

Mastermind 2 spotkanie 7

O czym będzie dzisiaj?

biohacking mózgu- super nawyki stylu życia

wyzwanie językowegramatyka okiełznana

przykłady idealnych nawyków efektywnej nauki



KNOWLEDGE ‡ POWER

KNOWLEDGE + ACTION

POWER

SUPER NAWYKI ZDROWOTNE







OKOŁO) () MINUT

Mózg nie wchodzi jeszcze w fazę snu głębokiego, której przerwanie skutkuje zmęczeniem i długą adaptacją do reszty dnia.

Drzemka 20-minutowa to drzemka energetyczna. Jest najbardziej efektywna.

- dodaje energii
- polepsza nastrój
- regeneruje ciało
- wzmacnia wydajność
- obniża ciśnienie krwi
- uzupełnia niedobory snu



KORZYŚCI Z DRZEMKI

- wzmaga kreatywność
- wycisza układ nerwowy
- redukuje stres
- reguluje pracę hormonów
- poprawia pamięć i koncentrację

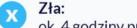








ok. 6 godzin po przebudzeniu



ok. 4 godziny przed nocnym snem

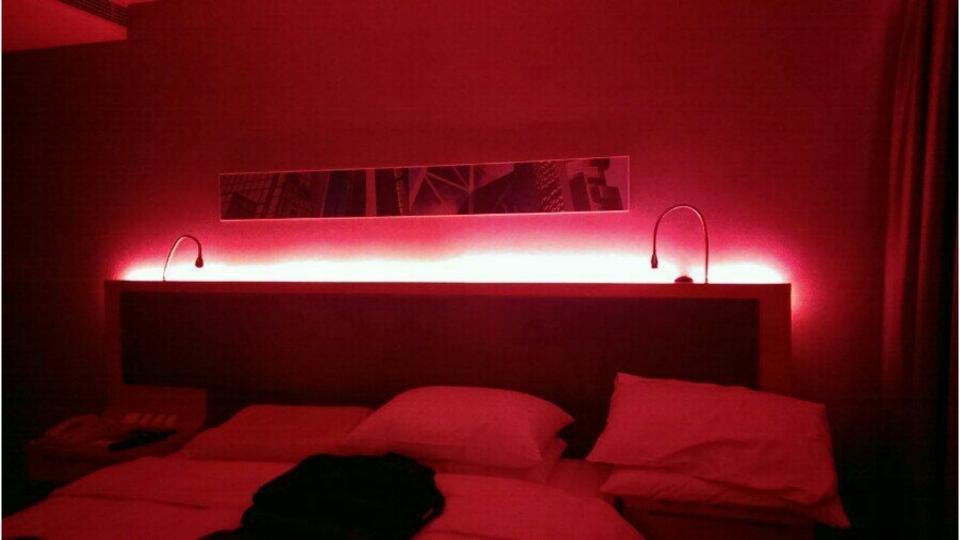
Pamiętaj: drzemka nie zastąpi snu w nocy – ten powinien trwać ok. 7-9 godzin











Metoda Wima Hofa





Usiądź wygodnie lub połóż się

Oddychanie

Weź głęboki wdech

 Wypuść powietrze, jednak nie rób pełnego wydechu

W momenciewykonywania treningu oddechowego

Medytacja

Éwiczenia z jogi

 Każdego dnia rano lub przed pójściem spać

Ekspozycja na zimno

Zacznij od 5 s po każdym prysznicu

Na zmianę ciepła i zimna woda

 Zacznij od zimnej i skończ na zimnej

ASHWAGANDHA





KAKAO





MGŁA UMYSŁOWA







Brain Fog

Screening

WYZWANIE JĘZYKOWE



English: work

English verb 'work' conjugated

Cite this page Conjugate another English verb SHARE # 89 ET ...

Nominal Forms	Cognates			
Infinitive: to work	See the 6 cognates of work			

Participle: worked Gerund: working

		Indicative				Subjunctive	
Present	t	Perfect		Presen	t	Perfect	č
	work	L	have worked; wrought	1	work	L	have worked; wrought
ou	work	you	have worked; wrought	you	work	you	have worked; wrought
e;she;it	works	he;she;it	has worked; wrought	he;she;it	work	he;she;it	have worked; wrought
e	work	we	have worked; wrought	we	work	we	have worked; wrought
ou	work	you	have worked; wrought	you	work	you	have worked; wrought
ney	work	they	have worked; wrought	they	work	they	have worked; wrought
ast		Pluperf	fect	Imperf	ect	Pluper	fect
	worked	I	had worked; wrought	1	worked	I	had worked; wrought
ou	worked	you	had worked; wrought	you	worked	you	had worked; wrought
e;she;it	worked	he;she;it	had worked; wrought	he;she;it	worked	he;she;it	had worked; wrought
e	worked	we	had worked; wrought	we	worked	we	had worked; wrought
ou	worked	you	had worked; wrought	you	worked	you	had worked; wrought
ney	worked	they	had worked; wrought	they	worked	they	had worked; wrought

MODIFIERS

DEFINITIVE ELEMENTS

. Prepositional phrases, verbal phrases, and adjec-

tive dependent clauses change the image made by

Proper adjectives are formed from a proper noun.

Demonstrative adjectives answer the question

Descriptive adjectives answer the question what

Quantitative adjectives answer the question

· one, three, some, few, several (also called pronouns

Qualitative adjectives answer the question how much?

In comparing the quality of nouns, adjectives change

. The positive degree covers one item: big, good

b. Comparative degree covers two items: bigger, better

Superlative degree covers three or more: biggest, best

A predicate adjective follows any linking or state

of being verb: The men were sick from eating the

USED TO MODIFY VERBS, ADJECTIVES, OR

Prepositional phrases, verbal phrases, or adver-

Adverbs answer one or more of these questions:

a. How? (by what manner?) quickly, slowly, fast b. When? (at what time?) now, then, never

Where? (at what location?) here, there, down, up

. To what extent does the adverb express quantity?

Adverbs modifying adjectives and adverbs precede

John walked surprisingly slowly for someone so tall.
 One-syllable adverbs are compared by adding -er or -est.
 a. John walked slower than I did.

Adverbs of two or more syllables add more or most.

OBJECTS

COMPLETING ELEMENTS

Noun, pronoun, or nominative element which receives

Answers the question whom or what after the preposition

· Knowing nothing about making noodles, I bought

All personal pronouns used as objects must be in the

Whom is the object form: To whom should I send

objective case; The call for him and me came at noc

Who is the subject form: Who sent the fax?

John traveled to the country in his car.
 OBJECT OF A VERBAL (GERUND.

Is a noun, pronoun, or nominative element.

PARTICIPLE, INFINITIVE)

PRONOUN AS OBJECTS

d. To what extent does a thing have some quality?

bial dependent clauses add descriptive elements

ADVERBS OR ADVERBIAL ELEMENTS

. this, that, these, those (also called pronouns)

ADJECTIVES & ADJECTIVAL ELEMENTS

the noun or nominative element by itself.

· French, Democrat, etc.

· little, much, considerable

Adverbs follow the verb.

the word being modified.

b. John walked slowest of all.

a. John walks more slowly than I.

b. I am most happy to know that

the action expressed in the verb.

DIRECT OBJECT

b. John walked faster than Peter.

a. John walked slowly.

which one?

how many?

USED TO MODIFY NOUNS OR PRONOUNS

ACADEMIC

BASIC GRAMMAR GUIDE TO THE PARTS OF SPEECH: NOUNS, PRONOUNS, ADJECTIVES, VERBS, ADVERBS, PREPOSITIONS CONJUNCTIONS & INTERJECTIONS, & HOW THEY COMBINE TO FORM CLAUSES, PHRASES & SENTENCES THAT EXPRESS COMPLETE THOUGHTS.

SUBJECTS

WHO OR WHAT A CLAUSE, PHRASE, OR SENTENCE IS ABOUT

NOUNS PROPER NOUNS

Name a specific person, place, or object. They

begin with an upper case letter.

- Mercury
- California
- COMMON NOUNS Name a non-specific person, place, or object; they
- do not begin with an upper case letter. ral word joined by or or nor.
- 2. planet

PRONOUNS

Take the position and function of nouns, but do not specifically name.

- He fed the cat. She fed the cat.
- It got extremely fat. . They wish they had fed it less.
- NOMINATIVE ELEMENTS

·VERBAL

- GERUNDS (-ing form of the verb) . Reading travel books is my hobby.
- Traveling by train is part of my daily routine. 2. INFINITIVES (to, plus the verb)
- a. To read a travel book brings me pleasure. b. To travel by train can be fun.
- · NOUN CLAUSES That one needs a clear goal is stressed in college

preparatory classes.

GENERAL RULES

- All inflected forms must be in subjective case.
- Gender is important with subject pronouns. John is proud of the school he attended.
- Number is important for agreement of subject and The woman was tall.
- . The women were tall.
- c. The man and the woman were tall.

- Some pronouns always take singular verbs. each, someone, either, neither, somebody, nobody,
- everybody, anyone, nothing
- Some pronouns always take plural verbs.
- · both, few, several, many
- Collective nouns thought of as a single unit are singular. Collective nouns with identified parts require a plural verb
- a. The group is going to the show.
- b. The men are going to the show, 4. Generally, subjects appear before the verb and may be separated by modifiers or prepositional phrases.
- To determine a subject, answer who or what about the construction being analyzed. a. John walks.
- b. The train runs.
- c. John, who is late for the train, runs.

VERBS (PREDICATES)

WHAT A SUBJECT IS DOING: WHAT IS BEING DONE TO IT; A STATE OF BEING THE FIVE PROPERTIES OF VERBS

- PERSON A verb is in the same person as its subject.
- 1. First person: Lam hoping for rain. Second person: You are hoping for rain. . Third person: He is hoping for rain.

- VERBS (PREDICATES) continued • NUMBER
- 1. A singular verb requires a singular subject. A plural verb requires a plural subject.
- a. When two singular subjects are joined by and, the verb is plural. Exception - when two singular subjects are connected by and present a single idea, the verb may be singular.
- b. When two singular subjects are connected by or either...or or neither...nor, the verb is singular. . When two plural subjects are connected by
- either...or or neither...nor, the verb is plural. d. The verb agrees with the nearer subject of a compound sentence which has both a singular and a plu-
- e. When the subject and the subjective complement (predicate adjectives, predicate nominatives that follow linking verbs and refer to the subject) are different in number, the verb agrees with the subject.
- The books that I received were the most appreciated. . Every or many before a word or series of words is fol
- lowed by a singular verb. · Every man, woman, and child was asked to donate.
- 3. When the subject comes after the verb, as in sentences beginning with here is, there is and where is, make sure that the verb agrees with the subject.
- · There are three courses of action we can take. · VOICE
- . ACTIVE VOICE: Subject is acting. · Lightning struck the barn.
- 2. PASSIVE VOICE: Subject is acted upon.
- . The barn was struck by lightning. (The passive form always consists of some form of
- the verb be plus the past participle.)
- 1. Indicative: Makes a statement or asks a question. . It is 40 miles to Gainesville, but we'll get there in
- . Imperative: Expresses a command, request, suggestion, entreaty, etc. where subject (usually the pronoun
- vou) is understood · Stop! Please sign the form before returning it.
- 3. Subjunctive: Equals the past tense in structure and is used after if and wish when the statement is contrary to reality
- a. I wish I were a rich woman. b. If I knew her number, I would call her.
- TENSE . Made from the principal parts of verbs.
- . Three forms are: a. Present tense or present infinitive: do, give, ring, throw
- D. Past tense: did, gave, rang, threw c. Past participle: done, given, rung, thrown

CLASSES & TYPES OF VERBS

A transitive verb takes an object.

- Push this <u>button</u> if you want a <u>light</u>.

 An intransitive verb does not take an object.
- . The sun shone brightly. 3. A verb can be transitive or intransitive in different
- INDIRECT OBJECT 4. An auxiliary verb is used before main verbs to form Noun, pronoun, or nominative element for or to the passive voice, produce certain tenses, ask whom or to what the action in the verb was done. questions, make negative statements, and express I read the class the entire book OBJECT OF A PREPOSITION shades of meaning
- a. They have been studying diligently.
- b. I do not like the course 5. A phrasal verb combines a main verb with an auxiliary word (i.e., preposition). · We came back later than expected.
- (DON'T CONFUSE phrasal verbs with auxiliary verbs 6. Linking or inactive verbs link the subject with a
- predicate noun, predicate pronoun, or a predicate adjective and are always intransitive: He looked sad, A linking verb states that one thing is equal to another and thus requires that the subjective case be used: This is he.

COLONS

END MAIN CLAUSES & INTRODUCE ADDITIONS & MODIFICATIONS

BASIC EXAMPLES Frank introduced four kinds of fish into his new

aquarium: three angels, six tetras, a pair of Bala sharks, and a spotted catfish. After a few months, Frank encountered a probler

with his new aquarium set-up: Algae growth. Tamara suggested a solution: "I keep quite a fev

snails in my aquarium. They eat the excess algae." DO NOT FUNCTION INSIDE A MAIN CLAUSE: Frank's favorite fish is: the angel fish. Frank's favorite fish is the angel fish.

LINK INDEPENDENT CLAUSES WHEN THE SECOND MODIFIES THE FIRST.

· Frank learned a serious lesson about aquarium maintenance: Do not overfeed fish, as this causes

(The reader wants an explanation of the "important lesson," which is provided in the second clause.) OTHER USES

Business letter salutation - Dear Mr. Brown: Title and subtitle - Dudes: My Story Biblical citation - Genesis 1:1

Bibliographic entries - Boston: Houghton Mifflin Co.

APOSTROPHES SHOW POSSESSION

ADD "'S" TO FORM THE POSSESSIVE of singular and plural nouns, and indefinite pronouns that

do not end in [s] or with an s or a z sound. My mother's purse held many treasures. (the purse owned by my mother) Can anyone's dog enter the Kennel show?

(dog is owned by anyone) The Women's League is very active.

(the possessive form of women, a plural, takes an 's ADD "S" TO FORM THE POSSESSIVE of singular nouns ending in [s] or with an s or z sound.

We listened to the stereo in Chris's new car. Liz's dress was the sensation of the party (add only an apostrophe if the extra [s] creates an

awkward pronunciation). 3. The Bible speaks admiringly of Moses' wisdom.

ADD ONLY AN APOSTROPHE to form the possessive of plural nouns ending in [s] or with an s or

sound . The cats' toys were spread around the room. 2. The latest car designs were engineered for drivers'

TO FORM THE POSSESSIVE OF COMPOUND NOUNS, add I'sl to only the last word. . My mother-in-law's furniture was imported from

Webster's brother-in-law's office was vandalized. MAKE ONLY THE LAST NOUN POSSESSIVE to

show joint possession. James and Susan's dog chased our cat.
(the dog belongs to both James and Susan)

MAKE BOTH NOUNS POSSESSIVE to show individual ownership.

· James' and Susan's cars were both vandalized. ·USE AN APOSTROPHE to form certain plurals: . Phillip's report card had 3 A's and 2 B's.

· USE AN APOSTROPHE to indicate contractions. . I'm ok'd to enter the restricted zone. The '92 hurricane left a wide swath of damage

through the Miami area. . Strangely enough, we never had the opportunity to try fish 'n' chips while we were in London.

DO NOT USE AN APOSTROPHE WITH POSSES-SIVE PRONOUNS. · Ours is the bright red Mustang. (Not "Our's".)

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"I knew I should have taken up spelunking."

OUOTATION.

CAPITALIZE THE FIRST WORD OF A DIRECT

DO NOT CAPITALIZE THE FIRST WORD in the

second part of an interrupted quotation unless the

INDIRECT QUOTATIONS DO NOT REQUIRE

· Father said that we should be frugal with our

ARTICLE, ESSAY TITLES & SHORT STORIES

Color Me Beautiful, "The Seasonal Palettes."

remains a landmark poem of the 20th century.

. The Commodores' "Three Times a Lady" was the

number one hit when I graduated from high school.

· T.S. Eliot's "The Love Song of J. Alfred Prufrock"

(Longer poems, such as Eliot's Waste Land, ar

· More people saw "Going Home," the final episode of

TELEVISION AND RADIO EPISODE TITLES

M.A.S.H., than any other television show to date.

SPECIAL PHRASES, WORDS, OR SENTENCES

The phrase "rule of thumb" has a violent history.

represents the arrogance of the French Aristocracy.

3. The infamous declaration "Let them eat cake"

Example: There are many reasons why a pond

acidifies the pond system.

unless they appear within the text.)

inside the ending quotation marks.

· He said, "Let's go to the beach today."

when they refer to the quoted material.

•PERIODS END MOST SENTENCES

· Mary asked us about selling her house.

or "no" answer should use a period.

· Would you please clean your room

· Is Mary going to sell her house?

· No cigars! Put that out now!

IN ENGLISH.

STATEMENTS

WITH OTHER PUNCTUATION

eco-system fails. For instance, indus-

trial pollution might disrupt the "nat-

ural bio-diversity of the system."

Another problem, due in part to indus-

trial pollution, is acid rain, which

(Indented passages do not require quotation marks

•THE PERIOD AND COMMA are always placed

THE OUESTION MARK AND EXCLAMATION

· Frank asked, "When can I add fish to the tank?"

END PUNCTUATION

·POLITE REQUESTS that do not require a "yes"

·USE A PERIOD WITH MOST ABBREVIA-

· Jan.=January (acronyms, such as IRS and CARE,

OUESTION MARKS END DIRECT QUES-

EXCLAMATION POINTS END EMPHATIC

POINT are placed within the quotation marks only

Marci pronounced "accept" as "except."

(Do not put quotation marks around titles of your

second part begins a new sentence

ENCLOSE OTHER FORMS OF

The current edition of Vanity Fair cor

entitled, "Raider of the Lost Art."

QUOTATION MARKS.

QUOTED MATERIAL

own compositions.)

CHAPTER TITLES

MOST POEM TITLES

underlined or italicized.)

INDENTED QUOTES

SONG TITLES

QUOTATION MARKS OTHER PUNCTUATION BRACKETS: enclose editorial comments inserted DIRECT & INDIRECT

ENCLOSE A DIRECT OUOTATION.

within quoted material. Martha whispered quietly, "I'm scared of the dark."
 "When," she breathed, "do we get out of here?"

· Machiavelli, the political pragmatist, argues that "princes [or anyone in a position of power] have . "What if we get stuck in this place?" she asked. accomplished most who paid little heed to keeping their promises."

PARENTHESES: enclose supplemental information that is not necessary to the meaning of the sentence.

There are three sections to a thoughtfully composed essay: (1) the introduction, (2) the body, and (3) the

Hamlet and the Law of Desire (1987) suggests that Shakespeare's famous tragedy is about the traditional rite of passage all boys go through as they mature

DASHES: (typed as two hyphens with no space before, between, or after) emphasize certain material within a sentence.

.I would suggest or should I say, argue that all aspects of the present economy must be changed.

Three members of the Board of Regents-even the newly appointed member-voted to reduce the Susan quoted from Chapter Three of Carole Jackson's

Adam's mother-a woman of high energy, intelligence, and wit-always hosts the best parties. HYPHENS: join words together and indicate a line

The ill-fated ship sank quickly. The editor-in-chief checked the final draft.

The player-King delivered his lines expertly. Anti-smoking lobbyists roamed the halls of the government building (Line-end hyphens break according to syllables.)

SLASHES: indicate options and unindented lines of

Please use your book and/or a calculator. Good professors are true teacher/scholars.

Many children recognize these famous lines: "Twas the night before Christmas, when all through the house/Not a creature was stirring, not even a mouse

DIRECT QUOTATIONS LONGER THAN FOUR ELLIPSIS points: indicate an omission from a TYPED LINES are set off as block quotations by direct quotation "Another problem . . . is acid rain indenting 10 spaces from the left margin and double-

(Three spaced periods indicate an omission within a quotation. Four spaced periods indicate an omis sion at the end of a direct quotation.)

ITALICS: indicate titles of books, magazines, newspapers, long plays, poems, etc.

My sister can recite passages from Walden. Newsweek is my favorite news magazine.

Daniel bought a copy of the L.A. Times. . Professor Briggs can read Paradise Lost in Italian

(alternately, you can underline titles). Newsweek is my favorite news magazine.

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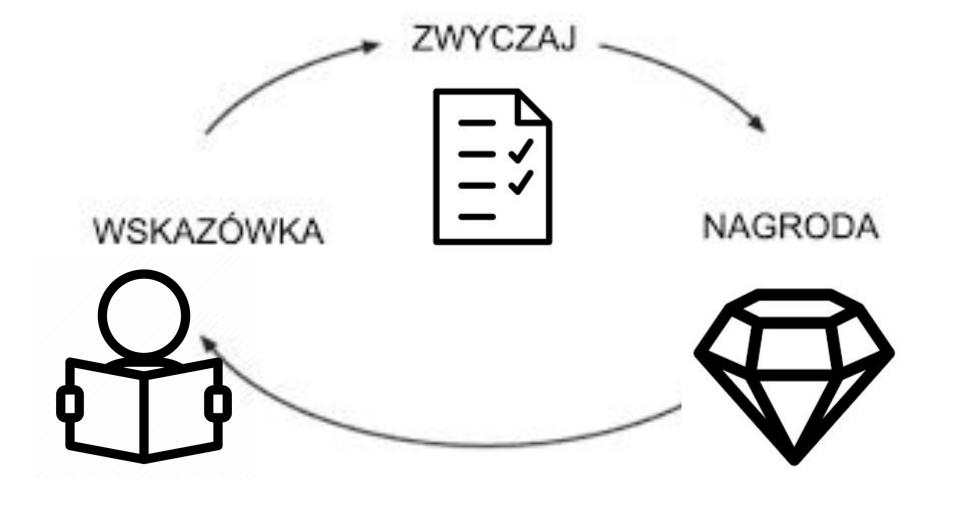
	Past	Present	Future
Simple	Past events and situations Something that happened before now Something that continued for some time in the past Uses: "Verb-ed." S+V2+Q I are pizza yesterday I worked	Something that is unchanging, general, scheduled or happening at certain intervals. To express habits or general truth or facts Something happening regularly in the present Something happening continually in the present Uses: Yest' / Yerb+a' I dat pizza everyday I work Work I work	Something that will happen later than now. To indicate an action, condition, or circumstance which hasn't taken place yet. We use 'going to' when we want to tak "I you are making allur." If you are making allur servediction based on evidence in the present ablution, use 'going to'. If you are making a future prediction based on evidence in the present ablution, use 'going to'. We use 'will!' at the moment we make a new decision or plan. The thought has place toom the out-head. But you will all the moment we make a new decision or plan. The thought has place toom the out-head. But you will be the work of the wear of the will. Uses: 'will ' a verb, "I so going to a verb.' "I sy going to a verb." I will work
Continuous	Something that got interrupted by an event or a time. To indicate uncompleted action of the past To indicate persistent habits of the past Something which happened before and after a given time in the past Uses: "Was + verb-ing S.+ "Was/were" + (V+ing) + O I was eating pizza when you arrived. I was working	Something that is happening now or in the near future. To show that something in the present is temporary. For something happening regularly in the present before and after a given time. For something happening before and after the moment of speaking. Uses: "Is" + verb-ing. S + **aministrate" + (V**ing) + O I am eating pizza right now. I am working.	Something that will be interrupted by an event or a time. To indicate what will be going on at some time in the future. To indicate planned future events. Uses will be* + V+ing and *is going to be* + V+ing and *is going S ± *will be* + (V ± ing) ± O I will be eating pizza when you arrive. I will be working
Perfect	Past perfect simple to talk about what happened before a point in the past. It looks back from a point in the past to further in the past. Uses: "had" + verb-ed S+"had" + V3+O I had eaten all of the pizza when you arrived. I had worked	Present perfect when we want to look back from the present to the past. (talk about events with connection to present) An action happened at an unspecified time before now (i.e. experience, accomplishment, change over time, uncompleted action) Uses: "have/has" + verb-ed S + "have/has" + V++ V++ V++ V++ V++ V++ V++ V++ V++	To indicate an action that will be completed or occur before another event takes place in the future. It can also show that something will happen before a specific time in the future. Uses: will have done' and 'be going to have done' - verb-ed S.+. will have *1.93 + O I will have esten all of the pizza by the time you arrive. I will have worked
Perfect Continuous	Past perfect continuous to look back at a situation in progress. Uses duration of time Also can show cause and effect Uses: "had been" + V+ing S+"had been" + (V+ing) + Q	Present perfect continuous can be used to talk about an action or actions that started in the past and continued until recently or that continue into the future. (Unfinished activity) Uses: "have/has" + been + V+ing S + "have/has been" + (V+ing) + O I have been eating pizza for 2	To indicate an action that will have happened for some time and will not be complete yet at a certain point in the future. Something will continue up until a particular event or time in the future. Uses: "will have been doing " and "be going to have been doing" + Vert0+ing S ± *will have been eating pizza for 2 I will have been eating pizza for 2 I will have been eating pizza for 2 I will have been eating pizza for 2

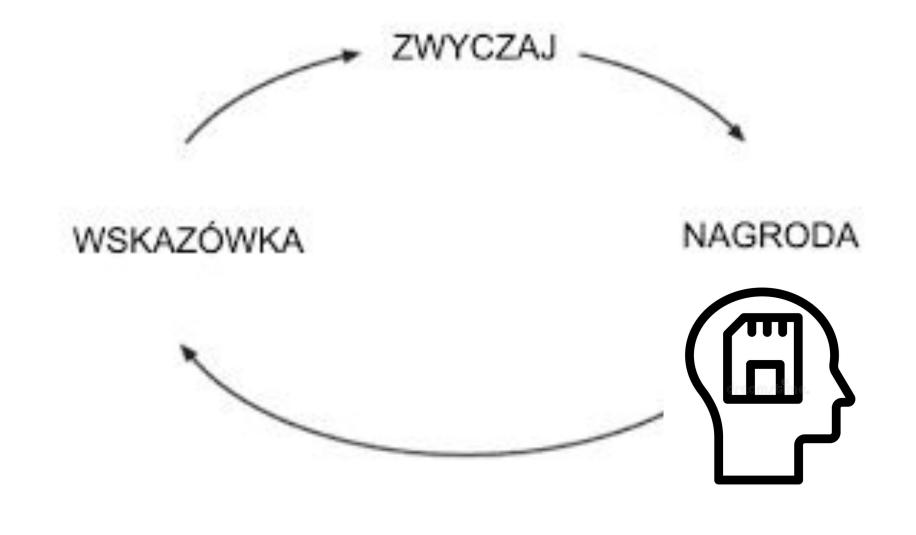
	Tenses	Structure	Example
01	. Simple Present Tense	Subject + Verb (vI) + es/es	She reads book in library.
02	Present Continuous Tense	Subject + is/am/are + Verb(+ing)	I am studying in a high school.
03	Present Perfect Tense	Subject + Has/have + Verb (v3)	He has made this colorful chart.
04	Present Perfect Continuous Tense	Subject + Has/have + been + Verb(+ing)+ since/for	She has been working there since 2017.
05	. Simple Past Tense	Subject + Verb (v2) or irregular verb	He completed the assignment.
06	Past Continuous Tense	Subject + was/were + Verb(+ing)	He was reading the book.
07	Past Perfect Tense	Subject + had + Verb (v3)	I had finished my home work.
08	Past Perfect Continuous Tense	Subject + had + been + Verb(+ing)	I had been playing football since morning.
09	Simple Future Tense	Subject+ will/shall+ verb(v1)	I shall go to park for a walk.
10	Future Continuous Tense	Subject + will/shall be + verb(+ing)	He will be playing football.
11	Future Perfect Tense	Subject + will have + verb(v3)	He will have played football.
12	Future Perfect Continuous Tense	Subject + will have been + verb(+ing)	He will have been watching the TV for fifty minutes.
13	Past Future Tense	Subject + would + verb (v1)	I told that I would leave in one hour.
14	Past Future Continuous Tense	Subj + should/would be + Verb(+ing)	I told that I would be doing my work all the day long.
15	Past Future Perfect Tense	Subj.+ should / would have + Verb(v3)	She said that she would have done her work.
16	Past Future Perfect Continuous Tense	Subject + would have been + Verb(+ing)	He said that I should have been working here for two hours by that time.



Najlepsze nawyki







Jakie macie pytania?



Propozycja "wprawki": zadbaj o swój sen- wdróż chociaż 1

- zadbaj o swoj sen- wdroz chociaz 1 nawyk
- zrób ściągawkę gramatyczną

