

# Articles B1 Przedimki B1

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POLONSKY

# Articles B1

# Przedimki B1

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# Wstęp

Książka **Articles B1. Przedimki B1** powstała z myślą o uczniach przygotowujących się zarówno do egzaminu maturalnego z języka angielskiego na poziomie podstawowym (B1/B1+), jak i innych egzaminów na tym poziomie językowym.

Książka **Articles B1. Przedimki B1** zawiera sześćdziesiąt krótkich lekcji, które skupiają się nie tylko na użyciu przedimków określonych i nieokreślonych, lecz również na wszelkiego typu określnikach, zaimkach i określeniach ilości. Układ każdej lekcji jest stały: na początku przedstawione jest sześć prostych zasad wraz z przykładami, których znajomość jest następnie sprawdzana w ćwiczeniu z lukami. Aby pokazać, w jaki sposób przymyki, określniki, zaimki i określenia ilości funkcjonują w mowie codziennej, w każdej lekcji znajduje się również rozbudowany dialog, w którym należy uzupełnić luki.

Aby uczeń miał również możliwość systematycznego utrwalania przerobionego materiału, w książce **Articles B1. Przedimki B1** znajduje się piętnaście jednostek powtórkowych. Każda z nich składa się z trzech ćwiczeń z lukami oraz dwóch krótkich dialogów.

Układ podręcznika **Articles B1. Przedimki B1** pozwala na pracę z nim na dwa sposoby. Materiał zawarty w podręczniku można przerabiać liniowo, co daje uczniowi możliwość uporządkowania materiału i systematycznego rozwijania sprawności w posługiwaniu się przedimkami, określnikami, zaimkami i określeniami ilości. Jednak lekcje zawarte w podręczniku nie są ściśle powiązane ze sobą, więc uczeń przygotowujący się do egzaminu może wybrać dowolne z nich i przerabiać je w ustalonej przez siebie kolejności.

Podręcznik **Articles B1. Przedimki B1** zawiera pełny klucz odpowiedzi, dlatego nadaje się zarówno do pracy w klasie, jak i do samodzielnej powtórki.

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Bielsko-Biała 2021



## O Autorze

**Nick Rattenbury** pochodzi z Wielkiej Brytanii. Mieszkał we Francji, Polsce, Chinach i Bahrajnie, pracując jako nauczyciel języka angielskiego, dyrektor szkoły językowej, tłumacz, korektor i autor materiałów dydaktycznych. Od zawsze pasjonował się językami i procesem uczenia się języków. Ukończył studia z zakresu filologii francuskiej i niemieckiej, a następnie zdobył kwalifikacje nauczycielskie CELTA i DELTA. Pracował w kolegiach nauczycielskich, a także wielu szkołach językowych. Obecnie mieszka w Bielsku-Białej z żoną i dwiema córkami, pracując jako wolny strzelec dla różnych firm i instytucji. Wolny czas spędza na górskich wędrówkach, grze w badminton, majsterkowaniu i czytaniu francuskiej literatury.

## Podziękowania

Autor i Wydawca pragnę podziękować Oldze, która brała udział w testowaniu materiału zawartego w tej książce.

Theory and Practice

Teoria i ćwiczenia

Nie używamy przedimków, mówiąc o przedmiotach szkolnych.

→ *I have a double lesson of Ø history tomorrow.*

Używamy **the**, kiedy mówimy o rzeczach po raz drugi.

→ *There's a pen on the table that I don't recognise. Is **the** pen yours?*

Nie używamy przedimków, kiedy podajemy godzinę.

→ *They should be here at Ø twelve o'clock.*

Przed wyrazem **same** używamy **the**.

→ *This is **the** same test that we had last week.*

Nie używamy przedimków, kiedy mówimy o chodzeniu do szkoły.

→ *What time do you usually start Ø school?*

Używamy **the** w połączeniu z **top, middle, front, bottom** i **back**, aby określić położenie przedmiotu.

→ *I prefer to sit at **the** back of the classroom.*

**9.1** Wpisz **the** w lukę, jeśli przedimek jest potrzebny. Jeśli przedimek nie jest potrzebny, wpisz **Ø**.

1. We had a lesson about the Arctic, and something really funny happened to Carl during \_\_\_\_ lesson.
2. Mum, I don't want to go to \_\_\_\_ school tomorrow. Can I stay at home?
3. I was working on my essay almost until \_\_\_\_ midnight!
4. You should write a comment about it at \_\_\_\_ bottom of the page.
5. The only subject I don't really like is \_\_\_\_ chemistry.
6. Why does the teacher always do \_\_\_\_ same lesson to start the school year?
7. She stood there in \_\_\_\_ middle of the classroom, not saying anything.
8. We had a short test in \_\_\_\_ German and I did really badly.
9. The bell rings at \_\_\_\_ 3.45 exactly and then we all go home.
10. There's a door next to the sports hall which is always locked. Do you know what \_\_\_\_ door is used for?
11. We always play \_\_\_\_ same sports during PE lessons. I'd like to try something different for a change.
12. It's great because I finish \_\_\_\_ school really early on Fridays.

**9.2** Wpisz **the** w lukę, jeśli przedimek jest potrzebny. Jeśli przedimek nie jest potrzebny, wpisz **Ø**.

Jagoda and Amy are chatting in the school corridor between lessons.

**Amy** Wow, that maths lesson was really hard!

**Jagoda** Yes, it was. What's next? Oh, yes **1.** \_\_\_\_ geography, I hope that's not as tiring.

**Amy** It's a much easier subject, and the teacher's good fun, too.

**Jagoda** So do you always sit at **2.** \_\_\_\_ front in lessons?

**Amy** Usually, yes. It's not so easy for me to see the board if I sit further away.

**Jagoda** Hey, look. It's almost **3.** \_\_\_\_ ten thirty, we'd better get going.

**Amy** There's still plenty of time. Anyway, I think the topic of the lesson is going to be **4.** \_\_\_\_ same as last week.

**Jagoda** Maybe. By the way, there was a word I didn't understand in last week's lesson. It was something to do with the climate, but I can't remember what **5.** \_\_\_\_ word was now.

**Amy** We can have a look in the book, that should remind you.

**Jagoda** Yes, probably. Oh, no! I think I've forgotten my trainers for **6.** \_\_\_\_ PE!

**Amy** Don't worry, you can just be in bare feet. Stand at **7.** \_\_\_\_ back, the teacher won't notice.

**Jagoda** That's true.

**Amy** I heard that the PE teacher had an argument with the principal. Apparently, **8.** \_\_\_\_ argument started when he was late for lessons.

**Jagoda** He does often arrive late, doesn't he?

**Amy** Yeah. But that means he'll be in a bad mood today. Right, let's go in.

**LATER**

**Jagoda** This is the page I was thinking about. That word was somewhere here at **9.** \_\_\_\_ top of the page. I can't find it now.

**Amy** We can find it later. Oh, I had a note here and it's gone. I hope I haven't lost it.

**Jagoda** What was **10.** \_\_\_\_ note about?

**Amy** It was a note from my mum for the teacher. Oh, here it is, it was in **11.** \_\_\_\_ middle of my biology notebook.

**Jagoda** Good. We start with **12.** \_\_\_\_ biology tomorrow, don't we? And there's homework.

**Amy** We can do it together after school.

**Jagoda** That would be great. You can come round to my house for a change.

**Amy** OK. So what time do we finish **13.** \_\_\_\_ school today? Is it at **14.** \_\_\_\_ half past two?

**Jagoda** Yes, that's right. It's **15.** \_\_\_\_ same time as yesterday.

**Amy** You're so much better than me at remembering things.

**Determiners and pronouns****Określniki i zaimki***each, each of, every, either, neither*

Używamy **each** w odniesieniu do pojedynczych przedmiotów w grupie.

→ *The kids were given a chocolate bar **each**.*

Używamy **every** w odniesieniu do powtarzających się czynności.

→ *I eat in the canteen **every** lunchtime.*

Używamy **each**, jeśli są tylko dwie rzeczy.

→ *There are lockers on **each** side of the corridor.*

Używamy **each of** przed rzeczownikiem lub zaimkiem wskazującym na dwie lub więcej rzeczy.

→ *The principal gave **each of** the pupils a certificate.*

W zdaniach zawierających czasownik w formie przeczącej używamy **either** w odniesieniu do dwóch przedmiotów.

→ *I didn't like **either** of the films.*

W zdaniach zawierających czasownik w formie twierdzącej używamy **neither** w odniesieniu do dwóch przedmiotów.

→ ***Neither** subject interests me very much.*

**10.1** Uzupełnij każde zdanie, wstawiając **each, each of, every, either** lub **neither**.

1. I didn't understand \_\_\_\_ of the two homework tasks we had.
2. We both got a high score so we \_\_\_\_ deserve a better mark.
3. She's our star player and has played in \_\_\_\_ match this season.
4. I know nothing about those two computer games. I've played \_\_\_\_.
5. The participants received a medal \_\_\_\_ from the competition organisers.
6. It's important that \_\_\_\_ the rooms is cleaned properly.
7. You'll get an ice-cream \_\_\_\_ if you behave yourselves.
8. \_\_\_\_ my friend or I had any idea what to do next.
9. The twins \_\_\_\_ had identical hairstyles.
10. I don't know \_\_\_\_ of those two words. What do they mean?
11. Why did the teacher send a message to \_\_\_\_ us separately?
12. He criticises \_\_\_\_ meal that I cook. It's so annoying!



**10.2** *Uzupełnij każde zdanie, wstawiając **each, each of, every, either** lub **neither**.*

Joanna and Bill are talking about Joanna's plans to do an evening course, and about their kids' school marks.

**Bill** So, what's the latest on your evening course? Have you chosen one yet?

**Joanna** No, I haven't. **1.** \_\_\_\_ time I read through the brochure I choose something different.

**Bill** When we last discussed it you said that you had chosen two and they were **2.** \_\_\_\_ ideal for you.

**Joanna** I know, but I've changed my mind. I don't like **3.** \_\_\_\_ of those two courses and now I've found two others.

**Bill** Hmm. It sounds as if you'll never make up your mind. Why don't you describe **4.** \_\_\_\_ the course programmes to me and we can talk about them.

**Joanna** That's a good idea, but unfortunately **5.** \_\_\_\_ of the descriptions gives much detail.

**Bill** Oh, so maybe you need to go to the college and ask.

**Joanna** Yes, I suppose so. They could tell me more about **6.** \_\_\_\_ course in their brochure and it would be easier to decide.

**Bill** I hope so! It's taking you long enough!

**Joanna** Oh, don't rush me. **7.** \_\_\_\_ discussion we have, you try to push me into a decision. Anyway, did you see the kids' latest marks on the e-register?

**Bill** Yes, **8.** \_\_\_\_ of them did very well in their last test, did they?

**Joanna** No, they didn't. Do you think we should talk to **9.** \_\_\_\_ their teachers about it?

**Bill** Probably not yet. The parent's evening is in two weeks. We don't need to worry about **10.** \_\_\_\_ of the kids yet.

**Joanna** That's true. Actually, the teachers say the same thing at **11.** \_\_\_\_ meeting we go to. I don't know if it's worth it.

**Bill** No. By the way, I saw that **12.** \_\_\_\_ of the kids cleaned their room last Saturday. I thought we had a deal with them about it.

**Joanna** We did, but they **13.** \_\_\_\_ had an excuse last weekend. Bob was playing basketball and Amy was showing that new girl Jagoda around the city.

**Bill** Oh, I see. I must make sure I remind **14.** \_\_\_\_ them about it this week.

**Joanna** Yes, but it's not that important.

**Bill** Really? **15.** \_\_\_\_ time you clean you complain how dirty it is everywhere.

**Joanna** I know, but I'm really not that bothered.

**Bill** You're right. I suppose the two of us should **16.** \_\_\_\_ relax and enjoy life more.

**Joanna** I couldn't have said it better myself!

## Articles, determiners and pronouns

### Przedimki, określniki i zaimki

*a, an, the, no article, each (other), either (of), every*

Nie używamy przedimków mówiąc o miejscach takich jak szkoła, kościół czy szpital, kiedy korzystamy z tego miejsca zgodnie z jego przeznaczeniem. Używamy **the**, jeśli jesteśmy tylko gościem w tym miejscu.

→ *He broke his leg and now he's in **Ø** hospital.*

Nie używamy przedimków w tytułach książek, o ile sam tytuł nie zawiera **The**.

→ *We've got to read **Ø** *Crime and Punishment* for next week.*

Używamy **a** i **an** mówiąc o ocenach szkolnych wyrażonych cyframi lub literami.

→ *I got **a B** in my physics test.*

Używamy **each other** (się, siebie, sobie, sobą) mówiąc o dwóch osobach.

→ *If we help **each other** it will be much easier.*

Używamy **either of** (każdy, którykolwiek, obojętnie który) kiedy nie mamy preferencji w stosunku do żadnego z dwóch przedmiotów.

→ *You can choose **either of** them, I don't mind which one.*

Używamy **every** (co) mówiąc o regularnych odstępach czasu.

→ *The train leaves **every** half an hour, I think.*

**11.1** Uzupełnij każde zdanie, wstawiając **a, an, the, each other, either of** lub **every**. Jeśli przedimek nie jest potrzebny, wpisz **Ø**.

1. My sister and I often lend \_\_\_ clothes because we are the same height.
2. Is Bob still at \_\_\_ school? He should be home by now, lessons finished at 2 p.m.
3. I can't believe that the teacher has given me \_\_\_ C again in French!
4. We can watch \_\_\_ the two series, it's up to you.
5. I've borrowed \_\_\_ *Angels and Demons* by Dan Brown from the library.
6. My aim is to get \_\_\_ A in all three of my A-level exams.
7. The clock tower bell rings \_\_\_ fifteen minutes.
8. My mum's at \_\_\_ hospital visiting a sick relative.
9. There are two set books to read. You can read \_\_\_ them, but you must read at least one.
10. One of the books that made a deep impression on me was \_\_\_ *Robot Visions* by Asimov.
11. We have an English test \_\_\_ five lessons, which means we have one this week.
12. You should talk to \_\_\_ about your problems. It will help, believe me.

**11.2** Uzupełnij każde zdanie, wstawiając **a, an, the, each other, either of** lub **every**.  
Jeśli przedimek nie jest potrzebny, wpisz **Ø**.

Joanna and Bill are talking to Amy and Bob about their progress at school and about their after-school activities.

**Bill** Oh, there you are, Amy. We just wanted to talk to you about how things are going for you at **1.** \_\_\_\_ school.

**Amy** Great, at least I think so. I did get **2.** \_\_\_\_ E in my English literature test, but that's not surprising, is it?

**Joanna** Well, you could try a little harder. Reading **3.** \_\_\_\_ *Macbeth* isn't that difficult.

**Amy** But I'm not interested in literature at all, you know that.

**Bill** Yes, we know, but you can't get such low marks **4.** \_\_\_\_ second test that you take.

**Amy** Yeah, alright. I'll try more next time.

**Joanna** I'll tell you what, you read one of the other books. You can choose **5.** \_\_\_\_ them, I don't have a preference. And then we can talk to **6.** \_\_\_\_ about them afterwards. That should help you.

**Amy** OK. I think I'd prefer **7.** \_\_\_\_ *Animal Farm* if that's OK with you.

**Joanna** That's fine. Now I'll have to read it again to refresh it in my mind.

**Bill** Now, Bob. What happened in science this week? You only got **8.** \_\_\_\_ 4 this time.

**Bob** I know, but the teacher included some topics we haven't done yet.

**Bill** I see. Well, your mother and I will talk to **9.** \_\_\_\_ about it later and decide what to do. By the way, how's the basketball club?

**Bob** Great. The trainer says that soon we'll have matches **10.** \_\_\_\_ few days, so I'll be busy.

**Joanna** That's good. We'll be at **11.** \_\_\_\_ school next week for the parents' meeting so we'll talk to the trainer about the schedule.

**Bill** What about the art club, Amy?

**Amy** It's on Friday afternoons or Saturday mornings, and the teacher said I can choose **12.** \_\_\_\_ the sessions, it's up to me.

**Joanna** Which do you prefer?

**Amy** Well, Saturday would be good because I wouldn't be so tired, but I'm still not sure.

**Joanna** But are the sessions **13.** \_\_\_\_ week or twice a month?

**Amy** I don't know, I'll check and let you know.

**Joanna** In fact I went to art classes when I was at **14.** \_\_\_\_ university.

**Amy** Did you? You never told me that.

**Joanna** Actually, your dad and I started seeing **15.** \_\_\_\_ while I was attending the classes, so it didn't last for very long.

**Bill** No, I remember you complaining about it **16.** \_\_\_\_ Monday before the class!

**12.1** *Uzupełnij każde zdanie, wstawiając odpowiedni przedimek, zaimek lub określnik. Jeśli przedimek nie jest potrzebny, wpisz ∅.*

1. How long will you be at \_\_\_ school today, Amy?
2. A: Which top shall I choose? B: Actually, I don't like \_\_\_.
3. Who's that in \_\_\_ middle of the photo?
4. At Christmas, our uncle gave \_\_\_ us \$50.
5. The teacher tests us in \_\_\_ lesson we have.
6. Oh, look. She's got \_\_\_ same jacket I have.

**12.2** *Uzupełnij każde zdanie, wstawiając odpowiedni przedimek, zaimek lub określnik. Jeśli przedimek nie jest potrzebny, wpisz ∅.*

1. There's a train \_\_\_ twenty minutes so we won't have long to wait.
2. I almost fell asleep in \_\_\_ history yesterday. It was so boring.
3. What time did you finish \_\_\_ school when you were young, Grandma?
4. They gave us one free ticket \_\_\_ for the concert.
5. \_\_\_ boot fits me. This one's too small and that one's too wide.
6. He said he had a problem with his computer, but it turned out \_\_\_ problem was he didn't like studying.

**12.3** *Uzupełnij każde zdanie, wstawiając odpowiedni przedimek, zaimek lub określnik. Jeśli przedimek nie jest potrzebny, wpisz ∅.*

1. We need to be there for \_\_\_ five o'clock. Hurry up!
2. I was very pleased because I got \_\_\_ 6 for my English essay.
3. I want you two to shake hands with \_\_\_ and say sorry, OK?
4. She had two sandwiches, but \_\_\_ looked a bit old.
5. The book is called \_\_\_ *War and Peace* and it's incredibly long.
6. I don't mind which café we go to. It can be \_\_\_ them.

**12.4** Uzupełnij każde zdanie, wstawiając odpowiedni przedimek, zaimek lub określnik.  
*Jeśli przedimek nie jest potrzebny, wpisz ∅.*

**Daniel** Oh no. We've got a test in **1.** \_\_\_\_ biology tomorrow. Have you done any revision for it?

**Bob** Some, but not much. Why do we have tests **2.** \_\_\_\_ week? It's not fair.

**Daniel** That's right. It's the same in biology *and* physics, and I don't like **3.** \_\_\_\_ subject.

**Bob** Well, as long as we get **4.** \_\_\_\_ 3, that should keep our parents happy.

**Daniel** Really? I'm not sure about that. Anyway, I have to tell you about a show I watched last week.

**Bob** If it's **5.** \_\_\_\_ show about vampires on NewTV, you've already told me about it.

**Daniel** Oh, have I? Well, it's really cool anyway.

**Bob** Hmm... you said that about the previous two shows and **6.** \_\_\_\_ was very good in my opinion.

**Daniel** Oh, I see. Well, you can't watch **7.** \_\_\_\_ same type of show all the time.

**Bob** I know, I'm just not into vampire stories.

**12.5** Uzupełnij każde zdanie, wstawiając odpowiedni przedimek, zaimek lub określnik.  
*Jeśli przedimek nie jest potrzebny, wpisz ∅.*

**Bill** So, how was your meeting at the college?

**Joanna** It was great, actually. The advisor was late so we didn't start until **1.** \_\_\_\_ two thirty, but it was very useful.

**Bill** Have you chosen **2.** \_\_\_\_ the courses we discussed last week?

**Joanna** Well, no. I was persuaded to do another one about mediation.

**Bill** Oh, right. How often are the classes?

**Joanna** They are **3.** \_\_\_\_ Thursday evening for an hour and a half.

**Bill** So we probably won't see **4.** \_\_\_\_ that afternoon because I finish late.

**Joanna** No, that's true, but at least I won't have to go at weekends.

**Bill** What time do the kids finish **5.** \_\_\_\_ school on Thursdays?

**Joanna** They finish quite early, so I'll see them before I leave.

**Bill** Great. I'm glad you've finally made your decision.

Answer Key

Klucz odpowiedzi

# 09

- 1.1. the
- 1.2.  $\emptyset$
- 1.3.  $\emptyset$
- 1.4. the
- 1.5.  $\emptyset$
- 1.6. the
- 1.7. the
- 1.8.  $\emptyset$
- 1.9.  $\emptyset$
- 1.10. the
- 1.11. the
- 1.12.  $\emptyset$

- 2.1.  $\emptyset$
- 2.2. the
- 2.3.  $\emptyset$
- 2.4. the
- 2.5. the
- 2.6.  $\emptyset$
- 2.7. the
- 2.8. the
- 2.9. the
- 2.10. the
- 2.11. the
- 2.12.  $\emptyset$
- 2.13.  $\emptyset$
- 2.14.  $\emptyset$
- 2.15. the

# 10

- 1.1. either
- 1.2. each
- 1.3. every
- 1.4. neither
- 1.5. each
- 1.6. each of
- 1.7. each
- 1.8. Neither
- 1.9. each
- 1.10. either
- 1.11. each of
- 1.12. every

- 2.1. Every
- 2.2. each
- 2.3. either
- 2.4. each of
- 2.5. neither
- 2.6. each
- 2.7. Every
- 2.8. neither
- 2.9. each of
- 2.10. either
- 2.11. every
- 2.12. neither
- 2.13. each
- 2.14. each of
- 2.15. Every
- 2.16. each

# 11

- 1.1. each other
- 1.2.  $\emptyset$
- 1.3. a
- 1.4. either of
- 1.5.  $\emptyset$
- 1.6. an
- 1.7. every
- 1.8. the
- 1.9. either of
- 1.10.  $\emptyset$
- 1.11. every
- 1.12. each other

- 2.1.  $\emptyset$
- 2.2. an
- 2.3.  $\emptyset$
- 2.4. every
- 2.5. either of
- 2.6. each other
- 2.7.  $\emptyset$
- 2.8. a
- 2.9. each other
- 2.10. every
- 2.11. the
- 2.12. either of
- 2.13. every
- 2.14.  $\emptyset$
- 2.15. each other
- 2.16. every

# 12

- 1.1.  $\emptyset$
- 1.2. either
- 1.3. the
- 1.4. each of
- 1.5. every
- 1.6. the
- 2.1. every
- 2.2.  $\emptyset$
- 2.3.  $\emptyset$
- 2.4. each
- 2.5. Neither
- 2.6. the

- 3.1.  $\emptyset$
- 3.2. a
- 3.3. each other
- 3.4. each
- 3.5.  $\emptyset$
- 3.6. either of
- 4.1.  $\emptyset$
- 4.2. every
- 4.3. either
- 4.4. a
- 4.5. the
- 4.6. neither
- 4.7. the
- 5.1.  $\emptyset$
- 5.2. either of
- 5.3. every
- 5.4. each other
- 5.5.  $\emptyset$