



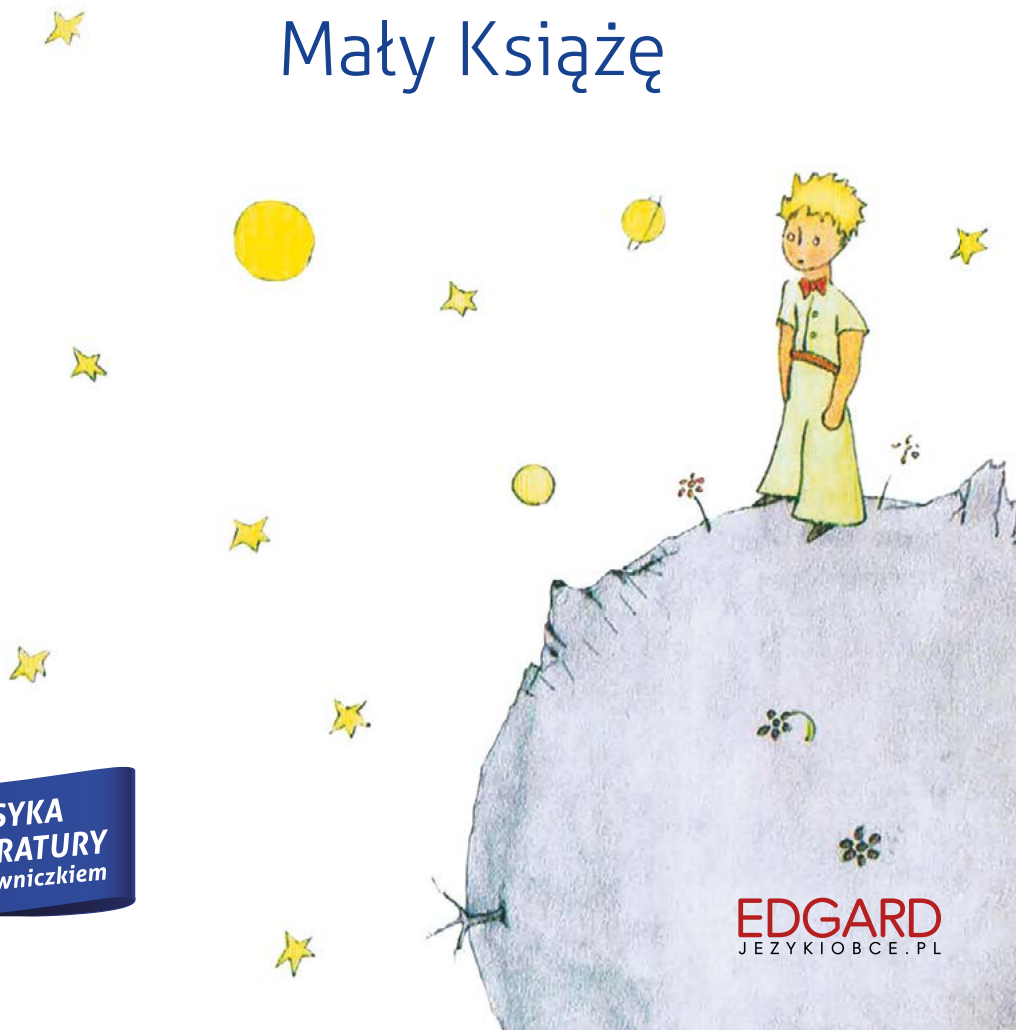
Angielski z ćwiczeniami

POZIOM A2-B1

Antoine de Saint-Exupéry

# The Little Prince

Mały Książę



KLASYKA  
LITERATURY  
ze słowniczkiem

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**rainforest** – las deszczowy  
**swallow** – połykać  
**wild** – dziki

# I

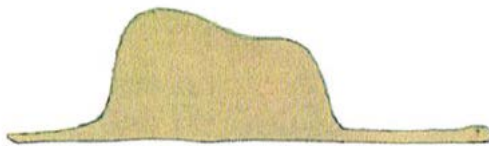
When I was six, I saw a wonderful picture in a book about the **rainforest** called *True Stories*. The picture showed a boa snake **swallowing** a **wild** animal. Here is a copy of the picture:



**prey** – zdobycz  
**whole** – w całości  
**chew** – przeżuwać  
**digest** – trawić  
**adventure** – przygoda  
**coloured pencil** – kredka  
**manage** – zdołać  
**draw** – rysować  
**drawing** – rysunek

In the book I read, “Boa snakes eat their **prey whole**, without **chewing**. Then, they can’t move and they sleep for the six months they need to **digest** it.”

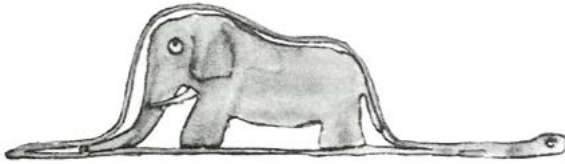
After this I thought a lot about the **adventures** of the jungle. And after some work with a **coloured pencil** I **managed** to **draw** my **Drawing Number 1**. It looked like this:



I showed my **work of art** to the grown-ups and asked them if they were afraid of my drawing.

They said, “Why should a hat **frighten** anyone?”

My drawing wasn't a picture of a hat. It was a boa snake that ate an elephant. I drew the inside of the boa so that the grown-ups could understand **clearly**. They always need **explanations**. My Drawing Number 2 looked like this:



The grown-ups **advised** me to **set aside** my drawings of boa snakes **from the inside** and **from the outside**. They told me to concentrate **instead** on geography, history, arithmetic and grammar. So, at the age of six, I **gave up** a brilliant career as a painter. I was **discouraged** by the **failure** of my Drawing Number 1 and my Drawing Number 2. Grown-ups never understand anything, and children **get tired** when they have to explain things to them **over and over again**.

So I chose another **profession** and I learnt to fly planes. I flew all over the world and it's true that geography was very **useful** to me. I could **tell** China **from** Arizona **at a glance**. That's very **helpful** when you **get lost** at night.

**work of art** – dzieło sztuki

**frighten** – przerażać

**clearly** – jasno

**explanation** – wyjaśnienie

**advise** – radzić

**set aside** – odkładać na bok

**from the inside** – od środka

**from the outside** – od zewnątrz

**instead** – zamiast

**give up** – porzucić

**discourage** – zniechęcać

**failure** – porażka

**get tired** – męczyć się

**over and over again** – w kółko

**profession** – zawód

**useful** – przydatny

**tell from** – odróżniać

**at a glance** – na pierwszy rzut oka

**helpful** – pomocny

**get lost** – gubić się

### 1. Odpowiedz na pytania zgodnie z treścią rozdziału.

1. What did the little prince see when he asked “What is that thing”?

.....

2. What did the little prince take out of his pocket?

.....

3. What subject did the narrator become curious about?

.....

4. What did the little prince think the box could be useful for?

.....

5. What was the narrator’s idea that the little prince was shocked by?

.....

6. Why did the narrator think it was a good idea to tie up the sheep?

.....

### 2. Znajdź 8 słów i uzupełnij nimi zdania.

WETREASUREGCHANCEDSTRINGGHCURIOSITYHGPROUDNVBLAUGHTERKSTIEJUNOD

1. Children often have great ..... about the world and ask a lot of questions.

2. Congratulations! We’re really ..... of you!

3. You can hang up these wet clothes on the ..... to dry.

4. Why did you .....? The joke wasn’t funny at all.

5. Nobody knows where the pirates hid the .....

6. Please ..... this name tag to your suitcase in case it gets lost.

7. If you have difficulty speaking, just ..... if you agree.

8. We met by ..... at Disneyland.

### 1. Uzupełnij zdania informacjami z tekstu.

1. The little prince really liked looking at .....
2. The little prince wanted to know why some flowers have .....
3. The narrator was trying to repair an .....
4. The little prince compared the red-faced man to a .....
5. When the little prince started crying, the narrator tried to ..... him.
6. The little prince's planet was ....., so he could watch sunsets all the time.

### 2. Uzupełnij zdania słowami z ramki.

dropped	loosen	fear	interrupt
pale	awkward	comfort	mix up

1. The boy felt a bit ..... when a beautiful girl sat next to him in class.
2. Are you feeling OK? You look really .....
3. Please don't ..... me while I'm speaking. It's rude.
4. May I ..... my tie? I'm a little hot.
5. I could see ..... in his eyes as we were about to jump out of the plane.
6. Although I tried to ..... her, she was still very upset.
7. Jason ..... the engagement ring on the beach and couldn't find it.
8. I always ..... people's names. It's so embarrassing.

# IX



**take advantage** –  
wykorzystywać  
(okazję)  
**migration** –  
migracja  
**escape** – uciekać  
**tidy up** – sprzątać  
**clean out** – czyścić  
**own** – posiadać  
**handy** – przydatny  
**extinct** – wygasły  
**burn** – palić się  
**steadily** – równo  
**eruption** – wybuch  
**chimney** – komin, komin

I think he **took advantage** of a **migration** of wild birds to **escape**. On the morning he left, he **tidied up** his planet. He carefully **cleaned out** the active volcanoes. He **owned** two active volcanoes. They were **handy** for warming his breakfast in the morning. He also had one volcano that was **extinct**. But, as he always said, “You never know!” So he cleaned out the extinct volcano, too. If they are cleaned out, volcanoes **burn** slowly and **steadily**, without any **eruptions**. Volcanic eruptions are like fires in a **chimney**. On Earth we are obviously much too small to clean out our volcanoes. That is why they give us so much trouble.



With a touch of melancholy, the little prince also **pulled up** the last little **shoots** of the baobabs. He thought that he would never return. But on this last morning all these **familiar tasks** seemed very special to him. And when he **watered** the flower for the last time, and prepared to **place** her under her glass globe, he realised that he was very close to tears.

“Goodbye,” he said to the flower.

But she did not reply.

“Goodbye,” he said again.

The flower coughed. But it was not because she had a **cold**.

“I have been **foolish**,” she said to him, **at last**. “Please forgive me. Try to be happy.”

He was surprised that she did not look at him with **reproach**. He stood there, **puzzled**, **holding** the glass globe **in mid-air**. He did not understand this calm sweetness.

**pull up** – wyrwać  
**shoot** – pęd

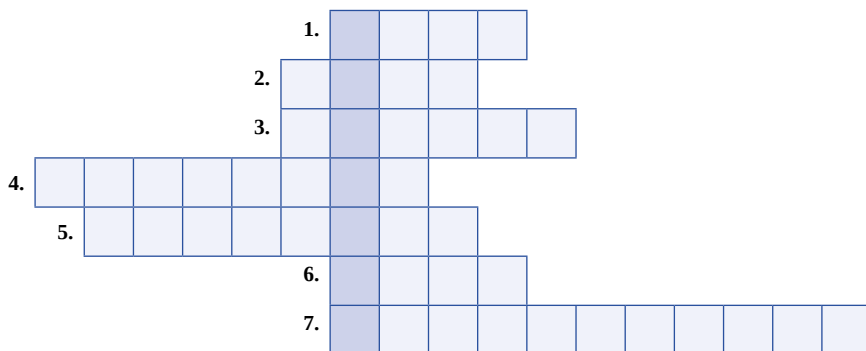
**familiar** – znany  
**task** – zadanie  
**water** – podlewać  
**place** – umieszczać

**cold** – przeziębienie

**foolish** – niemądry  
**at last** – wreszcie

**reproach** – wyrzut  
**puzzled** –  
zdezorientowany  
**hold in mid-air** –  
trzymać w powietrzu

### 3. Rozwiąż krzyżówkę.



1. someone who lives in a castle and rules / 2. to raise something, to move something up / 3. the whole of something; all of something / 4. a vehicle with wheels pulled by a horse / 5. feeling angry because of something that someone has said or done / 6. to listen to orders; to do what someone tells you to do / 7. very impressive or beautiful

### 4. Uzupełnij zdania formami 2 trybu warunkowego (jak w przykładzie).

If I **was** an absolute monarch, I **would watch** the sunset all the time.

- If the king ..... (**order**) a general to turn into a bird, would he do it?
- The stars ..... (**not/obey**) the king if he weren't an absolute and universal monarch.
- If the king ..... (**require**) his subjects to do duties they couldn't perform, they would start a revolution.
- Would the king know when the sunset is if he ..... (**not/have**) a calendar?
- If the little prince ..... (**not/pardon**) the rat every time, he wouldn't be saved.
- The little prince ..... (**have to**) stay in the kingdom if he agreed to the king's proposal.

### 3. Popraw błędy w zdaniach.

1. You mustn't **got** distracted when you are driving a car. ....
2. How much does this leather bag **costs**? .....
3. The little prince's body **didn't** found at dawn. ....
4. He **won't never** be able to use the muzzle. ....
5. Six years **pass** since I last saw the little prince. ....
6. There are billions of stars **on** the sky. ....

### 4. Sprawdź się! Podziel słowa z poprzednich rozdziałów książki na kategorie.

claw	thorn	petal	sailor	cricket	horn	
grown-up	dove	shrub	herd	seed	sprout	radish
bee	soil	root	sunset	sunrise	fox	explorer
snake	poppy	caterpillar	general	rat	drunkard	
	lamplighter	stone	desert			

Plants and nature	Animals	People

## CZYTAJ ADAPTACJĘ ŚWIATOWEGO BESTSELLERA I UCZ SIĘ ANGIELSKIEGO Z MAŁYM KSIĘCIEM!

**The Little Prince** to uniwersalna powieść o ponadczasowych wartościach. To też niekwestionowany bestseller wśród klasyków literatury, który sprzedał się w 200 milionach egzemplarzy na całym świecie. Tytułowy Mały Książę wyrusza w podróż po wszechświecie. Spotyka na swojej drodze postaci, dzięki którym poznaje, czym jest miłość, przyjaźń, wierność oraz odpowiedzialność.

**Angielski. Mały Książę** to publikacja, która łączy lekturę światowego bestsellera z solidnym treningiem językowym. Podczas lektury w naturalny sposób przyswoisz konstrukcje leksykalno-gramatyczne, wzbogacisz słownictwo oraz utrwalisz umiejętność czytania ze zrozumieniem.

Czytaj adaptację **The Little Prince** i...

- odkryj uniwersalne wartości, których uczy Mały Książę
- sprawdzaj znaczenie słówek, nie odrywając się od książki, dzięki tłumaczeniom na marginesach
- poznaj angielskie słownictwo na poziomie A2–B1
- ćwicz umiejętność czytania ze zrozumieniem
- rozwiąż 80 urozmaiconych ćwiczeń leksykalnych i gramatycznych

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