



ART AND CULTURE

1 In your notebook, match each job with a picture (A–F). *Answers: see photos A–F*

- (fashion) designer • actor / actress • painter
- author / writer / poet • dancer • musician

2 Copy the table into your notebook. Write each word or phrase from the box in the correct group. Some words fit in more than one category.

- band / group • acting • brush • cast • classical
- pop • concert • director • drawing • poem
- illustrations • instrument • novel • orchestra
- painting • rock • portrait • short story • sketch
- song • soundtrack • tune • stage • cinema

Music	Art	Literature	Film and theatre
band/group	brush	illustrations	acting
classical	drawing	novel	cast
concert	illustrations	poem	cinema
instrument	painting	short story	director
orchestra	portrait		soundtrack
pop	sketch		stage
rock			group
song			
soundtrack			
tune			

3 01 Listen to six short dialogues about different art forms. In your notebook, match each dialogue (1–6) with an art form (a–f).

- | | | | |
|------------|---|---|-------------|
| Dialogue 1 | d | a | dance |
| Dialogue 2 | c | b | writing |
| Dialogue 3 | f | c | singing |
| Dialogue 4 | e | d | painting |
| Dialogue 5 | a | e | acting |
| Dialogue 6 | b | f | photography |

4 In your notebook, complete the advertisement for classes with the correct form of the verbs in the box. Which class would you choose? Why?

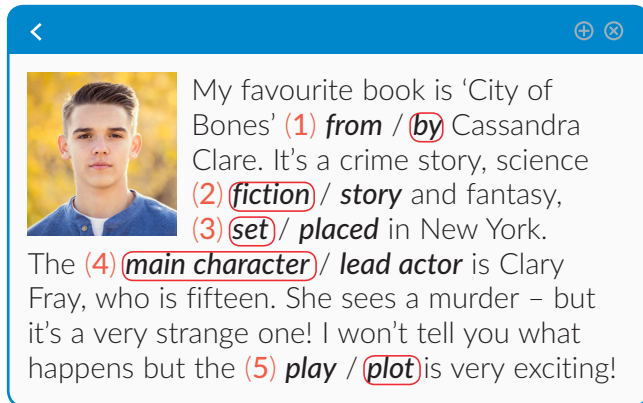
- draw • design • write • perform • put on
- sing • paint

AXENFURT ARTS CENTRE NEW COURSES FOR THE WINTER!

- **Drama Club:** Do you like (1) *performing* on stage? Learn how to (2) *put on* a play to entertain your friends.
- **Music Club:** Learn how to (3) *sing* into a microphone and write great pop songs. For singers and other musicians.
- **Art Club:** For anyone who loves (4) *drawing/painting* and (5) *painting/drawing*.
- **Design Club:** Interested in (6) *designing* magazine covers? Cool websites? Learn all about graphic design here.
- **Writers Club:** Want to produce a school magazine or newspaper? Learn how to (7) *write* interesting articles and entertaining stories.



- 5 Choose the correct words to complete the book review and write them in your workbook. Then, in pairs, take turns to talk about your favourite book or film. Use the words and phrases in the box to help you.



My favourite book is 'City of Bones' (1) **from** / **by** Cassandra Clare. It's a crime story, science (2) **fiction** / **story** and fantasy, (3) **set** / **placed** in New York. The (4) **main character** / **lead actor** is Clary Fray, who is fifteen. She sees a murder – but it's a very strange one! I won't tell you what happens but the (5) **play** / **plot** is very exciting!

- It's called ...
- It's about ...
- It's set in ...
- It's written by ...
- It stars ...
- It's directed by ...
- He/She plays a/an ...



What kind of books do you read?



▶ VIDEO 17

CULTURAL EVENTS

- 6 Choose the correct answers and write them in your notebook. Have you been to any events or places like these?

- The annual film **carnival** / **festival** shows short films and documentaries.
- Michelle's clothing designs are in a local fashion **show** / **parade**.
- We're going on a school trip to a famous art **hall** / **gallery** next week.
- I enjoy **outdoors** / **outdoor** concerts because it's great to hear live music in the open air.
- Have you ever been to a magic **fair** / **show** where the magician cuts someone in half?
- I think it's cruel to use wild animals in a circus **attraction** / **performance**, but I love the acrobats!

- 7 At which events or places from exercise 6 would you see these things?

- a runway, models, a spring collection
- audience, a band, loudspeakers
- white doves, a rabbit, a card trick
- a big top, a trapeze, a juggler
- works of art
- celebrities, screen, presenters

THE MEDIA AND SOCIAL MEDIA

- 8 In your notebook, match descriptions 1–10 with the people or things in the box.

- article • advertisement / advert • channel
- headline • documentary • magazine • journalist
- newspaper • presenter • interviewer

This is ...

- | | |
|----|--|
| 1 | a person who writes for a newspaper or magazine. journalist |
| 2 | something you read which comes out every week or month. magazine |
| 3 | something you read every day to find out what's happened in the world. newspaper |
| 4 | something you watch which describes real life people and places. documentary |
| 5 | a TV or radio station and the programmes that it broadcasts. channel |
| 6 | a short piece of writing which you see in a newspaper or magazine. article |
| 7 | a short piece of text with a photo that tries to sell a product. advertisement/advert |
| 8 | a person who gives you the news on television or radio. presenter |
| 9 | a person who talks to people and asks them questions. interviewer |
| 10 | the most important and biggest text on the front page of a newspaper. headline |

- 9 In pairs or groups, take turns to ask and answer the questions about your online life.

ONLINE LIVING

- Which websites do you visit regularly?
- What do you post about and/or share online?
- Do you subscribe to any YouTube channels? Which ones? Why?
- What do you upload / download (music / images / etc.)?
- Which of these do you use: Facebook / Snapchat / Instagram / WhatsApp?

- 10 Work in pairs. Give examples of each of the items in the box.

- a cooking show • a travel show • a comic
- a reality show • a YouTube channel
- a TV crime series • a teen magazine
- a national newspaper • a cartoon

- 1 Which of the museums presented in the pictures would you like to visit most? Why?



- 3 Prepare a three-minute presentation about a museum in Poland. Include the following information:

- name of the museum
- location
- opening hours
- exhibits
- facilities
- admission fees

- 2 **OPEN TASK** Przeczytaj teksty 1. i 2. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą (A, B lub C). Następnie, zgodnie z treścią tekstów, uzupełnij w e-mailu luki 4–6. Należy uzupełnić je wyrazami w języku polskim. Odpowiedzi zapisz w zeszycie.

Tekst 1.

The Museum of Childhood in Edinburgh, Scotland

When the museum opened in 1955, it was the first of its kind in the world. It was founded by a Scotsman, Patrick Murray, who was an enthusiastic collector of toys and childhood objects. One day, Murray read a newspaper article about two 18th century dolls (one of them used to belong to Queen Victoria) in Edinburgh, his home city. It turned out there was no good place to display the dolls in Scotland, but Murray managed to persuade the local politicians to keep the dolls somewhere in Edinburgh, instead of sending them to London. He realised that there was a need to create a museum dedicated only to the history of childhood – and soon a new museum was opened. Murray donated a lot of toys from his private collection to the museum, although he publicly said that he didn't like children.

In the museum, there are now large collections of toys and games from almost every country. Visitors can enjoy looking at dolls, teddies, train sets, cars and even a puppet theatre. They can imagine themselves playing all kinds of indoor and outdoor games from the past such as hide and seek or snakes and ladders. Visitors to the museum can also learn about the games we still play and those they didn't know existed! They can also find out how children were brought up, dressed and educated in the past.

The museum is now collecting toys, books, children's clothes, photographs and domestic items from the 1970s as well as any items relating to childhood during World War II. Please consider donating any children's items to the museum if you would like to help it become bigger. At the present time, the museum is not accepting any dolls as they already have too many. If you would like to donate, please contact the museum first to check if your items are needed for the museum's collection.

- Patrick Murray created the Museum of Childhood in Edinburgh because
 - there wasn't such a museum there.
 - he wanted to keep his collection of toys there.
 - the local politicians gave him the idea to do it.
- In the museum, you cannot
 - see items from all over the world.
 - learn how to play different games from the past.
 - learn about children's school life.
- In the last paragraph, the author
 - invites people to donate certain things to the museum.
 - asks visitors for an opinion on its collection.
 - explains why the museum collects old items.

Tekst 2.

THE MUSEUM OF CHILDHOOD a museum for all ages



Current Exhibition: It's Alive

See mechanical toys from the last two centuries

When to visit

Monday, Thursday – Saturday: 10 am–5 pm

Tuesday and Wednesday: closed

Sunday: 12 pm–5 pm

Shopping

Lots of wonderful toys, games, books, and souvenirs. The shop closes at 4:45 pm.

Admissions

Free entry – donations are welcome

TIP Pamiętaj, że informacje potrzebne do uzupełnienia wiadomości w języku polskim mogą znajdować się w pierwszym lub drugim tekście. Zanim uzupełnisz luki, przeczytaj uważnie oba teksty i odzyskaj fragmenty, które zawierają prawidłowe odpowiedzi.

< ✉ New message

Cześć Maciek,

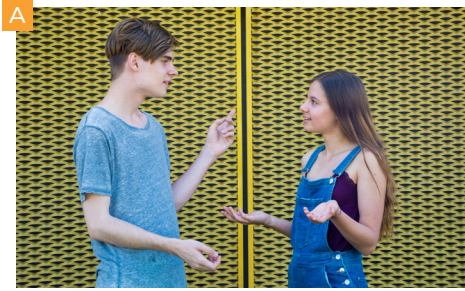
Cieszę się, że odwiedziś mnie w przyszłym miesiącu. Myślę, że spodoba Ci się tutejsze Muzeum Zabawek. Na stronie internetowej muzeum podane są dni i godziny jego otwarcia. Najlepszym dniem na zwiedzanie muzeum będzie (4) **poniedziałek**, ponieważ podczas weekendu pojedziemy nad morze, a od czwartku do soboty warto wziąć udział w Festiwalu Edynburskim. Obecnie w muzeum jest interesująca wystawa, na której można zobaczyć mechaniczne zabawki. Wejście na nią (5) **jest darmowe/bezpłatne/nic nie kosztuje**, więc zostanie nam trochę więcej pieniędzy na zakup pamiątek w muzealnym sklepie. Co ciekawe, muzeum przyjmuje dary do swoich zbiorów. Wiem, że dostatek wiele starych zabawek od babci, a muzeum zbiera obecnie różne zabawki, z wyjątkiem (6) **lalek**.

Do zobaczenia w przyszłym miesiącu!

Pozdrawiam,

Ala

1 In your notebook, match each photo with a sentence. What's the difference between using *Can I ...?* and *May I ...?*



- 1 May I leave the room? **B**
 2 Can I borrow your bike? **A**

We use *Can I ...?* in more informal situations and with people we know well. We use *May I ...?* in more formal situations and with people to whom we have to show respect.

2 In your notebook, match the headings with the phrases from the Phrase Box.

- Giving permission
- Refusing permission
- Asking for permission

PHRASE BOX

1 Asking for permission

- May I leave the room?
- Could I invite a friend over for lunch?
- Do you mind if I sit here?

2 Giving permission

- Yes, of course.
- Go right ahead.
- Yes, no problem.
- Of course I don't mind.

3 Refusing permission

- No, I'm sorry.
- No, I'm afraid you can't.
- Sorry, that's not possible.

3 Do każdej z opisanych sytuacji (1–3) dobierz właściwą reakcję (A–C). Odpowiedzi zapisz w zeszytcie.

1 Chcesz poprosić swojego ulubionego zagranicznego piosenkarza o autograf. Co powiesz?

- A Can you take a photo?
 B May I sign this photo for you?
 C Could you sign this photo, please?

2 Koleżanka z Anglii chce skorzystać z twojego telefonu podczas przerwy w spektaklu. Co jej odpowiesz?

- A Of course I can borrow it.
 B I'm afraid it is.
 C No problem. Here you are.

3 Kolega ze Szkocji proponuje, abyście wspólnie wybrali się do cyrku. Jak odmówisz mu w uprzejmy sposób?

- A I'm not sure I can.
 B Of course I don't mind.
 C I'm afraid you can't.

4 Read the dialogue in exercise 5. For gaps 1 and 2, is 'Y' giving permission or refusing permission?

Gap 1: giving permission
 Gap 2: refusing permission

5 **OPEN TASK** Uzupełnij luki (1–3) w poniższym dialogu tak, aby był spójny i logiczny. Odpowiedzi zapisz w zeszytcie.

X: May I look at your work?
 Y: Sure. (1) Go (right) ahead.
 X: It's quite nice. Could I take a photo of it?
 Y: Sorry, (2) that's / that is not / that isn't possible.
 X: I'm (3) afraid I don't understand.
 Y: It's not finished yet. When it is, you can photograph it.

6 Study the phrases in the Teen Talk box. How do you say something similar in your language?

Possible answers:

TEEN TALK

- How about lending me a few pounds? *Pożyczysz mi kilka funtów?*
- Are you joking? / No way! *Żartujesz? / Nie ma mowy!*
- Give me your phone, will you? *Pożyczysz mi swój telefon?*
- Sure thing. / Here you go! / OK. *Jasne. / Trzymaj! / OK.*

7 Work in pairs. Prepare and practise a dialogue using the ideas below.

Student A: You've won a competition to meet your favourite singer. Ask the singer to:

- take a selfie with you;
- say *Hi* to your best friend on your phone;
- record a short video on your phone;
- write a song about you.

Student B: You're a famous singer. You're meeting one of your fans. You're happy to do some but not all of the things they want you to do.

Conditionals: type 0, 1



▶ VIDEO 18

- Zdania warunkowego typu 0. użyj, aby opisać skutki powtarzających się regularnie zdarzeń, czynności lub zjawisk. W obu częściach zdania warunkowego typu 0. zastosuj czas *present simple*, np.

Zdanie główne	Zdanie podrzędne
Present simple	Present simple
The grass gets wet I can't sleep	if it rains. if / when the window is closed.

- Zdania warunkowego typu 1. użyj, aby opisać czynności lub sytuacje, które będą miały miejsce, jeżeli zostanie spełniony określony warunek. W zdaniu podrzędnym (po spójniku *if/unless*) zastosuj czas *present simple*, zaś w zdaniu głównym czas *future simple*, np.

Zdanie podrzędne	Zdanie główne
Present simple	Future simple
If it doesn't rain tomorrow, Unless he comes on time,	we will go for a walk. he will be in big trouble.

Uwaga!

unless = *if not*

Unless the weather is bad, we'll have a picnic in the park tomorrow.

If the weather isn't bad, we'll have a picnic in the park tomorrow.

- 1 In your notebook, complete sentences 1–7 with the correct form of the words in brackets. Add extra words when necessary. Use the zero conditional.

- 1 (water / boil) *Water boils* if (you / heat) *you heat* it to 100 degrees Celsius.
- 2 If (you / mix) *you mix* yellow and blue, (you / get) *you get* green.
- 3 Alice is allergic to oranges. If (she / eat / any) *she eats any*, (she / feel) *she feels* very bad.
- 4 When (Aunt Lucy / visit) *Aunt Lucy visits* us, (she / always / bring) *she always brings* a large box of homemade cookies.
- 5 (They / usually / get) *They usually get* sick when (they / travel) *they travel* by car or by bus.
- 6 How much (Mike / pay) *does Mike pay* when (he / take) *he takes* a taxi from school?
- 7 What equipment (you / need) *do you need* if (you / want) *you want* to play hockey?

- 2 In your notebook, complete sentences 1–6 with the correct form of the verbs in brackets. Use the first conditional.

- 1 If you (study) *study* hard, you (pass) *'ll / will pass* the test.
- 2 If she (not take) *doesn't / does not take* any medicine, she (feel) *'ll / will feel* worse.
- 3 If I (manage) *manage* to get the singer's autograph, I (give) *'ll / will give* it to you.
- 4 Fiona (buy) *will buy* a new top if she (get) *gets* some pocket money.
- 5 If the weather (be) *'s / is* nice, we (go) *'ll / will go* out tonight.
- 6 If you (not be) *'re not / are not* careful, you (have) *'ll / will have* an accident.

Conditionals: type 2

- Zdania warunkowego typu 2. użyj dla opisania mało prawdopodobnych lub praktycznie niemożliwych do spełnienia warunków w teraźniejszości lub przyszłości, np. *If I won the lottery, I would buy a big house.*
- Zdania warunkowego typu 2. możesz również użyć do udzielania rad lub pytania o radę, np. *If I were you, I would go to a doctor.*
- W zdaniu podrzędnym (po spójniku *if/unless*) użyj czasu *past simple*, zaś w zdaniu głównym zastosuj *would* + czasownik w formie podstawowej, np.

Zdanie podrzędne	Zdanie główne
Past simple	<i>would</i> + czasownik
If you exercised more, If he didn't study so much,	you would feel better. he wouldn't get such good grades.

Uwaga!

If I/he/she were ... = If I/he/she was ...

- 3 In your notebook, complete sentences 1–5 with the correct form of the verbs in brackets. Use the second conditional.

- 1 If I (win) *won* the lottery, I (travel) *would travel* to a different country every week.
- 2 What (you / do) *would you do* if you (find) *found* a wallet in the street?
- 3 Maggie (be) *would be* a better dancer if she (practise) *practised* dancing regularly.
- 4 He (feel) *would feel* healthier if he (not spend) *didn't spend* so much time playing computer games.
- 5 If your favourite film star (visit) *visited* Poland, what question (ask) *would you ask* him/her?

4 In your notebook, write sentences about the situations below using the second conditional.

Jackie doesn't get good grades because she doesn't study regularly.

If Jackie studied regularly, she would get some good grades.

- My sister forgets to do some things because she never makes a list of tasks.
If she made a list of tasks, my sister wouldn't / would not forget to do some things.
- I'm very nervous. I've got an exam today.
I wouldn't / would not be so nervous if I didn't / did not have an exam today.
- We don't have enough time to practise karate.
We would practise karate if we had enough time.
- I don't know French, so I can't tell you what this word means. *If I knew French, I would tell you what this word means.*
- I don't live on a desert island, so I don't lie on the beach all day long. *I would lie on the beach all day long if I lived on a desert island.*
- She doesn't travel by bike. She doesn't save money.
She would save money if she travelled by bike.
- There's not enough room in our flat. That's why I don't have a dog. *I would have a dog if there was / were enough room in our flat.*
- My dad is always busy. We don't spend much time together. *If my dad wasn't / was not always busy, we could spend more time together.*
- Timothy doesn't write songs for Sandra. She isn't a famous singer. *Timothy would write songs for Sandra if she was / were a famous singer.*
- I can't eat this dish because I'm allergic to seafood. *I would eat this dish if I wasn't / weren't / was not / were not allergic to seafood.*

Conditionals: revision

5 Choose the correct answers and write them in your notebook.

- Mark tries to keep fit. He always goes jogging in the evening unless he **feels** / **will feel** very tired.
- She's got a very stressful job. If she **didn't have to** / **wouldn't have to** work so hard, she **wouldn't get** / **didn't get** headaches so often.
- Chris always **asks** / **will ask** his parents for help if he **will have** / **has** a problem.
- If I **would be** / **were** you, I **wouldn't eat** / **ate** such a heavy meal in the evening.
- People in this country **would be** / **were** happier if there **would be** / **were** more sunny days.
- I go / **will go** with you if my mum **lets** / **will let** me.

6 Answer questions 1–5 in your notebook.

Use your imagination. *Students' own answers*

- What will you do tomorrow if the lessons finish early?
- What do you need if you want to travel abroad?

- What famous person would you like to meet if you had the chance?
- What would you do if you could be invisible for one day?
- What present will you buy if a friend invites you to her birthday party?

Future time clauses

- Zdań okolicznikowych czasu używamy, aby opisać kolejność zdarzeń lub czynności w przyszłości. W zdaniach tych stosujemy spójniki: *after* (po tym, jak), *before* (zanim), *when* (kiedy), *until* (dopóki), *as soon as* (jak tylko).
- W tych zdaniach stosujemy następujące konstrukcje:

Zdanie główne	Zdanie podrzędne
will + bezokolicznik	present simple
I will call them	after we get back home.
You won't go out	until you clean your room.

7 In your notebook, complete sentences 1–7 with the correct form of the verbs in brackets.

- When the film (**end**) **ends**, I will go to bed.
- As soon as mum (**finish**) **finishes** cooking, she'll help you with your homework.
- My parents (**not / let**) **won't / will not let** my little brother walk to school alone until he is a little older.
- When you read my email, I (**be**) **will be** on the plane to Great Britain.
- When the match (**be**) **is** over, they'll have a party.
- Let's wait here until she (**come**) **comes** back.
- Tim will go cycling when the rain (**stop**) **stops**.

8 In your notebook, complete the second sentence so that it means the same as the first. Use the words in brackets.

- Keith is taking his exams in June. Then he will go on holiday. (**as soon as**)
As soon as Keith takes his exams in June, he will go on holiday.
- It will get dark soon. Then we will go home. (**when**)
We will go home *when it gets* dark.
- Mathew wants to meet his friend. His mum says he must do his homework. (**until**)
Mathew won't meet his friend *until he does* his homework.
- Sarah's not here. She is having a piano lesson. (**after**)
Sarah *will be here after* she finishes her piano lesson.
- I will charge the battery in my phone. I must get home first. (**as soon as**)
I will charge the battery in my phone *as soon as I get* home.

- 1 Look at the photo. What kind of event is this? Which of the things listed below do you think you might see there? Would you like to go to an event like this?

colourful costumes performers
handmade crafts
magic show historical play
live music



- 2 02 **OPEN TASK** Usłyszysz ogłoszenie dotyczące jarmarku historycznego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższej notatce. Odpowiedzi zapisz w zeszycie.

TIP Pamiętaj, że te same informacje są w odmienny sposób sformułowane w nagraniu i w zadaniu. W trakcie słuchania zwracaj uwagę na to, w jaki sposób treści zawarte w zadaniu zostały sparafrazowane, np. w zadaniu przeczytasz sformułowanie *Price to enter*, a w nagraniu usłyszysz *Entrance fee*, co jest innym sposobem wyrażenia, że obowiązuje opłata za wstęp do jakiegoś miejsca.

YORK LIVING HISTORY FAIR

When? Saturday

Where? York's
(1) *(historic) city centre*

What's on offer? Handmade crafts, performers, and (2) *face painting*

Event time? Stage performance at
(3) *1/one pm/one o'clock*

Price for children to enter? £ (4) *6/six*



- 3 Choose the correct words and write them in your notebook.
- Martin is quite talented *for* / *at* playing comic roles.
 - Michelle's trying to get a *scene* / *role* in a Broadway production.
 - My favourite actor is *starring* / *shining* in the theatrical production of *Billy Elliot*.
 - I'm the *understudy* / *cast* for the lead actress in this production, so I have to be ready in case she gets ill.
 - I've been waiting to play this role for years and now this is my chance to *shine* / *burn*.
 - The school play's next month so we have *rehearsals* / *practice* twice a week after school.
- 4 In pairs or as a group, discuss the questions.
- Have you ever been to the theatre? What play did you see?
 - Have you taken part in a school play? Were you involved in the production or were you a member of the audience?
 - Did you or another actor shine in a role or forget a line?

- 5 03 Usłyszysz dwukrotnie cztery wypowiedzi dotyczące występowania w teatrze. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Odpowiedzi zapisz w zeszycie.

This speaker	
A	isn't very good at acting and it shows.
B	always makes friends with the other actors.
C	wants to discuss a problem with a cast member.
D	acts well but doesn't rehearse enough.
E	was pleased about an opportunity.

Speaker 1 *D* Speaker 2 *E*
Speaker 3 *C* Speaker 4 *A*

- 6 Some people say hard work is more important than talent. Do you believe that is true? Why (not)? Discuss your ideas with a partner.

Well, I really don't understand this opinion. I think that talent and hard work are equally important. How about you?

- 1 Choose the correct answers and write them in your notebook. Which sentences are zero, first or second conditional?

Conditionals

- If an artist **does** / **will do** amazing work, they get good reviews. *zero conditional*
- If I **got** / **get** the main part in the school play, I'll be really happy. *first conditional*
- If she **starred** / **stars** in a major film, she'd become famous. *second conditional*
- The publisher **published** / **will publish** your book if they like it. *first conditional*
- What **will** / **would** you do if you met a famous film star? *second conditional*
- You **get** / **got** better seats if you buy your tickets in advance. *zero conditional*
- What will you win if you **will come** / **come** first in the writing competition? *first conditional*
- If Mike **didn't come** / **doesn't come** to the concert, I'll be quite disappointed. *first conditional*

- 2 In your notebook, complete the sentences with the correct form of the verbs in brackets.

Time clauses

- After I **(complete)** *complete / have completed* this painting, I'm going to celebrate.
- She's going to practise until she **(get)** *gets* it right.
- I'll text you when the show **(finish)** *finishes*.
- We'll start as soon as everyone **(be)** *is* here.
- She'll probably read some of her book before she **(go)** *goes* to sleep.
- I'll read a book while I **(wait)** *wait* for the bus.

See Grammar pp. 16-17 »

- 3 Przeczytaj tekst. Wybierz odpowiedź A, B lub C, aby poprawnie uzupełnić luki (1-4). Odpowiedzi zapisz w zeszytcie.

< New message

Hi Nathan,

I'm really excited (1) going to the art gallery with you. Jake Hall is a very talented painter and I think it will be a great exhibition. I'd love to own one of his paintings. If I had the money, I (2) one. So, let's meet at the Village Café. I'll text you (3) I leave home.

By the way, if you (4) on the gallery's website, they send you a newsletter every month. I think it's a great idea.

Bye for now,
Trish

- | | | |
|-----------------------|-----------------|--------------------|
| 1 A to | B about | C for |
| 2 A will buy | B bought | C would buy |
| 3 A as soon as | B until | C during |
| 4 A registered | B will register | C register |

- 4 In your notebook, rewrite phrases 1-5 using **-ed** and **-ing** adjectives.

an assignment that is a challenge = a challenging assignment

- a viewer who watches with interest
an interested viewer
- a film that can cause depression
a depressing film
- an exhibit people view with fascination
a fascinating exhibit
- a student that feels inspiration
an inspired student
- a documentary that causes shock
a shocking documentary

- 5 **OPEN TASK** Uzupełnij zdania 1-8. Wpisz podane w nawiasach wyrazy w odpowiedniej formie tak, aby zdania były logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Nie zmieniaj kolejności podanych wyrazów. Dodaj wszystkie niezbędne elementy. Odpowiedzi zapisz w zeszytcie.

- She **(watch / bore)** *watched a boring* programme on TV last night.
- I'll call you as soon as **(concert / finish)** *the concert finishes*.
- I **(be / amaze)** *will/'ll be amazed* if Mary gets the lead role in the musical.
- That's the girl **(father / be)** *whose father is* a famous composer.
- How will you feel if your performance **(go / good)** *goes well*?
- Shelley **(receive / disappoint)** *received a disappointing* review in the paper for her novel.
- Dan **(be / please)** *was pleased* when he won a scholarship to the Royal Academy of Music.
- (you / become)** *If you became* a pop star, would you give me free tickets to your concerts?



- In your notebook, rearrange the letters to find the countries where these wedding traditions happen. The first and last letters are given. Do any of them take place at Polish weddings? What are Polish weddings like?
 - In **Portugal**, the bride takes off her shoes at the wedding reception and people put money in them. **PAGRUOTŁ**
 - In **South Korea**, after the wedding, people hit the groom's feet with a fish. **SUTHO EKROA**
 - In **Scotland**, before the wedding, people pour buckets of old, smelly food over the bride-to-be. **SOLTCNAB**
 - In **Germany**, just after the wedding, the bride and groom sometimes cut a piece of wood in half. **GRAMNEY**
 - At a Yugur wedding in **China**, the groom shoots three arrows at the bride and then breaks the bow and arrow. The bride doesn't get hurt! **ENIHA**
 - In **Italy**, at the wedding reception, people sometimes cut the groom's tie into small pieces. They then hand them out to the guests. **ILTAY**

- Read Alicia's email to Charlotte. The words in blue are grammatical mistakes. The words in green are spelling mistakes. The words in red are vocabulary mistakes. In pairs or groups, discuss how to correct the mistakes.

< ✉ New message

Hi Charlotte,

How are you? My cousin Marek is **becoming getting** married **with to** an English girl and they've invited me to the wedding. It's on 24th July next year at a big church in London. I'm very **exciting excited** because I've never **bean been** to **a an** English wedding before!

I'm not sure what to **dress-on wear**. Could you **to give** give me **an some** advice? What would you **ware wear** to a summer wedding? Also, I want to buy them a **marriage wedding** present and **I'm having I have / I've got** no idea what to get! Have you got any ideas?

My parents and I are going to **live stay** in the UK for a few days after the wedding. I'd love to **meat meet** you in London for the day. Do you think you can come? It would be great to see you!

Right Write back soon!

Love,
Alicia

- In your notebook, rewrite the email in exercise 2 without the mistakes.

- What points has Alicia covered in the email in exercise 2? In your notebook, complete the writing task with the correct information.

Suggested answers:

Twój kuzyn wkrótce żeni się w Londynie z Angielką. W liście do koleżanki z Anglii:

 - poinformuj **kiedy i gdzie odbędzie się ślub**,
 - zapytaj **jak się ubrać na uroczystość i jaki prezent kupić**,
 - zaproponuj koleżance **spotkanie podczas pobytu w Anglii**.
- Read the writing task. Copy the chart into your notebook and complete the questions and the information.

OPEN TASK Twój kolega z Anglii został zaproszony na uroczystość weselną w Polsce. W liście do kolegi:

- poraż mu, jak powinien się ubrać na ślub;
- wyjaśnij, jak zwykle przebiega uroczystość weselna;
- przypomnij koledze, że powinien kupić prezent ślubny i zaproponuj swój pomysł.

List powinien zawierać od 50 do 120 słów.

Suggested answers:

	Questions to ask and answer	Your notes
1	What kind of <i>clothes are right for weddings</i> ? Should <i>your friend go out and buy new clothes</i> ?	
2	What things <i>usually happen at a wedding reception in Poland</i> ?	
3	What kind of <i>gift would be suitable</i> ? How much <i>should your friend spend on a gift</i> ?	

TIP Po napisaniu pracy przeczytaj ją i zwróć uwagę na poprawność językową. Sprawdź, czy nie zawiera błędów ortograficznych, gramatycznych lub leksykalnych.

- In your notebook, make a paragraph plan for the writing task in exercise 5.

Students' own answers

PHRASE BOX

Giving advice

- I think you should / shouldn't ...
- Another good idea would be to ...
- I (would) suggest ...
- What / How about + -ing ...?

Asking for advice

- I need some advice about ...
- What do you think I should do?
- What do you think about ...?

- Write the letter in your notebook, using your notes in exercise 5, your plan in exercise 6, and some of the phrases in the Phrase Box.

Students' own answers

Hi Dave!
Thanks for your email. I think you'll have lots of fun at the wedding!

Art and culture / Sztuka i kultura

acting /'æktɪŋ/ aktorstwo, gra aktorska
actor / actress /'æktə(r) / 'æktɹəs/ aktor/ aktorka
author /'ɔ:θə(r) / autor
band / group /bænd / gru:p/ zespół/grupa
brush /brʌʃ/ pędzel
cast /kɑ:st/ obsada
cinema /'sɪnəmə/ kino
classical /'klæsɪk(ə)l/ klasyczny
concert /'kɒnsə(r)t/ koncert
dancer /'dɑ:nsə(r)/ tancerz
design /dɪ'zain/ projektować, projekt
director /dai'rektə(r)/ reżyser
draw /drɔ:/ rysować
drawing /'drɔ:ɪŋ/ rysunek
(fashion) designer /fæʃ(ə)n dɪ'zainə(r)/ projektant (mody)
illustrations /ɪlə'streɪʃ(ə)nz/ ilustracje
instrument /'ɪnstɹəmənt/ instrument
lead actor /li:d 'æktə(r)/ główny (pierwszoplanowy) aktor
main character /meɪn 'kærɪktə(r)/ główny bohater
musician /mju:ʒɪ'ʃ(ə)n/ muzyk
novel /'nɒv(ə)l/ powieść
orchestra /'ɔ:(r)kɪstrə/ orkiestra
paint /peɪnt/ malować
painter /'peɪntə(r)/ malarz
painting /'peɪntɪŋ/ obraz
perform /pə(r)'fɔ:(r)m/ występować
photography /fə'tɒgrəfi/ fotografia
plot /plɒt/ fabuła
poem /'pəʊɪm/ wiersz
poet /'pəʊɪt/ poeta
pop /pɒp/ pop (rodzaj muzyki)
portrait /'pɔ:(r)trɪt/ portret
put on /pʊt 'ɒn/ wystawić (sztukę, przedstawienie)
rock /rɒk/ rock (rodzaj muzyki)
science fiction /saɪəns 'fɪkʃ(ə)n/ science fiction
short story /ʃɔ:(r)t 'stɔ:ri/ opowiadanie
sing /sɪŋ/ śpiewać
sketch /sketʃ/ szkic
song /sɒŋ/ piosenka
soundtrack /'saʊnd(træk)/ ścieżka dźwiękowa do filmu
stage /steɪdʒ/ scena (np. w teatrze)
tune /tju:n/ melodia
write /raɪt/ pisać
writer /'raɪtə(r)/ pisarz

Phrases

It stars ... Występuje w nim...
It's about ... To jest o.../To jest na temat...
It's called ... Jest zatytułowany...
It's directed by ... Został wyreżyserowany przez...
It's set in ... Akcja rozgrywa się w...
It's written by ... Został napisany przez...
He/she plays a/an ... On/Ona gra...

Cultural events / Wydarzenia kulturalne

art gallery /'ɑ:(r)t ɡæləri/ galeria sztuki
attraction /ə'trækʃ(ə)n/ atrakcja
audience /'ɔ:diəns/ widownia, publiczność
big top /bɪɡ 'tɒp/ namiot cyrkowy
card trick /'kɑ:(r)d trɪk/ sztuczka karciana
carnival /'kɑ:(r)nɪv(ə)l/ karnawał
celebrity /sə'lebrəti/ znana osoba, celebryta
circus /'sɜ:(r)kəs/ cyrk
fair /feə(r)/ targ, jarmark
fashion show /'fæʃ(ə)n ʃəʊ/ pokaz mody
festival /'festɪv(ə)l/ festiwal
juggler /'dʒʌɡlə(r)/ żongler
(loud)speakers /ləʊd'spi:kə(r)z/ głośniki
magic show /'mædʒɪk ʃəʊ/ pokaz magii
microphone /'maɪkrəfəʊn/ mikrofon
model /'mɒd(ə)l/ model
outdoor concert /aʊtdɔ:(r) 'kɒnsə(r)t/ koncert na świeżym powietrzu
parade /pə'reɪd/ parada
performance /pə(r)'fɔ:(r)məns/ występ
presenter /pri'zentə(r)/ prezynter
rabbit /'ræbɪt/ królik
runway /'rʌnweɪ/ wybieg (na pokazie mody)
screen /skri:n/ ekran
(spring) collection /sprɪŋ kə'leɪʃ(ə)n/ kolekcja (wiosenna)
trapeze /trə'pi:z/ trapez (drażek gimnastyczny)
work of art /wɜ:(r)k əv 'ɑ:(r)t/ dzieło sztuki

The media and social media / Media i media społecznościowe

advertisement / advert /əd'vɜ:(r)tɪsmənt / 'ædvɜ:(r)t/ reklama
article /'ɑ:(r)tɪk(ə)l/ artykuł
cartoon /kɑ:(r)'tu:n/ kreskówka
channel /'tʃæn(ə)l/ kanał
comic /'kɒmɪk/ komiks
cooking show /'kʊkɪŋ ʃəʊ/ program kulinarny
crime series /'kraɪm sɪəri:z/ serial kryminalny
documentary /dɒkjʊ'ment(ə)ri/ film dokumentalny
download /daʊn'ləʊd/ ściągać, pobierać
headline /'hedlaɪn/ nagłówek (tytuł artykułu prasowego)
image /'ɪmɪdʒ/ obraz (ilustracje, pliki graficzne)
interviewer /'ɪntə(r)vju:ə(r)/ osoba przeprowadzająca wywiad
journalist /'dʒɜ:(r)nəlɪst/ dziennikarz
national newspaper /næʃ(ə)nəl 'nju:zpeɪpə(r)/ gazeta ogólnokrajowa
post /pəʊst/ publikować
reality show /ri'æləti ʃəʊ/ reality show
share online /ʃeə(r) ɒn'laɪn/ udostępniać w sieci
subscribe to sth /səb'skraɪb tə smθɪŋ/ subskrybować (coś)
teen magazine /ti:n mæɡə'zi:n/ czasopismo dla nastolatków

travel show /'træv(ə)l ʃəʊ/ program podróżniczy
upload /'ʌpləʊd/ wysłać (np. pliki na serwer internetowy)
website /'websaɪt/ strona internetowa

LISTENING, p. 18

be talented at (doing) /bi 'tæləntɪd ət du:ɪŋ/ mieć talent, zdolności (w jakiejś dziedzinie)
rehearsal /ri'hɜ:(r)s(ə)l/ próba
role /rəʊl/ rola
scene /si:n/ scena (np. w filmie)
shine /ʃaɪn/ świecić, błyszczeć
star /stɑ:(r)/ grać główną rolę
understudy /'ʌndə(r)stʌdi/ dubler

OTHER WORDS

admission /əd'mɪʃ(ə)n/ wstęp
arrow /'ærəʊ/ strzała
bow /bəʊ/ łuk
bride /braɪd/ panna młoda
bring up /brɪŋ 'ʌp/ wychowywać
bucket /'bʌkɪt/ wiadro
collector /kə'lektə(r)/ kolekcjoner
display /dɪ'spleɪ/ prezentować
donate /dəʊ'neɪt/ ofiarowywać, przekazywać pieniądze
entrance /'entrəns/ wejście
exhibit /ɪɡ'zɪbɪt/ wystawa
found /faʊnd/ zakładać, fundować (np. instytucję)
get hurt /get 'hɜ:(r)t/ zranić się
groom /gru:m/ pan młody
hand out /hænd 'aʊt/ rozdawać
happy ending /hæpi 'endɪŋ/ szczęśliwe zakończenie
hide and seek /haɪd ænd 'si:k/ zabawa w chowanego
impress /ɪm'pres/ wywierać na kims wrażenie, imponować komuś
item /'aɪtəm/ rzecz, artykuł, przedmiot
lyrics /'lɪŋks/ tekst piosenki
paints /peɪnts/ farby
persuade /pə(r)'sweɪd/ przekonywać
shoot /ʃu:t/ kręcić, filmować
smelly /'smeli/ śmierdzący
snakes and ladders /sneɪks ænd 'lædə(r)z/ węże i drabiny (gra planszowa)
tie /taɪ/ krawat

- 1 For each description, in your notebook, write the name of a classmate who you think fits it best. Then walk around and ask your classmates questions to check if your guesses were correct.

Students' own answers

This person would prefer to:

go to an art gallery or a museum rather than to an outdoor concert.	<input type="checkbox"/>
put on a school play rather than perform with a band.	<input type="checkbox"/>
learn creative writing rather than graphic design.	<input type="checkbox"/>
help organise a talent show rather than take part in it.	<input type="checkbox"/>
visit a teenage arts festival rather than go to a fashion show.	<input type="checkbox"/>

” *Would you prefer to go to an art gallery or a museum rather than to an outdoor concert? Why (not)?*

- 2 In pairs, discuss the results of the questionnaire in exercise 1. Have any of your classmates' answers surprised you?
- 3 Read the text below quickly. In pairs, decide if you would rather take part in a talent competition or in an arts festival like the one in Somerset. Give reasons for your answers.

- 4 **OPEN TASK** Przeczytaj tekst. Odpowiedz na pytania 1–3 zgodnie z jego treścią. Uzupełnij zdania, wpisując swoje odpowiedzi w luki. Odpowiedzi zapisz w zeszycie.

TEEN ARTS FESTIVAL? WHY NOT?

Do you have a talent, but don't like taking part in competitions? Would you like to show your talent to the public and receive professional feedback? Then come and take part in the Somerset County Teen Arts Festival. It is open to all students aged 13–19 who go to local schools.

The festival gives you an opportunity to display your artistic efforts in front of an audience. You can present your drawings, paintings, films and written works, and perform on stage in a play or with a band. There is no competition. Instead, every performer will get feedback from professional artists: actors, directors, dancers, musicians, visual artists and writers. The aim is to encourage you to work on the areas which you need to improve.

During the festival, you will also be able to take part in various workshops and classes. There, you will have a chance to learn from professionals and find out how to work on your skills in the chosen art form or to discover some new passions.

If you want to develop your talents and spend your free time in a creative way, contact us. There is no pressure, no competition, no talent show – just people who love arts just as you do.

- 1 Who can take part in the Somerset County Teen Arts Festival?
Only students aged between 13 and 19 and who *go to / attend local schools in* Somerset County can take part in the festival.
- 2 What will the students receive after demonstrating their talents?
After students demonstrate their talents, they will receive *feedback on their performance / from professional artists*.
- 3 What else will students be able to do at the festival?
Students will also have a chance to improve their skills during different *workshops and classes*.

- 5 **OPEN TASK** Uzupełnij luki (1–6) w poniższym dialogu tak, aby był spójny i logiczny. Odpowiedzi zapisz w zeszycie.

X: Mum, do you remember the local teen arts festival that I told you about?
Y: Yes, I do. Why?
X: I've decided to take part in it, together with some classmates.
Y: That's a great (1) *idea!* What are you going to perform?
X: We'd like to put on a few scenes from *Harry Potter and the Cursed Child*.
Y: That sounds interesting.
X: It is. (2) *Could/Can I* invite my friends to come over and have rehearsals here?
Y: Yes, of course, go (3) *(right) ahead*.
X: Thanks, Mum. We can only do it at weekends because of schoolwork. Do you (4) *mind if* we practise here, in the living room?
Y: Sorry, (5) *I'm afraid* it's not possible. Everyone's home at weekends and we need space.
X: Sure. If we can't meet here, we (6) *will go* to the attic. There's a lot of space there.
Y: Yes, no problem, but you will have to clean it up first.

- 6 In groups, brainstorm ideas for organising a teen arts festival in your area. Think about:
- what kind of festival you would like to organise;
 - who could take part;
 - which professional artist(s) you would invite to give feedback to the participants;
 - what workshops the artist(s) could run.
- 7 In the same groups, prepare a poster or a leaflet encouraging young people to take part in the festival.




VOCABULARY

- 1 In your notebook, complete the words in the definitions.
- A **tune** is a song or a piece of music.
 - An **audience** is a group of people who have come to watch a film, performance, speech, etc.
 - An **advertisement/advert** is a picture, short film, song, etc. that tries to persuade people to buy a product or service.
 - The **cast** refers to all the performers in a play, film, series, etc.
 - An **interviewer** is a person who asks someone questions, for example for a magazine or on a TV programme.
 - A **novel** is a long written story about imaginary or partly imaginary characters and events.
 - If you **subscribe** to a magazine or service, you receive it regularly.
 - If a film, play or TV series **stars** someone, they are the main actor or performer in it.

GRAMMAR

- 2 In your notebook, complete sentences 1–8 with the correct form of the verbs in brackets.
- I'm going to celebrate after my article (**appear**) appears in this popular teen magazine.
 - If she (**be**) were/was more talented, she would make her own comics, but she can't draw too well.
 - What would you do if someone (**invite**) invited you to take part in a reality show?
 - When my mum reads a book by her favourite author, she can't stop reading until she (**finish**) finishes it.
 - We watch every film or series if it (**be**) is directed by J. J. Abrams.
 - The crime series (**be**) would be much more interesting if the plot wasn't so obvious.
 - I will upload the post as soon as I (**check**) check all the facts.
 - I won't go to an art gallery with you unless you (**go**) go to a classical music concert with me.

USE OF ENGLISH

- 3  **OPEN TASK** Przetłumacz na język angielski podane w nawiasach fragmenty zdań tak, aby otrzymać logiczne i gramatycznie poprawne wypowiedzi. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Wymagana jest pełna poprawność ortograficzna. Odpowiedzi zapisz w zeszycie.
- (Gdybym była) If I were/was better at writing, I would write a science fiction story.
 - My brother always watches some funny cartoons (**zanim pójdzie**) before he goes to sleep.
 - Marisa won't show her paintings to anyone (**dopóki nie zdecyduje**) until she decides that she is happy with them.
 - (Czy poszedłbyś) Would you go to a circus if someone gave you a ticket for free?
 - I'll read this post (**jak tylko**) as soon as my drama club ends.
 - She won't go to the cinema to watch a film (**chyba że występuje w nim**) unless it stars Chris Hemsworth or Tom Hiddleston.

CUMULATIVE REVIEW

- 4 Choose the correct words and write them in your notebook.

x My blog x

JIMMY'S BLOG – MUSIC AND ME

I've always been a big fan (1) into / of / on talent shows. When I was a child, I (2) have watched / was watching / used to watch them with my grandma. That's why I started learning to play the guitar when I (3) have been / was / had 7 years old. I loved it, but I was too (4) concerned / gentle / nervous when I had to play in public. So I just spent hours practising and singing to myself in the (5) attic / ceiling / dustbin because I didn't want anyone to hear me. It all changed when I (6) gave / was given / was giving an electric guitar for my 15th birthday. I felt I was ready to get on the (7) scene / stage / set. Together with three (8) colleagues / classmates / cousins from school, we started a band. We've played together (9) from / for / since then. I'm not nervous any more – when I (10) will perform / perform / performed in front of an audience with my band, I feel really excited! What about you? Are you into music? Do you play any musical instruments? Share your stories in the comments.