

WARM-UP

- a (Pomimo) all my efforts, I couldn't learn Spanish.
- b (Gdy tylko) everybody comes back, we shall leave.
- c (Co masz zamiar teraz zrobić?) Maybe you should ask someone for help.
- d It's hard to (zdecydować się) in such a short time.
- e My brother (jest zainteresowany) basketball.

EXERCISE

- 1
 - a I am going on a _____ tonight, so I won't be able to see you.
 - b What's the _____ of our next meeting?
- 2
 - a John and Mary got _____ the other day. I'm really thrilled for them.
 - b I can't get through to Martin. His phone is _____ all the time.
- 3
 - a This pencil has a sharp _____. Be careful.
 - b There is no _____ in asking him for help. He'll refuse anyway.
- 4
 - a Helen has really _____ hair. It's even lighter than mine.
 - b The referee's decision to send the player off was not _____. It wasn't a foul at all.
- 5
 - a My father works for an international _____.
 - b Jack is great _____. He's so cheerful and he always **makes** me laugh.
- 6
 - a We have a _____ room in our house in case we have any visitors.
 - b What do you do in your _____ time?
- 7
 - a I need to _____ my phone. The battery is running low.
 - b How much do they _____ for this service? I hope it's not too expensive.
- 8
 - a My _____ said we needed to concentrate more if we wanted to win the match.
 - b We went to Prague by _____. It didn't take very long.

6

Word Formation

STUDENT'S WORKSHEET A

- 1 Give three examples of nouns beginning with the negative prefix *dis-*.

1 _____
2 _____
3 _____

- 2 What two different verb forms can be made from the word *light*?

1 _____
2 _____

- 3 Make four different words from the root word *communicate*.

1 _____
2 _____
3 _____
4 _____

- 4 Give three examples of adjectives ending in *-ous*.

1 _____
2 _____
3 _____

- 5 Make four different words from the root word *success*.

1 _____
2 _____
3 _____
4 _____

- 6 What negative prefix is used before all of these words:
kind, do, employment?

kind _____
do _____
employment _____

- 7 Give three examples of adjectives beginning with the negative prefix *im-*.

1 _____
2 _____
3 _____

- 8 Give three examples of nouns ending in *-dom*.

1 _____
2 _____
3 _____

6

Word Formation

STUDENT'S WORKSHEET B

- 1 Give three examples of nouns beginning with the negative prefix *mis-*.

1 _____
2 _____
3 _____

- 2 What two different noun forms can be made from the word *able*?

1 _____
2 _____

- 3 Make four different words from the root word *approve*.

1 _____
2 _____
3 _____
4 _____

- 4 Give three examples of adjectives ending in *-ive*.

1 _____
2 _____
3 _____

- 5 Make four different words from the root word *predict*.

1 _____
2 _____
3 _____
4 _____

- 6 Give three examples of adverbs spelt with a double *l* at the end.

1 _____
2 _____
3 _____

- 7 What negative prefix is used before all of these words:
ability, sensitive, tolerance?

ability _____
sensitive _____
tolerance _____

- 8 Give three examples of nouns ending in *-ship*.

1 _____
2 _____
3 _____

Zadanie 2.

Uzupełnij zdania 2.1. – 2.5., wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

- 2.1. If this party (*win/election*) _____, it will probably spend even less money on healthcare and education.
- 2.2. (*spite/disabilities*) _____ more and more disabled people take part in cultural, social and sports events.
- 2.3. How can people (*discourage/discriminate*) _____ against others?
- 2.4. The criminal did not (*come/alibi*) _____ and was found guilty of the bank robbery.
- 2.5. If the police (*not/find/eyewitness*) _____, the murderer wouldn't be standing in court now.

Zadanie 2.

Uzupełnij drugie zdanie z każdej pary, aby zachować sens zdania wyjściowego. Nie zmieniaj przy tym podanych początków i zakończeń zdań. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań.

Uwaga: nie zmieniaj formy podanych wyrazów.

- | | |
|--|--|
| <p>2.1. I have never seen a black swan before. TIME
It's the first _____ a black swan.</p> <p>2.2. I don't have a horse because I don't live in the country. HAVE
If I lived in the country, _____ a horse.</p> <p>2.3. Some people say that pigs are smarter than dogs. BE
Pigs _____ smarter than dogs.</p> | <p>2.4. Could you please unplug all the chargers before you leave? FORGET
Please _____ all the chargers before you leave.</p> <p>2.5. I think working with animals might be a good idea. CONSIDERING
I _____ with animals.</p> |
|--|--|

Zadanie 3.

Przetłumacz na język angielski podane w nawiasach fragmenty zdań 3.1. – 3.5., aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 3.1. If I (*na twoim miejscu zapisałbym się do*) _____ the science club in our school – it is really interesting.
- 3.2. Scientists (*próbują opracować*) _____ a cure for the flu for years.
- 3.3. I wouldn't have to write the essay again if I (*go nie skasował*) _____ by accident.
- 3.4. Technologists predict that artificial intelligence (*zastąpi połowę*) _____ of all jobs by the end of 2030.
- 3.5. You (*niepotrzebnie wysłałeś wiadomość*) _____ dad. I phoned him an hour ago to say we would be late.

Zadanie 3.

Uzupełnij drugie zdanie z każdej pary, aby zachowało sens zdania wyjściowego. Nie zmieniaj przy tym podanych początków i zakończeń zdań. Uwaga: w każdą lukę możesz wpisać od dwóch do pięciu wyrazów.

- 3.1. My sister was so stressed out before the exam that she passed out. **WOULD**
If my sister hadn't been so stressed out before the exam, she _____.
- 3.2. A lot of things can have an influence on students' concentration in the classroom. **AFFECT**
A lot of things can _____ in the classroom.
- 3.3. The doctor told me to eat less junk food. **DOWN**
The doctor told me to _____ junk food.
- 3.4. It is believed that long-term stress leads to many serious diseases. **LEAD**
Stress _____ to many serious diseases.
- 3.5. I don't feel like jogging today. **MOOD**
I'm not _____ jogging today.

Zadanie 1.

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę A, B, C lub D.

TEENAGE JOBS: TAKING CARE OF CHILDREN OR PETS?

There are a lot of jobs which teenagers in the UK can do in their free time or during school holidays. One of the most popular part-time jobs, which is also easy to find locally, is babysitting. It usually **1.1.** _____ taking care of children in the evenings when their parents are out. It's not very difficult to do, but the parents need to know you and trust you.

1.2. _____, however, you are likely to get more babysitting jobs from their friends and neighbours. **1.3.** _____ popular jobs for teenagers are concerned with looking after animals: these are walking dogs and pet sitting. Some dog owners do not have time to walk their dogs two or three times a day, and they are willing to pay someone to do this for them. You may also be asked to look after a pet over a weekend or during a holiday: when the owners leave, you visit their pets, feed them, play with them and take them for walks (if necessary). If you do a good job, you may earn a decent **1.4.** _____.

Source: <http://www.e4s.co.uk/jobs/1-top-jobs-under-18s.htm>

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|-------------|--------------------------|---------------|-------------|
| 1.1. | 1.2. | 1.3. | 1.4. |
| A. includes | A. Once they do, | A. Others | A. money |
| B. engages | B. Unless they do, | B. Another | B. cash |
| C. involves | C. The more jobs you do, | C. The others | C. income |
| D. entails | D. If you do, | D. Other | D. wages |