Rozmówki gramatyczne ZAAWANSOWANE

Poziom B2–C1



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KUP CAŁY E-BOOK

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HOW TO USE

TRUE OR FALSE

Students decide whether each statement is true or false for them (or for people they know) and justify their answers.

VARIATIONS

In pairs: Students guess each other's answers before revealing the truth.
In groups: Run as a "find someone who..." mingling activity.
Online: Use breakout rooms for discussion.

ADDITIONAL IDEAS

Confidence line: Students place each statement on a scale from "definitely true" to "definitely false" and explain their choice.
Question drill: After each statement, partners ask 1–2 follow-up questions to check details or context.
Error spotting: Students intentionally change one sentence to make it false; others identify and correct it.

FOLLOW-UP

Two truths and a lie: Students prepare 2 true sentences and 1 false sentence; others guess the lie through questioning.

DO YOU KNOW SOMEBODY WHO...?

Students think of a real person they know who matches each description and briefly share their example.

VARIATIONS

In groups: Students move around and try to find classmates who can match as many prompts as possible.

ADDITIONAL IDEAS

Question follow-up: After each answer, partners ask 1–2 follow-up questions to get more detail.
Class survey: Students collect names for each prompt and later report the most common / most unusual examples.
Speed round: Timed activity — 1 minute to find as many matches as possible with different classmates.
Contrast task: Students find someone who does NOT fit one of the prompts and explain why that contrast is interesting.

FOLLOW-UP

Future guess: Students imagine someone they know will match one of the prompts in 10 years, and explain what might change in that person's life for this to happen.

HOW TO USE

LIST 3

Students list three examples that match the category. Encourage them to justify their choices.

ADDITIONAL IDEAS

Fast round: Set a time limit (1–2 minutes) to generate lists quickly.
Ranking: Students list 3 items, then rank them from most to least important / interesting / problematic and explain why.
Expansion task: After listing 3 items, students must add a fourth “impossible but possible in the future” idea.
Odd one out: One item in each list must be fake; peers identify it and justify their choice.
Debate trigger: Choose one item from the list and turn it into a mini-debate statement (“This should be banned because...”).

FOLLOW-UP

Students select one item from their list and expand it into a short opinion, explanation, or real-life example using the target grammar.

COMPLETE

Students complete each sentence with their own ideas, making them as personal or imaginative as they like.

VARIATIONS

In pairs: Students compare completions and ask follow-up questions to explore differences.
In groups: Students read only the beginnings and others try to predict how each sentence will be completed.

ADDITIONAL IDEAS

Upgrade the sentence: Students first complete the sentence simply, then rewrite it to sound more formal, dramatic, or academic.
Emotion shift: Students complete the sentence, then rewrite it changing the emotional tone (positive → negative or vice versa).

FOLLOW-UP

Students choose one completed sentence and expand it into a short explanation or mini story, adding context, cause, and consequence.

HOW TO USE

DO YOU AGREE?

Students decide whether they agree or disagree and explain their opinion.

ADDITIONAL IDEAS

Stand line / scale: Students position themselves along a spectrum from “strongly agree” to “strongly disagree” and justify their position.
Speed debate: Students have 1 minute to argue for or against each statement, then switch roles.
Agree first, then disagree: Students must first argue for agreement, then switch and argue against the same statement.
Role perspective: Students answer from a different perspective (e.g. politician, teacher, teenager, scientist) before giving their personal opinion.

FOLLOW-UP

Students choose one statement and expand it into a short written or spoken opinion, including at least one reason, one example, and one counterargument.

GIVE 3 REASONS WHY

Students provide three reasons why it might be true.

ADDITIONAL IDEAS

For & against switch: After giving 3 reasons why it is true, students must give 1–2 reasons why it might not be true.
Fast thinking round: Students have 1 minute to produce 3 reasons under time pressure.
Perspective shift: Students give reasons from different viewpoints (e.g. government, parent, student, employer).
Counter-question: After each reason, partners must ask “Why?” or “How?” to deepen the explanation.

FOLLOW-UP

Students choose one reason and expand it into a short opinion paragraph or mini presentation, adding explanation, example, and possible counterargument.

HOW TO USE

QUESTIONS

Students answer giving reasons, examples, and follow-up details where possible.

VARIATIONS

Online breakout rooms: Students rotate through questions in short timed discussions.

ADDITIONAL IDEAS

Time shift: Students answer the same question for past, present, and future perspectives.
Deep dive: After answering, partners must ask 2–3 “why / how / what happened next?” questions.
Question ranking: Students choose the most interesting or difficult question and explain their choice.

FOLLOW-UP

Students choose one question and expand it into a short dialogue, interview, or mini presentation including at least two follow-up questions and detailed answers.

PICTURE

Give students a picture to describe — what they can see, what is happening, and what might happen before or after. They must include all three given words naturally. Afterwards, they answer two follow-up questions related to the image.

ADDITIONAL IDEAS

Memory challenge: Students see the picture for 30 seconds, then describe it without looking.
Online: Students describe in breakout rooms while partners take notes and reconstruct the description.
Story extension: Students turn the picture into a short story (before–during–after narrative).
Role perspective: Students describe the image from the point of view of a person in the picture or an observer.
What’s missing?: Students describe the picture, then suggest what is not visible but likely present.
Headline task: Students create a newspaper headline for the picture and justify it.
Question creation: After describing, students write two questions they would ask someone in the picture.

HOW TO USE

SITUATIONS

Students describe how they would respond, what actions they would take, and what the possible consequences might be.

ADDITIONAL IDEAS

Role-play: One student describes the situation, the other responds as a person involved (e.g. a manager, a friend).
What would you do next?: After explaining their solution, students describe the next three steps in detail.
Alternative endings: Students propose two different outcomes depending on different decisions.
Worst-case scenario: Students describe what could go wrong and how to prevent it.

FOLLOW-UP

Students choose one situation and expand it into a short spoken or written response, including explanation of actions, justification of choices, and possible outcomes.

WORD BANK

Students see a grid of target grammar words. They choose a square and make a grammatically correct sentence using it. If correct, they claim the square (with their colour or symbol), then the next student takes a turn. The winner is the first to complete a line - 3 or 4 in a row, horizontally, vertically, or diagonally.

ADDITIONAL IDEAS

Question version: Instead of sentences, students form a correct question using the chosen word and ask their partner before claiming the square.
Chain game: Each new sentence must be logically connected to the previous one.

FOLLOW-UP

After the game, students choose 2–3 of their sentences and improve them by adding detail, context, or a follow-up idea - or combine them into a short spoken or written text.

HOW TO USE

BONUS (in units 9 and 10)

Students are given four thematically related pictures. They compare the images, describe similarities and differences, and use the target grammar to speculate, explain, or discuss the topic represented by the pictures.
Encourage students to support their ideas with examples, opinions, and personal experiences.

ADDITIONAL IDEAS

- **Compare and contrast:** Students identify similarities and differences between two or more pictures using one of the target structures.
- **Ranking task:** Students rank the pictures according to a given criterion (e.g. most useful, most surprising, most controversial) and justify their choices.
- **Story connection:** Students create a story linking all four pictures together using the target grammar.
- **Before and after:** Students imagine what happened before and what might happen next in each picture.
- **Picture and experience:** Students connect each image to a personal experience or someone they know.
- **Question challenge:** Students create discussion questions based on the pictures and ask their classmates.
- **Perspective shift:** Students describe the pictures from the point of view of a person involved.
- **Headline activity:** Students create newspaper headlines or social media posts for each image.
- **Debate starter:** Students use one picture as the basis for a short debate or opinion discussion.
- **Grammar challenge:** Students must use a different target structure for each picture.

UNIT 9

TRAVEL
MIXED GRAMMAR





TRUE OR FALSE

Never have I travelled as far as I did last summer.

My flight **was** once **delayed**.

I **wish I had taken** more photos during my last trip.

My friend **told me she had never been** abroad before.

I've always wondered **what it's like** to travel with no fixed plan.

If only my job allowed me to take longer holidays.

TRUE OR FALSE

I **wish my partner liked** travelling as much as I do.

If **I'd travelled** more as a child, **I'd feel** more confident abroad now.

Not until I returned home did I realise how much I'd changed.

Rarely do I plan trips months in advance.

My sister **told me she was** terrified during the turbulence.

I am not sure **where I should travel** next summer.

DO YOU KNOW SOMEBODY WHO...?

wishes they **had travelled** more when they were younger

would have enjoyed the trip if the weather **had been better**

was robbed while travelling

would have chosen a better hotel if they **had read** the reviews

said they'd never **go** backpacking

should have taken travel insurance before going

LIST 3

things that **could have improved** your last holiday

things that **might have ruined** your trip if they **had happened**

problems that **are caused** by delayed flights

things that **could be done** during a long flight to occupy time

situations you **wish had gone** differently on holiday

reasons **why** people choose to travel alone

COMPLETE

1. A travel tip I was given was...
2. Only after arriving...
3. Had I packed differently...
4. I wish I had...
5. If I had checked the reviews...
6. I still remember what...

DO YOU AGREE?

Not until we leave our country do we understand how we're seen by others.

People often forget **how privileged they are** to travel freely.

If only people stopped travelling abroad, the environment **would recover** much faster.

Rarely have European city centres felt so empty of permanent residents as they do in the era of mass short-term tourism.

GIVE 3 REASONS WHY

people **wish they could** visit a destination again

some destinations **are believed** to be becoming less authentic

tourists **are** often **told** that they **should have checked** local customs before travelling

certain cities **wish they had not allowed** mass tourism

QUESTIONS

1. Do you know **what you would have done** differently if **you'd planned** the last trip alone?
2. Have you ever asked someone **what local customs you should be** aware of?
3. Have you ever **been told** you packed too much for a trip?
4. What **would travelling be** like if planes **had never been invented**?
5. Can you think of a time when your travel plans **could have been** better organised?

PICTURE



USE THESE WORDS:

not only	said	wish

What measures **should have been taken** to prevent this?

Have you ever wondered **why people leave** rubbish behind at beaches?

PICTURE



USE THESE WORDS:

not until	why	by

Do you ever **wish** you **could** experience life in a different culture like this?

What **might** the boys **have been told** before entering the monastery?

PICTURE



USE THESE WORDS:

could’ve	hardly	told

How do you think children **are affected** by tourism in cities like this?

If you’**d grown up** in a very touristy city, how **would** your life **be** different now?

SITUATIONS

1

You arrived at the airport and realised your passport **had been left** at home. Reflect on **what you should’ve checked** and how the situation unfolded.

2

You booked an expensive hotel, but it turned out to be completely different from the photos. You **wish** you **had done** more research. Talk about what you now realise and **what can be done** about the situation.

WORD CARDS

BY	UNLESS	TOLD
WISH	MIGHT HAVE	SELDOM
IF ONLY	SAID	WHETHER

IF ONLY	IS BEING	WAS DONE	I DON'T KNOW	BY THE TIME
UNLESS	WOULDN'T	HAD BEEN	WISH	WERE
MUST HAVE	HOW	ASKED	THAT	COULDN'T HAVE
LITTLE DID	NEVER	UNDER NO	IF	WHOM

BONUS









BONUS







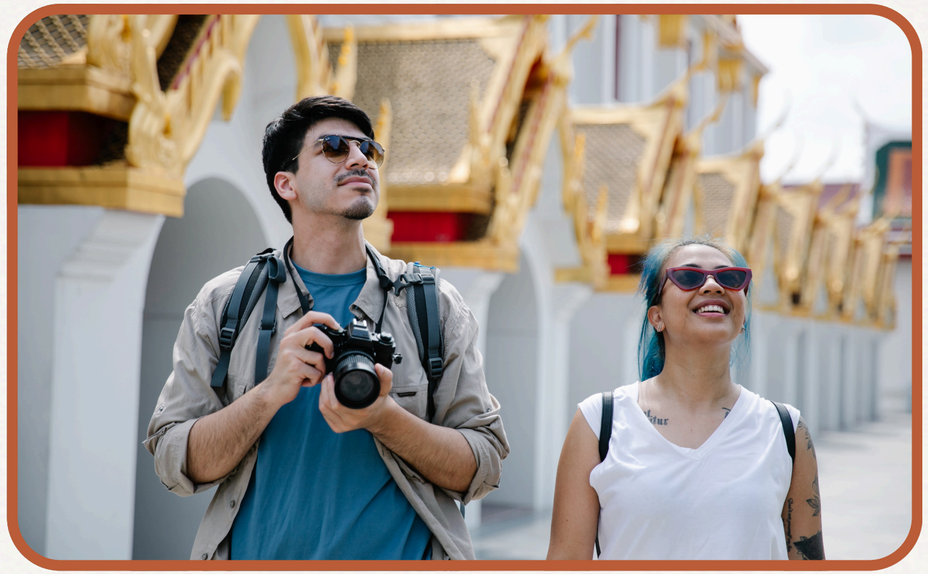


BONUS









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