zależnej. Zapisz swoje odpowiedzi w zeszytcie.

- 'Are you hungry?' (ask / want to know / enquire)
He asked me / He wanted to know / He enquired if I was hungry.
- 1 'Have you finished?' (ask / want to know / enquire)
- 2 'Why don't you take a couple of days off next week?' (advise / ask / suggest / insist)
- 3 'I might be able to give you a hand tomorrow.' (say / offer / promise)
- 4 'You look absolutely fantastic in red!' (exclaim / admit)
- 5 'If you don't hurry up, you're bound to miss the bus.' (warn / complain / advise)
- 6 'I don't want to talk about it.' (refuse / disagree / object)

P 11 Zdania względne

Relative clauses

Zdania definiujące

- ❌ 1 Na podstawie poniższych przykładów uzupełnij ramkę zaimkami względnymi. Zapisz swoje odpowiedzi w zeszycie.
- The sandwich **which / that is in the fridge** is for you.
 - I talked to the neighbour **whose dog barks all night long**.
 - Samantha has a boyfriend **who is in the army**.
 - The office **where Greg works** is close to the National Gallery.
 - The club **where I used to meet my friends** closed down last month.
 - I will always remember the moment **when Ang Lee received the Oscar for *Life of Pi***.

Tworzenie zdań względnych definiujących

- A Elementem zdań względnych definiujących jest zdanie definiujące podmiot zdania głównego (np. *boyfriend, the club, the moment*). Podmiot ten zostaje dokładnie zdefiniowany poprzez wprowadzenie informacji koniecznej do zrozumienia sensu zdania głównego.
- B Informacja definiująca podmiot zdania głównego **nie może być oddzielona przecinkami** od zdania głównego. (Przecinkami wydziela się ze zdania głównego te elementy zdania, bez których zdanie może dalej istnieć i być zrozumiałe.)

osoby – [] / []

rzeczy / zwierzęta – [] / []

Uwaga!

Zwierzęta, którym nadano imiona, często są traktowane jak członkowie rodziny – wtedy, mówiąc o nich używamy zaimka *who*.

czas – []

miejsce – []

przynależność – []

Zdania niedefiniujące

- ❌ 2 Na podstawie poniższych przykładów uzupełnij ramkę zaimkami względnymi. Zapisz swoje odpowiedzi w zeszycie.
- John Paul II, **who was born in Wadowice**, died in 2005.
 - Lemon juice, **which is rich in vitamin C**, is too sour for my taste.
 - Dolly, **who lived for six years only**, was cloned by scientists from Scotland.
albo
A sheep called Dolly, **which lived for only six years**, was cloned by scientists from Scotland.
 - I called Laura at 2 am, **which was a mistake**.
 - I am going to Cleveland, Ohio, **where my friends are working** at a summer camp.
 - Jason met Sarah last spring, **when the cherry trees were in bloom**.
 - William, **whose wife had just given birth**, expected his son to be king one day.

Tworzenie zdań względnych niedefiniujących

- A Jeżeli podmiot zdania głównego jest dobrze znany, oczywisty (np. *John Paul II* czy *Cleveland, Ohio*), informacja w zdaniu względnym podana jest dodatkowo i nie służy zidentyfikowaniu podmiotu zdania głównego.
- B Taka informacja **musi być oddzielona przecinkami** od zdania głównego; jest tylko informacją wtrąconą, a zdanie główne może bez niej istnieć i być bez niej zrozumiałe.
- C W tym typie zdań względnych **nie jest możliwe** zastąpienie zaimka (*who, what, which, where*) słowem *that*.
- osoby – []
rzeczy / zwierzęta – []
czas – []
miejsce – []
„co” – []
przynależność – []

- 3 Połącz zdania (1, 2) z ich interpretacją (A, B). Które ze zdań jest zdaniem względnym definiującym, a które niedefiniującym?

- Sue's son, who is sixteen, can get his driving licence at last.
 - Sue's son who is sixteen can get his driving licence at last.
- A ponieważ informacja **who is sixteen** jest niezbędna do zdefiniowania podmiotu, oznacza to, iż *Sue* ma kilku synów.
- B ponieważ informacja **who is sixteen** nie jest niezbędna do zdefiniowania podmiotu, oznacza to, iż *Sue* ma jednego syna.

- 4 Wyjaśnij różnice w znaczeniu między parami zdań.

- James who normally repairs my car has had an accident.
- James, who normally repairs my car, has had an accident.
- Our French teacher, who also speaks Chinese, is the nicest person we've ever met.
- Our French teacher who also speaks Chinese is the nicest person we've ever met.
- The Scottish island, which was the home of a rare flower, was visited by many tourists every summer.
- The Scottish island which was the home of a rare flower was visited by many tourists every summer.

- ❌ 5 Wybierz poprawną możliwość. Zapisz swoje odpowiedzi w zeszycie.

... This is the hospital [] my twins were born.

A when B that C where

- She is the woman [] presents the 6 o'clock news.
A whose B which C who
- Is that the author [] brother died in the Himalayas?
A whose B which C that
- Harry Potter and the Philosopher's Stone*, [] was published in 1997, was a great literary success.
A who B which C that
- This is the company [] I work.
A who B where C that
- Our dog, [] we had for twelve years, won prizes at international shows.
A who B which C that

❌ 6 Uzupełnij poniższe zdania słowami *who, which, whose, that, when, where*. Zapisz swoje odpowiedzi w zeszycie.

→ The man who/that lives across the road spent five years working for NASA.

- The picture ? I have chosen shows a couple sitting in an expensive restaurant.
- George forgot to send his date a card on St. Valentine's day, ? did not impress her at all.
- The years ? I lived in Paris were the happiest ones of my life.
- Is this the city ? your friends would like to spend their holidays?
- Susan, ? inability to keep a secret was well known, told the whole class what Jill had done.
- The lady ? is holding a microphone in the picture is probably a singer.
- The sculpture ? we were looking at seemed unfinished.
- Would you like to talk to the singer ? new album received several awards?

❌ 7 Połącz poniższe zdania w zdania podrzędnie złożone. W niektórych zdaniach możliwe są dwa warianty. Zapisz swoje odpowiedzi w zeszycie.

→ This is the new Mercedes. All the critics love it.

This is the new Mercedes which/that all critics love.

- This was John's flat. He lived here when he worked at the hospital.
?
- Kate won an important tennis competition. It was a real surprise as she is only 13.
?
- Claire showed me her new dress. She had bought it in the autumn sales.
?
- My company is a model of success. It exports machinery all over the world.
?
- The man is on holiday. I'm driving his car.
?
- I went to school with a girl. She is a famous actress now.
?
- Members of the team will get a special bonus. Their hard work contributed to our success.
?
- My friends are really good at imitating the characters' voices. Their kids are into cartoons.
?
- Sharon Stone is an intriguing actress. Sharon Stone has just received a special award at the international meeting of Nobel Peace Prize winners in Warsaw.
?
- My cousin Agnes loves cats a lot. Last week Agnes adopted two little kittens: Janek and Marusia.
?

Powtórzenie

❌ 8 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Dodaj przecinki tam, gdzie to konieczne. Zapisz swoje odpowiedzi w zeszycie.

→ There are many reasons why (dla których) this topic should be discussed.

- I have no idea ? (do kogo należy ta książka).
- Was this the professor ? (którego wykłady) were so boring?
- Are these the pictures from the winter holidays ? (kiedy oni pojechali na narty) in the Alps?
- One of Susan's brothers ? (który mieszka za granicą) has never learnt any foreign languages.
- They are going to sell the villa ? (co jest) a real nightmare for them.
- They are going to sell the villa ? (która jest) too expensive for them to maintain.
- The woman ? (która właśnie dzwoniła) wanted to speak to Jeremy.
- Is this the house ? (gdzie mieszkał ten znany polityk)?

9 Zdecyduj, w których zdaniach powinny znaleźć się przecinki i uzasadnij ich użycie.

→ Mont Blanc which is the highest peak in Europe is quite dangerous for inexperienced climbers.*

* Zdanie bez przecinków jest błędne, ponieważ istnieje tylko jeden najwyższy szczyt Europy Mont Blanc i nie ma potrzeby definiowania go. W tym przypadku trzeba wstawić przecinki oddzielające zdanie główne od zdania podrzędnego, wtrąconego, zawierającego (tylko) dodatkową informację.

- The Eiffel Tower which is in Paris still attracts many tourists every year.
- My favourite mug which I received as a present from my friend has lovely flowers painted on it.
- Joe's father who is an excellent basketball player wants to become a head coach.
- The place where we spent our last holidays is absolutely delightful.
- My uncle whose daughter I met yesterday has just bought a house in Arizona.
- In the Tatras where I live the air is crystal-clear.
- The girl that I mentioned earlier has a very strong voice.
- Your grandpa whom you really owe a lot deserves your respect.

❌ 10 Napisz w zeszycie własne zdania o meteorycie czelabińskim, zwracając uwagę na to, aby były gramatycznie i logicznie poprawne.

- The Chelyabinsk meteorite which ?
- The meteorite whose ?
- The place where ?
- The light that ?
- The energy ?
- About 1500 people who ?

R 11 Zdania względne

Relative clauses

A friend is someone with whom you dare to be yourself.

FRANK CRANE

Sprawdź się!

- ✗ 1 Uzupełnij poniższy tekst odpowiednimi zaimkami względnymi. Tam, gdzie to możliwe, podaj dwie możliwości. Zapisz swoje odpowiedzi w zeszycie.

→ The place where we spend every summer is off the beaten track.

Do you know that Mark, 1 ? you met at my party, has moved out from his flat in the centre, 2 ? I think is a bit unreasonable. The place 3 ? he lives now is forty minutes' drive from my place, so gone are the times 4 ? we met up for a jog in the evening. And it's all because of a girl with 5 ? he is madly in love and 6 ? parents didn't let her move in with Mark.

- 2 Zdecyduj, w których zdaniach powinny znaleźć się przecinki i uzasadnij ich użycie.

→ My mum who is a teacher is really patient.

My mum , who is a teacher , is really patient.

(Zdanie niedefiniujące, bo wiadomo, o którą mamę chodzi; gdyby nie było przecinków, zdanie to znaczyłoby, że każdy może mieć wiele mam i trzeba zdefiniować, o której mówimy.)

- 1 My best friend Monica whom you met last week is now living in London.
- 2 I believe Peru is the place where I'd like to spend my next holiday.
- 3 Who's the girl that you've just been talking to?
- 4 Kate's dad who is a doctor is absolutely dedicated to his work.
- 5 My sister who is ten years older than me has just got her first job.
- 6 Jack has just graduated which makes his parents so proud.

Zdania względne z opuszczonym zaimkiem

- ✗ 3 Przeanalizuj poniższe przykłady, a następnie uzupełnij regułę, wybierając jedną z podanych pochyłym drukiem możliwości. Zapisz numery przykładów w zeszycie.

- 1a The tickets seem to be missing.
- 1b The tickets were on the table.
- 1c The tickets which were on the table seem to be missing.
- 2a The tickets seem to be missing.
- 2b I bought the tickets yesterday.
- 2c The tickets (which) I bought yesterday seem to be missing.

Opuszczenie zaimka względnego

A Jeśli zaimek względny zastępuje podmiot zdania podrzędnego *może / nie może* być opuszczony.

Przykład: ?

B Jeśli zaimek względny zastępuje dopełnienie zdania podrzędnego, *może / nie może* być opuszczony.

Przykład: ?

- 4 W których zdaniach można opuścić zaimek względny? Uzasadnij swoją decyzję.

→ My friend who lives next door has a great sense of humour.
(Nie można opuścić zaimka, ponieważ jest on podmiotem zdania definiującego.)

- 1 Albania is a place which I've been thinking of visiting.
- 2 I'd like to comment on the idea which arose at our last meeting.
- 3 The person who came up to me in the street the other day was an old friend of mine.
- 4 The reason why the trip was cancelled was hard to believe.
- 5 The designs which we discussed last week have now been passed on to the production department.
- 6 The suggestion that he put forward appealed to hardly anyone.
- 7 The driver who drove on the wrong side of the road was stopped by the police.
- 8 The address that Sue was given turned out to be wrong.

! 'What you need is love' = **The thing that** you need is love / All that you need is love.

Nie: The thing what you need is love. All what you need is love.

Po: **all, everything, something, anything, nothing** i przymiotnikach w stopniu najwyższym używamy **that**.
Pete is the most intelligent guy (that) I have ever met.

Przyimki w zdaniach względnych

- 5 Przeanalizuj poniższe przykłady.

- 1a (Formal) There were a few questions **to which** I didn't know the answers.
- 1b (Less formal) There were a few questions I didn't know the answers **to**.
- 2a (Formal) Luke is a person **with whom** I'd like to spend more time.
- 2b (Less formal) Luke is a person I'd like to spend more time **with**.

Przyimek na końcu zdania

W definiujących zdaniach względnych w języku potocznym możliwe jest przesunięcie przyimka na koniec zdania.

- ✗ 6 Fragmenty zdań podane w nawiasach przetłumacz na język angielski, zwracając uwagę na miejsce przyimka w zdaniu ze względu na potoczny styl zdań. Zapisz swoje odpowiedzi w zeszycie.

→ I don't know what they're talking about (o czym oni rozmawiają).

- 1 The people ? (z którymi pracujesz) on this assignment are highly qualified.
- 2 Helen showed us the paintings ? ? (z których była szczególnie dumna).
- 3 Do you remember ? (o czym Ci powiedziałam) yesterday?
- 4 Is that the girl ? (w której Pete jest zakochany)?

Zwróć uwagę na inne wyrażenia zawierające zaimki względne:

- 1 I've seen lots of films, **none / few / some / several / many / all of which** I really enjoyed.
- 2 I've seen two films, **both / neither of which** I really enjoyed.
- 3 I've met lots of people, **none / few / some / several / many / all of whom** turned out to be into films as much as I am.
- 4 I've met two people, **both / neither of whom** turned out to be into films as much as I am.
- 5 'It might rain, in which case, we'll just watch a DVD at home,' said my boyfriend, **at which point** I realised he simply didn't feel like going out.
- 6 **The reason why** he didn't want to go out was that he was exhausted after working all weekend.

- 7 Połącz poniższe zdania zwrotami z ramki powyżej i utwórz w ten sposób zdania złożone. Zapisz swoje odpowiedzi w zeszycie.

My friend has several pets. She is allergic to all of them.
My friend has several pets, all of which she is allergic to.

- 1 I bought five light bulbs. Two of them did not work.

- 2 At yesterday's party we met quite a lot of people. Some of them we knew already.

- 3 I decided to tell him the truth. At that moment I realised he knew everything.

- 4 She may not know all the rules. In that situation we should explain everything one more time.

- 5 The estate agent showed them two houses. They didn't like either of them.

- 6 I have two friends. I admire them because they're really good at sport.

WHATEVER / WHENEVER / WHICHEVER

- 8 Przetłumacz poniższe zdania na język polski, zwracając szczególną uwagę na pogrubione wyrazy.

- 1 We can do **whatever** you like.
- 2 We can go **whenever** you want.
- 3 **Wherever** we stay for the night is fine.
- 4 **Whoever** comes with us should have a good sense of humour.

Więcej o zdaniach względnych

- 9 Przeanalizuj poniższe przykłady.

- 1a Do you know the **woman who is standing** next to Frank?
- 1b Do you know **the woman standing** next to Frank?
- 2a Most of **the people who were invited** didn't turn up.
- 2b Most of **the people invited** didn't turn up.

Zaimki względne **who / which / that + is / are / was / were** można opuścić przed imiesłowami (formy **-ing, -ed**).

- 10 Przekształć podane zdania, tak aby użyć zaimków względnych. Przetłumacz zdania wyjściowe na język polski. Zapisz swoje odpowiedzi w zeszycie.

I live in a house built 100 years ago.

I live in a house **which was built 100 years ago.**

- 1 Do you know the person living next door?
 Do you know the person _____ next door?
- 2 Built in the 12th century, the castle was in a really bad condition.
 The castle, _____ in the 12th century, was in a really bad condition.
- 3 Anyone entering the building site must wear a hard hat.
 Anyone _____ the building site must wear a hard hat.
- 4 Locked out, Jerry had no idea how to get inside his flat.
 Jerry, _____, had no idea how to get inside his flat.

Powtórzenie

- 11 Wybierz poprawną możliwość. Więcej niż jedna odpowiedź może być poprawna. Zapisz swoje odpowiedzi w zeszycie.

The reason _____ they didn't turn up is still unclear.

A which B **why** C when D where

- 1 You can choose _____ you like. It's up to you.
 A why C all what
 B whatever D the thing that
- 2 We can eat out _____ you want.
 A anywhere C where
 B wherever D in what place
- 3 I'd like to visit those amazing places, _____ have never been featured in guidebooks.
 A some of which C none of which
 B some of them D none of them
- 4 We've been trying to remember _____ we agreed on yesterday.
 A which C what
 B the things that D that what

- 12 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

There are two options to choose from and both are equally interesting. **OF**

There are two options to choose from, **both of which** are interesting.

- 1 We will get the results tomorrow. We will get in touch with the candidates immediately. **POINT**
 We will get the results tomorrow, _____ we'll get in touch with the candidates.
- 2 There were a lot of people present but most of them were not interested in what was going on. **WHOM**
 There were a lot of people present, only _____ were interested in what was going on.
- 3 When we arrived at the party at 11 pm, there were hardly any people there. **TIME**
 We arrived at the party at 11 pm, _____ most of the people had left.
- 4 I was offered a couple of solutions but I didn't find any of them interesting enough. **WHICH**
 I was offered a couple of options, _____ I found interesting enough.

12 Rzeczowniki – policzalne i niepoliczalne, liczba pojedyncza i mnoga

Nouns – countables & uncountables, singular & plural

Rzeczowniki policzalne i niepoliczalne

1 Rzeczowniki policzalne:

- A** są nazwami poszczególnych rzeczy, ludzi, roślin, zwierząt itp., czyli obiektów, które mogą zostać policzone,
- B** poprzedzane są *a / an*, liczebnikami lub określeniami ilości wskazującymi na ich policzalność (np. *many, a few*),
- C** mają liczbę mnogą.
- A woman in a red dress was walking her three dogs in the park.*

2 Rzeczowniki niepoliczalne:

- A** są najczęściej nazwami materiałów / substancji (stałych, ciekłych, gazowych), pojęć abstrakcyjnych itp., które nie mogą zostać policzone,
- I've got plenty of gold but I can't buy love.*
- B** nie mają liczby mnogiej. Wiele z nich można uczynić „policzalnymi” poprzez dodanie określeń ilości / pojemności.
- bread – a slice / a loaf of bread*
water – a bottle / a glass of water
sugar – a bag / a spoonful of sugar
butter – a packet of butter
chocolate – a bar / a piece of chocolate
juice – a glass / a bottle / a carton of juice
jam – a jar of jam
toothpaste – a tube of toothpaste
coffee – a cup of coffee
information / advice – a piece of information / advice
luggage – an item of luggage
hair
money



- a coin** ale: **money**
a suitcase ale: **luggage**
a chair ale: **furniture**

❌ 1 Połącz nazwy produktów z nazwami ich opakowań / porcji. Zapisz swoje odpowiedzi w zeszycie.

→ a slice of bread

jam • baking powder • sparkling water • cheese • tea • toothpaste • oil • bread • chocolate • milk • peanut butter • crisps • ham • champagne • sugar • apple juice • advice

- 1 a carton of _____ ?
- 2 a glass of _____ ?
- 3 a bottle of _____ ?
- 4 a bar of _____ ?
- 5 a jar of _____ ?
- 6 a loaf of _____ ?
- 7 a tube of _____ ?
- 8 a (tea)spoonful of _____ ?
- 9 a slice of _____ ?
- 10 a piece of _____ ?
- 11 a cup of _____ ?
- 12 a packet of _____ ?

❌ 2 Dobierz odpowiednie określenie ilości do rzeczownika niepoliczalnego.

→ Could I have a (packet / loaf) of bread?

- 1 If you want to pass this test, let me give you a *piece* / *an item* of advice.
- 2 We only allow one *item* / *bag* of hand luggage on our flights.
- 3 We have just received an important *piece* / *slice* of information for your investigation.
- 4 I always have a *glass* / *jar* of milk before I go to bed.
- 5 This *packet* / *tube* of toothpaste is almost finished.
- 6 Shall we have a slice of chocolate cake and a *cup* / *jar* of coffee?

1 Rzeczowniki, które występują tylko w liczbie pojedynczej:

- A** rzeczowniki, które kończą się na -s:
news, draughts
No news is good news.
- B** rzeczowniki, które kończą się na -ics:
politics, mathematics, athletics
Mathematics is not as difficult as it seems.
- 2 Rzeczowniki, które występują tylko w liczbie mnogiej:**
- A** rzeczowniki typu:
trousers, pyjamas, scissors, glasses, jeans, shorts
 ale:
a pair of scissors, a pair of glasses
Where are my scissors?
There is another pair of scissors on the table.
- B** rzeczowniki, które zawsze wyrażają mnogość, wielość:
belongings, clothes, contents, earnings, funds, goods, outskirts, savings, stairs, surroundings, congratulations
My earnings are too low.
 ale:
My salary is too low.
- C** rzeczowniki zbiorowe określające grupy ludzi lub zwierząt (w tym narodowości):
cattle, police, the French, the Spanish, the Dutch.
The Spanish often work till late in the evening after the siesta.

❌ 3 Wybierz poprawną formę czasownika.

→ Is / Are this news reliable?

- 1 What colour *is* / *are* these trousers?
- 2 The French usually *treats* / *treat* cyclists with great respect.
- 3 The outskirts of our city *has* / *have* never looked so nice, which is why new people are moving into the area.
- 4 *Is* / *Are* Mathematics difficult for you?
- 5 Those sunglasses *is* / *are* so expensive. You're just paying to wear a brand name!
- 6 My belongings *was* / *were* stolen while I was swimming in the sea.
- 7 What *is* / *are* the news?
- 8 Sean's savings *has* / *have been* deposited in a high-interest savings account.
- 9 Politics *is* / *are* not my area of interest.
- 10 The surroundings of Eilean Donan Castle *is* / *are* absolutely amazing.

Liczba mnoga rzeczowników

Tworzenie liczby mnogiej rzeczowników

A Liczbę mnogą rzeczowników policzalnych tworzymy poprzez dodanie końcówek:

-s – np. *boyfriend* – *boyfriends*

-s – jeżeli rzeczownik kończy się na literę „y” poprzedzoną samogłoską np. *day* – *days*

-es – jeżeli rzeczownik kończy się na literę „y” poprzedzoną spółgłoską, a „y” zamieniamy na „i” np. *baby* – *babies*

-es – jeżeli rzeczownik kończy się na „sh”, „ch”, „s”, „ss”, „x” lub „z”, np. *boss* – *bosses*, *box* – *boxes*, *watch* – *watches*, *bus* – *buses*

-es – w niektórych rzeczownikach zakończonych na „o”, np. *hero* – *heroes*, *potato* – *potatoes*

-es – w niektórych rzeczownikach zakończonych na „f” lub „fe”, a końcówki te zamieniamy na „v” np. *elf* – *elves*, *loaf* – *loaves*, *knife* – *knives*

B Niektóre rzeczowniki mają nieregularną liczbę mnogą, np.

man – *men*

woman – *women*

child – *children*

person – *people*

foot – *feet*

tooth – *teeth*

goose – *geese*

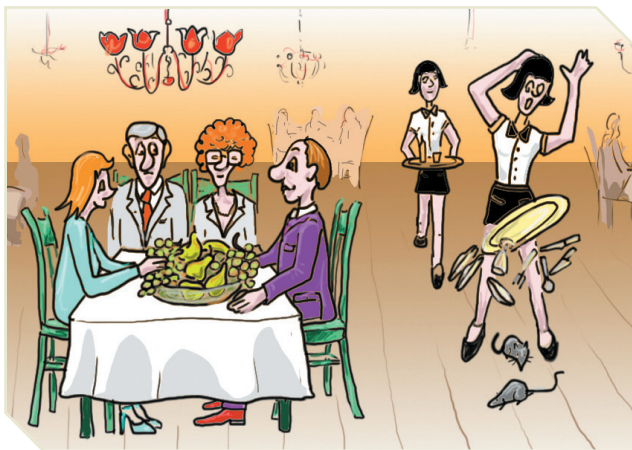
mouse – *mice*

C Rzeczownikami, które nie zmieniają formy w liczbie mnogiej są *fish* oraz *fruit*, chyba że w zdaniu będziemy wymieniał konkretne przykłady ryb czy owoców.

Generally I like fish, but I hate fishes such as eel or herring.

I believe fruit should be eaten every day and I especially like fruits such as bananas or apples.

- 4 Uzupełnij opis obrazka, podając liczbę mnogą rzeczowników w nawiasach. Zapisz swoje odpowiedzi w zeszyście.



The picture shows four *people* (*person*) at a table in a restaurant: two 1 *lady* and two 2 *gentleman*. On the table there are a lot of 3 *fruit*, like 4 *grape* and 5 *pear*. In the background there are two 6 *waitress*. One of them has just dropped some 7 *dish* and 8 *knife* because she is scared of two little 9 *mouse* running around her 10 *foot*.

- 5 Uzupełnij zdania rzeczownikami w liczbie mnogiej. Zapisz swoje odpowiedzi w zeszyście.

*This thief was caught by two *policewomen*. (*policewoman*).*

- In some *country* people work six *day* a week.
- There are plenty of *bus* going to the centre.
- Take two *tomato* and ten *leaf* of basil, a little bit of oil and you have a nice salad.
- I can't walk any longer! My *foot* hurt so much!
- Be careful with these *box*! There are crystal *glass* in them!
- I don't like *mouse* because they have sharp *tooth*.
- 'We've heard that a million *monkey* at a million *keyboard* could produce the complete works of Shakespeare; now, thanks to the Internet, we know that is not true.' (*Robert Wilensky*)
- We need at least two new *shelf* for all the *book* we have bought this month.

- 6 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyście.

What would you do if I bought two new pieces of furniture (dwa nowe meble)?

- I have played football for a long time, that's why I have problems with my *stopami*.
- Sue can give you some interesting *rad* concerning your work.
- Can I have *dwa chleby* and *stoik dżemu*?
- Mat still keeps *zdjęcia swoich byłych żon*.
- Do you need *dalszych informacji* on flights to London?
- If it is a problem, I can carry (*Twoje bagaże*) *Twoje bagaże*.
- Lady Gaga's *włosy są* *lovely*! The colour is amazing!
- I take (*dwie łyżeczki cukru*) *in my tea*.

- 7 Zastąp słowa podane wytłuszczonym drukiem ich formą w liczbie mnogiej. Zapisz swoje odpowiedzi w zeszyście.

Witch Witches fly through the sky at midnight on Halloween.

- There are many beautiful *bay* on the west side of the island.
- Some *person* believe that if you catch a goldfish, it must grant you three wishes.
- Wolf* are not usually a danger to tourists, as long as they are aware of a few facts.
- My parents always taught me 'Lady before gentleman' when entering a room.
- I have seven different *fish* in my aquarium.
- Potato* have been my favourite food since I was a child.
- Hunting *fox* is not allowed in this part of the country.
- There are many active *volcano* on the islands of Hawaii.
- Helen started her small farm with just a couple of *goose*.
- How many *sandwich* would you like for lunch today?

Rzeczowniki złożone

Rzeczowniki złożone mogą składać się z:

- A dwóch rzeczowników, np. *a school bus, a postcard, a garden chair, a history book, a bathroom*
 B przymiotnika i rzeczownika, np. *a whiteboard, fast food, a frying pan*
 C z dwóch rzeczowników i przyimka, np. *a sister-in-law*
- Pisownia rzeczowników złożonych**
 – dwa słowa pisane razem: *a bathroom, a whiteboard*
 – dwa słowa pisane osobno: *a history book, fast food*
 – słowa pisane z łącznikiem (kreską): *a sister-in-law*

Liczba mnoga rzeczowników złożonych

Tworzenie liczby mnogiej rzeczowników złożonych

- A Jeżeli rzeczownik złożony składa się z dwóch rzeczowników, jego liczbę mnogą tworzymy dodając „-s” do drugiego rzeczownika np. *garden chair – garden chairs, school bus – school buses*
 B Jeżeli rzeczownik złożony składa się z przymiotnika i rzeczownika, jego liczbę mnogą tworzymy dodając „-s” do rzeczownika, np. *frying pan – frying pans*
 C Jeżeli rzeczownik złożony składa się z dwóch rzeczowników i przyimka, końcówkę liczby mnogiej, „-s” dodajemy do pierwszego rzeczownika, np. *sister-in-law – sisters-in-law, box of matches – boxes of matches*

- 8 **Uzupełnij zdania rzeczownikami w liczbie mnogiej. Zapisz swoje odpowiedzi w zeszycie.**

→ I haven't read many history books (history book).

- I will send these two postcard (postcard) to my brother-in-law (brother-in-law).
- I don't think she needs four baking tin (baking tin).
- How many bookshop (bookshop) have they visited to buy her this novel?
- We'll have four cup of coffee (cup of coffee) and two glass of still water (glass of still water).
- Where are my car key (car key)? I've seen them somewhere.
- There are a lot of dance school (dance school) in our city. I don't know which one I should choose.

- 9 **Utwórz z podanych wyrazów rzeczowniki złożone (compound nouns) i dopasuj je do odpowiednich definicji. Zapisz swoje odpowiedzi w zeszycie.**

ship • window • book • ball • double • chair • shop • fast • juice • phrase • space • decker • foot • food • arm • apple

→ Hamburgers are good examples of this. fast food

- It's the most popular sport in the world. football
- A comfortable place to read a book. chair
- How are we going to get to Mars? space
- A drink made from fruit. juice

- London is the place to see this famous red bus. double-decker
- Where you might see something and be tempted to buy it. shop
- It might help when you are in a foreign country. passport

- 10 **Wybierz tę formę czasownika, która poprawnie łączy się z rzeczownikiem w zdaniu.**

→ The jeans I bought last month is already too small for me!

- Why did Jackie have her hair cut in a bob. It is / They are much too short.
- Lost luggage is / are always taken to the information desk as passengers usually come here first.
- The scissors is / are over there if you need it / them to cut the labels off your jacket.
- I can't pay for my holiday until the money I transferred into the bank is / are on my account.
- The advice Sue got from her careers counsellor was / were very helpful and she began to feel more certain about her future at the company.
- The information you require is / are not available from this office.
- John told me that the news was / were bad, but I didn't realise how bad.

Rodzaj rzeczownika

- A Niektóre rzeczowniki w rodzaju męskim mają swoje odpowiedniki w postaci rzeczowników w rodzaju żeńskim:

waiter – waitress
hero – heroine
nephew – niece
prince – princess
widower – widow
groom – bride
host – hostess

- B Istnieją też rzeczowniki odnoszące się do obu płci, np. *cousin* oraz nazwy niektórych zawodów:
journalist – nurse – doctor – lawyer

- 11 **Uzupełnij luki rzeczownikami odpowiednio w rodzaju męskim lub żeńskim – odwrotnie do rodzaju rzeczownika podanego w nawiasie. Zapisz swoje odpowiedzi w zeszycie.**

→ Susan thinks the life of a queen (king) is wonderful.

- The main heroine (heroine) of this book lives in London.
- He was a widow (widow) for many years but said he would never remarry.
- Does she want to work as a waiter (waiter)?
- This is the first time I have seen such a lovely groom (groom). She looked gorgeous!
- The hostess (hostess) of this party is my best friend.
- My sister has a daughter and a son. They are my niece and niece (niece).

Powtórzenie

✗ 12 Wybierz poprawną możliwość A, B lub C. Zapisz swoje odpowiedzi w zeszycie.

→ Our coach needs [?] in the team.

A two new persons

B two new people

C two news people

1 I have a lot of [?]. I'm afraid I won't do everything today.

A homeworks

B homework

C homeswork

2 Will there be enough [?] for all our guests?

A garden chair

B gardens chairs

C garden chairs

3 Can you pass me [?] of scissors?

A a pair

B pair

C a piece

4 Passengers may carry up to two [?] of hand luggage on intercontinental flights.

A item

B loaves

C items

5 Our savings [?] not sufficient to afford a trip to Brazil.

A is

B are

C isn't

6 Statistics show that the Irish [?] more tea than even the English.

A drinks

B drink

C doesn't drink

7 The technology museum is closed at [?].

A weeks end

B weekend

C weekends

8 Police caught the diamond [?] while they were breaking into the hotel safe.

A thieves

B thief

C thiefe

9 My favourite jeans [?] the ones I bought at a rodeo in Canada.

A is

B are

C was

10 With the plums we picked in grandad's garden we were able to make a dozen [?].

A jam jar

B jars of jams

C jars of jam

✗ 13 Który wyraz nie pasuje do pozostałych? Wyjaśnij dlaczego.

→ box bus potato day

To make plural of **box**, **bus** and **potato** we need to add -es; to make the plural of **day** we add only -s.

1 wolf elf knife chief

2 man tooth spoon person

3 match tax cross house

4 volley fly today toy

5 radio potato tomato hero

6 actor doctor lawyer bride

7 brother-in-law passer-by by-stander bar of chocolate

8 princess niece widower heroine

✗ 14 Zamień rzeczowniki w każdym zdaniu z liczby pojedynczej na mnogą. (Czasem może być konieczna zmiana formy czasownika czy zaimka). Zapisz swoje odpowiedzi w zeszycie.

→ Can you see the bird on the top of that tree?

Can you see the birds on the tops of those trees?

1 The tennis player sitting in the armchair should be served a cup of tea and a sandwich as soon as possible.

_____ ?

_____ ?

2 Your watch and phone should be removed when the X-ray is being taken as they may interfere with the result.

_____ ?

_____ ?

3 The zoo-keeper was worried about having a fox and a wolf in a cage next to the flamingo.

_____ ?

_____ ?

4 My parent-in-law has a special bank account where money is kept for a rainy day.

_____ ?

_____ ?

5 On Friday, fish should be served with a potato and spinach, followed by fresh fruit.

_____ ?

_____ ?

6 An item of furniture was left outside the flat and a thief took it from under my nose.

_____ ?

_____ ?

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

12 Rzeczowniki – policzalne i niepoliczalne, liczba pojedyncza i mnoga

Nouns – countables & uncountables, singular & plural

One of the glories of English simplicity is the possibility of using the same word as noun and verb.

EDWARD SAPIR

Sprawdź się!

- ✗ 1 Wykorzystując wyrazy w nawiasach i wprowadzając niezbędne zmiany, np. dodając inne wyrazy, utwórz poprawne zdania. Zapisz swoje odpowiedzi w zeszycie.

→ There were twenty boys (boy) and only two girls (girl) in the class.

- All the different ? (information) and ? (rumour) that Mark had been given a Nobel Prize turned out to be false.
- I put two ? (kilo) of ? (tomato) and a dozen ? (leaf) of fresh basil into a blender.
- Even young ? (child) should be shown world famous ? (work) of art.
- As I had four ? (hand luggage) I had to pay extra.
- I needed two ? (bread), a ? (honey) and a ? (toothpaste).
- There were only a few ? (person) missing from the audience so the presenter started the meeting.
- We still have some ? (room) to furnish in our new house so let's have a look at those three ? (furniture).
- How ? (money) do you need? Is £20.00 OK?
- There were quite a few ? (baby) crying on the plane and two ? (passenger) complained to the ? (stewardess) about the noise.
- None of the ? (passer-by) could tell which of the two ? (school bus) broke the traffic regulations.
- Melt two ? (bar of chocolate) with six ? (spoonful of sugar). Add a glass of milk.
- In J.R.R. Tolkien's *Lord of the Rings* Lothlórien is the enchanting forest kingdom of the ? (Elf).

- ✗ 2 Wybierz poprawną odpowiedź.

→ There is / are a few books on the table.

- Physics has / have always been one of my favourite subjects.
- The latest news was / were a real surprise to us.
- The pyjamas I got yesterday is / are really comfortable.
- Is / Are the police still investigating the case?
- Where is / are the scissors I lent you?
- The outskirts of my town has / have changed a lot recently.
- The French is / are proud of their history.
- In the Himalayas cattle likes / like grazing on grasslands.
- Do you know by any chance where my old jeans is / are?
- Wild geese is / are going to come back soon.
- What is / are the funds for renovation of the National Library?
- The stairs up the Minster Tower in York is / are very steep.

Więcej o liczbie pojedynczej i mnogiej rzeczowników

Rzeczowniki o takiej samej liczbie pojedynczej i mnogiej

- A niektóre rzeczowniki zakończone na -s, np. *crossroads*, *series*, *species*, *means*

Endangered species are growing in number.
The panda is an endangered species.

- B ponadto rzeczowniki: *aircraft*, *deer*, *fish*, *fruit*, *offspring*, *sheep*

I like fruit.
Banana is my favourite fruit.

Uwaga! Rzeczowniki *fish* i *fruit* przybierają także formę *fishes* oraz *fruits* w liczbie mnogiej, jeśli odnosimy się do różnych gatunków ryb lub owoców, np.:

The smaller fishes with specialised eating and sheltering habits are in danger of extinction.

Liczba mnoga rzeczowników obcego pochodzenia

-is → -es *hypothes-is* – *hypothes-es*,
cris-is – *cris-es*,
analys-is – *analys-es*

-on → -a *criteri-on* – *criteri-a*,
phenomen-on – *phenomen-a*

-um → -a *curricul-um* – *curricul-a*,
bacteri-um – *bacteri-a*

-us → -i *fung-us* – *fung-i*

The global economy has been through a major crisis.
The global economy has been through a series of crises.
Experience is a major criterion for this post.
Age and experience are the major criteria for this post.



a person – people

Chris is looking for a responsible person to look after his baby.

a people – peoples = nation

The Polish people performed many acts of heroism during WW II.

The peoples of Europe have always had a lot in common.

- ✗ 3 Wyrazy podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ I have some new information. (informacji)

- Watch out! Many accidents happen at this ? (skrzyżowaniu).
- The ? (narody) of some parts of the world have had a turbulent history.
- Paula doesn't like ? (ryb), she's much more into meat.
- All the academic ? (analizy) of the problem of pollution gave me a new insight into the issue.
- There's no doubt that the plane is the fastest ? (środkiem) of transport.
- Before deciding on the best solution, different ? (kryteria) should be considered.
- Some educational systems offer different ? (programy nauczania) for teachers to choose from.
- Do you know that two new ? (serie) of this comedy show have just come out?

Rzeczowniki zbiorowe

- 1 Rzeczowniki zbiorowe, które mogą występować w liczbie pojedynczej i mnogiej to:

family, committee, team, club, class, jury, government

The average Polish family has four members.

This committee was founded in 1999. (jako bezosobowa jednostka)

ale:

My family are meeting for a barbecue next Sunday.

The committee are planning to introduce new regulations. (jako grupa osób)

- 2 Wyrażenia w liczbie mnogiej z czasownikiem w liczbie pojedynczej

Where is that 10 pounds you promised to give me back?

Twenty hours is a lot of time when you're waiting for something nice to arrive.

One of my friends is getting married.

More than one student is / are going abroad.

- 3 Wyrażenia ilości

some / all / a number of / a group of / a couple of / the majority of + rzeczowniki policzalne

A number of students are still doing the task.

The majority of students have done the task.

ale:

none / neither / any / either of + rzeczowniki policzalne

Neither of my two sisters do / does sport.

None of my friends speak / speaks English.

- ✗ 4 Wybierz poprawną odpowiedź. Czasami obie możliwości są poprawne.

→ *Politics is / are of no interest to me.*

- The majority of students *wants / want* to learn languages.
- Neither of my friends *has / have* been here before.
- My class *is / are* planning to meet up again, after ten years.
- A group of children *is / are* playing hide and seek.
- Two days *is / are* not enough to redecorate the flat.
- A number of questions still *needs / need* to be answered.
- None of the books I have bought *is / are* of any interest.
- My tennis club *is / are* planning to go on a training camp in the summer.
- The number of elephants living in the wild *is / are* still decreasing.
- What *is / are* the criteria for the evaluation of the last report?

- ✗ 5 Uzupełnij zdania za pomocą: *both of ..., either of ..., neither of ..., none of ...*. Zapisz swoje odpowiedzi w zeszycie.

→ *Two new models of Honda have been shown at the international fair.*

Both of them have a chance to become popular with customers next year.

- Many actors had been auditioned for the part of Grey, _____ met the director's expectations.
- We had two offers to choose from but _____ appealed to us.
- Pete was shown two smartphones and _____ were exactly what he wanted.
- _____ the two smartphones would answer Pete's needs.

Więcej o rzeczownikach policzalnych i niepoliczalnych

Rzeczowniki abstrakcyjne mogą być niepoliczalne (w znaczeniu ogólnym) i policzalne (w odniesieniu do konkretnej sytuacji).

We still have plenty of time.

ale: *I had a good time yesterday.*

I hardly ever have dinner at home.

ale: *I had a good dinner yesterday.*

Life can be hard sometimes.

ale: *I had a great life at kindergarten.*

I lacked experience for that job.

ale: *I had a few great experiences in India.*

Education is a must these days.

ale: *I got a good education in the UK.*

Podobnie: *sleep / a good sleep, help / a great help*

Powtórzenie

- ✗ 6 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ *I need some advice (rad).*

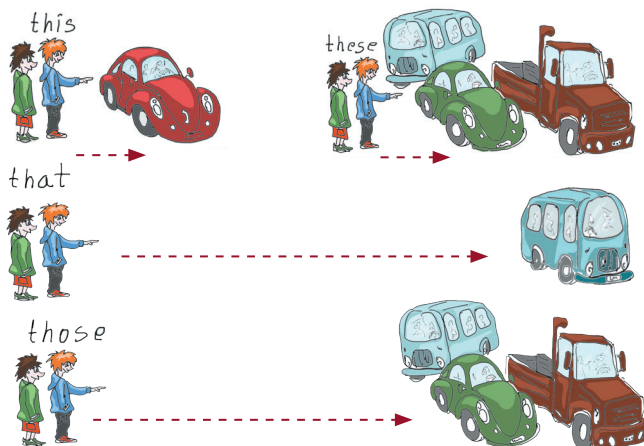
- _____ (Większa część mojej rodziny lubi) cooking and every Sunday we make a delicious dinner together.
- _____ (Zjawiska nadprzyrodzone zawsze powodowały) a lot of controversy.
- He has described a lot of his _____ (inspirujących doświadczeń) in his latest book.
- Only _____ (jeden z przechodniów był) able to help the injured cyclist.
- _____ (Trzy tygodnie wystarczy) to finish this project.
- We were supposed to get off the bus _____ (na przedmieściach) and take a taxi.
- _____ (Francuzi i Włosi) are famous for their _____ (wina i sery).
- Every now and then I prepare _____ (smaczne śniadanie) for my family on Sunday.

- ✗ 7 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ *The picture shows a few women (kobiet).*

- _____ (Różne hipotezy) about the bank robbery have been put forward.
- _____ (Te dwa badania naukowe) are likely to revolutionise the field of neuropsychiatry.
- As a student Maria had _____ (ciekawe życie).
- Walk to the nearest _____ (skrzyżowanie) and then take any _____ (środek transportu, który jedzie) north.
- _____ (Okolica była) really picturesque so we decided to spend a few more days there.
- For the party we need six _____ (bochenków chleba), _____ (dwa kilogramy pomidorów), _____ (kilka gatunków owoców tropikalnych) and _____ (kilka osób) to help us with the preparations.

Zaimek wskazujący (DEMONSTRATIVE PRONOUN: THIS, THAT, THESE, THOSE)



this – ten, ta, to **these** – te
that – tamten, tamta, tamto **those** – tamte

❌ 1 Uzupełnij zdania zaimkami **this, that, these, those**. Zapisz swoje odpowiedzi w zeszyście.

→ **This** book seems interesting.

- Oh, [?] dog looks really miserable. Let's take it home.
- [?] people in the picture seem to be disappointed with the weather.
- I would choose [?] jacket as green goes well with my red hair.
- Look at [?] birds over there! They are flying so low that it must be a sign it is going to rain.
- Ladies and gentlemen, [?] is the studio where *Iron Man 3* was made.
- [?] man in the last row looks like Daniel Radcliffe, don't you think?

Zaimek dzierżawczy (GENITIVE, DATIVE, ACCUSATIVE PRONOUNS)

ZAIMEK OSOBOWY	ZAIMEK W FUNKCJI DOPEŁNIENIA	OKREŚLNIK / ZAIMEK DZIERŻAWCZY
I	me (mnie, mi)	my / mine (mój, moja/e)
you	you (ciebie, tobie)	your / yours (twój, twoja/e)
he	him (jego, jemu)	his / his (jego)
she	her (ją, jej)	her / hers (jej)
it	it (to, temu)	its / its (tego)
we	us (nas, nam)	our / ours (nasz/a/e)
you	you (was, wam)	your / yours (wasz/a/e)
they	them (ich, im)	their / theirs (ich)

- 1a This is **my** phone. 3a No, that isn't **her** car.
 1b This phone is **mine**! 3b No, that car isn't **hers**.
 2a Is this **your** pen? 4a These aren't **our** keys.
 2b Is this pen **yours**? 4b These keys aren't **ours**.

2 Zastąp słowa zaznaczone *pochyłym drukiem* zaimkami w funkcji dopełnienia, np. *me, you, him* itp.

→ Peter, I can't find **your** book! Peter, I can't find **it**!

- Where is Linda? Our teacher would like to talk to **Linda**.
- Is this Leo? I didn't recognise **Leo** in this photo.
- Let's invite **Jason and Jacob** next weekend. They haven't visited **you and me** for ages.
- Just look at **that** kitten! It's so cute!
- Where did you see **Peter and Sue** yesterday? I couldn't get in touch with **Peter and Sue** for a month!
- Could you call **Sarah** tomorrow and remind **Sarah** that we are meeting.

❌ 3 Podaj brakujące zaimki. Zapisz swoje odpowiedzi w zeszyście.

→ Is that **her** (she) house?

- It is [?] (he) best role and he is proud of it.
- Don't touch it. This tablet is [?] (I).
- My computer doesn't work properly. Will you let me use [?] (you)?
- This is a 'Recycling Band'. [?] (they) instruments have been made of recycled materials.
- My bag is from Paris, where is [?] (you) from?
- This is your bag, isn't it? Have you seen [?] (I)?

Zasady tworzenia formy dzierżawczej rzeczowników

Aby powiedzieć, że coś jest czyjeś, lub że coś do kogoś należy, stosujemy dzierżawczą formę rzeczownika.

- A** rzeczownik w liczbie pojedynczej + 's
*Sue is proud of **her daughter's** success.*
- B** rzeczownik w liczbie mnogiej (z końcówką „s”) + „’”
*Sue is proud of **her daughters'** success.*
- C** rzeczownik w nieregularnej liczbie mnogiej + 's
*Parents are always proud of **their children's** success.*
- D** rzeczownik złożony + 's
*My **mother-in-law's** garden is the most beautiful in the area.*

!

- These are **Mary's and Jane's** friends.* = To są przyjaciele Mary i przyjaciele Jane (osobne grupy, inne osoby)
- These are **Mary and Jane's** friends.* = To są wspólni przyjaciele Mary i Jane.

❌ 4 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyście.

→ When did you see **Peter's friends** (przyjaciół Piotra)?

- [?] (Sypialnia moich rodziców) was completely redecorated during the summer.
- [?] (Wyniki egzaminu mojej siostry) meant that she got a place at university.
- Do [?] (rodzice Betty) and [?] (rodzice Kena) know each other?
- [?] (Szczęście swoich dzieci) is the main concern of most parents.
- [?] (Pies mojego sąsiada) always barks at the postman.
- Is [?] (nowy film Woody Allena) worth seeing?

Zaimek zwrotny i emfaticzny (REFLEXIVE, EMPHATIC PRONOUN)

ZAIMEK OSOBOWY	ZAIMEK ZWROTNY „się”	ZAIMEK EMFATYCZNY*
<i>I</i>	<i>myself</i>	<i>myself</i>
<i>you</i>	<i>yourself</i>	<i>yourself</i>
<i>he</i>	<i>himself</i>	<i>himself</i>
<i>she</i>	<i>herself</i>	<i>herself</i>
<i>it</i>	<i>itself</i>	<i>itself</i>
<i>we</i>	<i>ourselves</i>	<i>ourselves</i>
<i>you</i>	<i>yourselves</i>	<i>yourselves</i>
<i>they</i>	<i>themselves</i>	<i>themselves</i>

* podkreśla, że podmiot wykonał czynność samodzielnie lub osobiście

- 1 *I cut **myself** with a knife. I'm so careless!* (zaimek zwrotny)
- 2 *I did it **myself**! I am so proud.* (zaimek emfaticzny)
- 3a *We made dinner for **ourselves**.* (zaimek zwrotny)
- 3b *We made dinner **ourselves**.* (zaimek emfaticzny)

5 Które z zaimków w tych zdaniach są zaimkami zwrotnymi, a które emfaticznymi?

- 1 Take care of yourself!
- 2 Stop thinking only about yourself!
- 3 Does she blame herself for this loss?
- 4 She herself is to blame for the whole situation.

Zaimki wzajemne: EACH OTHER / ONE ANOTHER

each other / one another = wzajemnie, nawzajem
*They call **each other** very often.*

Porównaj:

- 1 *Peter and Jake **blamed themselves** for the accident.*
 = winili siebie za wypadek, tzn. Peter winił siebie i Jake winił siebie
- 2 *Peter and Jake **blamed each other** for the accident.*
 = Peter winił Jake'a, Jake winił Petera

6 Uzupełnij zdania odpowiednimi zaimkami. Zapisz swoje odpowiedzi w zeszycie.

Don't think only of yourself!

- 1 Josh, behave ? or else I'll call your parents.
- 2 Josh and Jake, behave ? or else I'll call your parents.
- 3 I don't need any help, I'll do it ?.
- 4 Harry cut ? while he was shaving.
- 5 Sarah and Jessica call ? every evening.
- 6 Susan hurt ? while she was trying to open a tin.
- 7 William finds it difficult to express ? in Spanish.
- 8 Tim and Rob haven't talked to ? for a long time.

Zaimki YOU, ONE, IT, THERE w funkcji podmiotu

Zaimki you i one jako podmiot domyślny

- A Zaimki **you** i **one** (drugi z zaimków jest bardziej formalny) stosujemy w konstrukcjach bezosobowych, formułując stwierdzenia ogólne: „(nie) powinno”, „(nie) należy”, „trzeba” itp.
- B Po zaimku **one** występuje czasownik w 3. osobie lp, po **you** – w 2. osobie lp.
- **One / You should never be late for a job interview.**
 = Nie powinno się spóźniać na rozmowę kwalifikacyjną.
- **One experiences / You experience Paris with all the senses.** = Paryż odbiera się wszystkimi zmysłami.
- **One does not need / You don't need any knowledge of the legal system to enjoy this book.** = Nie trzeba mieć żadnej wiedzy o systemie prawnym, żeby z przyjemnością czytać tę książkę.

It w funkcji podmiotu

It w funkcji podmiotu stosujemy, podając odległość, pogodę, czas, temperaturę oraz nazywając rzeczy.

It's far from here.

It's raining.

It's five o'clock.

It's an e-book reader.

There w funkcji podmiotu

Podmiot **There** pozwala stwierdzić, że coś się gdzieś znajduje. Porównaj:

- 1 *It's a table.* = To jest stół.
- 2 *There's a table next to the sofa.* = Stół jest / znajduje się obok kanapy.

7 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

There isn't (Nie ma) any dust on the shelves.

- 1 ? (Nie było) any letters for you.
- 2 ? (Nie można się nauczyć) karate in a week.
- 3 ? (Czy jest) much traffic in the city centre?
- 4 A: Excuse me. What time ? (jest)?
 B: ? (Jest) half past seven.
- 5 ? (Nie ma) room in the car boot for my suitcase.
- 6 A: ? (Czy to jest) really your problem?
 B: No. But I think that ? (powinno się pomagać) friends.

Powtórzenie

8 Wybierz poprawną możliwość.

Speak for you / yourself.

- 1 Look! *There's / It's* snowing.
- 2 Look after *herself / yourself*.
- 3 Is this tablet *my / mine* or *your / yours*?
- 4 Maggie loves *Shakespeare's* and *Marlowe's / Shakespeare and Marlowe's* poetry.
- 5 *It's / There's* a new Opel model on display.
- 6 Ola and Ben had been writing letters to *each other / themselves* for almost five years before they finally met.

R 13 Zaimki

Pronouns

Self-study, in a sense of learning by yourself without anybody teaching you anything, has an enormous value. ROBERT KRAFT, ASTRONOMER

Sprawdź się!

❌ 1 Wybierz poprawną możliwość.

→ **Our** / Ours house is quite comfortable.

- 1 Think for **you / yourself**! You shouldn't let others tell you what to do.
- 2 **You / It** should never give up.
- 3 I absolutely love **this / these** pair of trousers.
- 4 **Their / Theirs** daughter attends the same school as **our / ours**.
- 5 What a happy couple they are! They love **themselves / each other** so much.
- 6 Kim is staying with **us / ourselves** tonight.
- 7 My son can tie his shoelaces all by **oneself / himself**.
- 8 Guys, did you try to solve the problem **yourself / yourselves**?
- 9 Don't touch that bag! It's not **your / yours**.
- 10 To enter this area, **someone / one** must have written permission.
- 11 In Poland **it / there** never snows in summer.
- 12 **That / Those** bike over there is mine.
- 13 **It / There** is a nice café round the corner.
- 14 Why don't you help **yourselves / each other**? Solving this problem together might bring better results.
- 15 **Neither of / None of** the twins won their match in this tournament.

❌ 2 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ **My sister's husband** (Mąż mojej siostry) is a doctor.

- 1 What I need is [?] (rada moich przyjaciół).
- 2 My mum has always been proud of [?] (osiągnięcie naszej rodziny).
- 3 [?] (Dzieci tamtych kobiet) attend the same school.
- 4 I am not allowed to take [?] (samochodu moich rodziców).
- 5 I really value [?] (opinie Pam i Mary).
- 6 What she cannot understand is [?] (styl życia jej teściów).
- 7 [?] (Szarlotka mojej babci) is the best in the world.
- 8 [?] (Dom Johna i Mary) is the most extraordinary place. It's all very ecological.
- 9 Please open [?] (plecaczek twojego dziecka). I can see a sharp object on the screen – we need to check what it is.
- 10 Look. This cottage is for sale. Maybe you could write down [?] (numer telefonu właściciela).
- 11 Here it is, in the classified ads column: [?] (praca dozorczy) available from Monday.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Więcej o zaimku dzierżawczym

Jak inaczej wyrazić przynależność

Zaimek dzierżawczy nie może występować pomiędzy innym określnikiem a rzeczownikiem. Dlatego do wyrażenia przynależności używamy konstrukcji:

determiner + noun + of + pronoun.

a friend of mine
that new plan of Kate's

- 1 Kim is one of my **brother's** colleagues =
Kim is **a colleague of my brother's** =
Kim is **a colleague of his**.
- 2 I've met one of **Jill's** friends =
I've met **a friend of Jill's** =
I've met **a friend of hers**.
- 3 They told me one of their **parents' stories**. =
They told me **a story of their parents'** =
They told me **a story of theirs**.

❌ 3 Na podstawie powyższej reguły i przykładów, przetłumacz fragmenty zdań w nawiasach na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ I met an old **friend of mine** (mojego kolegę).

- 1 Mark is a [?] (jednym z kuzynów Rose).
- 2 I'd like to see another [?] (obraz Diany).
- 3 What do you think about that [?] (ich nowym domu)?
- 4 Let me repeat those [?] (Wasze słowa).
- 5 Why don't we go out to that [?] (naszej starej kawiarni)?
- 6 I met that [?] (jego nową dziewczynę).

❌ 4 Przekształć zdania według wzoru. Zapisz swoje odpowiedzi w zeszycie.

→ I have met one of Ron's teachers.
I have met **a teacher of Ron's**.
I have met **a teacher of his**.

- 1 Have you seen Cathy's new boyfriend?
Have you seen [?]
Have you seen [?]
- 2 What do you think about David Beckham's new project?
What do you think about [?]
What do you think about [?]
- 3 I have just heard my uncle's new joke. He is really good at inventing them.
I have just heard [?]
I have just heard [?]
- 4 How about going to our new neighbours' villa in summer?
How about going [?]
How about going [?]
- 5 Have you seen our neighbour's new Cadillac?
Have you seen [?]
Have you seen [?]

Przedimek nieokreślony A / AN

- ❌ 1 Przeczytaj dialog i znajdź w ramach poniżej użycia przedimków określonych i nieokreślonych wykorzystane w dialogu. Zapisz swoje odpowiedzi w zeszytcie.
- Jane: Have you bought 1 a dress for the ball yet? [?]
 Karen: Yes, I've bought 2 a beautiful green dress. [?]
 Jane: Will you show it to me?
 Karen: Close your eyes. OK. You can open them now.
 Jane: Wow! So this is 3 the dress you've been talking about for the last two months. I agree. This is 4 the most beautiful dress in 5 the world! [?]
 Karen: I found it at last in 6 the last shop I tried yesterday. It's 7 the first ball in my life. I must have something special. I will look at it now ten times 8 a day! [?]

Zasady stosowania przedimka nieokreślonego a / an

Przedimka nieokreślonego *a / an* używamy przed rzeczownikami policzalnymi w liczbie pojedynczej, które:

- A dla rozmówcy pozostają nieznanne, są wspomniane po raz pierwszy,
- B określają rzecz jedną z wielu (tego samego gatunku),
- C określają np. częstotliwość lub prędkość w jednostce czasu.

! *a / an = one* (jakiś, jeden z wielu)

An używamy, gdy wyraz następujący po tym przedimku zaczyna się w wymowie (a nie w pisowni) na samogłoskę, np. *an orange* ale: *a university*.

She bought an orange and an apple for lunch.

Bill would like to study at a university.

Przedimek określony THE

Zasady stosowania przedimka określonego the

Przedimka określonego *the* używamy przed:

- A rzeczownikami (policzalnymi lub niepoliczalnymi), opisującymi rzeczy wcześniej już wspomniane lub nam znane,
- B rzeczownikami opisującymi rzeczy unikatowe, jedyne na świecie (*the world, the Sun, the sky*),
- C przymiotnikami w stopniu najwyższym (*the saddest, the most beautiful*),
- D liczebnikami porządkowymi (*the first*),
- E nazwami rzek (*the Vistula River*),
- F nazwami łańcuchów górskich (*the Tatra Mountains*),
- G nazwami mórz i oceanów (*the Baltic Sea*),
- H nazwami krajów występującymi w liczbie mnogiej (*the Netherlands*) lub zawierającymi rzeczownik pospolity (*the Republic of Ireland*),
- I nazwami instrumentów muzycznych, jeżeli używamy czasownika *play* (*I play the cello.*),
- J nazwami stanowisk (*the President of Brazil*),
- K nazwiskami, jeżeli tworzą nazwę rodziny (*the Flintstones* = Państwo Flintstone / Flintstonowie),
- L w konstrukcji *the ... of ...* (*the King of Belgium*).

- 2 Ułóż zdania pokazujące użycie tych przypadków zastosowania przedimków określonych i nieokreślonych, które nie zostały wykorzystane w dialogu, a są wymienione w ramach.

- ❌ 3 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszytcie.

... *Ala is studying abroad, so she visits her mum only twice a year* (dwa razy w roku).

- 1 I would like to buy [?] (pierścienek z diamentem), but [?] (diament) must have a certificate to prove it is real.
- 2 Many children dream of having [?] (psa) or at least [?] (chomika).
- 3 Can you drive faster than [?] (100 kilometrów na godzinę) on Polish motorways?
- 4 I have always wanted to [?] (grać na pianinie).
- 5 Jan is [?] (uczciwym człowiekiem). Everybody respects him.
- 6 [?] (Interesujący film) is on at the cinema today: *Promised Land*, have you heard of it?
- 7 Shall we invite [?] (państwa Smith) to dinner next week? They seem such [?] (miłą parą).
- 8 [?] (Pierwszy raz) I met [?] (prezesa firmy), he was coming back from a conference in [?] (Republice Czeskiej).
- 9 [?] (Filizanka kawy) costs 3 pounds but [?] (następna) is free.
- 10 It was Copernicus who wrote that [?] (Ziemia) revolved around [?] (Słońca).

- ❌ 4 Dodaj *a / an, the*. Zapisz swoje odpowiedzi w zeszytcie.

This photo shows a man and 1 [?] woman. They are 2 [?] couple and live in 3 [?] nice house. 4 [?] man is standing next to 5 [?] ironing board and holding 6 [?] iron. 7 [?] woman is playing 8 [?] violin. She looks like 9 [?] Queen of Spain. They could be in 10 [?] living room: there is 11 [?] oval table with some chairs, 12 [?] bookcase and 13 [?] wardrobe. On 14 [?] wall there is 15 [?] painting which shows 16 [?] Alps in winter. It is 17 [?] nicest painting I have ever seen. I like this photo very much because 18 [?] people in 19 [?] photo are my mum and dad.

Przedimek zerowy (NO ARTICLE)

- 5 Połącz przykłady użycia przedimka zerowego z ich użyciami w ramce.

- 1 Children love playing with toys.
- 2 My best friend enjoys sports. She plays handball, baseball, basketball and tennis.
- 3 We are going to visit my favourite aunt on Sunday.
- 4 Mount McKinley is the highest mountain in the United States and Lake Superior is the largest lake.
- 5 Nowadays the chances of recovering from cancer are a lot higher than 20 years ago.
- 6 My dog won second prize in a dog show yesterday.

Zasady stosowania przedimka zerowego

Nie stawiamy ani **a / an** ani **the** przed:

- A rzeczownikami w liczbie mnogiej, jeżeli odnoszą się do ogółu,
- B nazwami dyscyplin sportowych,
- C nazwami miesięcy, pór roku, dni tygodnia, świąt,
- D nazwami pojedynczych szczytów górskich,
- E nazwami jezior,
- F nazwami chorób, z wyjątkiem (**the**) *flu*, *a cold*, *a headache*, *a sore throat*,
- G rzeczownikami poprzedzonymi zaimkiem dzierżawczym, określeniem ilości czy liczebnikiem.



Przed rzeczownikami takimi jak *school*, *hospital*, *prison*, *church* nie stawiamy żadnego przedimka, jeżeli mówimy o nich w kontekście funkcji, którym służą. W przeciwnym razie stawiamy **the**.

I go to school regularly.

ale: *I often go to the school to talk to my son's teachers.*

Sue went to hospital to be operated on.

ale: *Sue went to the hospital to visit her aunt.*

This dangerous criminal is finally in prison.

ale: *They work as volunteers in the prison.*

6 Wybierz poprawny przedimek.

- 1 Last week **the / -** my friend and I went to **a / -** concert of our favourite band – 'Coldplay'. It was their **the / -** first concert in **- / the** Poland. **A / The** band comes from **- / the** United Kingdom. **The / An** concert was really great!
- 2 **The / -** best time in my life was when I was learning to play **a / the** harp.
- 3 The *Titanic* sank in **- / the** Atlantic Ocean on **the / -** Monday 15th **the / -** April, 1912.
- 4 Celebrities often go skiing in **the / -** Alps in **a / -** winter.
- 5 **The / -** Browns decided to try **a / -** new sport. They would like to play **the / -** squash with us next weekend.
- 6 Many prisoners serving a life sentence were sent to **the / -** Alcatraz Prison which is **a / the** most difficult prison to escape from in **a / the** USA.
- 7 **The / -** Lake Michigan, **the / -** Mont Blanc, **the / -** Orinoko River are the places which Sue would love to see in **a / the** nearest future.
- 8 Doctor, I have **a / -** headache and my throat is quite sore. Do you think it's just **a / -** cold or maybe something worse?

ANOTHER / OTHER / OTHERS / THE OTHERS

7 Przeczytaj poniższe przykłady i zamieść w ramce definicje pogrubionych wyrazów.

- 1 Sue asked her grandmother if she could have **another** of her delicious pancakes.
- 2 When I failed the entrance examination, my teachers told me there were **other** ways of getting a place at university.
- 3 During the meeting some residents opposed the idea of a new road but **others** argued in favour of one.
- 4 One of the two cars stopped at the traffic lights, **the other** kept going.
- 5 I said I wanted to go home after the theatre but **the others** wanted to go to a night club.

Zastosowanie another / other / others / the others

another = jeszcze jeden, następny; stosujemy z rzeczownikami policzalnymi, w liczbie pojedynczej (*another day*)

other = inny, różny; stosujemy z rzeczownikami policzalnymi w liczbie mnogiej lub pojedynczej (*other people*)

others = inni, różne; zastępuje rzeczownik w liczbie mnogiej (np. wymieniony wcześniej w czyjejś wypowiedzi) (*others = other people*)

the other = ten drugi

the others = pozostali, tamci, ci drudzy – w odniesieniu do opisanej wcześniej drugiej z dwóch grup



8 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyte.

→ *Other (Inni) people would be happy about it!*

- 1 (Inni) students would not spend as much time studying in the library as you!
- 2 Can I have (jeszcze jedną) cup of coffee?
- 3 Listen everybody! I will take three of our guests in my car and Tom can take (pozostałych) in his.
- 4 A: Could you show me that blouse, please? Not that one! (Tę drugą) one, with short sleeves.
B: Do you like it?
A: Well, no, sorry. Can I see (jeszcze inną) blouse? Perhaps this blue one will be better?
- 5 Some people jog, (inni) prefer doing yoga.

Powtórzenie

9 Uzupełnij luki, wybierając spośród: a / an, the, -, other / the other / another / others / the others. Uzasadnij swój wybór. Zapisz odpowiedzi w zeszyte.

→ *I don't like this film. Can I switch to another channel?*

- 1 There were two company cars available for the conference. I drove one of them and Julie drove .
- 2 Pollution in Baltic Sea is not as bad as it used to be.
- 3 dogs are the most common animals kept as pets in Poland.
- 4 I've just seen wonderful play at the theatre.
- 5 Can I have glass of lemonade? I'm afraid Ben spilt the first one.
- 6 most important advice I can give you is to wear smart suit to the job interview.
- 7 Spring is season of the year I like most.
- 8 Rysy, highest mountain peak in Poland, is in Tatra Mountains.
- 9 people may disagree, but I think that English food is delicious.
- 10 Take these pills three times day and your condition should improve.
- 11 A: Sorry I can't join you tonight.
B: Don't worry. There will be time.
- 12 A: The accident happened at 4:00 am. So far we have rescued 10 out of the 25 people travelling on this bus.
B: What about .

R 14 Przedimki

Articles

Sprawdź się!

- ✗ 1 Uzupełnij poniższe zdania przedimkami *a / the* lub przedimkiem zerowym (-). Zapisz swoje odpowiedzi w zeszycie.
- I live in a big city in the north of Poland.
- The worst thing that could happen to me would be to have to work seven days a week.
 - On Saturday evenings I like going to a pub and listening to my friend playing a guitar.
 - Once a week I go to a school I used to attend to play a basketball.
 - The last person to leave a room, please switch off the light.
 - The Prime Minister of a Czech Republic will be visiting Poland next month.
 - The Browns like coming to visit us in Poland and spending time with us by a Lake Śniardwy or in a mountains.
 - My friend's ultimate goal is to climb a Kilimanjaro, go trekking in a Himalayas or sail down a Amazon.
 - A pandas have been an endangered species for quite a while.
 - I've had a sore throat and a headache for more than a week. It must be a flu.
 - I'm going on a diving expedition in a Red Sea so I need to get a new wetsuit. A one that I had last year is pretty worn out.

- ✗ 2 Uzupełnij poniższe zdania zaimkami: *another, other, the other, others, the others*. Zapisz swoje odpowiedzi w zeszycie.
- I don't like this jacket. Can I have the other one, the blue one I mean.

- One TV set is not enough for our family. We need to get another one.
- Half of our football team were talking to the journalists and the others were giving out their autographs.
- I tried on black and grey suits. Eventually I bought the black one but now I think I should have gone for the other one.
- Some of my friends study at university, the others have gone abroad to work and a few are unemployed.

Więcej o przedimku nieokreślonym A / AN

Zastosowanie przedimka nieokreślonego *a / an*

Przedimka nieokreślonego *a / an* używamy:

- A** w odniesieniu do pojedynczego produktu / dzieła konkretnego artysty.
*It'd be nice to have **a** Van Gogh in the living room.*
 (= a painting by Van Gogh)
- B** przed nazwiskiem osoby, której nie znamy (wtedy *a / an* odpowiada polskiemu „jakiś”).
*There's **a** Mr Smith on the phone.*

Więcej o przedimku określonym THE

Zastosowanie przedimka określonego *the*

Przedimka określonego *the* używamy w odniesieniu do:

- A** przedstawicieli gatunku, o których mówimy łącznie,
The rhino is threatened with extinction. (ale: *I saw a huge rhino in the zoo.*)
- B** wynalazków: *the Internet, the telephone* (ale: *I have a phone.*)
- C** zamkniętej, ograniczonej liczbowo grupy:
the Polish private schools (ale: *Polish schools*)
the Expressionists (ale: *British painters*)
- D** wyrażen dotyczących środowiska naturalnego:
the sea, the wind, the rain, the weather, the sunshine, the mountains, the climate, the horizon, the sky, the beach
- E** nazw kin i teatrów: *the Odeon, the Playhouse*
- F** nazw większości muzeów: *the British Museum, the Louvre*
- G** tytułów dzienników: *the Times, the Washington Post, the Guardian*
- H** nazw większości hoteli: *the Grand Hotel, the Hilton* i nazw niektórych instytucji i organizacji: *the BBC, The Red Cross*

Ponadto:

- I** kiedy istnieją np. dwie osoby o tym samym nazwisku i chcemy dokładnie określić, o którą osobę chodzi
*That's not **the** Mary Smith I was introduced to.*
- J** mówimy: *the music of the 1980s* (ale: *1960s music*),
the animals of Asia (ale: *Asian animals*)
- K** mówimy: *The life of my friends is really unpredictable.*
 (ale: *Life can be really unpredictable.*)
- L** mówimy: *the Queen, the President of the USA*
 (ale: *Queen Elizabeth, President Obama*)
- M** stosujemy *the* przed przymiotnikiem, do określenia pewnej grupy ludzi: *the poor, the jobless* (ale: *poor people, jobless people*).

Więcej o wyrażeniach bez przedimka

Przedimka nie używamy w wyrażeniach typu:

- A** *to be elected / appointed chairman / president*
- B** *the position of ..., the post of ...* + nazwy zawodów:
the position of teacher, the post of manager
- C** *What nonsense! What weather!* (ale: *What a hot day!*)
- D** *Queen Elizabeth, President Obama* (ale: *the Queen, the President of the USA*)
- E** *in southern / northern Poland* (ale: *in the south / north of Poland*)
- F** *by car / bus / train / plane* (ale: *in the car, on the bus, on the train, on the plane*)
- G** *at night* (ale: *on a summer night*)
- H** *on Friday morning* (ale: *in the morning*)



I like listening to music. ale: *I like listening to the radio.*
I like watching TV. ale: *I like going to the cinema / to the theatre.*

- ✗ 3 Uzupełnij poniższe zdania przedimkami *a / the* lub przedimkiem zerowym (-). Zapisz swoje odpowiedzi w zeszyście.

→ I spent two weeks in the mountains.

- 1 Ever since I was robbed on a train, I hardly ever travel by a train alone.
- 2 I like driving at a night but not being stuck on a wintry night when my car broke down in a middle of nowhere.
- 3 What on the earth have you been doing?
- 4 My friend is going to specialise in a history of a 17th-century Britain.
- 5 A London of a 19th century was very different from a London of a today.
- 6 Having travelled a world, Mike realised how many people live in a totally different world than his.

- ✗ 4 Uzupełnij poniższe zdania przedimkami *a / the* lub przedimkiem zerowym (-). Zapisz swoje odpowiedzi w zeszyście.

→ They live in the south of Poland.

- 1 I spent all a Sunday morning in a National Museum admiring a works of a most famous Polish painters of a 19th century.
- 2 A Mr Kowalski wants to talk to you. He's waiting in a school hall.
- 3 I can't remember a exact date of a party but I think it's going to be a Saturday because most of a guests won't have to go to a office. I hope to have a really great time.
- 4 A South-Asian fauna and flora is a subject matter for a research a friend of mine is going to do in a spring.
- 5 Reading a books about a everyday life of a Indian communities takes me into a completely different reality.
- 6 Going on a cruise down a Nile with a Johnsons was a most memorable adventure holiday we had ever had.
- 7 A grasslands of a Himalayas at a dawn are a absolutely spectacular sight.

Więcej o ANOTHER

Zastosowanie *another*

Another może występować także przed rzeczownikiem w liczbie mnogiej poprzedzonym słowem *few* lub liczebnikiem.

We need **another five people** to do the job.

It'll take us **another few hours** to sort the files.

- ✗ 5 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyście.

→ How about inviting another few people (jeszcze kilka osób) to the barbecue?

- 1 We were having such a great time in the mountains that we decided to spend a (kolejnych kilka dni) there.
- 2 A (Kolejnych siedem komputerów) have been installed in the school IT lab.

- 3 After some time a (kolejnych trzydzieści osób) joined our campaign.

- 4 We need a (jeszcze kilka minut) to make our final decision.

Powtórzenie

- ✗ 6 Uzupełnij poniższe zdania przedimkami *a / the* lub przedimkiem zerowym (-). Zapisz swoje odpowiedzi w zeszyście.

→ I live in a big city in the east of Poland.

- 1 Driving 100 km a hour on a snowy day is a sheer stupidity. Nobody in their right mind drives that fast in such a weather!
- 2 The other day in a Times I came across a ad for a position of a TV presenter with a BBC but on second thoughts decided to work as a reporter.
- 3 Having spent a whole day in a cold I had a terrible headache and a bad cold a next day.
- 4 In a summer a number of my friends who like a winter swimming look forward to a winter season when they can bathe in a freezing cold water of a Baltic Sea.
- 5 Golf is a extremely popular sport in a Scotland. Even a young boys and girls play. All you need is a golf club and a ball and a nearest field in order to play.
- 6 A bag which I left on a train to Glasgow had a brown carrying strap and was made of a leather. There is a reward of £100 for anyone who finds a bag.
- 7 To make a delicious pumpkin pancakes you need a medium-sized pumpkin, a couple of eggs, a flour, a cup of Greek yoghurt and a vegetable oil.
- 8 If you pass me a pen drive from a table, I'll save a file you are working on and send it as a attachment in a email.

- ✗ 7 Wybierz poprawną możliwość.

→ I could see by the / - clouds on a / the horizon that - / the weather was changing for the / - worse.

- 1 I need to find a / the job soon, otherwise I'll become one of the / - unemployed.
- 2 Helen! What a / - surprise! I haven't seen you since you took a / the year off university to travel the / - world.
- 3 Please have other / another sandwich, they were made especially for you and the other / another members of the orchestra.
- 4 The / - Browns live opposite the / - Joneses at a / the end of a / the street.
- 5 Mary bought a / the ticket from a / the machine next to her local post office and caught the / - bus from the / a bus stop opposite her block of flats
- 6 One boy apologised for breaking the shop window but the other / another ran away.
- 7 Many girls in the / - UK used to study the / - sewing and the / - cookery in the / - 70s, but now many prefer to learn the / - chemistry and the / - physics and apply to the / - university to study for the / a degree.

15 Przymiotniki – stopniowanie. Przysłówki

Adjectives – comparatives & superlatives. Adverbs

Regularne stopniowanie przymiotników (COMPARATIVES & SUPERLATIVES)

- ✗ 1 Na podstawie poniższych przykładów uzupełnij zasady stopniowania przymiotników. Zapisz swoje odpowiedzi w zeszycie.

Zasada stopniowania przymiotników krótkich

long – longer – the longest

deep – deeper – the deepest

easy – easier – the easiest

Stopień wyższy przymiotników jednosylabowych i przymiotników dwusylabowych zakończonych na „-y” tworzymy, dodając końcówkę **[? ?]**, a **stopień najwyższy** tych przymiotników tworzymy, dodając końcówkę **[? ?]** i poprzedzamy go przedimkiem **[? ?]** (który odnosi się do rzeczownika opisywanego przez ten przymiotnik).

Zapamiętaj zasady pisowni:

heavy – heavier – the heaviest

friendly – friendlier – the friendliest

- ▶ W przymiotnikach zakończonych na „-y” litera ta wymienia się na **[? ?]**.

big – bigger – the biggest

- ▶ W przymiotnikach jednosylabowych zakończonych na samogłoskę i spółgłoskę, w stopniu wyższym i najwyższym podwajamy tę spółgłoskę.

Zasada stopniowania przymiotników długich

intelligent – more intelligent – the most intelligent

extraordinary – more extraordinary – the most extraordinary

expensive – less expensive – the least expensive

Stopień wyższy przymiotników trzysylabowych i większości dwusylabowych tworzymy dodając **[? ?]** / **[? ?]** przed przymiotnikiem, a **stopień najwyższy** tych przymiotników tworzymy, dodając **[? ?]** / **[? ?]** przed przymiotnikiem i poprzedzamy go przedimkiem **[? ?]**.

more = bardziej the most = najbardziej

less = mniej the least = najmniej

! Niektóre przymiotniki dwusylabowe możemy stopniować na dwa sposoby.

clever – cleverer – the cleverest

clever – more clever – the most clever

Nieregularne stopniowanie przymiotników

good – better – the best

bad – worse – the worst

far – farther / further – the farthest / the furthest

It is **farther** / **further** from Warsaw to Paris than to Berlin.
(w znaczeniu odległości)

For **further** information call 0-801-...
(w znaczeniu „dodatkowe”)

Porównania – struktura zdania

1 Stopień równy

Japanese is as difficult as Vietnamese.

2 Stopień wyższy

Japanese is more difficult for me than English.

2 Stopień najwyższy

Japanese is the most difficult language (of all).

- ✗ 2 Wybierz poprawną możliwość A, B lub C. Zapisz swoje odpowiedzi w zeszycie.

→ Is it **[? ?]** idea you can think of?

A better B best C the best

1 I'm looking for **[? ?]** plane connection to Vienna.

A fast B faster C the fastest

2 Are you sure it is **[? ?]** route to the hostel?

A easy B easier C the easiest

3 Have you met anybody **[? ?]** than Harry?

A nice B nicer C nicest

4 I'm sorry, but this is **[? ?]** solution you could propose.

A bad B worse C the worst

5 Howard's party was as **[? ?]** as ever.

A crazy B crazier C craziest

6 Susan thinks that the last part of *Harry Potter* is **[? ?]** of all.

A interesting B less interesting C the least interesting

- ✗ 3 Uzupełnij poniższy dialog przymiotnikami w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

Liz: Let's go the cinema! I've heard Woody Allen's new film is as **[? ?]** as his previous one.

Josh: OK, but I think the previous one was 1 **[? ?]** (funny) film I've ever seen. I think the theatre play *We know it all* could be 2 **[? ?]** (interesting) than this film.

Liz: Let's go to the theatre then. How are we going to get there? It's much 3 **[? ?]** (far) than the cinema.

Josh: No problem. We can leave earlier than we previously planned and take the underground – it is 4 **[? ?]** (fast) means of transport!

Liz: Fine. It seems to be 5 **[? ?]** (good) idea for tonight. Even 6 **[? ?]** (good) than last week's street party. Have you read any reviews of this play?

Josh: Yes, I have. They are 7 **[? ?]** (favourable) than I would expect. '8 **[? ?]** (wonderful) performance in the city!', '9 **[? ?]** (amazing) acting of all time!'. We must see it.

Liz: OK, OK, I get it. We will go and see it. You are as 10 **[? ?]** (convincing) as the lawyers in my office.

Josh: I'm glad you agreed. So, we are set.

Wyrażenia wzmacniające znaczenie przymiotnika

too / how – przed przymiotnikiem**enough** – po przymiotniku**what + a / an** + przymiotnik + rzeczownik**so** – przed przymiotnikiem**such + a / an** + przymiotnik + rzeczownikOur dog is **too lazy** to jump over this low fence.I'm **strong enough** to live without you.**How nice** to see you!**What a beautiful** day!Mark is **so handsome**!Mark is **such a handsome man**!

- ✗ 4 Uzupełnij poniższe zdania słowami *too, enough, how, what, so, such*. Zapisz swoje odpowiedzi w zeszycie.

→ Mark is handsome **enough** to be an actor.

- Is this news important **?** to make the headlines?
- The manual was **?** difficult for me to understand.
- ?** nice to be at home at last!
- I can't believe it – it is **?** good to be true.
- This river is **?** polluted that there can't be any fish in it.
- ?** an interesting book I have found!
- Don't you think she was **?** kind to Mike after what he had said to her?
- These are **?** expensive paintings. I don't think I can afford any of them.
- ?** nice to meet you at last! We've heard so many things about you.
- Look at this mountain. Do you think we will manage to get to the top? It is **?** high.

Przymiotniki po czasownikach postrzegania

This dress looks **great**! = Ta sukienka wygląda wspaniale.
(*great* jest tu przymiotnikiem)

This vegetable soup smells **tasty**! = Ta zupa jarzynowa smacznie pachnie.
(*tasty* jest tu przymiotnikiem)

- ✗ 5 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ This song **sounds perfect** (brzmi doskonale).

- This meal **?** (wygląda smacznie) – it's so colourful.
- I **?** (czuję się dziwnie). I think I'll lie down.
- His voice **?** (nie brzmi miło), but he is still a popular artist.
- Yuk! This deodorant **?** (pachnie okropnie).
- Your sister **?** (wygląda na szczęśliwą) – I think she has a new boyfriend.
- You **?** (wyglądasz pięknie) with your new hairstyle.
- Your proposal **?** (brzmi bardzo ciekawie) but I don't have enough time to get involved.
- The apple pie my aunt makes **?** (pachnie cudownie) when it is taken hot from the oven.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Tworzenie przysłówków (ADVERBS)

- ✗ 6 Na podstawie poniższych przykładów uzupełnij reguły tworzenia przysłówków. Zapisz swoje odpowiedzi w zeszycie.

hopeful – *hopefully*kind – *kindly*bad – *badly*

Przysłówkę tworzymy przez dodanie do przymiotnika końcówki **ly**.



Zapamiętaj zasady pisowni:

easy – *easily*happy – *happily*heavy – *heavily*

► Jeżeli przymiotnik kończy się na „-y”, to tworząc przysłówkę zamieniamy „-y” na **ly**.

frantic – *frantically*artistic – *artistically*

ale:

public – *publicly*

► Jeżeli przymiotnik kończy się na „-ic”, wówczas tworzymy przysłówkę, dodając końcówkę **ly**.

Nieregularne tworzenie przysłówków

Przymiotnik

good

fast

low

young

hard

late

short

Przysłówkę

well

fast

low

young

hard

late

short



Porównaj:

1a He came home **late**. = Wrócił do domu **późno**.

1b He has seemed to be so happy **lately**. = Ostatnio wydawał się być taki szczęśliwy.

2a She works **hard**. = Ona ciężko pracuje.

2b She **hardly** works at all. = Ona **prawie wcale** nie pracuje.

Zapamiętaj:

hard = ciężko, trudno**hardly** = prawie nie**late** = późno**lately** = ostatnio

- ✗ 7a Przepisz tabelkę do zeszytu i uzupełnij ją.

PRZYMOTNIK	PRZYSŁÓWEK
clumsy	<i>clumsily</i>
?	fast
hard	?
good	?
young	?
?	luckily
bad	?

- 7b Uzupełnij poniższe zdania przymiotnikami i przysłówkami z tabelki w ćwiczeniu 7a. Zapisz swoje odpowiedzi w zeszyście.

Tim behaves rather clumsily on the pitch, doesn't he?
He can't kick properly.

- I believe you are to have such understanding parents.
- Don't drive so ! There's a speed limit of 50 kph.
- Mark has done really in his exams – he got four Fs. The exams were very though – many students failed them.
- This soup tastes really ! Congratulations!
- Kurt Cobain died – he wasn't even thirty.

Regularne stopniowanie przysłówków

- 8 Na podstawie poniższych przykładów uzupełnij zasady stopniowania przysłówków.

Zasady stopniowania przysłówków

slowly – **more slowly** – **the most slowly**
deeply – **more deeply** – **the most deeply**
nicely – **less nicely** – **the least nicely**

Stopień wyższy przysłówków zakończonych na „-ly” tworzymy, dodając / przed przysłówkiem, a stopień najwyższy tych przysłówków tworzymy, dodając / przed przysłówkiem i poprzedzamy go przedimkiem .

hard – **harder** – **the hardest**

late – **later** – **the latest**

fast – **faster** – **the fastest**

Przysłówki mające taką samą formę jak przymiotniki stopniujemy tak, jak te przymiotniki.

Nieregularne stopniowanie przysłówków

badly – worse – worst

well – better – best

many/much – more – most

little – less – least

Wyrażenia wzmacniające znaczenie przysłówka

too – przed przysłówkiem

enough – po przysłówku

I know you **too well** not to guess what you will do.

I know you **well enough** to guess what you will do.

- 9 Wybierz poprawną możliwość A, B lub C. Zapisz swoje odpowiedzi w zeszyście.

Could you talk ? I can't hear you.

A loud B louder C loudest

- Could we meet ? I miss you so much.
A often B more often C most often
- You don't have to take a taxi. The theatre is than you think.
A near B nearer C nearest

- Mark works really hard, but to manage this project he needs to work of us all.

A hard B harder C the hardest

- If you get a discount, you will pay 20% .

A little B less C the least

- Are we going fast to get to the airport on time?

A enough B too C much

- Will you come a bit to help me before the party starts?

A early B earlier C earliest

- 10 Wybierz poprawną możliwość.

Behave nice / nicely during the visit to your grandparents.

- You are doing very good / well in this match, but I know you can do even good / better.
- Is this water clean too / enough to swim here?
- 'U2' hard / hardly ever performs in Poland – I can't wait for their next concert.
- Can everyone hear me? Am I speaking loudly too / enough?
- Everyone would like to be praised more / most. People like compliments.
- They say she is mad / madly in love with her husband.
- Beth has deep / deeply feelings for you.
- It is common / commonly known that the Amazon is such a wide / widely river that you cannot see the other bank.
- I believe snakes are more / most dangerous than lizards.
- John drove through the town so fast / faster that he missed his turning.

- 11 Przymiotniki w nawiasach podaj w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszyście.

It's the biggest (big) mistake in my life.

- John always ate (fast) out of everyone at lunch so that he could play football for as long as possible.
- Jazz musicians can usually play their instruments (good) than rock musicians.
- Jill dances so (bad) that she always refuses when someone asks her to dance with them.
- One truck was driving (slow) than the others and caused a huge queue of traffic to form behind it.
- Out of all of the cakes entered in the competition Bob's was presented (nice).
- The five years I spent in the Australian bush was the (little) happy period of my life.

Powtórzenie

- ✗ 12 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyty.

→ I'm dreaming of a bigger (większy) house.

- 1 [?] (Jak miło) of you that you agreed to take care of my dog while I'm on holiday.
- 2 It is [?] (tak ciemno) outside that I'm scared to go out on my own.
- 3 If you would like to know [?] (więcej) about the subject of the conference, go to our website.
- 4 They are [?] (najbardziej szczerzy) people I've ever met.
- 5 Could you speak [?] (wolniej)? I can't understand what you're saying.
- 6 Yummy! These raspberries are [?] (tak słodkie jak) chocolate.
- 7 You're not [?] (wystarczająco duży – w sensie wieku) to watch this film.
- 8 He told me [?] (taką zabawną historię) that I fell off my chair.
- 9 I think that Helen's cake is [?] (lepsze niż) John's.
- 10 If your homework is [?] (za trudna), talk to your teacher after the lesson.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

- ✗ 13 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego i otrzymać poprawne zdania. Zapisz swoje odpowiedzi w zeszyty.

→ There were no vases in the collection more beautifully decorated than the Chinese ones.
The Chinese vases were the most beautifully decorated in the collection. **MOST**

- 1 There is no-one in our club more talented at rock-climbing than Jim.
Jim is [?] rock-climber in our club. **MOST**
- 2 Getting a visa to travel through Tibet was easier than we expected.
We thought getting a visa to travel through Tibet [?]. **DIFFICULT**
- 3 The ticket for the castle gardens was a lot cheaper than the ticket for the castle building.
The ticket for the castle gardens was [?] the ticket for the castle building. **LESS**
- 4 Fresh cherries are better than frozen cherries when making Black Forest Gateau.
Frozen cherries [?] fresh cherries when making Black Forest Gateau. **GOOD**
- 5 Have you ever seen a dress as beautiful as Mary's wedding dress?
Have you ever seen a dress [?] Mary's wedding dress? **THAN**
- 6 The evenings are much colder this winter than last year.
This winter the evenings [?] last year. **AS**
- 7 The new series of 'City Hospital' is less popular than the previous series.
The new series of 'City Hospital' is [?] the previous series. **NOT**

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

- 8 It's not as far to the lake if you go on foot.
It's [?] to the lake if you go by car. **A LOT**
- 9 I don't think I've ever moved a heavier wardrobe than this one.
This is [?] I've ever had to move. **THE**

- ✗ 14 Uzupełnij poniższe zdania wyrazami z ramki, tak aby powstały poprawne zdania. Zapisz swoje odpowiedzi w zeszyty.

luckily • steady • reasonably • wonderful • lucky • wonderfully • hardly • reasonable • **steadily** • hard

- You need to hold the teapot more steadily or you will spill tea on our guests.
- 1 The computer is broken but [?] I don't have to use the computer tonight.
 - 2 That suit looks [?] on you!
 - 3 The rain was falling so [?] that drivers could only see a few metres ahead of them.
 - 4 It wasn't very [?] of Jack to take his football home. Mike was just about to take a penalty.
 - 5 The actors [?] had time to sit down before the next rehearsal began.
 - 6 Accurate measurements require a good eye and a [?] hand.
 - 7 Don't play with knives! You were very [?] not to be seriously injured.
 - 8 I think the new smartphones from Tele are quite [?] priced.
 - 9 The film was [?] entertaining and the special effects were magnificent.

- ✗ 15 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyty.

→ What a beautiful (Jaka piękna) dress!

- 1 Will this shirt be [?] (wystarczająco sucha) to wear to work tomorrow?
- 2 It was [?] (taki stary) building that some parts were closed to the public for safety reasons.
- 3 The new mattress was [?] (zbyt duży) to get into our car.
- 4 The letter was [?] (tak ważny) that I sent it by registered mail.
- 5 We are having our driving tests on the same day and with the same instructor. [?] (Co za) coincidence!
- 6 [?] (Jak przyjemnie) it is to enjoy a walk in the park on a sunny day.
- 7 Susan doesn't look very [?] (wesoła). Do you think she argued with Karen again?
- 8 [?] (Co za) lovely material. I think I'll make some cushions for my sofa with it.
- 9 It's [?] (tak daleko) to the next petrol station. Do you think we have enough petrol to get there?
- 10 He was [?] (taki) charismatic leader that millions of people admired him and his ideas.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

R 15 Przymiotniki i przysłówki

Adjectives & Adverbs

Still waters run deep.

Sprawdź się!

- ✗ 1 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ Mike speaks English well (good).

- To my surprise, over the last ten years the city has changed ? (dramatic) than I thought.
- After a serious injury, Paula doesn't train ? (hard) as she used to.
- We go to the cinema ? (often) than we used to, which is a pity.
- He is a great runner. In the last tournament he ran ? (fast) of all.
- There's no doubt that Kate is ? (intelligent) person I've ever met.
- You look really ? (nice) in that dress.
- Should you need any ? (far) details, please contact our representative.
- They got married three months later and lived ? (happy) ever after.
- Fortunately, our presentation turned out to be ? (much) interesting of all.
- After the injury Mike performed ? (bad) in the last five matches.
- I feel ? (bad) today than I did yesterday.
- Aunt Kathy is considered to be ? (adventurous) person in our family.

- ✗ 2 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ The exam was easier (łatwiejszy) than I expected.

- We had ? (taki) nice stay in the mountains that we'd like to go back next year.
- Our new French teacher was ? (równie wymagający jak) the previous one.
- This offer seems ? (wystarczająco atrakcyjna) for us to consider it in more detail.
- Look at that! ? (cóż za fantastyczny) view!
- Sorry, I'm ? (zbyt zajęty) at the moment. I'll give you a call later.
- ? (Co za okropna) weather! Another rainy day.
- ? (Jak wspaniale) it is to get away from it all for a couple of days.
- I was ? (tak) tired that I stayed at home all day long.
- Your bag would be ? (lżejsza) if you didn't carry all those school books around with you.
- Jackie speaks Greek ? (tak płynnie) that many people think she is a native speaker.
- The water in the lake was ? (wystarczająco ciepła) for us to swim in it in March.
- I felt so ? (wygodnie) in the soft theatre seat that I was soon fast asleep.

Więcej o przymiotnikach i przysłówkach – formy nieregularne

- 3 Przeanalizuj przykłady ilustrujące nieregularne stopniowanie przymiotnika *old*. Kiedy konieczne jest użycie form *older*, *the oldest* odpowiednio w stopniu wyższym i najwyższym, a kiedy możliwe są również formy oboczne *elder*, *the eldest*?

- Kate is my **elder** / **older** sister. She is five years older than me.
- Pete is their **eldest** / **oldest** son, three years older than Mary, their middle daughter.

THE ..., THE ...

- ✗ 4 Przeanalizuj przykłady, przetłumacz je na język polski, a następnie uzupełnij reguły (A–C). Zapisz swoje odpowiedzi w zeszycie.

- We're working **faster and faster**. **The sooner** we finish, **the better**.
- I feel **more and more** relaxed. **The more often** I do sports, **the healthier** I feel.
- The rich** seem to be getting richer whereas **the poor** are getting even poorer.
- The elderly** should be looked after by **the young**.

A Odpowiednikiem polskiego „im..., tym...” w języku angielskim jest konstrukcja:

the + ? **+** **the +** ?

B Żeby wyrazić „coraz...” (bardziej, częściej, zimniej itp.) w języku angielskim, należy powtórzyć przymiotnik / przysłówkę w stopniu ?.

C W odniesieniu do grup ludzi w ujęciu ogólnym (bogaci, biedni itd.), używamy ?.

- ✗ 5 W poniższych zdaniach popraw błędy tam, gdzie to konieczne. Zapisz swoje odpowiedzi w zeszycie.

→ He speaks English ~~good~~ well.

- My brother is seven years elder than me, no wonder he's so mature.
- More money they have, less they can save.
- Tanya travels a lot so she is getting more fluent and more fluent in English.
- Liz's elder sister has just graduated.
- The elderly people should be given more support from the state.
- The more ambitious you are, the likely you are to succeed.
- Unemployed should not feel that they are excluded from society.
- The more time you spend practising the piano, the easy it will be to play difficult compositions.
- Our foundation is having an open day to raise awareness about blind.
- The more people who come to the concert, the more likely we are to raise enough money to renovate the cultural centre.

Więcej o stopniowaniu przymiotników

6 Które z poniższych zdań wskazują na dużą lub niewielką różnicę między porównywanymi elementami oraz na brak różnicy? Ułóż podobne zdania, podając konkretne tytuły książek czy filmów.

- 1 The film is **just / every bit as good** as the book.
- 2 The film is **almost / nearly as good** as the book.
- 3 The film is **nowhere near as good** as the book.

7 Przeanalizuj poniższe przykłady, a następnie uzupełnij regułę, wybierając jedną z podanych *pochyłym drukiem* możliwości.

- 1 This film is **a bit / slightly better** than the book. (small difference)
- 2 This film is **considerably / much / far / a lot better** than the book. (big difference)
- 3 This is **nearly / easily / by far the best** film I have ever seen.

a bit / slightly / much / far / considerably / a lot better + stopień wyższy / najwyższy przymiotnika.
nearly / easily / by far + stopień wyższy / najwyższy przymiotnika.

8 Wykorzystując wyrazy w nawiasach, utwórz poprawne zdania. Zapisz swoje odpowiedzi w zeszycie.

Mike's French is ***much better*** (*much / good*) than John's.

- 1 This is **?** (*by far / controversial*) film I have ever seen.
- 2 The exhibition we saw yesterday was **?** (*near / good*) as we had expected it to be.
- 3 Dave came tenth in the competition so he is **?** (*lot / bad*) than his sister, who won it.
- 4 The choice is difficult as the first suggestion is **?** (*every bit / attractive*) as the second.
- 5 The new shopping centre is **?** (*easily / crowded*) place in my town at the weekend.
- 6 If I were to choose, I'd go for the nearby restaurant as it is only **?** (*bit / expensive*) than the one in the centre.
- 7 Seeing the Grand Canyon from a coach window is not **?** (*nearly / breathtaking*) hiking to the bottom with a rucksack on your back.
- 8 A McIntosh apple tends to be **?** (*a bit / juicy*) than a Granny Smith.
- 9 This new material by 'The Rusty Pipes' is **?** (*nowhere / melodic*) the music they were producing a few years ago.
- 10 A visit to the industrial part of Lower Silesia is **?** (*considerably / interesting*) than most people think.

Przymiotniki złożone (COMPOUND ADJECTIVES)

Zasady tworzenia przymiotników złożonych

Przymiotniki złożone tworzymy z użyciem:

- A** imiesłówów czynnych,
a money-making business, a long-lasting career, a hard-working student, a fast-running sportsman
- B** imiesłówów biernych,
home-made food, ready-made meals, well-behaved children.

9 Uzupełnij poniższe zdania wyrazami z ramki w odpowiedniej formie, tworząc przymiotniki złożone. Zapisz swoje odpowiedzi w zeszycie.

manner • paint • open • raise • line • speak • write

It's a really well-**written** book.

- 1 A Greek- **?** secretary might be an asset to the company.
- 2 Tree- **?** alleys make my area a really attractive place to live in.
- 3 Well- **?** teenagers should be encouraged to promote good conduct among their peers.
- 4 Fortunately, this hair- **?** story ended happily and we got home safe and sound.
- 5 Going to India turned out to be a really eye- **?** experience.
- 6 The hand- **?** tea pot was worth a fortune.

Przymiotniki i przysłówki o takiej samej formie. Przysłówki o dwóch formach

10 Przeanalizuj poniższe przykłady. Jakimi częściami mowy są wytłuszczone słowa? Podaj inne przykłady przysłówków, które funkcjonują w podobny sposób.

- 1 As a **highly** ambitious student I have always aimed **high**.
- 2 **Hardly** anyone is aware of how **hard** she works.
- 3 You **rightly** pointed out that we shouldn't break for coffee **right** in the middle of the discussion.
- 4 I know we're running **short** of time. Don't worry, I'll be ready **shortly**.
- 5 Little Tricia **wrongly** assumed that adults never get things **wrong**.
- 6 Although the station was very **near**, it was **nearly** time for them to leave.
- 7 Everyone would like to be treated **fairly** but are they ready to play **fair**?
- 8 We're running short of supplies and **shortly** there will be nothing left to eat.

11 Wybierz poprawną możliwość.

Look at the map close / **closely**.

- 1 In addition to being a *high / highly* motivated athlete, he has always played *fair / fairly*.
- 2 *Short / Shortly* after I had moved in, it turned out that my boss lived *near / nearly* my place.
- 3 They worked *hard / hardly* day and night to drill their way to the secret passage *deep / deeply* underground.
- 4 When the manager realised Kate had been *wrong / wrongly* accused of the fraud, he insisted on contacting her *direct / directly*.
- 5 You *right / rightly* remarked that she looks really *nice / nicely* with her hair dyed red.
- 6 It's no use running so *fast / fastly*. We're going to arrive *late / lately*, anyway.
- 7 Open the window as *wide / widely* as you can. It's *fair / fairly* dark in here.
- 8 I think I went *wrong / wrongly* when I turned left at the roundabout instead of going straight on.

Kolejność przymiotników przed rzeczownikiem

- ✗ 12 Przeanalizuj poniższy przykład, w którym przymiotniki są ustawione przed rzeczownikiem w kolejności właściwej dla języka angielskiego. Następnie uzupełnij regułę nazwami odpowiednich kategorii podanymi w ramce. Zapisz swoje odpowiedzi w zeszycie.

opinion • origin • size • shape •
colour • age • material

- 1 2 3 4
beautiful small new round
5 6 7 + noun
beige Italian canvas handbag

! Przymiotnik wyrażający opinię **zawsze poprzedza** wszystkie inne przymiotniki.

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- ✗ 13 Przymiotniki podane w nawiasach uporządkuj według powyższej reguły. Zapisz swoje odpowiedzi w zeszycie.

→ Paul is a tall, middle-aged (middle-aged, tall) man.

- The picture shows an elderly-looking woman in front of a (French, retro, white) car.
- She is dressed in a (chiffon, knee-length, blue) dress.
- Next to her there is a (good-looking, middle-aged, slim) man, probably her relative.
- He is wearing a (tight-fitting, brand-new, smart) suit.
- The most impressive feature of the kitchen was the (rectangular, oak, large) table.
- We were served (jam, huge, delicious, round) doughnuts.
- All the wedding guests wore (pink, small, star-shaped) flowers.
- The cinema is showing a season of (Italian, feature-length, black-and-white) films.
- Harry spent his early years in a (huge, 19th-century, depressing) boarding school.
- My aunt has a (lovely, blue-eyed, young) Siamese cat called Tess.

Powtórzenie

- ✗ 14 Wybierz poprawną możliwość A, B, C lub D. Zapisz swoje odpowiedzi w zeszycie.

→ She sings .

A good B more good C more better D well

- Have you seen my trousers anywhere?
A cotton brown trekking
B trekking brown cotton
C brown cotton trekking
D trekking cotton brown
- Armenia is as expensive as we thought.
A nowhere just
B nowhere near
C nowhere nearly
D nowhere easily

- 3 trip! We had a fantastic time.

A How a great
B How great
C What great
D What a great

- 4 Florence is spectacular city in Italy.

A considerably a more
B considerably the most
C by far a more
D by far the most

- 5 The twins were eating apples.

A red big round
B round red big
C big round red
D big red round

- 6 Tina is feeling a lot than she did this morning.

A better
B more good
C the best
D weller

- 7 Are you all sitting ? Now I'll begin the story.

A comfortable
B more comfortable
C most comfortably
D comfortably

- 8 The more technical the race-track, you have to drive.

A the careful
B the more carefully
C more careful
D the more careful

- 9 The new album by 'Devious Dolls' is their last one.

A bit better than
B every bit as good as
C every bit good as
D just a bit good as

- 10 idea! Do you think we could persuade the council to support your plan?

A How an interesting
B What interesting an
C How interesting
D What an interesting

- ✗ 15 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ Peter speaks Spanish better (lepiej).

- (O wiele więcej) people took part in the demonstration than the media reported.
- Generally, fast food (w żadnym razie nie jest tak smaczny) as home-made food.
- As the meeting continued, the audience seemed to be (coraz mniej zainteresowani) in what the guest speaker had to say.
- Nowadays, the (młodzi ludzie) are believed to have much better prospects than their parents.
- This is (zdecydowanie najbardziej przekonujący) slogan we've ever heard.

- 6 They ran [?] (zbyt szybko) for me to catch up.
 7 [?] (Co za wspaniała) surprise! I didn't expect to see you here.
 8 We felt pretty [?] (komfortowo) in our small cottage by the lake.

✗ 16 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

→ Greg is a slow runner. SLOWLY

Greg runs slowly.

- 1 He spoke Spanish so fast that I couldn't understand him. ENOUGH
 He [?] understand him.
 2 When it comes to the price, there is no difference between the CD and the book. AS
 When it comes to the price, the CD [?] the book.
 3 I can observe a steady progress in my French. AND
 I can observe that my French is getting [?].
 4 The red booklet is much more informative than the blue one. NEAR
 The blue booklet is [?] the red one.
 5 Sadly, nowadays only some unemployed people have a chance of landing a good job. THE
 Sadly, nowadays only some of [?] have a chance of landing a good job.
 6 The music was so loud that I couldn't listen to it. TOO
 The music was [?].
 7 The climb was so difficult that we gave up halfway through. SUCH
 It was [?] that we gave up halfway through.
 8 A weekend by the lake? That's absolutely fantastic! HOW
 A weekend by the lake? [!]!

✗ 17 Utwórz przymiotniki złożone (compound adjectives) od zwrotów podanych w nawiasach. Zapisz swoje odpowiedzi w zeszycie.

→ Josh is a hard-working student. (works very hard)

- 1 The mayor of our city is a / an [?] (born in Edinburgh) archaeology graduate.
 2 All [?] (of middle age) men should have regular check-ups with their family doctor.
 3 This region of Italy is famous for its [?] (made by hand) violins.
 4 The [?] (covered in dust) library shelves held some of the most valuable books in the world.
 5 [?] (with short hair) terriers are much easier to groom than those with long hair.
 6 Medieval knights would often fight with large [?] (with a double edge) swords.
 7 Fiona's husband bought her a [?] (the shape of a heart) box of chocolates for her birthday.
 8 That [?] (makes your mouth water) pizza we had at Gino's was so big I couldn't eat it all.
 9 Vic met a [?] (with green eyes) woman while working in Ireland and immediately fell in love.
 10 The [?] (tastes sweet) fruit of the mulberry tree is sometimes used to make jam.

✗ 18 Przetłumacz słowa i wyrażenia podane w nawiasach na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ Your English is getting more and more (coraz bardziej) fluent.

- 1 The schoolchildren were [?] (tak rozczarowani) when their bus broke down that the teacher decided to treat them all to ice cream.
 2 The vegetable curries in India were [?] (zbyt pikantne) for me.
 3 As the [?] (najstarszy) son Henry expected to inherit the family business.
 4 [?] (Im częściej) you visit the dentist, the fewer problems you'll have with your teeth.
 5 There is no reason why [?] (bogaci) should not do more to help [?] (biedni).
 6 The new driving test is [?] (równie trudny jak) the old one.
 7 [?] (Co za) shame you couldn't stay till the end of the match! You missed a great goal.
 8 Sarah is [?] (tak fantastyczną) swimmer. I think she will represent her country in the near future.
 9 The more often I exercise in the morning, [?] (tym bardziej) energetic I feel in the afternoon.
 10 The winters seem to be getting [?] (coraz cieplejsze). I wonder if it's connected with global warming.

✗ 19 Wybierz poprawną możliwość: A, B lub C. Zapisz swoje odpowiedzi w zeszycie.

→ This is [?] onion soup I've ever tasted.

A best B the best C the better

- 1 I admire Emma because she works so [?].
 A hard B hardly C harder
 2 Do you think this essay is [?] to enter the competition?
 A good enough B as good as C enough good
 3 Floating in space is [?] feeling I have ever experienced.
 A most extraordinary
 B the more extraordinary
 C the most extraordinary
 4 Buenos Aires is [?] fascinating city, rich in old and modern architecture.
 A so B so a C such a
 5 Learning German is not [?] learning French.
 A more difficult as
 B as difficult as
 C difficult than
 6 Why were you home so [?] last night?
 A lately B later C late
 7 Playing tennis is [?] interesting than watching it on television.
 A far more B lot more C much
 8 Could you drive a bit [?]? I don't feel too well.
 A slower B more slowly C more slow
 9 Looking down from the Empire State Building, Lee felt [?].
 A dizzy B the dizziest C dizzy

SOME / ANY

- ✗ 1 Na podstawie poniższych przykładów uzupełnij zasady podane w ramce i zapisz je w zeszycie.
- There are **some** interesting jazz concerts in Warsaw this month.
 - ‘There is **some** good in the worst of us and **some** evil in the best of us. (Martin Luther King, Jr.)
 - Did Sue get **any** presents for her birthday?
 - Ethan does not know **any** guitar chords.
 - Have you got **any** apple juice?

Zasady stosowania **some** oraz **any****some** = kilka, trochę

stosujemy w zdaniach

any = żadne

stosujemy w zdaniach

any = jakieś

stosujemy w zdaniach

Po obu tych określnikach **some / any** mogą występować zarówno rzeczowniki policzalne w liczbie (np.), jak i rzeczowniki niepoliczalne (np.).



Would you like **some** water?

Jeżeli coś proponujemy, to **some** stosujemy również w pytaniach.

some / any + one / thing / body = someone, something, somebody, anyone, anything, anybody

- ✗ 2 Uzupełnij zdania wyrazami **some**, **any** lub ich złożeniami. Zapisz swoje odpowiedzi w zeszycie.

Has **anybody** seen my mobile?

- A: Tell me what you can see through the window.
B: There are some trees and animals. There are also people. There aren't buildings and there aren't vehicles, either. There are clouds in the sky, but it isn't raining.
- Is there information on the exam results?
- Does interesting happen in this place? I'm bored to death!
- I don't understand the lecturer is saying.
- Would you like chocolate mousse for dessert?
- I believe Harry has cousins who live in Cork – we could visit them.
- I'm afraid my brother won't have good ideas on how to solve this problem.
- is going on over there. Let's see what's happening.
- has broken into the newsagent's.
- Who knows when the Battle of Grunwald took place?

EACH / EVERY / NO / ALL / NONE

- ✗ 3 Na podstawie poniższych przykładów uzupełnij zasady podane w ramce i zapisz je w zeszycie.
- Each year at school is different.
 - Every year we learn something new.
 - No two school years are the same.
 - No year at school is boring.
 - All (the) school years are interesting.
 - None of the school years is less important than the others.

Zasady stosowania **each / every / no / all****each** = każdy

– ma na celu podkreślenie odrębności każdego przedmiotu

every = każdy / wszystkie

– ma na celu podkreślenie podobieństwa przedmiotów w grupie

every + one / thing / body = everyone, everything, everybody**no** = żaden element z danej grupy (większej niż dwa)**all** = wszystkie

A Po **each** i **every** występuje rzeczownik w liczbie (np.).

B Po **no** może wystąpić rzeczownik w liczbie

(np.) lub (np.).

C Po **none of (the)** występuje rzeczownik w liczbie

(np.).

D Po **all (the)** występuje rzeczownik w liczbie

(np.).

- ✗ 4 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

Every day (Każdy dzień) is the same.

- Have you been to (wszystkich koncertach) of 'Depeche Mode' in Poland?
- (Żadne danie) is better than spaghetti – in my humble opinion.
- You don't need to worry. (Wszystko) is fine.
- Jason would like to visit (każde) museum in Chicago. And I would like to visit (wszystkie galerie sztuki) in New York.
- There were (żadnych problemów) with the flight. (Wszystko) is ready here – we can't wait until you arrive!
- (Każda książka) by Dan Brown has been controversial.
- If we don't inform (wszystkich naszych przyjaciół) about the changes, they will be really disappointed.
- (Każde pytanie) you are asked at an interview is important.
- (Wszystkie te pytania) can be answered when we talk to the head teacher.
- (Żadne z pytań) he asked me made any sense at all.

EITHER / NEITHER / BOTH

either = każdy z dwóch
either + rzeczownik w liczbie pojedynczej
either of + rzeczownik w liczbie mnogiej
*James could buy a Porsche or a Jaguar. **Either** car is expensive.*

neither = żaden z dwóch
neither + rzeczownik w liczbie pojedynczej
neither of + rzeczownik w liczbie mnogiej
*James has a Porsche and a Jaguar. **Neither** car is yellow.*

both = oba, obie
Both cars are fast.

- ✗ 5 Uzupełnij poniższe zdania wyrazami *either*, *neither* lub *both*. Zapisz swoje odpowiedzi w zeszycie.

→ Tom and Jane failed the exam. Neither of them knew the answers.

- There are stationery shops
A on [?] sides of the high street.
B on [?] side of the high street.
- We can play tennis or go jogging.
A [?] activity helps to burn calories.
B [?] activities help to burn calories.
- Sushi and carrot salad are both good when you are on a diet as [?] of them contains fat.
- Twilight* was dull and *Sunrise* was boring – [?] book captured my imagination.
- I can't afford [?] those T-shirts but [?] of them have a great design.

MANY / MUCH

- 6 Na podstawie poniższych przykładów wybierz słowo, które utworzy poprawną definicję.

- There are **many** James Bond films.
- How **much** money does the actor playing James Bond earn for every film?

Much / Many są używane w pytaniach i przeczeniach oraz w bardziej formalnych wypowiedziach twierdzących. **A lot** jest używane w twierdzeniach.

many = dużo, wiele
 stosujemy z rzeczownikami *liczebnymi / niepoliczalnymi*.

much = dużo, wiele
 stosujemy z rzeczownikami *liczebnymi / niepoliczalnymi*.

! **much** = a lot of / lots of = **many**

- ✗ 7 Uzupełnij luki określeniami *many* i *much*. Zapisz swoje odpowiedzi w zeszycie.

→ Sue has many friends.

- Has George got [?] hand luggage?
- I haven't got [?] time, so let's get to the point.
- Did [?] people come to the concert of this singer?
- Will John invite [?] students to this international conference?
- Julie has been a vegan for [?] years.
- You shouldn't eat so [?] food before going to bed – it's not healthy.

(A) LITTLE / (A) FEW

- 8 Na podstawie poniższych przykładów wybierz słowo, które utworzy poprawną definicję.

- Sarah is not very sociable – that's why she has very **few** friends.
- On the other hand, her brother has **a few** friends and he can rely on them.
- I have very **little** money – I can't even buy a chocolate bar.
- I still have **a little** money – not much, but enough for a small snack.

Zasady stosowania (a) few, (a) little

few = kilka / niewiele
 występuje z rzeczownikami *liczebnymi / niepoliczalnymi*

a few = kilka / niewiele
 występuje z rzeczownikami *liczebnymi / niepoliczalnymi*

little = mało / niewiele
 występuje z rzeczownikami *liczebnymi / niepoliczalnymi*

a little = trochę
 występuje z rzeczownikami *liczebnymi / niepoliczalnymi*

- ✗ 9 Wybierz poprawną możliwość.

→ This girl has quite a few / little / a little dogs. More than enough for someone who lives in a studio flat.

- Less and less / Fewer and fewer animals are kept in ZOOS.
- Jay Z has very few / a few / little / a little time for this interview – don't waste the chance to ask him all the questions you want.
- Annie did less / the least / fewer / the fewest exercises during the aerobics session than her sister.
- There were few / a few / little / a little rainy days when we stayed with my aunt in Wales but we had a good time anyway.
- I have few / a few / little / a little ideas for a birthday present for Lisa, but I don't know if they are any good.
- There is few / a few / little / a little chance of Jack staying with this company if he's not prepared to work long hours.

Powtórzenie

- ✗ 10 Wyrazy podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ All (Wszystkie) films at the Berlin Festival were great.

- We have two ideas, but I think [?] (żadne z dwóch) solution is good in this particular situation.
- I think [?] (wszystkie) solutions will be good in this difficult situation.
- There were two cars blocking the main entrance to the town hall. [?] (Oba) of them were towed away by traffic police.
- Dear Sue, I have had [?] (wiele) things on my mind lately, which is why I haven't written for so long.
- I need [?] (kilka) bus tickets to get to work this week. [?] (Żadne) of the ones I have are valid!
- This photo doesn't show [?] (żadnych) breathtaking views; there are just [?] (niektórzy) people riding horses in a field.

R 16 Określenia ilości

Quantifiers

It is discouraging how many people are shocked by honesty and how few by deceit. NOEL COWARD

Sprawdź się!

✗ 1 Wybierz poprawną możliwość.

→ I don't have some / any free time.

- Can I offer you *some* / *any* more tea?
- Sadly, *few* / *a few* people came to the class reunion.
- Unfortunately, *none* / *neither* of my two sisters wanted to help me with my homework.
- Each* / *Either* member of the team did their best in the tournament.
- All* / *Both* of my parents stand by me whenever I have a problem.
- We have too *little* / *few* information to draw any conclusions.
- I saw several different backpacks but I liked *none* / *no* of them.
- We were offered two Ford models but we didn't choose *either* / *neither* of them.
- I still have *much* / *a lot* of time left so we could have a coffee somewhere.
- These days *less and less* / *fewer and fewer* people read books.
- How *much* / *many* news did you tell them?
- Neither* / *None* of our club members participated in the last conference.
- To get this job you need *much* / *many* more hands-on experience.
- Tom and Jill are still upset with each other. *Both* / *Neither* of them knows how to say 'sorry'.



Porównaj:

- 1a *Many* / *Some* books have been turned into films.
 1b *Many* / *Some* of the books I have read have been turned into films.
 2a I don't have *much* / *any* money left.
 2b I don't have *much* / *any* of the money I earned last month.

Więcej o określeniach ilości WHOLE / ALL

2 Przeanalizuj poniższe przykłady. Zwróć uwagę na szyk wyrazów w zdaniu.

- I have spent **my whole life** / **all my life** travelling.
- My whole suitcase** went missing.
- My luggage** went missing.

Miejsce *all* / *whole* w zdaniu

all (of) + określnik + rzeczownik
 określnik + *whole* + rzeczownik

✗ 3 Uzupełnij luki wyrazami *all* lub *whole*. Zapisz swoje odpowiedzi w zeszycie.

→ *All* my friends are into travelling.

- We spent the ? day poring over our French grammar exercises.
- ? the candidates for the post will be contacted in due course.
- It took Cathy half a day to do ? her homework.
- The ? country watched the President's New Year's address.
- I really don't know what the ? point of the meeting was.
- Pam made up her mind to give ? her children's books to her niece.
- With his illness my ? world collapsed.
- ? of my best friends are dog lovers.

SO / SUCH / AS / TOO + MANY / MUCH / FEW / LITTLE / A LOT OF

✗ 4 Przeanalizuj przykłady, a następnie uzupełnij schematy A i B wyrazami z ramki. Zapisz swoje odpowiedzi w zeszycie.

- With **so little** time left and **so many** things to do around the flat, I don't know where to start.
- Well if I had **as much** time as you do, I wouldn't complain **too much**. Cleaning the flat is not **such a lot** of work, anyway.

too • so • such • as

- A ?, ?, ? many / much / few / little
 B ? a lot

✗ 5 Uzupełnij luki w poniższych zdaniach wyrazami *so* / *such* / *as* / *too* / *much* / *many* / *few* / *little* / *a lot*. Zapisz swoje odpowiedzi w zeszycie.

→ I spent a lot of money yesterday.

- Unfortunately, despite ? publicity, there were ? tickets sold for the concert to take place.
- ? lot of parents were against the new teaching methods that most of them were abandoned.
- If I had read ? books as he has and had ? to say as he does, I'd simply stay quiet.
- We had ? money left to be able to spend ? as £200 on the tickets.
- As a young man Paul experienced ? hardships and had ? support from his family that he was really resistant to stress.
- It's always been Pete's dream to visit ? countries as his Geography teacher has.
- While revising, spending ? time focused only on one subject may be boring but ? breaks may distract you.
- My children's friends had ? energy that they turned the whole house upside down. It's good that birthday parties are only once a year.

A GREAT DEAL OF / A GREAT AMOUNT OF / A LARGE NUMBER OF / PLENTY OF

- ❌ 6 Przeanalizuj poniższe przykłady. Które wyrażenia stosujemy do rzeczowników policzalnych, a które do niepoliczalnych? Uzupełnij regułę w ramce i zapisz ją w zeszyście.

- Did you invest a **great deal of** time in this project?
- We don't need to hurry. There's **plenty of** time left.
- A **large number of** students took part in the exchange programme.
- A **great amount of** paperwork is still to be done.
- What we need is **plenty of** resources.

A Do rzeczowników policzalnych stosujemy:

_____ ?

B Do rzeczowników niepoliczalnych stosujemy:

_____ ?

- ❌ 7 Wybierz poprawną odpowiedź. Czasami obie możliwości są poprawne.

→ Marion has **few** / little friends.

- It took us a **great deal** / amount of effort to redecorate the flat.
- Plenty** / A great number of money is what they need to start the business.
- There is such a **great amount** / number of dust everywhere that the flat needs hoovering.
- Plenty** / A great number of shops have just opened in my neighbourhood.
- We don't have as **plenty of** / much time as we used to have.
- There were a **great deal** / a great number of issues to discuss so the debate didn't finish on time.

Więcej o ANY

If you have **any** questions, feel free to ask.
You can choose **any** colour you like.

Any występuje również w zdaniach twierdzących i oznacza „jakiś”, „jakikolwiek”.

Więcej o EITHER / NEITHER

A: We could **either** go to France or Spain.

B: I can't speak **either** French or Spanish so let's go to England. = I can speak **neither** French **nor** Spanish so let's go to England.

W zdaniach twierdzących **either** ..., **or** ... oznacza: „albo...”, „albo...”, natomiast w zdaniach przeczących – „ani...”, „ani...”. **neither** ..., **nor** ... oznacza „ani...”, „ani...”. Ponieważ ten zwrot zawiera w sobie element przeczenia, czasownik w zdaniu z tym zwrotem występuje w formie twierdzącej (zgodnie z zasadą pojedynczego przeczenia w zdaniu angielskim).

- ❌ 8 Połącz poniższe zdania w jedno, wykorzystując konstrukcje **either ... or ...**, **neither ... nor ...**. Zapisz swoje odpowiedzi w zeszyście.

→ I can text you. I can call you too.

I can either text you or call you – whichever you prefer.

- You can make the reservation on the phone. You can visit our website, too.
_____ ?
- Mark didn't read the set book. Mark didn't write the essay.
_____ ?
- Paula didn't turn up. Paula didn't call to say she wasn't coming.
_____ ?
- They might buy a house in the suburbs. They might move to the countryside.
_____ ?

Powtórzenie

- ❌ 9 Wykorzystując jeden z dwóch wyrazów zapisanych drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego i otrzymać poprawne zdania. Zapisz swoje odpowiedzi w zeszyście.

→ I don't have much time left so I can't go anywhere. **FEW** / **LITTLE**
I have too little time left to go anywhere.

- We didn't have enough money to be able to afford an exotic holiday. **TOO** / **SO**
We had _____ money to be able to afford an exotic holiday.
- I've already done quite a lot of the housework. **AMOUNT** / **NUMBER**
I've already done _____ the housework.
- Not many members turned up so the meeting was postponed. **FEW** / **LITTLE**
Only _____ members turned up, so the meeting was postponed.
- All of the teachers I have met in my whole life were less knowledgeable than Mr Bright. **NEITHER** / **NONE**
_____ the teachers I have met in my whole life was as knowledgeable as Mr Bright.
- You should discuss these ten questions separately. **EACH** / **EVERY**
_____ these ten questions should be discussed separately.
- My grandad spent his entire life in the countryside. **ALL** / **WHOLE**
My grandad spent his _____ life in the countryside.
- I tried on these two coats and they didn't fit. **NEITHER** / **EITHER**
I tried on these two coats and _____ fitted.
- In the event of doubts, do not hesitate to contact us. **ANY** / **SOME**
If you _____ doubts, do not hesitate to contact us.
- Treating a common cold is a piece of cake for all doctors. **ANY** / **EVERY**
If you have a common cold, just go to _____ doctor.
- There were so many people queuing to get into the museum that we just gave up. **LOT** / **PLENTY**
There were such _____ people queuing to get into the museum that we just gave up.

I. Zdania podrzędnie złożone (SUBORDINATE CLAUSES)

Zdania okolicznikowe czasu

Spójniki:

when = kiedy; **until** = aż do, dopóki; **as soon as** = jak tylko

*Tell her what to do **when** she comes, please.*

*We won't start the meeting **until** they come back.*

*Call me **as soon as** you arrive in London.*

Zdania okolicznikowe miejsca

Spójnik: **where** = gdzie

*They took me **where** I could swim safely.*

Zdania okolicznikowe przyczyny (BECAUSE / BECAUSE OF / SINCE)

Spójniki:

as / since = ponieważ (bardziej formalne od **because**)

***Since / As** Mark didn't want to go with us, he spent the evening alone.*

because = ponieważ

*Reading books is good for children **because** it develops their imagination.*

Konstrukcje z **because of**

because of = z powodu

because of + rzeczownik

*Attention! All the planes from Chicago are delayed **because of** heavy snowfall.*

*I don't eat chocolate **because of** my allergy.*

because of + the fact that

*The plane did not land in Chicago **because of** the fact that there was ice on the runway.*

- ✗ 1 Połącz następujące zdania, używając słów podanych w nawiasach. Zapisz swoje odpowiedzi w zeszycie.

... I didn't remember about her birthday. She was angry with me. (because)

She was angry with me because I didn't remember about her birthday.

- 1 The ski-jumping competition was cancelled. There was heavy snowfall. (because)

_____?

- 2 Our first anniversary dinner was a disaster. I forgot about Mike's allergy to tomatoes. (as)

_____?

- 3 The train to Edinburgh is cancelled. There was a rail accident on the track. (because)

_____?

- 4 My cousin doesn't speak Chinese. She had communication problems in Beijing. (since)

_____?

- 5 Mary may get a pay-rise. She dreams of a holiday in Fuertaventura. (as)

_____?

Zdania okolicznikowe celu ((NOT) TO + INFINITIVE)

(not) to + bezokolicznik = w celu; (po to) żeby (nie)

*I called the doctor **to make** an appointment.*

*Jim turned down the CD-player **not to wake up** his grandmother.*

- ✗ 2 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

... Sarah gave up her evening course **to have** (po to, żeby miała) some free time.

- 1 Did Susan call you _____ (po to, aby życzyć Ci) good luck?

- 2 As a child this tennis player practised a lot _____ (po to, aby zostać) a champion.

- 3 Mark asked me for help _____ (po to, aby nie wpaść) into trouble.

- 4 Will you make some sandwiches _____ (po to, żebyśmy mieli) something to eat on the journey.

- 5 Some people wear dark clothes _____ (po to, aby wyglądać) slimmer.

- 6 Many celebrities decide to go on a diet _____ (po to, aby nie przytyć).

Zdania okolicznikowe przyzwolenia (ALTHOUGH / DESPITE / IN SPITE OF)

Spójniki:

although = chociaż, pomimo, mimo że

***Although** we had some technical problems, we arrived in Berlin on time.*

Konstrukcje z **in spite of / despite**

in spite of / despite = pomimo

in spite of / despite + rzeczownik

***In spite of / Despite** some technical problems, we arrived in Berlin on time.*

in spite of / despite + the fact that

***In spite of the fact that** I had no money, the people on the island fed me and gave me a bed for the night.*

in spite of / despite + czasownik z końcówką -ing

***Despite having** no experience of sailing, I soon picked up some basic skills from other sailors.*

3 Podane zdania połącz za pomocą *although*, *in spite of* / *despite*. Zapisz swoje odpowiedzi w zeszycie.

→ Mark was ill. He went to school. (*although*)

Although Mark was ill, he went to school.

- Environmentalists tried hard to save a blue whale. It died.
(*although*) _____
(*in spite of*) _____
- This factory received a fine. It is still producing toxic waste.
(*although*) _____
(*despite*) _____
- Susan has bought a luxurious car. She doesn't have a lot of money.
(*although*) _____
(*despite*) _____

Zdania okolicznikowe skutku (SO)

Spójnik: **so** = więc

I admire Michael Bublé, so I was happy to get his autograph.

4 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ Mark is very handsome so he works (więc pracuje) for a modelling agency.

- My flatmate had to go away for two days _____
(*więc dziś ja zrobię zakupy*).
- I am very well-organised _____
(*więc będę doskonałym kandydatem*) for this job.
- Everyone else was panicking, _____
(*więc zadzwoniłam po karetkę*).
- Every child needs to be motivated, _____
(*więc rodzice powinni*) praise them a lot.
- They have a lot of work to do _____
(*więc będą pracować*) till midnight.
- Jason won the talent show _____
(*więc dostał kontrakt*) for \$10 million.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

Inne typy zdań podrzędnie złożonych Zdania podmiotowe

What I know about it is ...

What I think about it is ...

What I would like to do is ...

What you think about it is important for me.

Zdania orzecznikowe

The problem is (that) ...

The idea is (that) ...

The thing is (that) ...

The problem is that we can't do it ourselves.

5 Wykorzystując wyrazy w nawiasach, zapisz w zeszycie reakcje na podane wypowiedzi, używając zdań podmiotowych i orzecznikowych.

→ A: *We don't have much time.*

B: The problem is there is no taxi. (*problem / no taxi*)

- A: I think Sarah won't come to the party at all.
B: _____ (*know / didn't get an invitation*)
- A: Could you give me a lift?
B: _____ (*thing / car is not working*)
- A: Do you have any ideas how to spend this weekend?
B: _____ (*would like / go sunbathing*)
- A: Chris has his birthday next week. What shall we do?
B: _____ (*idea / take him paintballing*)

II. Zdania współrzędnie złożone

Spójniki:

however = jednakże

We came last in this marathon. However, the judges gave us a medal for our efforts.

and = i

I will clean the bathroom and Josh will do the washing.

but = ale

We were thinking of going out but in the end we stayed at home.

or = lub

Pete might apply for a job or he might go abroad for a year.

6 Uzupełnij zdania słowami *however*, *and*, *but* oraz *or*. Zapisz swoje odpowiedzi w zeszycie.

→ She feels ill, but she doesn't want to go to the doctor.

- We have two options: we may go to the swimming pool _____ to the shopping centre.
- They like doing things together: Ian cleans the house _____ Jane does the ironing.
- Henry wanted to invite Diana out, _____ then he changed his mind.
- The police searched the crime scene. _____, they didn't find any evidence to catch the thief.

Powtórzenie

7 Wykorzystując wyrazy zapisane drukowanymi literami, połącz poniższe zdania, tak aby były gramatycznie poprawne. Zapisz swoje odpowiedzi w zeszycie.

→ Dan and Tina had a huge row yesterday. They managed to make up quickly. **ALTHOUGH**

Although Dan and Tina had a huge row yesterday, they managed to make up quickly.

- Two paintings have been stolen from the exhibition. There is an ultra-modern burglar alarm. **ALTHOUGH**
_____.
- Body of Proof is fascinating. I must see it again. **SO**
_____.
- Let's clean the house. Don't make Susan furious. **TO**
_____.
- He scored four goals in the last match. All the clubs want to buy him. **SINCE**
_____.
- Sarah is really happy. She was fired last week. **IN SPITE OF**
_____.

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

R 17 Zdania złożone

Complex sentences

Don't write so that you can be understood, write so that you can't be misunderstood.

WILLIAM HOWARD TAFT

I. Zdania złożone podrzędnie (SUBORDINATE CLAUSES)

Sprawdź się!

- ❗ 1 Wybierz poprawną możliwość. Poprawna może być więcej niż jedna odpowiedź.

→ It's midnight **so** / although I'm going to bed.

- Because / As / Since we had no savings to fall back on, we gave up our plans to go to Peru.
- Despite / Although / However I was absolutely done in, we played another game of tennis.
- Pete wasn't allowed to go on the school trip *in spite of / because of / although* his poor attendance record.
- In spite of / Since / Because of* the rain, we continued the climb.
- That / What / Which* I need is some peace and quiet.
- The problem / A problem* is we're running out of funds.
- It was *so good / such a good / so a good* offer that we couldn't say 'no'.
- The meeting ended ahead of time *since / so / however* we had some time for a coffee.
- Detective Monk, *despite / in spite of / since* his different obsessions, is extremely effective.
- Although / Because / So* I admire John's talents, it's a bit difficult for me to cope with his arrogance towards others.

- ❗ 2 Wykorzystując spójniki podane w nawiasach, przekształć każde z poniższych zdań na dwa sposoby, tak aby zachować sens zdań wyjściowych. Zapisz swoje odpowiedzi w zeszycie.

→ I feel quite ill. I'll have a day off. (as)

As I feel quite ill, I'll have a day off.

- 1 It was raining. We decided to set off anyway. (despite / although)

1a

1b

- 2 Unfortunately, she is away. I'm left to my own devices. (because / since)

2a

2b

- 3 First, we need to know the truth. Then we'll decide what to do. (until / when)

3a

3b

- 4 I understand your point of view. I would like to present mine. (however / but)

4a

4b

ZNAJOMOŚĆ ŚRODKÓW JĘZYKOWYCH

- 5 I have a lot of respect for her. I will always support her. (since / as)

5a

5b

Zdania okolicznikowe celu (CLAUSES OF PURPOSE)

- 3 Dopasuj poniższe fragmenty zdań, a następnie sformułuj regułę, wybierając poprawną odpowiedź spośród elementów napisanych w ramce *pochyłym drukiem*.

- Tom has joined a gym **in order**
- Tom has joined a gym **so**
- Tom has joined a gym **so that / in order that**
- Yesterday, Tom finally joined a gym **so that / in order that**
- Tom has joined a gym **with the aim**

- A **he can** / will get fit.
 B **he could** / would get fit.
 C **of getting** fit.
 D **to get** fit.
 E **as to get** fit.

Zdania okolicznikowe celu – konstrukcje

- so as / in order + infinitive / verb + -ing**
- so that / in order that + osoba + can / will**
w odniesieniu do *teraźniejszości / przyszłości*
- so that / in order that + osoba + could / would**
w odniesieniu do *teraźniejszości / przeszłości*
- with the aim of doing**

Inne zwroty typowe dla zdań okolicznikowych celu:

- to avoid + verb + -ing**
to prevent (from) + verb + -ing
for fear of + verb + -ing

*I took the first train in the morning **to avoid being** late.*
*I took the first train in the morning **for fear of being** late.*

- ❗ 4 Wybierz poprawną odpowiedź.

→ It's late **so** / although I'd better go home.

- I advised Kevin to enrol for extra History classes **so that / so as** he would do better at school.
- Let's go through the plan one more time **in order to not / not to** forget anything.
- These days more and more teenagers are taking up sport **with the aim / an aim** of improving their general fitness.
- You'd better get down to work **so that** you *can / could* finish on time.
- If I were Chris, I'd give Martha a ring in case she *won't / doesn't* remember about the deadline.
- We took the bypass **for fear to get stuck / of getting stuck** in heavy traffic.
- I wrote everything down **so as / so that** not to forget anything.
- Kate took extra classes **in order that** she *would / will* improve her writing skills.

Zdania okolicznikowe przyczyny (CLAUSES OF REASON)

Inne spójniki:

because of / due to / owing to / on account of + noun

*The match was called off **because of / due to / owing to / on account of** the rain.*

*The match was called off **because of / due to / owing to / on account of** the fact that it was raining.*

the reason why + clause

*The **reason why** the match was called off was that it was raining.*

Zdania okolicznikowe przyzwolenia (CLAUSES OF CONCESSION)

Inne spójniki:

although / even though / though + clause

***Although / Even though / Though** it was raining, the match took place.*

- ✗ 5 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

→ I'm learning Spanish as I want to study in Granada. **TO**
I'm learning Spanish to study in Granada.

- Their poor command of languages prevents them from travelling abroad. **ACCOUNT**
They don't travel abroad because of languages.
- Despite lack of support, Claire made it to the top. **EVEN THOUGH**
Although any support, she made it to the top.
- Some flights were delayed because the weather was bad. **OWING**
Owing to, some flights were delayed.
- They had to close down the business as there was no demand. **DUE**
They had to close down the business due to demand.
- Ben is not a very close friend of yours so we're not going to invite him. **REASON**
The reason why is that he is not a very close friend of yours.

Zdania okolicznikowe stopnia (CLAUSES OF DEGREE)

so + adjective + that ...

*The venture was **so** successful **that** they expanded abroad.
So successful **was** the venture **that** they expanded abroad.*

such + be ... + that ...

*His books were **so** popular **that** they were translated into 20 languages.*

***Such** **was** the popularity of his books **that** they were translated into 20 languages.*

Zdania okolicznikowe skutku (CLAUSES OF RESULT)

Inne spójniki:

as a result / as a consequence / consequently

*I missed quite a few classes and **as a result / as a consequence / consequently** had quite a bit of catching up to do.*

therefore / thus (charakterystyczne dla języka formalnego)

*The new sports gear we offer is of the highest quality and **therefore** more durable and comfortable to wear.*

Powtórzenie

- ✗ 6 Fragmenty podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

→ ***What they told me** (To, co mi powiedzieli) is top secret.*

- Because (Problem polegał na tym, że) we didn't have the right address.
- Please don't forget to say 'Hello' from me when (kiedy będziesz rozmawiać) to Jill on the phone.
- We took a taxi so (żeby się nie spóźnić) for the concert.
- Many people would like to go back to where (tam, gdzie) they spent their childhood.
- Even though (Mimo że już widzieli) the film, they didn't mind watching it again.
- As a result (Takie było zainteresowanie) in his lecture, that another one will be organised next week.

- ✗ 7 Wykorzystując wyrazy w nawiasach, utwórz gramatycznie poprawne zdania. Czasami konieczne jest dodanie np. przyimków. Zapisz zdania w zeszycie.

→ *I hope to hear from Paul as soon as he **makes up** (make up) his mind about the holiday.*

- He didn't take his car because of (fear / get / stuck) in a traffic jam.
- Sue did some overtime so that (so that her daughter / go) on a summer camp.
- He felt (due / feel) embarrassed, Clive was at a loss for words.
- In spite of (spite / not be well-organised), they never miss deadlines.

→ Grammar Reference

Zdania warunkowe – zagadnienie 9 • P str. 120, • R str. 122

Zdania dopełnieniowe (All I did was send him an apology.)

– zagadnienie 19 (Emfaza) • R str. 170

Zdania względne (The train that we wanted to take was delayed.) – zagadnienie 11 • P str. 132, • R str. 134

Przyimki miejsca (PREPOSITIONS OF PLACE)

Przyimki miejsca

above – powyżej
over – nad

below – poniżej
under – pod

between – między dwoma
among – wśród, między wieloma

behind – za
in front of – przed

in, inside – w / we, wewnątrz
out, outside – z / ze, na zewnątrz

on – na
at – w / przy
near – blisko / niedaleko
next to / beside – obok
opposite – naprzeciwko
through – przez

Przyimki miejsca w kolokacjach

in – *in the background / foreground*

at – *at work, at school, at the top, at the table*

- !** *arrive in* = przyjechać do (dużego) miasta
We arrived in London.
- arrive at* = przyjechać do niewielkiego miasta, na lotnisko, na stację
We arrived at Heathrow in London.

- ⊗ 1** Uzupełnij opis przyimkami miejsca, zgodnie z tym, co widzisz na ilustracji. Zapisz swoje odpowiedzi w zeszycie.



In the picture there is a family 1 a room. 2 the foreground there is a little girl sitting 3 her parents. They are sitting 4 the table. 5 the table there are many dishes and 6 them there is a cake. There is a lamp 7 the table and 8 the table there is a cat. In this room there is also a wardrobe and 9 to it there is a nice armchair. I can see a rug 10 of the armchair and a plant 11 it. 12 the armchair there is a window. We can see the storm 13 .

- ⊗ 2** Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszycie.

Call me later. I am at work (w pracy) now so I can't talk.

- They will call us as soon as they (dojadą do) New York.
- A career adviser came to give a talk (w szkole).
- The weather is so beautiful. Shall we go (na zewnątrz) instead of sitting (wewnątrz)?
- Who is that woman standing (obok) your mum?
- The post-office is (blisko) the bank. Well, it's (naprzeciwko) the bank, to be precise.
- Does your cat also like lying (przed kominkiem)?

Przyimki czasu (PREPOSITIONS OF TIME)

Przyimki czasu

after – po
before – przed
during – podczas
around / about – około
for – przez

Przyimki czasu w kolokacjach

in – *in the morning / afternoon / evening*
in January, in summer, in 1990, in the 18th century
in two minutes (= za dwie minuty),
in time (= w odpowiednim momencie, przed czasem)

on – *on Saturday, on 16th December, on Christmas Eve,*
on Sunday evening
on time (= punktualnie)
on holiday

at – *at Christmas / Easter, at 2 pm, at the moment, at night,*
at the weekend, at noon, at midnight

- !** Przyimków czasu **nie używamy** w wyrażeniach:

last (Monday, summer, year)
this (week, weekend)
next (week, summer, year)
every (day, month, week)
one day

i z określeniami czasu:

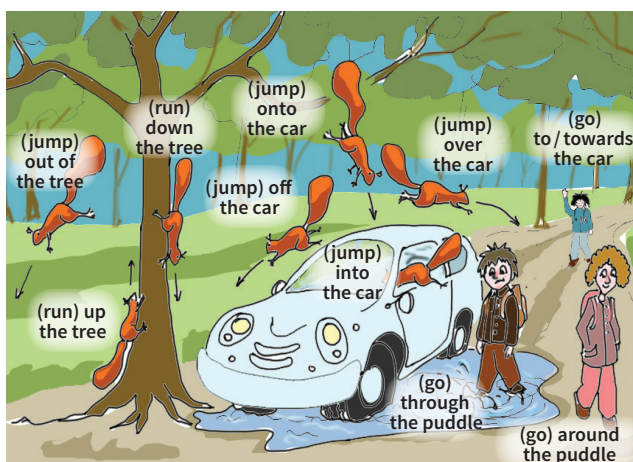
today, tomorrow, tonight, yesterday, the day before yesterday.

- ⊗ 3** Wybierz poprawną możliwość.

We organised a party / on / at last Monday.

- The trip started *on / in / for* the morning *at / on / in /* Monday and finished *in / at / for* the weekend *during / - / around* six.
- In / - / During* a normal year we travel to Greece, but *- / in / at* next summer we're going to Turkey. We've already booked the flight – we are flying *on / in / during* 14th July.
- What does she usually do *in / on / at* the evenings?
- Bono was born *in / - / at* 1960, *in / on / at* the 10th May. *At / In / -* the moment he is recording a new album.
- We have known each other *during / for / at* – ages.
- Jason goes to the gym *on / - / during* his lunch break.

Przyimki opisujące ruch (PREPOSITIONS OF MOVEMENT)



- ❌ 4 Fragmenty zdań podane w nawiasach przetłumacz na język angielski. Zapisz swoje odpowiedzi w zeszyście.

→ The cat jumped from a tree onto (na) our car.

It was a memorable trip. First we went 1 (w górę) the mountain, which was really tiring as it was steep. We had to go 2 (przez) the forest and 3 (przez) the streams. Suddenly it started to rain so we ran 4 (do) a small hut; we could hear a thunderstorm rolling 5 (nad) our heads. After the storm we started walking again. We went 6 (obok) an abandoned shed 7 (niedaleko) a lake. When we got to the top of the mountain, we were really exhausted. After some rest, we started going 8 (w dół) the slope, which was not so eventful, but equally interesting.

Kolokacja: czasownik + przyimek



- ❌ 5 Uzupełnij zdania odpowiednimi przyimkami. Zapisz swoje odpowiedzi w zeszyście.

→ That man has been looking at the painting for two hours!

- Throw the ball me! I can score!
- Look those children, they're going to fall into the pond!
- Stop laughing me, it's rude.
- Everything depends the weather. If it rains, they will cancel the concert.
- I can always count my best friend.
- Don't ever talk me like that again!
- Are you sure you can rely Adam?
- Don't shout me. It wasn't my fault.

Kolokacja: przymiotnik + przyimek

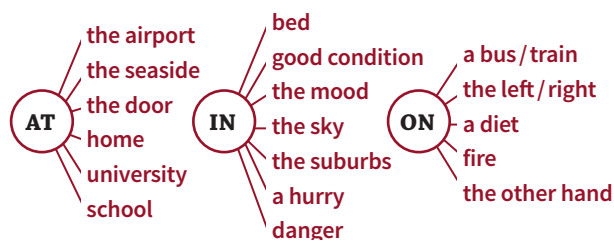


- ❌ 6 Uzupełnij zdania odpowiednimi przyimkami. Zapisz swoje odpowiedzi w zeszyście.

→ James is jealous of Susan's new boyfriend.

- Look, this product is rich fibre. I'll buy it.
- Will you help me? Are you good Physics?
- Harry is proud his sister's success.
- I'm interested Swedish literature, did you know that?
- If I wasn't here with you, I would be really frightened the darkness.
- Has she always been so quick making decisions?

Kolokacja: przyimek + rzeczownik



- ❌ 7 Uzupełnij zdania odpowiednimi przyimkami. Zapisz swoje odpowiedzi w zeszyście.

→ Frank lives in the suburbs.

- Could you call me later? I'm a bus and can't hear you!
- Is she spending her holidays the seaside?
- We'll have to go there foot – there are no buses from this village.
- There aren't many clouds the sky, but the other hand rain was forecast.
- There's somebody the door. Will you open it?
- When Becky was a child, she used to be bed at 7 pm.

Powtórzenie

- ❌ 8 Uzupełnij zdania odpowiednimi przyimkami. Zapisz swoje odpowiedzi w zeszyście.

→ If we start the journey early, we will be there on time.

- I can't see properly. What's there the left?
- Our family always meet my home Christmas, 25th December.
- Small children are usually scared spiders.
- I'm not really the mood to go for a swim. Apart from that, I'm afraid jellyfish in the water.
- Could we meet Friday evening six, (przed) the cinema?
- To get to the underground station you need to go . (przez) the park which is (obok) the Town Hall.
- The prisoner jumped the prison wall and ran a busy road to escape.
- I was already bed when I heard somebody the front door.
- We drove crowds of football fans on their way to the stadium.
- I listened the public announcement to find out if my brother's plane had landed the airport.
- I was terrible Maths when I was school.
- All passengers had to get the bus quickly as it was fire.

Sprawdź się!

- ✗ 1 Uzupełnij poniższe zdania odpowiednim przyimkiem tam, gdzie to konieczne. Zapisz swoje odpowiedzi w zeszycie.

→ I usually get up at 6:30 am.

- Whether we go there on Saturday night will depend on how much money we have.
- On Christmas, the vast majority of people would text rather than send cards to friends in these days.
- Yesterday evening, when I walked into the room and saw everybody smiling at me, I felt a bit uneasy.
- We got on the train at Wimbledon, quickly walked to the ticket office on the right and got in my friend's car.
- Pete was trying to explain to everybody what had happened but they wouldn't listen to his excuses.
- We arrived at the airport at 3:15 pm, which was much too late as our plane was due to take off in twenty minutes.
- As Gina has always been interested in history, she is really good at it.
- To get to school in the suburbs, where they live, they have to spend two hours in a bus.

Więcej o przyimkach
przyimek + czasownik z „-ing”

Po przyimku konieczne jest użycie czasownika z „-ing”

I'm thinking **about taking up** speedway.

I can swim 5,000 metres **without stopping**.

He got rich **by investing in** real estate.

This device is used **for watering** plants.

- 2 Przeanalizuj poniższe przykłady. W których ze zdań to jest elementem bezokolicznika, a w których przyimkiem?

- I can't wait **to collect** my driving licence.
- I'm looking forward **to going** for a ride in my dad's limo.
- My dad, however, keeps objecting **to giving** me the car keys.
- They're also opposed **to getting** me a motorbike.
- They won't admit **to being** overprotective.

- ✗ 3 W poniższych zdaniach czasowniki w nawiasach podaj w odpowiedniej formie. Zapisz swoje odpowiedzi w zeszycie.

→ Nobody likes being made to do (do) things they don't really enjoy, do they?

- They won't admit to be (be) extremely concerned about my getting a car.
- In fact, they would prefer me to walk (walk) everywhere.
- I wish I could afford to get (get) a car of my own.
- On Sundays I used to stay (stay) in bed till noon.
- Now, with my Matura exam round the corner, I had better get used to getting up (get up) at dawn.
- The truth is I definitely prefer sleeping to study (study).
- Well, I'll get round to study (study) tomorrow, for sure.
- But don't expect me to get addicted to cramming (cram).



Zwróć uwagę, że tę samą myśl można wyrazić za pomocą różnych konstrukcji.

I **can't wait to go** snowboarding =

I'm **looking forward to going** snowboarding.

Eve **was able to do** the task by herself. =

Eve **was capable of doing** the task by herself.

Clive **didn't agree to do** overtime. =

Clive **objected to doing** overtime. =

Clive **was opposed on principle to doing** overtime. =

Clive **opposed doing** overtime on principle.



- 4 Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

→ I like travelling.

I am fond of travelling.

- We were extremely excited about the prospect of flying in a balloon.
We couldn't wait to go in a balloon.
- Kate's parents didn't agree to give her pocket money whenever she wanted.
Kate's parents objected to giving her pocket money whenever she wanted.
- Bob can't handle stressful situations.
Bob isn't capable of handling stressful situations.
- He finally said he didn't play fair.
He confessed to playing.
- Mary doesn't want to get involved in local politics.
Mary is opposed to getting involved in local politics.
- We're really eager to meet Laura's boyfriend.
We're looking forward to meeting Laura's boyfriend.

- 5 Przetłumacz poniższe zdania na język polski, zwracając szczególną uwagę na fragmenty podane wytłuszczonym drukiem.

- Pete has always been **interested in playing** sports so he would be really **interested to train with** the local handball team.
- Ken is **keen on travelling** so no wonder he is **keen to go** backpacking to Burma this year.
- We **used to live** a stone's throw from the forest so it's really hard for us to **get used to living** in the city centre.



- 6 Z poniższych elementów utwórz poprawne zdania. Pamiętaj o dodaniu brakujących elementów, np. przedimków. Zapisz swoje odpowiedzi w zeszycie.

→ Pete is fond of travelling (be fond / travel)

- I don't understand why they visit (be / keen / visit) this place one more time.
- Chris doesn't know (not be / interested / talk) to people he doesn't know so he didn't go to the party last night.
- No one knows whether Maya lives alone (already / get used / live) alone. Time will show.
- We play (used / play) squash a lot as we are keen on (be keen / do) all forms of physical activity.

Przyimek na końcu zdania

Przyimek może pojawić się na końcu zdania w:

- A** pytaniach szczegółowych,
Who did you play with?
What are you looking for?
Where did you get it from?
- B** zdaniach względnych,
This is the book I've been looking for.
This is the job I'm interested in.
- C** stronie biernej,
Nobody likes being lied to.
The matter needs to be looked into.
- D** strukturach bezokolicznikowych.
This is a nice hotel to stay at.
She is an interesting person to talk to.

- 7** Fragmenty zdań podane w nawiasach przetłumacz na język angielski, zwracając szczególną uwagę na miejsce przyimka. Zapisz swoje odpowiedzi w zeszycie.

→ This is exactly what I've been looking for (czego szukałam).

- Jack has just been [?] (został zoperowany).
- Kate likes [?] (kiedy się jej słucha).
- This is my friend I [?] (o którym Ci mówiłem).
- It's high time he [?] (żeby z nim porozmawiać).
- I've got too many problems to [?] (którymi powinienem się zająć).
- Elderly people usually need [?] (żeby się nimi zaopiekować).
- My little sister has lots of friends to [?] (z którymi się bawi).
- Who did you [?] (z kim tam poszedłeś)?

Typowe wyrażenia rozpoczynające się od przyimków

- 8** Do każdego elementu w nawiasie dodaj przyimek. Następnie otrzymane zwroty wstaw w odpowiednie miejsca w poniższych zdaniach. Zapisz swoje odpowiedzi w zeszycie. W każdej parze zwrotów przyimkowych występuje ten sam przyimek.

→ *In general*, the concert was quite good. It lasted about three hours *in total* (total / general).

- Sadly enough, [?] only one in three students does sport [?]. (a regular basis / average)
- [?], I felt [?] to explain anything to anybody. (the circumstances / no obligation)
- [?], Bob decided not to complain [?] of losing his job. (the time being / fear)
- As I had been [?] for quite a while my horse got [?] and threw me. (control / practice)
- At uni I knew Sarah only [?]. [?], we ended up in the same office. (coincidence / sight)
- 200 metres before the finishing line Paul was [?]. He realised the gold medal was [?] for him. (breath / reach)
- [?] my friends, it's Gloria that I have the most [?]. (common / comparison)

- 9** Wykorzystując wyrazy zapisane drukowanymi literami, dodając odpowiedni przyimek i inne niezbędne wyrazy, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

→ He had no choice but to take a loan. **NECESSITY**
 He took a loan out of necessity.

- Over the last ten years my hometown has changed enormously. **RECOGNITION**
 Over the last few years my hometown has changed [?].
- Most probably, the results will have been announced by the end of the week. **LIKELIHOOD**
 [?], the results will have been announced by the end of the week.
- It seemed to me that Paul was going through a difficult period in his life. **IMPRESSION**
 I [?] that Paul was going through a difficult period in his life.
- For the last couple of years the global economy has been steadily deteriorating. **DECLINE**
 For the last couple of years the global economy has been [?].
- In retrospect, I'm sure they didn't turn up late deliberately. **PURPOSE**
 In retrospect, I'm sure they didn't turn up late [?].
- We were just about to get on the train when Kate realised her wallet was missing. **VERGE**
 We [?] on the train when Kate realised her wallet was missing.

- 10** Ubiegasz się o pracę w charakterze opiekuna dzieci na obozie wakacyjnym. Uzupełnij poniższe zdania przyimkami, a następnie informacją o sobie. Zapisz odpowiedzi w zeszycie.

→ I'm interested in cycling.

- I take a keen interest [?] and what I'm really fond [?] is [?].
- I have considerable experience [?] and I pride myself [?].
- I'm good [?] and most probably in the future I'll specialise [?].

Powtórzenie

- 11** Uzupełnij zdania właściwymi przyimkami lub wyrażeniami przyimkowymi. Zapisz swoje odpowiedzi w zeszycie.

→ What are you looking for?

- Nobody likes being shouted [?].
- Who are you talking [?]?
- I can stay underwater for five minutes [?] breathing.
- What are your strengths? What are you good [?]?
- I think they intended to do it. Yes, I'm sure they did it [?].
- He really had to emigrate. He had no other choice. He did it [?].

R 19 Emfaza

Emphasis

Never in the field of human conflict was so much owed by so many to so few.

WINSTON CHURCHILL

Sposób 1

- ✗ 1 Porównaj poniższe pary przykładów, a następnie uzupełnij w ramce numery przykładów zdań. Zapisz swoje odpowiedzi w zeszycie.

- 1a I told you about the house-warming party at Diane's several times. (*neutralne zabarwienie wypowiedzi*)
 1b I **did** tell you about the party. = You may not remember but I (really) told you about it. (*emfatyczne zabarwienie wypowiedzi*)
 2a I don't go to parties much but I go to jazz clubs every weekend. (*neutralne zabarwienie wypowiedzi*)
 2b I don't go to parties much but I **do go** to jazz clubs every weekend. (*emfatyczne zabarwienie wypowiedzi*)

Do podkreślenia / wzmocnienia danego elementu wypowiedzi służą następujące struktury:

do / does / did + forma podstawowa czasownika.

Tego typu struktur emfatycznych / wzmacniających używamy:

- A w celu podkreślenia kontrastu między ogólną regułą a wyjątkiem od niej,
 Przykład: []
 B w celu podkreślenia kontrastu między prawdą a fałszem.
 Przykład: []

- ✗ 2 Uzupełnij dialogi, wykorzystując powyższą strukturę, tak aby powstała logiczna całość. Zapisz swoje odpowiedzi w zeszycie.

- A: You should have invited Sylvia. She probably feels offended.
 B: I **did invite** her but she simply couldn't come.
 1 A: Well, there must have been some misunderstanding. You should have asked the headmaster's permission.
 B: But I [] him and he agreed.
 2 A: I'm sure she doesn't speak any languages.
 B: Oh, yes, she [] Spanish quite well and a little bit of French.
 3 A: Do your parents eat out at weekends?
 B: Well, they don't go out much these days but they [] a lot when they were students.
 4 A: I think Jamie doesn't love me anymore.
 B: He [] you. He just has a lot on his mind at the moment.
 5 A: Do you like opera?
 B: Not really, to be honest, I [] gospel choirs though.
 6 A: Do you remember about the charity event this weekend?
 B: Oh, good that you reminded me. I [] about it yesterday, when I was talking to Jane, but somehow it slipped my mind now.

Sposób 2

- 3 Porównaj poniższe przykłady. Na który z elementów w każdym ze zdań został położony nacisk? Przetłumacz każde zdanie na język polski.

Zdanie wyjściowe:

Since my laptop was out of order yesterday, my friend let me use his brand new palmtop.

Przykłady struktur emfatycznych:

- 1 *It was my friend that / who let me use his brand new palmtop.*
 2 *It was his brand new palmtop that my friend let me use.*
 3 *It was yesterday that my friend let me use his brand new palmtop.*
 4 *The person who let me use his brand new palmtop was my friend.*
 5 *The reason why my friend let me use his brand new palmtop was that my laptop was out of order.*
 6 *Since my laptop was out of order what my friend did was let me use his brand new palmtop.*

Inne zwroty:

The place where ...
The day when ...
The thing that ...

- ✗ 4 Uzupełnij dialogi, wykorzystując powyższe struktury, tak aby położyć nacisk na dany element zdania. Następnie do poniższych sekwencji (1–4) przyporządkuj odpowiednie „chmurki” (A–D). Zapisz swoje odpowiedzi w zeszycie.

A *Przedstaw swoje plany na najbliższe wakacje i podaj szczegóły.*
 B *Kto / co i w jaki sposób zainspirował / o cię do zmiany?*
 C *Zmiana zainteresowań / podjęcie nowej aktywności i powody.*
 D *Jakie umiejętności są niezbędne? Kiedy odbywają się zajęcia?*

- 1 []
 A: I heard you had left the school athletics club? What's up? Aren't you into sports anymore?
 B: Not really, [] I'm into now. (*dancing*) Hip hop and modern jazz in particular. [] I decided to quit was that I wanted to focus on my real passion.
 2 []
 A: It must have been a tough decision to make, I guess ...
 B: In fact, [] inspired me was my friend Olivia, who is really interested in modern jazz. I saw her perform the other day and [] I got hooked on immediately was the freedom dancing gives.

3 [?]

A: So, tell me about the workouts. Do you have to be super fit?

B: Well, you need to be fit but [?] a sense of rhythm that is actually much more important. We have classes on Tuesdays and Fridays but Friday [?] I really learn a lot.

4 [?]

A: So it doesn't look like you're going to spend the next holiday at a summer camp?

B: Well, [?] I would love to go is a summer dance school. [?] I need to do is find a good one.

5 Przeformułuj poniższe zdania na trzy różne sposoby, wykorzystując podane początki zdań. Zapisz je w zeszycie.

With exams looming on the horizon, Pete promised his girlfriend he would get down to serious study.

With exams looming on the horizon what Pete did was promise his girlfriend he would get down to serious study.

The reason why Pete promised he would get down to serious study was that exams were looming on the horizon.

It was his girlfriend who made Pete promise that he would get down to serious study.

1 Bonnie decided to take up Urdu because she wanted to impress her classmates.

1a It was because [?].

1b The thing that [?].

1c What made Bonnie [?].

2 As I had been doing overtime for a couple of days, I took Wednesday off.

2a As I had been doing overtime for a couple of days, the thing that [?].

2b As I had been doing overtime for a couple of days, it was on Wednesday [?].

2c The reason [?].

3 Derrick informed all his family about his decision to emigrate only yesterday – in order not to upset them too early.

3a What caused [?].

3b It was only [?].

3c What Derrick [?].

4 As I didn't know which way to go, I asked the first person I saw in the street for directions.

4a It was because [?].

4b The reason why [?].

4c The person whom [?].

5 Some students enroll on extra classes because they want to improve their educational prospects.

5a The reason why [?].

5b It is improving their educational prospects that [?].

5c As some students want to improve their educational prospects, [?].

6 Each candidate should have a good command of Italian and excellent interpersonal skills.

6a The skills that [?].

6b What is required of each candidate [?].

6c The person who [?].

Sposób 3

6 Zapoznaj się z poniższymi przykładami, w których zastosowana jest inwersja.

1 *Seldom / Rarely does Ms Strict give her students no homework.*

2 *Never / Under no circumstances / At no time were we allowed to talk during a test.*

3 *Little did we realise the consequences of skipping classes.*

4 *Not until much later did the truth come to light.*

5 *Not until I left school / Only after I left school, did I tell them what really happened then.*

6 *Hardly had I got my A-levels when I started missing my classmates.*

7 *No sooner had my teacher retired than she took up a part-time job in the school library.*

Zatem:

A Jeśli przysłówki lub wyrażenia przysłówkowe o charakterze przeczącym (*seldom, never, under no circumstances, not only*, itp.) znajdują się na początku zdania, wówczas konieczna jest inwersja, tzn. czasownik posiłkowy musi się znaleźć przed rzeczownikiem.

B W zdaniach zaczynających się od *not until* oraz *only after*, inwersja występuje w głównej części zdania, po przecinku (przykład 5).

7 Wykorzystując elementy w nawiasach, utwórz poprawne zdania. Zapisz swoje odpowiedzi w zeszycie.

Hardly had we boarded (we / board) the plane when it took off.

1 No sooner [?] (I / agree) to lend Alek my notes than I started to regret it.

2 Not only [?] (I / be bored stiff) but I was also irritated by what the teacher was saying.

3 Seldom [?] (James / spend) his holiday abroad.

4 Hardly [?] (my mum / get back home) when she had to return to the office.

5 Under no circumstances [?] (children under 12 / be left unaccompanied).

6 At no time [?] (I / feel) my job was on the line.

7 Only after [?] (you / finish), can you go out.

8 Not until [?] (we / get) to the airport did we realise we had left our passports at home.

8 Uzupełnij poniższe zdania jednym wyrazem. Zapisz swoje odpowiedzi w zeszycie.

Never again will I go on a rollercoaster!

1 [?] when I talked to him face to face did I realise how silly I was being.

2 [?] had we finished all the preparations when the first guests arrived.

3 Not [?] does this hotel offer top-class sports facilities, but it is also conveniently located.

4 No sooner had I collected my laptop from being serviced [?] it broke again.

5 [?] for a second did I think I wouldn't make it down to base camp.

6 Never [?] had I seen such an impressive piece of architecture.

Inwersja w zdaniach warunkowych

➡ Grammar Reference

Zdania warunkowe · [P] str. 120, · [R] str. 122

- ✗ 9 Przeanalizuj poniższe przykłady, a następnie uzupełnij regułę. Zapisz swoje odpowiedzi w zeszycie.

- 1 If you happen to see him, tell him I'm back safe and sound. =
If you should see him, tell him I'm back safe and sound.
Should you see him, tell him I'm back safe and sound.
- 2 If I were to choose a place to settle permanently, I'd opt for Portugal. =
Were I to choose a place to settle permanently, I'd opt for Portugal.
- 3 If I had been informed about the cancellation of the flight beforehand, I would not have wasted so much time at the airport.
Had I been informed about the cancellation of the flight beforehand, I wouldn't have wasted so much time at the airport.

Zatem:

W zdaniach warunkowych **inwersja** występuje po czasownikach posiłkowych ? , ? , ? , jeśli znajdują się one na początku zdania.

W takich zdaniach **nie występuje if**.

- ✗ 10 Uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie. W jakich sytuacjach mógłbyś / mogłabyś użyć poniższych zdań?

... If they hadn't been warned about the danger, they'd have taken an unnecessary risk.

Had they not been warned about the danger, they'd have taken an unnecessary risk.

- 1 If you require any further information, please do not hesitate to ask.
Should ? , please do not hesitate to ask.
- 2 If you had warned us about the degree of risk involved, we would have taken out extra insurance.
Had ? about the degree of risk involved, we would have taken out extra insurance.
- 3 If they were to give you a pay rise, what would you do with the extra money?
Were ? , what would you do with the extra money?
- 4 If Mary happened to go on holiday to Iceland or Jamaica, I'm sure she would get hooked and started travelling more.
 ? on holiday to Iceland or Jamaica, I'm sure she would get hooked and started travelling more.
- 5 If you need anything, just press this red button.
 ? , just press this red button.

- 6 If Adam had stayed a bit longer at our party, he would have met Christina – his future wife – then.
 ? a bit longer at our party, he would have met Christina – his future wife – then.
- 7 If I were to choose between a flat in a big city and a hut in the mountains, I would prefer a hut.
 ? between a flat in a big city and a hut in the mountains, I would prefer a hut.
- 8 If they had taken part in the election, they would have the right to complain now.
 ? in the election, they would have the right to complain now.

Powtórzenie

- ✗ 11 Wykorzystując wyrazy zapisane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Zapisz swoje odpowiedzi w zeszycie.

... I didn't know about the grant. That's why I didn't apply.

Had I known about the grant, I would have applied.

- 1 Back then I didn't know about the grant. **ONLY**
It ? I found out about the grant.
- 2 Pete had not been informed about the exam results until the end of the week. **ONLY**
 ? informed about the exam results.
- 3 The fact is that Frank really thinks he has been treated unfairly. **THINK**
The fact is that Frank ? he has been treated unfairly.
- 4 Not knowing which way to go, Meg finally asked a taxi driver for help. **ASK**
Not knowing which way to go, what ? a taxi driver for help.
- 5 They never doubted they would finish the race. **DOUBT**
At ? they would finish the race.
- 6 During the exam, students are strictly forbidden to use any electronic devices. **UNDER**
 ? to use any electronic devices during the exam.
- 7 I managed to qualify for the finals only because I practised every day. **WHY**
 ? to qualify for the finals was that I practised every day.
- 8 The boxer did not realise that his fighting days were almost over. **LITTLE**
 ? that his fighting days were almost over.
- 9 He was so irritated that he couldn't say a word. **SUCH**
 ? that he couldn't say a word.
- 10 If you happen to be going to the library, can you get a book for me? **SHOULD**
 ? to the library, can you get a book for me?