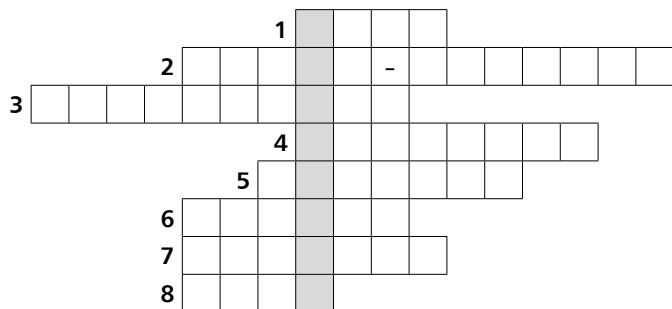


# 5

## A work of art

### VOCABULARY participating in culture

- 1) Complete the crossword puzzle to find the name of a famous actor.



- 1 a group of people who play music together
- 2 (about a book or film) so good that it wins a prize
- 3 the music in a film
- 4 the person who tells actors how to perform
- 5 a part of a film which is combined with other parts to tell the whole story
- 6 a set of TV programmes with the same characters
- 7 the name for a kind of book or film about unreal things
- 8 the story told in a book or film

- 2) Complete the sentences with the missing words.

- 1 I don't understand a \_ t \_ c \_ art – I prefer portraits.
- 2 I've read two of the n \_ \_ \_ l \_ by this writer and both of them were rubbish.
- 3 You can see my brother's photographs in an e \_ h \_ i \_ o \_ at the local museum.
- 4 It was very e \_ t \_ r \_ \_ n \_ \_ g to watch the street artists. I had a great time.
- 5 Picasso is one of the most famous modern artists and his p \_ i \_ \_ \_ n \_ s sell for a lot of money.
- 6 The special e \_ \_ \_ c \_ s were very good, especially the battle in space.
- 7 It was amazing to see all my favourite a \_ \_ \_ r \_ in one film.
- 8 Have you ever read any c \_ \_ s \_ \_ \_ plays such as *Romeo and Juliet*?

- 3) Replace the words in bold in the sentences with their synonyms below.

excellent moving rubbish keen on disappointing  
live album

- 1 I found the book to be **not as good as I had expected** – I wouldn't recommend it to anybody. \_\_\_\_\_
- 2 They used to be good, but last night's show was just **terrible!** \_\_\_\_\_
- 3 The book was so **touching** that I couldn't stop crying. \_\_\_\_\_
- 4 One of my biggest dreams is to see Red Hot Chilli Peppers **play a concert.** \_\_\_\_\_
- 5 The plot wasn't exciting, but the special effects were **brilliant.** \_\_\_\_\_
- 6 I've just bought my favourite band's latest **CD**, but unfortunately, it's not all that good. \_\_\_\_\_
- 7 I am a **fan of** thrillers – I guess I like being scared. \_\_\_\_\_

- 4) Complete the text with appropriate words in the correct form.

Hi Leo,

I'm writing to let you know about the <sup>1</sup>p\_\_\_\_\_ last night. Luckily, everything went well, although we all had our doubts at first. I mean, we weren't sure if *Hamlet* was a good idea, because not everybody is keen on <sup>2</sup>c\_\_\_\_\_ plays, but we wanted something to <sup>3</sup>m\_\_\_\_\_ people think. And well ... I think we succeeded! I must say our drama teacher, Mrs Greene, turned out to be a great <sup>4</sup>d\_\_\_\_\_ and our success is mainly due to her hard work. She taught us how to perform <sup>5</sup>l\_\_\_\_\_ on stage, and helped us

with the <sup>6</sup>c\_\_\_\_\_ and special <sup>7</sup>e\_\_\_\_\_. Anyway, all the students enjoyed the play, even those who aren't big fans of going to the <sup>8</sup>t\_\_\_\_\_.

Is your class preparing a play this year? Let me know if you are.

Gina



### Vocabulary challenge!

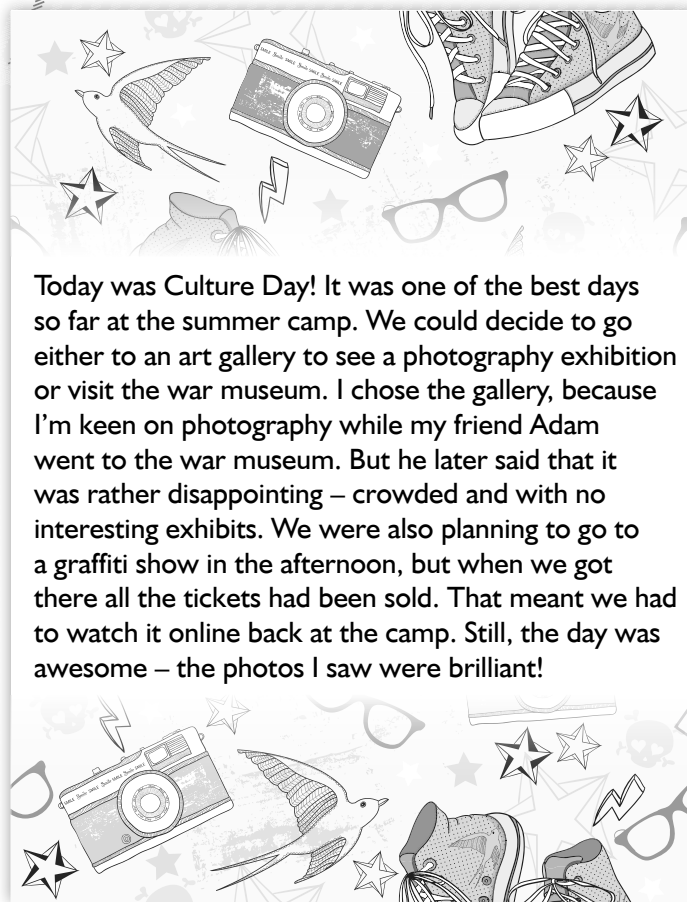
- 5) Choose the correct options.

- 1 Which TV **channel** / **programme** is *The Lord of the Rings* on?
- 2 The ancient **stages** / **statues** in the exhibition were really amazing.
- 3 The film was a **big screen** / **blockbuster** on the night of its premiere – hundreds of people went to see it.
- 4 The theatre invites the **audience** / **exhibits** to take part in different artistic events.
- 5 Before I buy a book, I always read a few pages from the **first chapter** / **front cover**.
- 6 Yesterday, we watched a brilliant **documentary** / **romcom** about 20th century painters.
- 7 I don't understand anything when actors sing – that's why I avoid going to the **opera** / **theatre**.
- 8 I never listen to **audience** / **phone-in** programmes on the radio – I only listen to music.

- 6) Complete the sentences so that they are true for you. Give reasons to support your opinions.

- 1 An interesting film I've recently watched was about \_\_\_\_\_.
- 2 The most moving book I've read is \_\_\_\_\_.
- 3 The most irritating TV series is \_\_\_\_\_.
- 4 The channel I usually watch is \_\_\_\_\_.

1> Read the text and choose the correct answers.



Today was Culture Day! It was one of the best days so far at the summer camp. We could decide to go either to an art gallery to see a photography exhibition or visit the war museum. I chose the gallery, because I'm keen on photography while my friend Adam went to the war museum. But he later said that it was rather disappointing – crowded and with no interesting exhibits. We were also planning to go to a graffiti show in the afternoon, but when we got there all the tickets had been sold. That meant we had to watch it online back at the camp. Still, the day was awesome – the photos I saw were brilliant!

- The students from the camp
  - could choose the place they wanted to visit.
  - enjoyed the exhibition they went to see.
  - went to a museum that was crowded.
- Which sentence about the graffiti show is true?
  - It was brilliant.
  - The tickets were too expensive.
  - The teenagers were only able to see it on the Internet.

2> MP3 07 Listen to Mike and Sally talking about a new arts project and choose the correct answers.

- The exhibition Mike went to
  - is showing some famous paintings.
  - is going to be open for some time.
  - closes this month.
- Sally
  - doesn't like crowded places.
  - is a big fan of galleries and museums.
  - has been to the *After Dark* exhibition.
- Which sentence is true about the *After Dark* exhibition?
  - The exhibits include four robots.
  - It offers access to several British museums during the night.
  - Visitors can also see the exhibition online.
- Mike thinks that the *After Dark* exhibition is so great because
  - you can visit the exhibition without being disturbed by other people.
  - it's fun and scary at the same time.
  - the statues start moving.

3> Are the sentences true (T) or false (F)? Correct the false ones.

- If a museum is **busy**, there are no people inside. T / F
- When you do something **properly**, you do it correctly. T / F
- Somebody who **operates** a robot is the person who tells it what to do. T / F
- If something such as a machine **comes alive**, it starts to work. T / F
- An **exhibit** is a visitor to a museum. T / F

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4> Choose the correct prepositions.

- I couldn't wait to watch the film, but it turned \_\_\_\_\_ to be disappointing.  
a off b out c on
- It's a horror night tonight. Do you know what's \_\_\_\_\_?  
a on b out c at
- I hate going \_\_\_\_\_ art galleries – I'd rather stay at the hotel.  
a out b about c round
- Could you please find \_\_\_\_\_ exactly when the museum closes?  
a about b in c out
- If the tickets sell \_\_\_\_\_ before I get my pocket money, I'll be very angry!  
a off b out c away

5> Complete the sentences with the correct form of appropriate phrasal verbs.

- I've just \_\_\_\_\_ that my favourite band is going to play live in my hometown next month.
- Do you think the tickets will \_\_\_\_\_ soon? The band is very popular.
- Unfortunately, the book \_\_\_\_\_ to be worse than I'd expected.
- Oh no, I missed the first episode of the new series – it \_\_\_\_\_ at 6, not at 7!
- My parents promised me that if we \_\_\_\_\_ a few museums in the morning, I could sit by the pool all afternoon.

6> Answer the questions and give reasons to support your answers.

- Do you prefer going round museums or art galleries? Why?  
\_\_\_\_\_
- If you want to go to the cinema, how do you find out what's on?  
\_\_\_\_\_
- Describe a book or a film which turned out to be disappointing.  
\_\_\_\_\_



## Will and going to

**Will** używamy, aby opisać:

- decyzje, które są podejmowane w trakcie mówienia, bez wcześniejszego planowania:  
*OK, I'll go to the shop and get the milk.*  
*Don't worry about the washing-up, I'll do it in a moment.*
- przewidywania dotyczące zdarzeń lub sytuacji przyszłych:  
*I'm sure you'll pass the exam.*  
*I think they'll be late.*

## Zdania twierdzące i przeczące

I/You/We/They	will stay	here.
He/She/It	won't stay	

## Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	open the door?	Yes, I will.
			No, it won't.

Konstrukcji **be going to** używamy, aby opisać:

- zamierzenia i plany na przyszłość:  
*I'm going to buy a new car soon.*
- przewidywania dotyczące czynności lub sytuacji, które wkrótce się wydarzą, gdyż wskazują na to obecne okoliczności:  
*Look at the clouds. It's going to rain soon.*

## Zdania twierdzące i przeczące

I	am going to 'm not going to	watch a film tonight.
You/We/They	are going to aren't going to	
He/She/It	is going to isn't going to	

## Pytania i krótkie odpowiedzi

Am	I	going to read it?	Yes, I am. No, I'm not.
Are	you/we/they		Yes, we are. No, they aren't.
Is	he/she/it		Yes, he is. No, she isn't.

Mówiąc o przyszłości, często używamy następujących wyrażen: **tomorrow** (jutro), **the day after tomorrow** (pojutrze), **tonight** (dzisiaj wieczorem), **next week/month/year/summer** (w przyszłym tygodniu/miesiącu/roku, w przyszłe wakacje), **soon** (wkrótce), **in the future** (w przyszłości), **in two minutes/several hours/a few years** (za dwie minuty/kilka godzin/kilka lat).

## 1) Write affirmative and negative sentences or questions about the future from the prompts. Use will.

- I think / she / pass the exam. \_\_\_\_\_
- he / get an Oscar? \_\_\_\_\_
- Put on the kettle. Paul / be here / soon. \_\_\_\_\_
- I / arrive on time. I promise. \_\_\_\_\_
- Don't worry! We / not be late. \_\_\_\_\_
- Why / your parents / be angry? \_\_\_\_\_
- When / Tess / become an actress? \_\_\_\_\_
- You / not believe it! \_\_\_\_\_

## 2) Complete the sentences with the correct form of the verbs below. Use will.

help like be enjoy not know not say  
not leave rain

- I hope Sue \_\_\_\_\_ her birthday present.
- I'm pretty sure John \_\_\_\_\_ her number. Let's ask somebody else.
- \_\_\_\_\_ it \_\_\_\_\_ tomorrow?  
If not, we can have the picnic we've planned.
- I'm sure you \_\_\_\_\_ the film. It's so funny.
- The light has gone out? Wait, I \_\_\_\_\_ you with it!
- Don't worry! They \_\_\_\_\_ without us, because I've got the tickets.
- \_\_\_\_\_ she \_\_\_\_\_ ready when we arrive? She's not very punctual, you know.
- OK, I \_\_\_\_\_ anything to her if you don't want me to.

## 3) Write what the people in the pictures are going to do. Use the phrases below.

write a test win the race wash a car buy tickets  
eat dinner watch TV



1 Ella \_\_\_\_\_ tonight.



2 Tom \_\_\_\_\_.



3 The students \_\_\_\_\_ soon.



4 We \_\_\_\_\_ in a few minutes.



5 Paul \_\_\_\_\_.



6 They \_\_\_\_\_ for this evening's show.

4> Rewrite each sentence using **be going to**.

- I plan to buy their new album.  
\_\_\_\_\_
- Julia doesn't intend to say sorry.  
\_\_\_\_\_
- What are their plans for the summer?  
\_\_\_\_\_
- Do your parents plan to come to see the play?  
\_\_\_\_\_
- I don't intend to go to his party.  
\_\_\_\_\_
- We don't plan to stay all day on the beach.  
\_\_\_\_\_

## 5&gt; Choose the correct option to complete each mini-dialogue.

- A** What do you think *is going to happen* / *will happen* at the end?  
**B** I have no idea.
- A** Have you passed the exam?  
**B** No, mum and dad *won't be* / *aren't going to be* very happy.
- A** What do you need all these magazines for?  
**B** I *will redecorate* / *'m going to redecorate* my room and I need some inspiration.
- A** Oh no, the computer has broken down again.  
**B** Hold on, I *'m going to try* / *'ll try* to fix it.
- A** Look at that guy on the bike!  
**B** Oh my ... He *is going to fall off* / *will fall off*.
- A** Are you going out?  
**B** Just to the shop.  
**A** I *'m going to go* / *'ll go* with you.

6> Complete the sentences with the correct form of the verbs in brackets. Use **will** or **going to**.

- Silvia \_\_\_\_\_ (*spend*) the weekend in London with her class.
- Bye, Karl! I \_\_\_\_\_ (*see*) you later!
- In 2030 life \_\_\_\_\_ (*not be*) very much different.
- What \_\_\_\_\_ (*you / do*) on Friday evening? Perhaps we could meet.
- (*you / watch*) \_\_\_\_\_ TV or can I turn it off?
- 'It's really hot in here.'  
'Yes, you're right. I \_\_\_\_\_ (*open*) the window.'
- \_\_\_\_\_ (*you / help*) me John? This is too heavy for me to lift.
- I believe that in the future scientists \_\_\_\_\_ (*build*) an intelligent robot.
- Pete doesn't look very well today. He \_\_\_\_\_ (*be*) ill.
- \_\_\_\_\_ (*you / give*) us any tests next week, Mr Dilks?

## 7&gt; Translate the Polish parts of the sentences into English.

- \_\_\_\_\_ (*Jutro zamierzam się uczyć*) for the biology test.
- Wait, \_\_\_\_\_ (*zadzwońię do niego*) and find out if he's interested.
- George \_\_\_\_\_ (*nie ma zamiaru być*) a lawyer, he wants to study medicine.
- \_\_\_\_\_ (*Pomożesz mi*) with the dishes, please?
- I think this film is so good that lots of people \_\_\_\_\_ (*obejrzy go*).
- 'Why is Martha standing by the piano?' 'I'm afraid \_\_\_\_\_ (*ona będzie śpiewać*).'

## Must and have to

Czasownika modalnego **must** używamy, aby wyrazić:

- wewnętrzny nakaz/potrzebę:  
*I must go now – I don't want to miss the beginning of the film.*  
(Muszę już iść – nie chcę się spóźnić na początek filmu.)

Czasownika modalnego **mustn't** używamy, aby wyrazić:

- zakaz:  
*You mustn't touch anything in the museum.*  
(W muzeum nie wolno Ci niczego dotykać.)

**Have to** to używamy, aby wyrazić:

- konieczność lub zewnętrzny nakaz:  
*She has to read three novels this month.*  
(W tym miesiącu ona musi przeczytać trzy powieści.)
- brak konieczności lub nakazu:  
*You don't have to watch the play if you don't want to.*  
(Nie musisz oglądać tej sztuki, jeżeli nie chcesz.)

## Zdania twierdzące i przeczące

I/You/We/They	must	leave now.
He/She/It	mustn't	

## Pytania i krótkie odpowiedzi

Must	I/you/we/they/ he/she/it	go so soon?	Yes, you must. No, we don't have to.
------	-----------------------------	-------------	---

## Zdania twierdzące i przeczące

I/You/We/They	have to don't have to	stay at home.
He/She/It	has to doesn't have to	

## Pytania i krótkie odpowiedzi

Do	I/you/we/they	have to do it?	Yes, they do. No, I don't.
Does	he/she/it		Yes, she does. No, he doesn't.

## Grammar challenge!

**Must** i **have to** często stosuje się wymiennie. Zwróć uwagę na różnice w znaczeniu.

**Must** stosujemy w sytuacjach, w których sami podejmujemy decyzję, że musimy coś zrobić (wewnętrzny przymus). Czasownik **have to** stosujemy w sytuacjach, w których ktoś każe nam coś zrobić (zewnętrzna konieczność).

*I must read this book!*

(Bardzo chcę przeczytać tę książkę.)

*We have to read a lot of books at school.*

(Nauczyciele każą nam je czytać.)





1) Write sentences from the prompts. Use **must**.

1 we / plan our holidays.

2 I / take up some sport. I feel so unfit.

3 you / not use your phone here!

4 students / not speak / during tests.

5 we / book the tickets?

6 we / not forget / to call our parents.

2) Write sentences from the prompts. Use **have to**.

1 we / write an essay / for Tuesday.

2 Tom / be at home / by midnight.

3 I / not go to school / this week.

4 you / study / at the weekend?

5 Lisa / not come to clean the flat / on Sunday.

6 they / not wear uniforms / at school.

3) Choose the correct options.

1 I've heard the film is brilliant – I **must** / **mustn't** watch it soon.

2 Look at that sign! You **don't have to** / **mustn't** drive faster than 80 kmph.

3 Fortunately, she **mustn't** / **doesn't have to** take an exam next week.

4 You **have to** / **mustn't** touch any of the exhibits in the gallery.

5 Do you **have to** / **must** study at the weekend?

6 Paul **doesn't have to** / **mustn't** do any homework for tomorrow.

4) Complete the second sentence so that it means the same as the first. Use **must** or **have to**.

1 It's not necessary for you to go to the shop.  
You \_\_\_\_\_ to the shop.

2 You are not allowed to eat in the computer lab.  
You \_\_\_\_\_ in the computer lab.

3 Is it necessary for Steve to stay after class?  
\_\_\_\_\_ after class?

4 Remember not to call him before ten.  
You \_\_\_\_\_ him after ten.

5 It's time for Mark to start working hard.  
Mark \_\_\_\_\_ working hard.

5) Write sentences about some typical rules for the places below. Use **have to** / **must** / **mustn't**.

At school: \_\_\_\_\_

In the cinema: \_\_\_\_\_

At an art gallery: \_\_\_\_\_

## Cumulative grammar

6) Complete the sentences with **must** or **have to**.

1 I \_\_\_\_\_ listen to this new album – everybody says it's great.

2 We \_\_\_\_\_ read the novel for next week or the teacher will give all of us bad marks.

3 I \_\_\_\_\_ go and talk to Lucy – I've got something important to tell her.

4 They've changed our school timetable, so I \_\_\_\_\_ go to school earlier tomorrow.

5 The doctor says I \_\_\_\_\_ start exercising if I want to feel better.

6 This jacket looks so cool – I \_\_\_\_\_ have it!

7) Write sentences from the prompts. Add extra words where necessary.

1 Please remember – \_\_\_\_\_ (you / **must** / **not take photos**) in the museum.

2 We \_\_\_\_\_ (have / dinner / Saturday) – at 5 o'clock, do you remember?

3 I haven't cooked any dinner, so \_\_\_\_\_ (I / **just** / **make** / sandwiches) for everybody.

4 What time \_\_\_\_\_ (you / be / at school) tomorrow morning?

5 Drive more slowly! \_\_\_\_\_ (we / have / accident) if you're not careful.

6 I don't think Linda and Ben \_\_\_\_\_ (ever / get married). They simply don't like the idea.

7 You \_\_\_\_\_ (must / not talk / anybody) about this – it's a secret!

8 Can you wait for me? I \_\_\_\_\_ (be / ready / 5 minutes).

9 It's so cold outside. I'm sure \_\_\_\_\_ (snow) this afternoon.

10 Ian \_\_\_\_\_ (not have to / work) tomorrow, so he's going out with his friends tonight.

1> Read the three texts in exercise 3 and answer the questions.

Which text is

- a a leaflet? ☐
- b a blog entry? ☐
- c an email? ☐

3> Read the three texts and answer the questions.

In which text does the author

- a suggest a way to better understand the story you're watching? ☐
- b say that the screen version is actually better than the book? ☐
- c mention doing some research before watching something? ☐
- d read something because other people told him/her to do it? ☐
- e look forward to an exciting experience? ☐

## Text 1



Is your English teacher making you read  
*Hamlet* or *Romeo and Juliet*?

Here's a more exciting way to get to know them  
– attend a performance at  
SHAKESPEARE'S GLOBE THEATRE!

- experience Shakespeare's plays live on stage
- see a reconstructed theatre and learn what theatres looked like in Shakespeare's times
- take part in talks before and after the show that help to make sense of some parts of the plot
- visit our library and archives and learn even more
- become an actor for a day and rehearse with professionals



2> Make a list of the titles that are mentioned. What are they (a book, a film, a play)?

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## Text 2

«previous

next»

I've often heard people say: 'Don't just watch *The Game of Thrones* – read the book!', so I finally decided to give it a try. Some fans of George R.R. Martin's fiction believe the book is even better than the TV series. In my experience, books are usually more detailed than films, but this time it's just the opposite. In the series there are some extra scenes and new characters, which is great. I think it makes the story even more exciting. So yes – I admit – I prefer the series. Does anybody think the same?



## Text 3

Hi Sammy,

Guess what? My mum is taking me to London for a weekend. I'm so excited, especially because we're going to see the musical *Mamma Mia*. I've probably watched this film a hundred times already, so it will be so exciting to see it live on stage. The film is great, but I think the actors who perform a live show must be much better singers than those in the film, don't you agree? I've read all the reviews of the show I could find and they all say that the actress who plays my favourite character has an amazing voice and that the show is more humorous than the movie. I can't wait to see it! I'll tell you all about it! Write back soon!

Love,

A.



## 4 Match 1–5 with a–e.

- |                          |                          |                 |
|--------------------------|--------------------------|-----------------|
| 1 based                  | <input type="checkbox"/> | a live          |
| 2 complex                | <input type="checkbox"/> | b plot          |
| 3 attend                 | <input type="checkbox"/> | c of the show   |
| 4 reviews                | <input type="checkbox"/> | d on a book     |
| 5 see somebody/something | <input type="checkbox"/> | e a performance |

## 5 Complete the sentences with the correct form of the phrases from exercise 4.

- I'm so excited I'm going to \_\_\_\_\_ Ed Sheeran \_\_\_\_\_ on stage!
- Next week my class is going to \_\_\_\_\_ a \_\_\_\_\_ of *Othello*.
- I've read some wonderful \_\_\_\_\_ of this \_\_\_\_\_. Why don't we go and see it?
- I love films with \_\_\_\_\_ – you never know what's going to happen next.
- The Hunger Games* movies are \_\_\_\_\_ books written by Suzanne Collins.

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## 6 Unscramble the words to complete the sentences.

- Władysław Reymont received a Noble Prize for literature in 1924 for his **vonle** \_\_\_\_\_ *Chłopi* while Wisława Szymborska was awarded one in 1996 for her **eoyprrt** \_\_\_\_\_.
- Wesele* is a **ardma** \_\_\_\_\_ written by one of the great Polish **yrhlapgswit** \_\_\_\_\_, Stanisław Wyspiański.
- Garfield is a cat from a popular American **ocmci** \_\_\_\_\_ **rtisp** \_\_\_\_\_, created by Jim Davies.
- Hans Christian Andersen, who wrote *The Little Mermaid*, is one of the most famous **fryia laet** \_\_\_\_\_ writers in the world.
- Philip K. Dick wrote many **eccisen** \_\_\_\_\_ **tcifoim** \_\_\_\_\_ books which were made into films, e.g. *Total Recall*.
- The Discworld* is a popular series of **asytnaf** \_\_\_\_\_ books written by Terry Pratchett.
- The best known secret agent, James Bond, is a character from a series of **psy** \_\_\_\_\_ stories written by Ian Fleming.



## 7 Translate the Polish parts of the sentences into English.

- \_\_\_\_\_ (*Byliśmy zaskoczeni*) because we didn't think a magic show \_\_\_\_\_ (*może być tak ekscytujący*).
- Sheila \_\_\_\_\_ (*była bardzo przygnębiona*) when she didn't get the role of Cinderella in the school play.
- Why does everybody say this is \_\_\_\_\_ (*interesująca sztuka*)? I was \_\_\_\_\_ (*znudzony*) to tears!
- Would you \_\_\_\_\_ (*zainteresowany*) joining our school band?
- Have you seen *Requiem for a Dream*? It's \_\_\_\_\_ (*najbardziej przygnębiający*) film I've ever seen!
- When the clown asked my younger brother to come up on stage he \_\_\_\_\_ (*był zbyt przerażony*) to go so he stayed with me.



## Vocabulary challenge!

## 8 Complete the sentences with appropriate prepositions.

- It's only 10 p.m. – let's go \_\_\_\_\_ a walk and get some fresh air before we go \_\_\_\_\_ sleep.
- Mum looked \_\_\_\_\_ the mess we made in the living room, but she didn't get angry or shout \_\_\_\_\_ us – she simply told us to clean it up.
- After the musician had finished playing, there was silence \_\_\_\_\_ a second or two.
- I didn't want to watch the horror film with them, so I went back \_\_\_\_\_ my room to read a book.
- Would you please look \_\_\_\_\_ my little sister while I go and get us some more popcorn?
- The concert didn't start on time because of the storm. Luckily, \_\_\_\_\_ half an hour it stopped raining and the musicians appeared on stage.
- The actress looked \_\_\_\_\_ the mirror and refused to go on stage. \_\_\_\_\_ the end somebody else had to take her place.

# SPEAKING

## arranging to go out

### 1) Complete the sentences with the correct form of the verbs in brackets.

- What \_\_\_\_\_ (you / do) at the weekend?
- \_\_\_\_\_ (you / like / go) with me to the photography festival?
- How about \_\_\_\_\_ (meet) on Sunday?
- Let's \_\_\_\_\_ (meet) in front of the cinema.
- Why \_\_\_\_\_ (we / not / meet) tomorrow?
- Sounds great. I \_\_\_\_\_ (love / come).

### 2) Complete the dialogue with appropriate words or phrases.

- Jake** Are you <sup>1</sup>\_\_\_\_\_ on Saturday evening? Some friends and I are going <sup>2</sup>\_\_\_\_\_ my brother's rock band's concert. Would you like to go with us?
- Eddy** Good <sup>3</sup>\_\_\_\_\_. I'd love to go. What time does it start? When <sup>4</sup>\_\_\_\_\_ we meet?
- Jake** It starts at 8 p.m., but how <sup>5</sup>\_\_\_\_\_ going out for a pizza first? It's right next to that new Italian restaurant, *Luigi's*. We could meet <sup>6</sup>\_\_\_\_\_ 5.
- Eddy** I'm <sup>7</sup>\_\_\_\_\_. I can't. That's a bit too early for me. Let's meet <sup>8</sup>\_\_\_\_\_ 7.30.
- Jake** That's <sup>9</sup>\_\_\_\_\_ by me.
- Eddy** Cool. <sup>10</sup>\_\_\_\_\_ you on Saturday.
- Jake** See you.

### 3) Complete the mini-dialogues, using the prompts.

- 1 **A** Let's see *Batman v Superman*. Do you know when it's on?

**B** \_\_\_\_\_  
[Powiedz, że sprawdzisz (let) i poproś, żeby kolega/koleżanka chwilę poczekał/poczekala (hang).]

- 2 **A** How about meeting on Friday evening?

**B** (Powiedz, że nie możesz i wyjaśnij dlaczego.)

- 3 **A** \_\_\_\_\_  
(Zaproponuj spotkanie podczas weekendu. Powiedz, dokąd chcesz iść.)

**B** Sounds great!

- 4 **A** So we're meeting this weekend, aren't we?

**B** (Powiedz, że odezwasz się w piątek.)

### 4) Write a short dialogue. Use the phrases from exercises 1, 2 and 3 to help you.

#### EXAM TASK ⌚ 4 minuty

Twój znajomy proponuje Ci wspólne spędzenie piątkowego wieczoru na kręglach. Niestety, ani termin spotkania, ani pomysł pójścia na kręgle nie odpowiadają Ci. Przekonaj znajomego do innego sposobu spędzenia czasu. W rozmowie porusz poniższe cztery kwestie.

powody odrzucenia  
jego propozycji

inny pomysł  
na spędzenie czasu

termin  
spotkania

miejsce  
spotkania

Rozmowę rozpoczyna egzaminujący.

# WRITING

## a competition entry

5

### 1) Rewrite the parts of the sentences in bold, using the words below. Add extra words if necessary.

gifted performed entertaining achievements  
behalf / apply look forward / reply

- 1 I am waiting for your answer.

- 2 I am very good at singing jazz.

- 3 I am good at making people laugh.

- 4 We have already won three awards in competitions for high school bands.

- 5 I am writing as a representative of our school theatre group to ask you to accept us in the dance competition.

- 6 Our band has already played on stage many times during various school concerts.

### 2) Complete the competition entry using the prompts in brackets.

Dear Sir/Madam,

I am writing to apply for the international photography competition *Moments of Life*, which will take place in April this year.

I am a high school student from Poland **and** \_\_\_\_\_ (napisz, od kiedy robisz zdjęcia). I belong to a local photography club. We often go on trips into the city or to local parks to take pictures, **so** \_\_\_\_\_ (napisz, czego się dzięki temu nauczyłeś/nauczyłaś).

I believe I am a fairly talented photographer.

My achievements include \_\_\_\_\_ (napisz, jakie masz osiągnięcia) **but** I've never taken part in an international competition before.

Your competition is especially interesting for me **because** \_\_\_\_\_ (podaj powód Twojego zainteresowania).

I would be grateful if you could send me an application form. I look forward to your reply.

Katie Forester

### 3) Read the instructions and do the writing task.

Use the phrases from exercises 1 and 2 to help you.

**EXAM TASK** Należysz do szkolnego klubu filmowców. Napisz zgłoszenie Waszego klubu na festiwal młodych twórców filmu. W zgłoszeniu (80–130 słów):

- opisz Wasz klub i filmy, które realizujecie;
- podaj Wasze dotychczasowe osiągnięcia;
- wyjaśnij, dlaczego chcecie wziąć udział właśnie w tym konkursie;
- poproś o podanie szczegółów dotyczących miejsca i długości trwania festiwalu.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.



1) Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets.

- I've already seen this film – you \_\_\_\_\_ (*będziesz zaskoczony*) by the ending.  
a are surprised  
b are going to be surprised  
c will be surprising
- Thanks for lending me that crime novel! I simply \_\_\_\_\_ (*nie mogę się od niej oderwać*).  
a can't put it down  
b mustn't get away from her  
c don't have to break it off
- We \_\_\_\_\_ (*nie musimy iść do restauracji*) if you don't want to. Come to my place and we'll cook something instead.  
a don't have to eat out  
b mustn't go to a restaurant  
c shouldn't eat outside
- It's too cold for a walk. I think \_\_\_\_\_ (*pójdę na wystawę*) instead.  
a I'm coming to the gallery  
b I'll go to an exhibition  
c I go to the show
- I love the soundtrack for this film – I \_\_\_\_\_ (*muszę dowiedzieć się*) who wrote it.  
a must find out  
b have to know me  
c are allowed to learn

2) Choose the correct word to complete each pair of sentences.

- Jake said the film was boring but I \_\_\_\_\_ it very interesting.  
When I was cleaning my wardrobe I \_\_\_\_\_ my old children's books.  
a saw    b found    c read
- There was a lot of \_\_\_\_\_ between the two boys. They both wanted to win the tennis cup.  
Our school is organising a \_\_\_\_\_ for the best short story entitled: *A Crazy Adventure*.  
a competition    b show    c opponents
- This article about Picasso is \_\_\_\_\_ – don't believe a word of it!  
Please take the \_\_\_\_\_ out before you go! It smells really bad in here.  
a lies    b painting    c rubbish
- When we got to the theatre it turned \_\_\_\_\_ that the play had been cancelled.  
All the tickets for her concert were sold \_\_\_\_\_ within 5 hours.  
a out    b off    c up
- My favourite way of listening to music is to go to an \_\_\_\_\_ air music festival.  
The exhibition will be \_\_\_\_\_ from March 1st until June 15th.  
a exciting    b open    c on
- This \_\_\_\_\_ of art was sold for £500,000.  
Being an actress is very exciting but it's also hard \_\_\_\_\_.  
a work    b piece    c job

Challenge!

3) Complete the text with appropriate words. Put one word in each space.

Hi Sara,

Guess what? I saw Dakota Johnson yesterday!

When I heard she was coming to the premiere of her new film I said 'I <sup>1</sup> \_\_\_\_\_ go and see her!' The event was at 5 p.m., <sup>2</sup> \_\_\_\_\_

I went to the cinema an hour beforehand to get a place close to the red carpet. Finally, limousines started arriving. One of them stopped right next to me. <sup>3</sup> \_\_\_\_\_

a moment a door opened and SHE stepped through it. I couldn't believe it! She was right there! She looked even better in real life than in the cinema on the <sup>4</sup> \_\_\_\_\_ screen! And when I called her name she looked right <sup>5</sup> \_\_\_\_\_ me!

And then she went in and I went home, but I was so excited that I couldn't <sup>6</sup> \_\_\_\_\_ to sleep until 2 a.m.! I'm sending you the picture!

Love,

M.



Error correction

4) Find and correct a mistake in each sentence.

- Let's meet on the bus stop at 6.30.  
\_\_\_\_\_
- Our dance group will perform on scene during a competition this weekend.  
\_\_\_\_\_
- We must apologise to criticising her poems – she's so upset she's crying.  
\_\_\_\_\_
- The film is on in our cinema tonight. Shall we go?  
\_\_\_\_\_
- I'm so exciting! I'm going to see the Kings of Leon next month!  
\_\_\_\_\_
- Their children are not allowed watch horror films.  
\_\_\_\_\_
- ☆ He didn't want to come, but at the end we convinced him.  
\_\_\_\_\_
- ☆ She's so upset I think she's going to shout on us.  
\_\_\_\_\_

- 1) **MP3 08 EXAM TASK** Usłyszysz dwukrotnie wypowiedzi czterech osób. Na podstawie usłyszanych informacji do każdej osoby (1–4) dopasuj zdanie (A–E), które jej dotyczy. Wpisz odpowiednią literę w każdą rubrykę tabeli. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A talks about his/her work.  
B explains why he/she likes a book.  
C gives information about a visit to an exhibition.  
D recommends a good film he/she has seen.  
E is a teacher talking to students at school.

1	
2	
3	
4	

- 2) **Complete the dialogues using the prompts in brackets.**

- 1 **Examiner** I'm afraid I'm not keen on action films. They're all the same – they usually show a bunch of people running around, shooting at each other.

**Student**

(Wyjaśnij, dlaczego nie zgadzasz się z rozmówcą.)

- 2 **Examiner** £45 for a ticket is quite expensive. I don't have a lot of money at the moment.

**Student**

(Powiedz, jakie zniżki możecie dostać i ile zapłacicie za bilety.)

**Examiner** That's still too expensive for me.

**Student**

(Zaproponuj, że zapłacisz za Was obu i wyjaśnij, dlaczego masz akurat więcej pieniędzy niż zazwyczaj.)

- 3 **Examiner** Shall we eat out before or after the concert?

**Student**

(Wybierz jedną z opcji i uzasadnij swój wybór.)

- 4 **Examiner** I went to that pizza place last week with my friend and the food was horrible. Is there anywhere else we could go?

**Student**

(Zaproponuj coś innego i zarekomenduj to miejsce.)

- 3) **Read the instructions and do the speaking task.**

**EXAM TASK** ⌚ 4 minuty

Umawiasz się z kolegą/koleżanką na sobotni wieczór. Chcecie dokądś razem wyjść. W rozmowie porusz poniższe cztery kwestie.

sposób spędzenia czasu

cena biletów

miejsce spotkania

jedzenie

Rozmowę rozpoczyna zdający.

- 4) **Complete the sentences with the words below.**  
Use a dictionary to help you.

actress effects performance picture plot  
soundtrack supporting

- I hope the Polish film will get the award for Best \_\_\_\_\_.
- I believe the Oscar for Leading \_\_\_\_\_ will go to Meryl Streep.
- Jackson is a gifted young actor and he should win the \_\_\_\_\_ Actor award. His character wasn't very important, but I loved how Jackson played him.
- This is not his best \_\_\_\_\_ and, although it's a comedy, I didn't laugh at all.
- I found the special \_\_\_\_\_ disappointing.
- The \_\_\_\_\_ sounds awesome and helps to create an atmosphere of mystery.
- The \_\_\_\_\_ is very moving, and I also found it very clever.

- 5) **Read the instructions and do the writing task.**

**EXAM TASK** Na forum miłośników filmów toczy się dyskusja dotycząca zbliżającej się ceremonii rozdania Oskarów. Zredaguj swój wpis (80–130 słów) i:

- opisz fabułę filmu, który, Twoim zdaniem, otrzyma jedną z nagród;
- wyjaśnij, dlaczego ten film jest, Twoim zdaniem, najlepszy;
- nie zgódź się z opinią innego uczestnika forum, podając powody;
- zapytaj innych o ich opinie na temat tego filmu oraz zarekomendowanie własnych propozycji.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).

Film forum,

I want to share my thoughts about possible Oscar winners this year.

Please join in!

