



@just_takeabreak

JUST TAKE A LESSON

Small steps to your success in learning English

WEEK 17 & 18

TIP:

Quizzes can be found every day on our Instagram

1 PHRASAL VERBS
do

2 PHRASAL VERBS
revision

3 MODALS
part I

4 MODALS
part II

5 LISTENING
matura podstawowa

6 LISTENING
matura rozszerzona

WEEK

17 & 18



PHRASAL VERBS with DO
explanations
#justtakealesson



There's no sugar, so you'll
have to **do without** .

to manage without
having something



She always **does** her presents **up**
beautifully
in gold and silver paper.

to wrap something
in paper

a. up

b. on



You must **do up** your safety belt in the back of cars and taxis now.

to fasten something
or become fastened



The United Kingdom **did away with**
the death penalty in 1965.

to abolish, get rid of



They threatened to **do** me **in**
if I didn't pay up by Friday.

to kill someone



I could **do with** a cold beer
about now.

to wish for or ask for
(usually after can or
could)

An aerial photograph of a winding asphalt road that loops through a lush green landscape. The road starts from the top left, curves right, then left, then right again, and finally left towards the bottom. The surrounding area is filled with vibrant green grass and numerous tall, dark green evergreen trees. A few houses are scattered throughout the scene: one with a red roof near the top center, and another with a grey roof on the right side. The overall scene is bright and clear, suggesting a sunny day.

Today's

justtakealession

phrasal verbs

revision



Come quickly!
The film **is about** to start.

to be on the point of
doing sth



I'm after the bag of crisps.
Please, buy me some.

to want sth



This photo **brings back**
memories of our last
holidays in Lisbon.

to think about memories
/ feelings from the past



Dave is so negative, he
always **brings down**
my mood.

to make sb feel bad
emotionally



The band is going to **bring out** a new album at the end of this year.

publish, put on market



Her grandaparents
brought her up after her
parents died.

to raise a child

MODAL VERBS

TYM RAZEM ZUPEŁNIE NIE WIEDZIAŁAM,
JAK ZACZAĆ, SERIO!
POMÓGŁ MI CAMBRIDGE DICTIONARY:



"MODALITY IS ABOUT A SPEAKER'S
OR A WRITER'S ATTITUDE
TOWARDS THE WORLD."

"...A speaker or writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expressions.

Speakers often have different opinions about the same thing."



"MODALNOŚĆ DOTYCZY STOSUNKU
MÓWCY LUB PISARZA DO ŚWIATA.

„...Mówca lub pisarz może wyrazić pewność, możliwość, chęć, zobowiązanie, konieczność lub zdolność za pomocą modalnych słów i wyrażeń.

Mówcy często mają różne opinie na ten sam temat."

MODAL VERBS

DOBRCZE, TO TERAZ PRZEŁÓŻMY TO Z
POLSKIEGO NA NASZE :-)



**CZASOWNIK MODALNY TO TAKI
MOCARNY CZASOWNIK,
SUPERHERO WŚRÓD CZASOWNIKÓW**

- Ma taką samą formę we wszystkich osobach.
- Nie potrzebuje operatorów do tworzenia pytań i przeczeń.
- W przeczeniach doczepia się do niego 'not' i już (can > can not > can't).
- w pytaniu przestawiasz go przed podmiot (Can I have..?)



**UŻYWAMY GO, ABY WYRAZIĆ NASZE
PODEJŚCIE DO RÓŻNYCH TEMATÓW**

CZASOWNIKI MODALNE

MODAL VERBS

MOŻEMY PODZIELIĆ ZNACZENIE
MODALNYCH NA DWIE GRUPY



PRZEWIDYWANIE, SPEKULACJA
NA TEMAT JAKIEGOŚ FAKTU

Mówca decyduje o tym, jak pewne jest coś w teraźniejszości, przyszłości lub przeszłości. Wtedy mówimy jak bardzo coś jest **pewne, możliwe, prawdopodobne, wątpliwe**:

- Paula **can't be** home yet.
It's **impossible**.
She left 10 minutes after us.
- *Ktoś słyszy, jak telefon dzwoni i przewiduje, kto to.*

There's the phone. That'll **be** Mum.

- I **may** go. I haven't decided yet.

MODAL VERBS

DRUGA GRUPA:



KONTROLOWANIE, „KIEROWANIE”
DZIAŁANIEM

Mówca chce kontrolować lub „kierować” działaniem. Daje i odmawia **pozwolenia**. Mówi o **obowiązku i konieczności**. Mówi o tym, jaki chciałby, aby świat był:

- *Rodzic do dziecka:*
You **can come** if you're good.
- He **should take** more care.
- Tell Jen she **needn't bother** about the washing up.
- You **mustn't worry** so much about her.
- You **may go** now. (formal)

CZASOWNIKI MODALNE

MODAL VERBS

KTÓRE CZASOWNIKI NAZYWAMY
MODALNYMI?



**CAN, COULD, MAY, MIGHT, WILL,
SHALL, WOULD, SHOULD, MUST**

Mamy jeszcze grupę takich pół-modalnych:



DARE, NEED, OUGHT TO, USED TO

Jest jeszcze grupa innych zwrotów używana
w podobnych sytuacjach:



**HAVE (GOT) TO, BE GOING TO,
BE ABLE TO**

CZASOWNIKI MODALNE

MODAL VERBS

JESZCZE RAZ USTALMY ICH CECHY:



MAJĄ JEDNĄ FORMĘ. NIE TWORZĄ
FORMY BEZOKOLICZNIKA, FORMY -ING
ORAZ FORMY CZASU PRZESZŁEGO.

Czyli, żeby stworzyć bezokolicznik lub czas przeszły musimy użyć innych zwrotów:

I'd love **to be able** to see the Taj Mahal one day.
Not: I'd love **to can** see the Taj Mahal one day.

They **had to** sell their house.
Not: They **musted** sell their house.



MAJĄ TAKĄ SAMĄ FORMĘ WE
WSZYSTKICH OSOBACH.
NIE MOGĄ BYĆ DWA MODALNE OBOK
SIEBIE.

Windsurfing **can be** difficult.
Not: Windsurfing **can might be** difficult.
or Windsurfing **might can be** difficult.

MODAL VERBS

JAK TWORZYMY PRZECZENIE?



MODALNY + NOT
NIE POTRZEBUJEMY OPERATORÓW
DON'T/DOESN'T/DIDN'T

We **can't** hear very well at the back.

Not: We **don't** can hear very well ...

JAK TWORZYMY PYTANIE?



MODALNY IDZIE PRZED PODMIOT.
NIE POTRZEBUJEMY DO/DOES/DID.

Could you help me?

Not: Do you could help me?

Will it be a problem?

Not: Does it will be a problem?

Why can't you come too?

Not: Why don't you can come too?

MODAL VERBS

JAK TWORZYMY CZAS PRZESZŁY OD MODALNEGO?



MODALNY + HAVE + III F. CZASOWNIKA

- We **should have listened** more carefully.
- The fire **could have been** worse.
- It **could have spread** upstairs.
- I suppose we **could have gone** to the hotel.
- I **would have preferred** the holiday camp.

JAK TWORZYMY FORMĘ CIĄGLĄ OD MODALNEGO?



MODALNY + BE + CZASOWNIK Z -ING

- They **may be coming** sooner than we expected.
- He **could be staying** with friends in London.

CZASOWNIKI MODALNE



I MIGHT BE WRONG!

MODAL VERBS

#JUSTTAKEALESSON

COLIN TRAIN EVERY
DAY IF HE WANTS TO WIN
THE RACE.

- A. SHOULD
- B. COULD



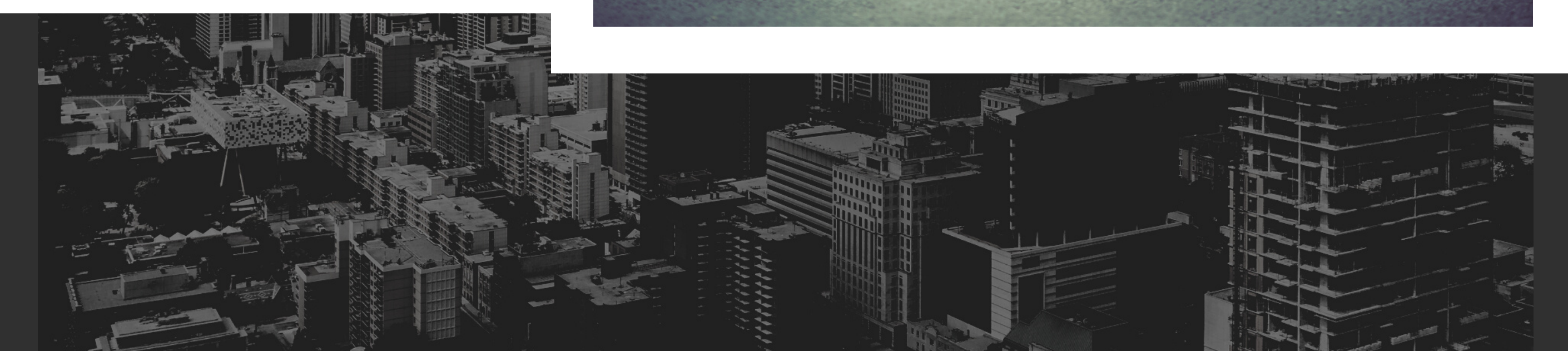
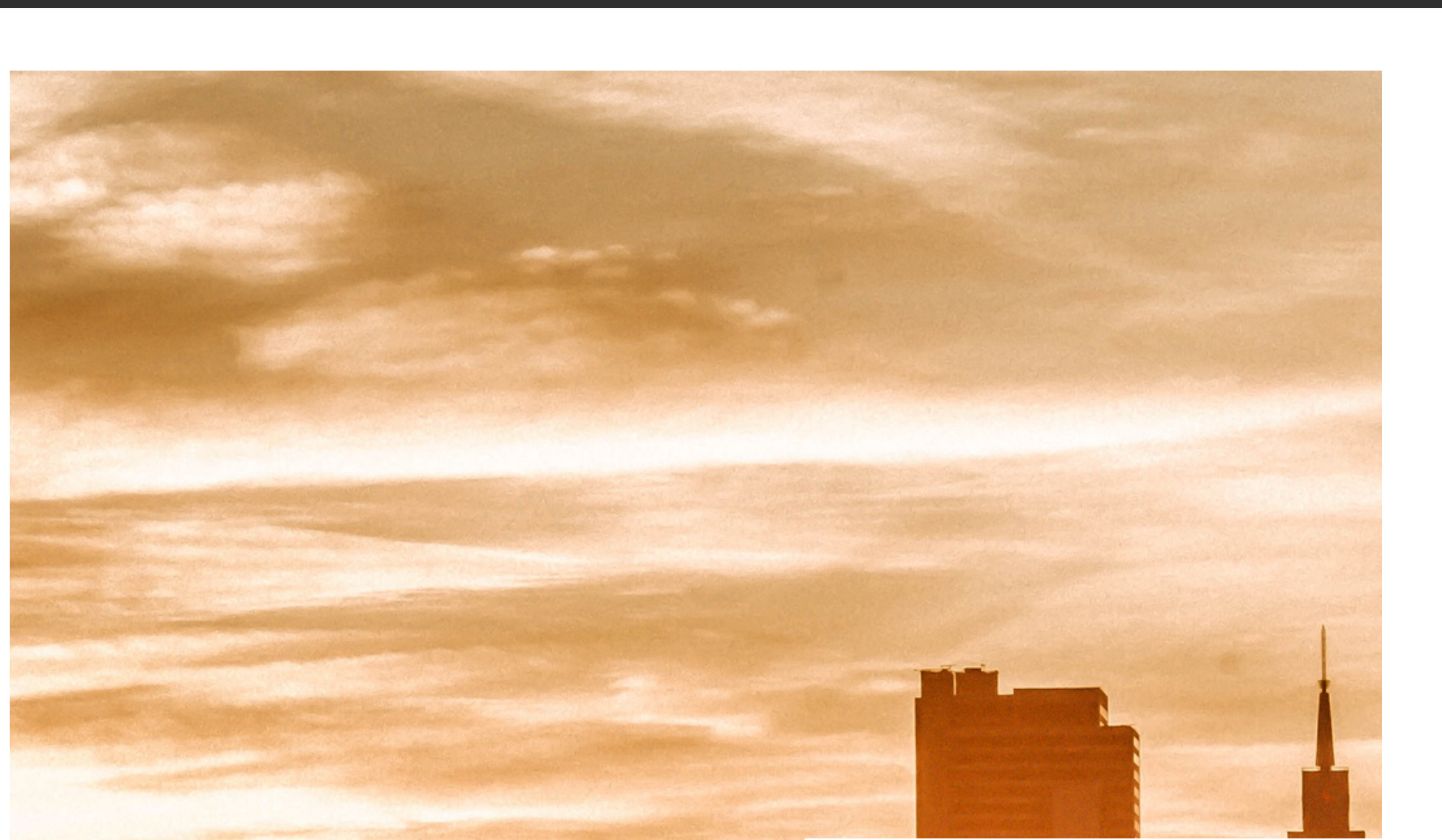
ANN IS STILL IN LONDON,
SO YOU SEE HER.

- A. MUSTN'T
- B. CAN'T



YOU BE EXHAUSTED.
YOU'VE BEEN RUNNING FOR
HOURS.

- A. MUST
- B. CAN





YOU PARK IN
NO-PARKING ZONE

- A. MUSTN'T
- B. CAN'T



.... I SPEAK TO YOU
FOR A MOMENT?

- A. SHOULD
- B. MAY



I . . . TAKE MY
CAMERA WITH ME.
I'LL NEED IT LATER.

A. MUST
 B. HAVE

- WHY AREN'T YOU
AT THE CINEMA?

- I GET IN TO
SEE THE FILM. YOU
HAVE TO BE OVER 18.

A. SHOULDN'T

B. COULDN'T



YOU SHOW AN ID WHEN
YOU PAY BY CREDIT CARD.

- A. HAVE TO
- B. MIGHT





**THEY MUST HAVE HAD
GOOD TIME!**

#justtakealession



I haven't to truly enjoy
that moment.



- a. could
- b. was able

c. been able

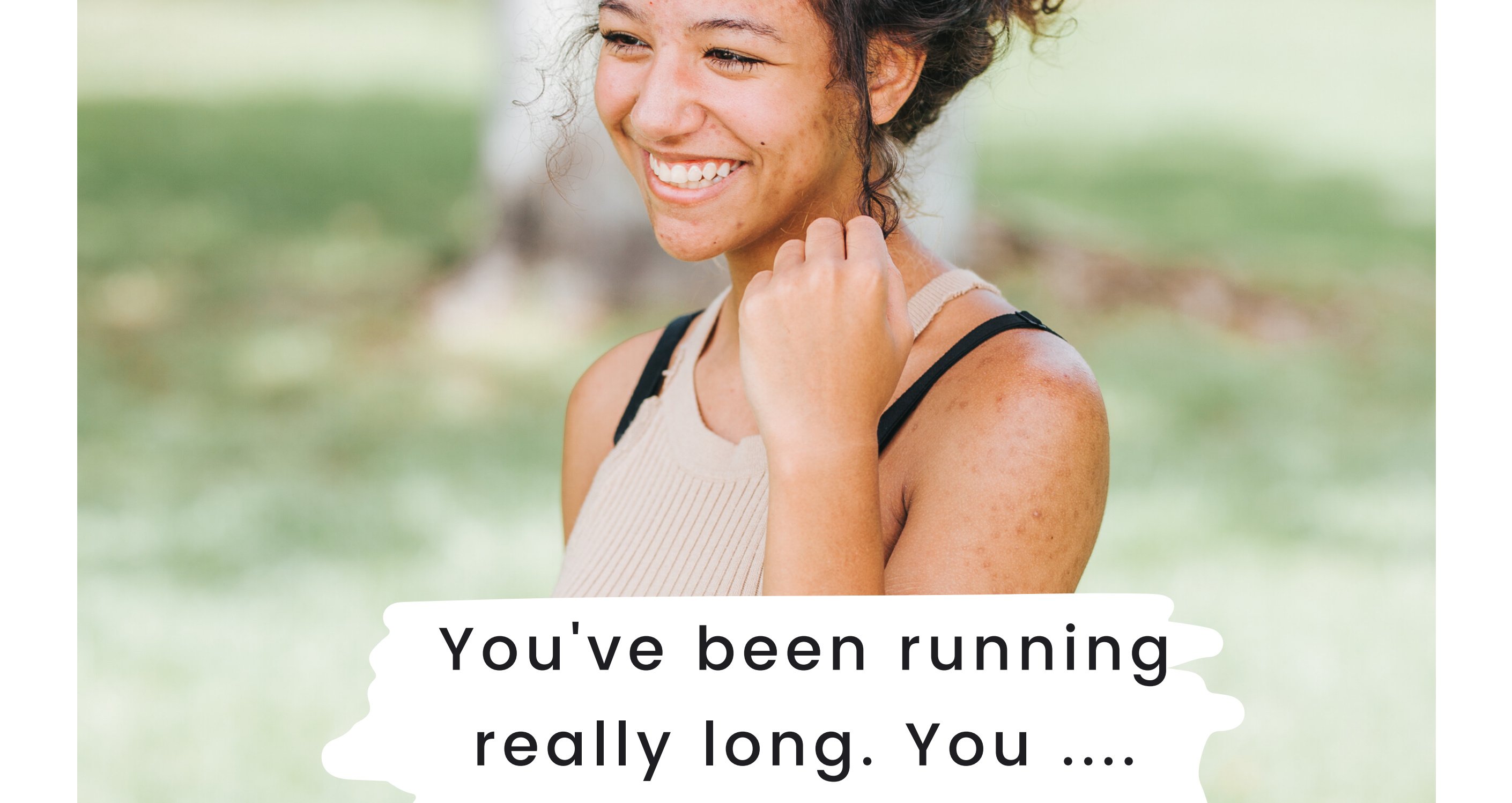





I was so tired after our
bike ride.

I ... for a week.

- a. could have slept
- b. might had slept
- c. would have sleep



You've been running
really long. You
really tired.

- 
- a. have to be
b. mustn't be
 c. must be



Kate walked past me
without speaking.
She me.



- a. must have seen
- b. can't saw
- c. can't have seen





Ann? Hard worker?

You

She's very lazy.



a. joked

b. can be joking

c. must be joking



Where's Ann?
She in the
office.



- a. might be
- b. has be
- c. will be



I'm not working tomorrow,
so I get up early.

- a. don't have to
- b. musn't
- c. don't must





I ... early, so I didn't.

- a. didn't need to get up
b. needn't have got up



She took an umbrella but
it didn't rain, so umbrella
was not necessary.
She ... the umbrella.

- a. didn't need to take
- b. needn't have taken





Listening



*Usłyszysz trzy nagrania.
Z podanych odpowiedzi wybierz
właściwą.*

*Ale najpierw przeczytaj całość
zadania, żeby nic Cię nie
zaskoczyło podczas słuchania :-)*



Recording 1

The dress that Lisa is wearing...

A. was given to her as a birthday present

B. had not been worn before

C. used to belong to a family member

Recording 2

The speaker of the recording is...

A. teacher

B. librarian

C. student

Recording 3

Where was the missing person last seen?

A. outside his home

B. at the post office

C. at the police station





Recording 1

The dress that Lisa is wearing...

*A. was given to her as
a birthday present*

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Recording 2

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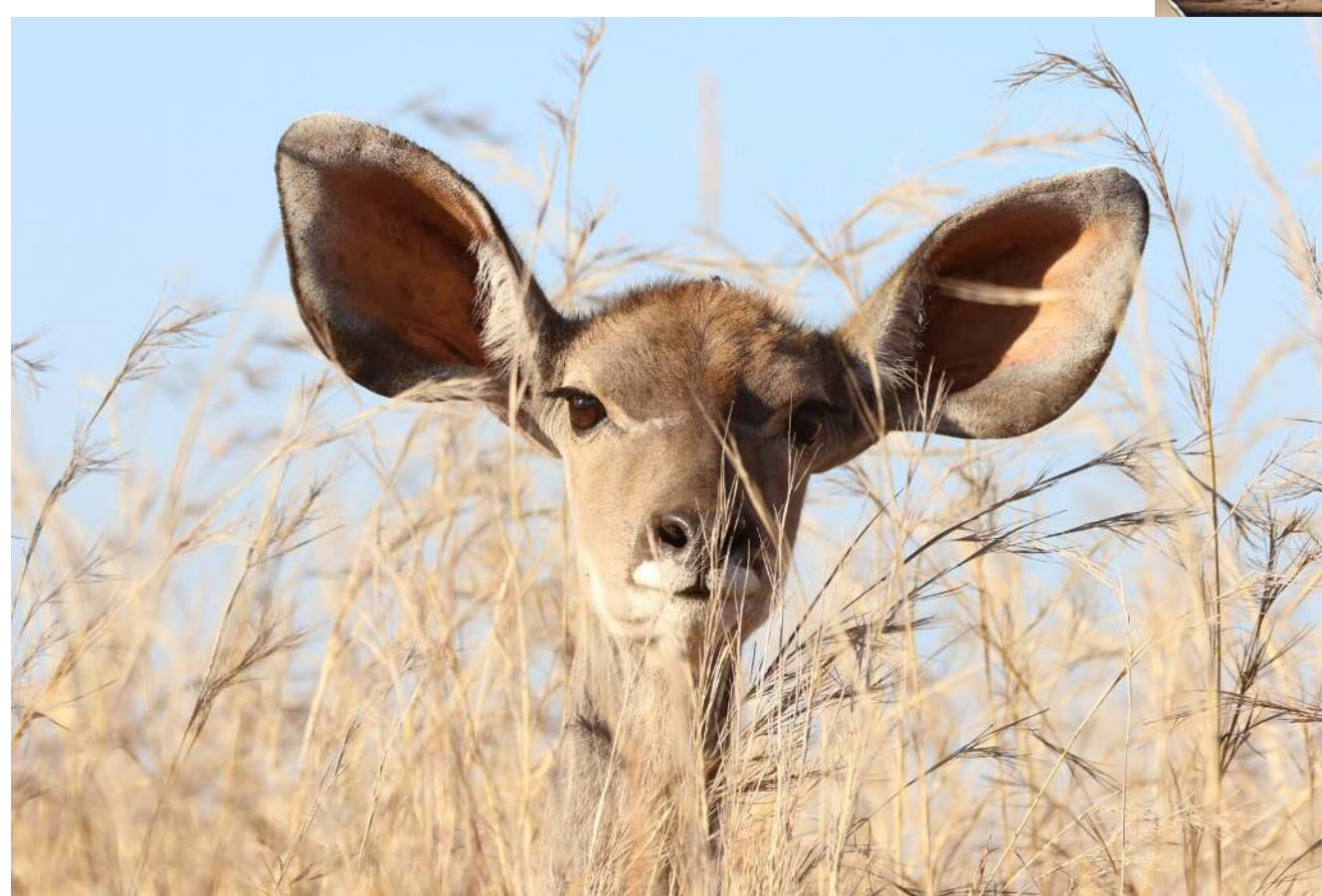
Recording 3

Where was the missing person last seen?

- A. outside his home*
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- C. at the police station*

LISTENING

matura rozszerzona





READ BEFORE THE LISTENING STARTS

1. The hotel guest is talking to

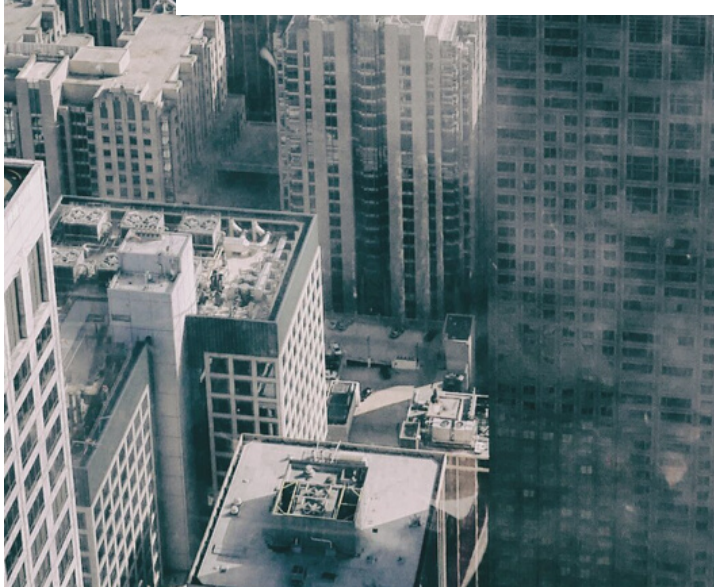
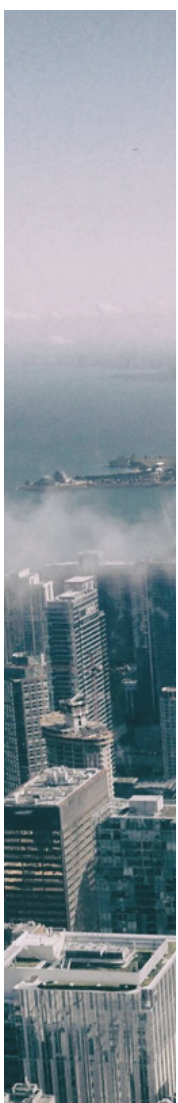
- a. a chef
- b. a receptionist
- c. a porter

2. The flight announcement is made

- a. before the pilot prepares to land
- b. shortly after take-off
- c. just after a meal is served

3. In the intreview, the speaker

- a. puts tourism in a historical context
- b. contrasts the styles of ancient travel writers
- c. traces the origins of early Greek customs



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- a. a chef
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2. The flight announcement is made

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3. In the interview, the speaker

- a. puts tourism in a historical context.
- b. contrasts the styles of ancient travel writers.
- c. traces the origins of early Greek customs.





To już koniec na dziś.

Będę wdzięczna za każdą informację zwrotną. Jednym słowem—daj proszę znać, jakie są Twoje wrażenia. Jeśli masz ochotę kupić wcześniejsze e-booki oraz video z ich objaśnieniami, zapraszam do naszego sklepu:

[HTTPS://JUSTTAKEABREAK.PL/SKLEP/](https://justtakeabreak.pl/sklep/)



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Wydawca: Konrad Roziwski

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