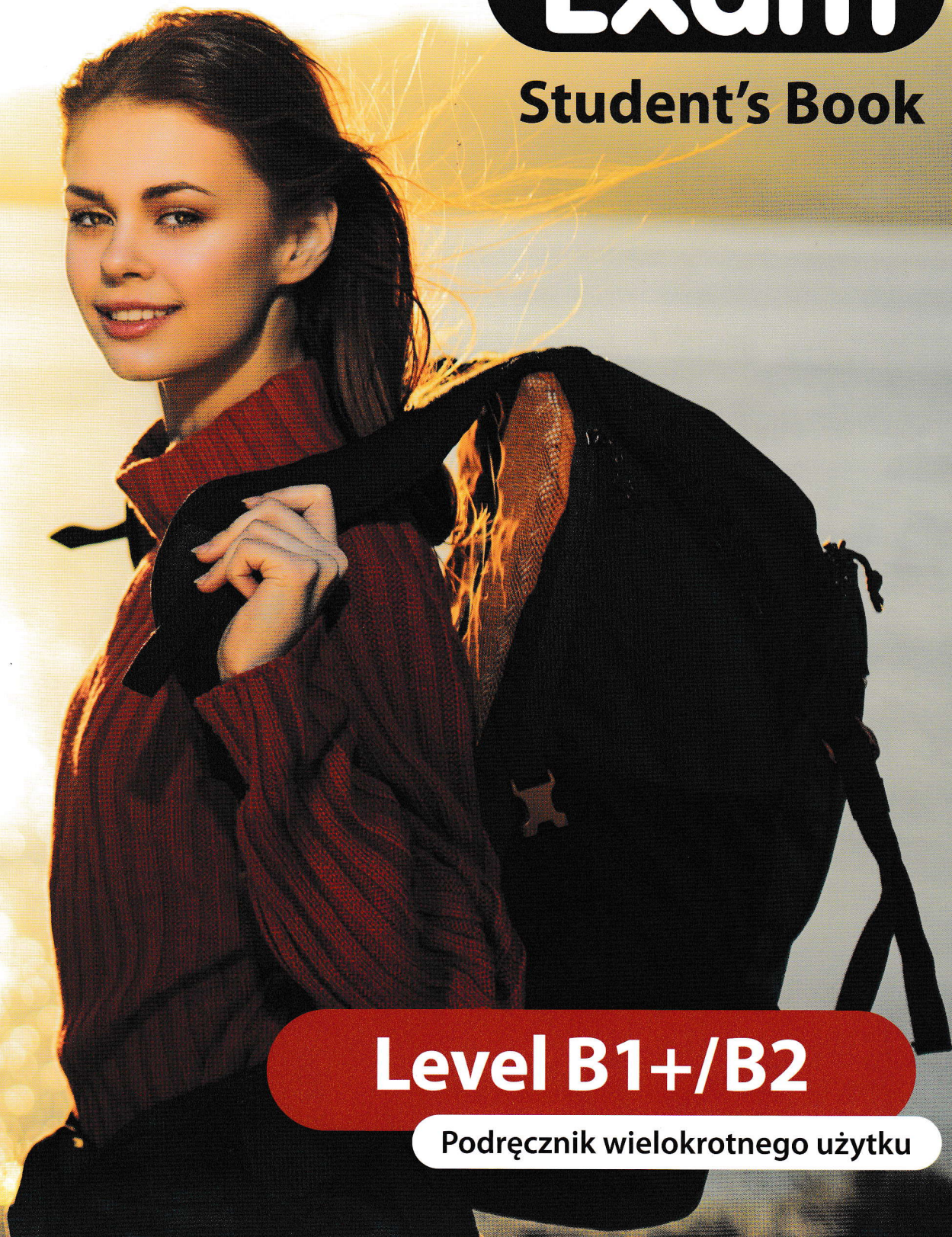


H. Q. Mitchell - Marileni Malkogianni

Traveller

Exam

Student's Book



Level B1+/B2

Podręcznik wielokrotnego użytku

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<ul style="list-style-type: none"> • Four short texts related to shopping malls • An article: Moving Into a New Life <p><u>Workbook Reading</u></p> <ul style="list-style-type: none"> • Six short texts about people who have been doing volunteer work 	<ul style="list-style-type: none"> • People talking in different situations • A talk by an expert about shopping trends, the media and the role of advertising 	<ul style="list-style-type: none"> • Comparing photographs - Discussing shopping • Speculating and making a decision (Discussing how popular different pastimes are with young people) 	<ul style="list-style-type: none"> • A semi-formal letter/email • A problem/solution essay II 	

Leisure

5

Tematy z katalogu podstawy programowej

- ▶ **Życie prywatne – znajomi i przyjaciele, formy spędzania czasu wolnego, styl życia**
- ▶ **Podróżowanie i turystyka – wycieczki i zwiedzanie**
- ▶ **Sport – dyscypliny sportu, uprawianie sportu**
- ▶ **Człowiek – zainteresowania**
- ▶ **Kultura – media**



Discuss:

- ▶ What do you enjoy doing in your free time?
- ▶ What is your favourite form of entertainment? Why?



In this module you will...

- ▶ talk about different forms of entertainment and free-time activities
- ▶ learn how to express possibility and make deductions using appropriate verb forms
- ▶ expand your vocabulary by differentiating between words easily confused and becoming familiar with collocations, lexical sets and collective nouns
- ▶ talk about what you and other people you know like and dislike
- ▶ write an essay expressing an opinion and a film review
- ▶ speculate about a problem and suggest a solution
- ▶ ask for confirmation using question tags
- ▶ acquire skills and strategies that will help you in exams



In this module you will practise the following types of tasks:

- ▶ p. 97 **vocabulary:** open cloze (zadania z lukami)
- ▶ p. 98 **listening:** open cloze (zadanie z lukami)
- ▶ p. 99 **writing:** writing an opinion essay (tworzenie wypowiedzi pisemnej – rozprawka z wyrażaniem opinii, wyrażanie i uzasadnianie swoich opinii i poglądów, formułowanie wypowiedzi w stylu formalnym)
- ▶ p. 100 **reading:** open questions (dobieranie – rozpoznawanie związków pomiędzy poszczególnymi częściami tekstu)
- ▶ p. 104 **listening:** matching (dobieranie – określenie głównej myśli fragmentu wypowiedzi)
- ▶ p. 104 **speaking:** solving a problem (wyrażanie i uzasadnianie opinii, rozważanie sytuacji hipotetycznych, propozycje, wyrażanie wątpliwości)
- ▶ p. 107 **writing:** writing a review (wypowiedź pisemna – recenzja, określenie intencji, nastawienia i postawy autora tekstu, określenie kontekstu wypowiedzi)

1.

Discuss.

- Are there any theme parks in your city/country?
- Do you know of any famous theme parks in other countries?
- Why are theme parks popular with families?
- Have you ever been to a theme park? If yes, what did/didn't you like about it? If not, would you like to visit one? Why? / Why not?

2.

Read the texts A-D quickly and answer the following questions. Write A, B, C or D in your notebook.

In which theme parks...

- a. did the people have the chance to travel back in time?
- b. did the people have the chance to be close to nature?

A

DeSoto Caverns

Susan Clark



I love spending time in nature, so last month I visited DeSoto Caverns. They are located in the scenic foothills of the Appalachian Mountains, and they are a beautiful place. I went there for the weekend and stayed at the on-site campground, where I felt I was **in tune** with nature. The caves were beautiful, and the seasonal sound, light and water shows inside the caves were also amazing. I had a lot of fun trying out some of the park attractions, including the paddle boats. I even decided to test my **endurance** with a long hike in the nearby Talladega National Forest. Before leaving, I mentioned to one of the park employees that I was a teacher. She told me the park offers special packages for schools with lower price rates, in which groups of children can take private cave tours or do other fun activities like searching for semi-precious stones and crystals. I think it would be a great idea for a day trip, and I'm hoping to arrange it soon. I'm sure my students will really enjoy it.

B

Stone Mountain Park

Alex Williams



When they announced that the company's annual **workshop** was going to be held at Stone Mountain Park, I was surprised by the choice of venue. However, I discovered that Stone Mountain wasn't like other theme parks, as it combines nature and historic exhibits, as well as other attractions. When we got there, my colleagues and I visited the Historic Square, where we saw original buildings built from 1793 to 1875, and then we went to the museum where we learnt a lot about the history of the area. We also took the cable car to the top of the mountain; we were amazed by the view of the beautiful Atlanta skyline and the Appalachian Mountains. After that, we decided to pick up a snack from the Marketplace and we headed to the picnic area nearby where we started discussing new ideas for work. So, even though I had my doubts at first, I truly think it was a great choice. I hope that in the future we will be able to visit similar places.



Dinosaur World Steve Green



I really wanted to take my nine-year-old nephew somewhere where he could have fun and learn something too, so I decided to take him to Dinosaur World. There, we saw over 150 life-sized dinosaur replicas, explored the dino habitats and caves and saw a full dinosaur skeleton in the 'bone yard'. My nephew took part in the fossil dig where he searched for shark teeth, shells and much more. He even had the option to take home three pieces as a souvenir of his 'dig'. We both found the shows there quite interesting and learnt a lot. After a few hours there we got hungry, but unfortunately there were no restaurants in the park, so we decided it was time to go.



Wild West City Amanda Roberts



Last week, my friend and I visited Wild West City, a theme park in New Jersey, where they have recreated an 1880s gold mining town. We got to experience what life was like 140 years ago as we strolled down Main Street, where various live shows took place throughout the day. In one show, we even joined the sheriff as he tried to catch a bank robber! We had fun searching for gold, riding around town on a real stagecoach and taking a train ride through Wild West City forest. We also visited the Barnyard Zoo and saw the animals that would have been on a farm in those days. After having lunch, we just couldn't skip dessert, so we went to the old-time candy store and tried some of their famous cotton candy. Before leaving, we had an old-fashioned picture taken in period costume – so now we'll always have something to remember our visit!

5a

3. Read the texts and answer questions 1-10. Write the numbers 1-10 with the corresponding letters A-D in your notebook.

Which person ...

- visited a museum?
- wants to visit the place again?
- got dressed up at the theme park?
- visited a place where some visitors could keep something they found?
- took part in a show?
- enjoyed shows that aren't available all year round?
- tried a well-known popular treat?
- visited a place with a younger family member?
- didn't expect to enjoy the visit?
- had to leave because something wasn't available on site?

5. Match the highlighted words/phrases in the texts with the meanings a-h. There are two extra meanings which you do not need to use. Write 1-6 with the corresponding letters a-h in your notebook.

- | | |
|--------------|---|
| 1. in tune | a. an exact copy |
| 2. endurance | b. a meeting where people discuss or practise sth |
| 3. workshop | c. the ability to keep doing sth (for long periods of time) |
| 4. replica | d. surprised |
| 5. habitat | e. to walk slowly, in a relaxed way |
| 6. stroll | f. in harmony |
| | g. findings |
| | h. the natural environment in which an animal lives |

4. Read Tracy's email to her friend. Complete the gaps with information given in the texts in activity 2. Complete each gap with up to three words in English. Write the answers in your notebook.

Dear Anna,

I read about some great theme parks today. I know you love going to theme parks, so I thought you might be interested in visiting them.

The first is the DeSoto Caverns, which lie in (1) of the Appalachian Mountains. The sound, light and water shows which take place (2) the caves are amazing.

There's also Stone Mountain Park, where you can learn history and enjoy nature. A (3) can take you up the mountain for a fantastic view of the Appalachian Mountains and Atlanta's (4) .

I also found out about Dinosaur World, which is a theme park where you can see replicas of dinosaurs. There's even a dinosaur 'bone yard' where children can dig for (5) .

Finally, Wild West City lets you experience what living in a (6) was like. You can search for gold, ride in a stagecoach or take a train through the Wild West City forest.

Write soon and tell me what you think.

Yours,
Tracy

6. Discuss.

- Which of the theme parks would you most like to visit and why?
- Which of them would you definitely not be interested in visiting? Why?

VOCABULARY

1.

Complete the collocations using the verbs in the box. Write the collocations in your notebook.

get go (for) have take

- | | |
|---------------------|---------------------|
| 1. [] shopping | 9. [] a photograph |
| 2. [] a great time | 10. [] to sleep |
| 3. [] a swim | 11. [] a tour |
| 4. [] swimming | 12. [] a nap |
| 5. [] a stroll | 13. [] a party |
| 6. [] a meal | 14. [] a holiday |
| 7. [] fun | 15. [] on holiday |
| 8. [] ready | 16. [] a walk |

2.

Complete the sentences using the correct form of the words in the boxes. Write your answers in your notebook.

take bring

- Don't forget to [] your mobile phone with you when you leave.
- Will you please [] me the remote control?

story history

- He told us an amazing [] about what he did while he was on holiday.
- This town has a very old [] that makes a lot of people want to come here.

take part take place

- The awards ceremony will [] tomorrow evening at eight.
- I [] in many school plays when I was younger.

wet humid

- I didn't have an umbrella with me, so I got all [] when it rained.
- It is so hot and [] today that I feel like I'm in a sauna!

hold keep

- I always [] a book in my backpack so I have something to read on the train.
- Do you think you can [] the door open for me, please?

suit costume uniform

- All the actors in the play were wearing beautiful period [].
- He bought an expensive new [] for his wedding.
- Andrew is an officer in the Air Force and has to get his [] cleaned and ironed daily.

GRAMMAR

1. INFINITIVES AND THE -ING FORM

FOCUS ON USE

A. Look at the following examples of the full infinitives (e.g. *to do*), the bare infinitives (e.g. *do*) and the *-ing* form (e.g. *doing*) from the texts A and D in the Reading activity. Copy the rules into your notebook and complete them.

*I love **spending** time in nature, so last month I visited DeSoto Caverns.*

*I really wanted **to take** my nine-year-old nephew somewhere where he could **have** fun and **learn** something too, so I decided **to take** him to Dinosaur World.*

The [] is used after:

- modal verbs (*can, could, must, should, may*, etc.)
- let* and *make* in the Active Voice
- would rather* and *had better*

The [] is used after:

- certain verbs (*want, would like, hope, decide, manage, agree, refuse, seem, promise*, etc.)
- be* + adjective (*it's nice, I was happy*, etc.)
- too* and *enough*
- question words (*how, what, when, where*, etc.)

The [] is used after:

- certain verbs (*avoid, enjoy, love, hate, finish, imagine, mind, risk, suggest, consider*, etc.)
- certain expressions (*how about, it's no use, it's no good, there's no point in, be used to*, etc.)
- prepositions (*for, about, without*, etc.)

B. Read the following sets of sentences and match them with the statements *a* or *b* which are the closest in meaning. Write *a* or *b* in your notebook.

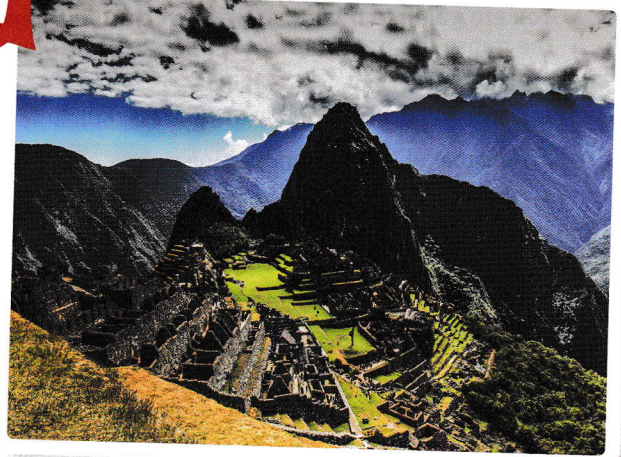
- I must remember **to lock** the door before leaving the building.*
- I remember **locking** the door when I left the building.*
 - First I remember, then I do it.
 - I remember that I have done something earlier.
- He stopped **taking** pictures when he saw the 'No Photos' sign.*
- He stopped **to take** some pictures of the nice view.*
 - He took pictures after he stopped doing something else.
 - He was taking pictures and then he stopped doing it.
- She tried **to open** the door, but she couldn't.*
- She tried **opening** the door with a fork.*
 - She made an effort.
 - She did something to see what effect it would have.

2. Complete the text with the full infinitive, the bare infinitive or the *-ing* form of the verbs in brackets. Write your answers in your notebook.



A Trip to Peru

My parents are both archaeologists and during the holidays they often take me on trips to different exotic places. The most exciting trip I've been on so far was to Peru. If you want (1) (see) beautiful cities and impressive scenery, then it's worth (2) (visit) Peru. There are loads of things (3) (do) and places (4) (explore). If you're planning on (5) (visit) Peru, you must definitely (6) (go) to Cuzco; it's an ancient city full of archaeological wonders. It also has many museums where you can (7) (learn) about the ancient Inca civilisation. I loved (8) (walk) around the city and (9) (look) at the impressive buildings. We also went to a place famous for its waterfalls; it was a boiling hot day, and I decided (10) (swim) in one of the nearby natural pools. The highlight of our trip was the trek along the Inca trail; we explored amazing archaeological ruins, and enjoyed breathtaking mountain views. Although you may (11) (be) tired after (12) (complete) the trek, it is well worth the effort because at the end of the trail you arrive at the magical city of Machu Picchu. The Incas built the city on top of a granite mountain; they used clever engineering (13) (carry) heavy stone blocks up the mountain. A trip to Peru is a must for anyone who wants (14) (experience) something amazing.

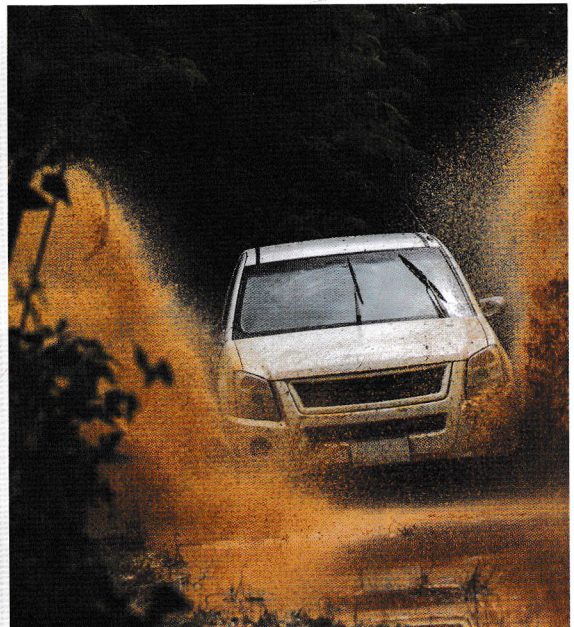


PRACTICE

Read the text and complete the gaps. Use only one word in each gap. Write your answers in your notebook.


A Thrilling Pastime

During the week, Jane seems (1) lead a boring life, working as a secretary. At the weekend though, her life changes. She is a rally driver. As often as she can, she (2) part in car races and travels all over Europe. She first became interested (3) racing when, one Saturday morning, some of her friends called her and suggested going to a nearby track. Without giving it much thought, she immediately (4) ready and went. They spent the whole day there, and they (5) a great time. After that, Jane was hooked. Since she started racing, she has competed in races all around the world. The hardest race she has been in took (6) in Croatia, on twisting mountain roads and in extreme heat and clouds of dust. Despite these conditions, Jane managed (7) finish in second place. Even though racing can be stressful and difficult at times, Jane says that she is never (8) tired to rally, because it's great fun and it helps her relax.



Listening & speaking

LISTENING

You are going to hear 8 short conversations. Read sentences 1-8 about each of the conversations, and complete the gaps with a word or short phrase. Write your answers in your notebook. 

1. The two people are going to tonight.
2. The man didn't go windsurfing or on his trip.
3. The two people decided to play tonight.
4. The boy wants to learn to play the .
5. The girl's brother plays in a rock band.
6. The man didn't try ice hockey or on his trip.
7. The man's alarm went off at .
8. The children are going to buy milk, bread and .

SPEAKING

Discuss the following questions. You can use some of the words and expressions in the boxes. 

- What forms of entertainment are available where you live?
- What forms of entertainment are popular with young people in your country?
- Young people generally enjoy different kinds of entertainment than older people. Why do you think that is?
- What kind of things do you usually do when you go out with your friends? Why?
- Do you think young people today spend too much money on entertainment?

café
theme park
cinema/theatre
concert
escape from routine
relax
socialise

There are/aren't many ways to entertain yourself.
There are many things you can do, for example...
There aren't many things to do, only...
... and... are very popular because...
I would say that young people...
I think that older people...
I wouldn't say that...



Writing

An essay giving an opinion III

1.

Discuss.

- Do you enjoy visiting museums? Why? / Why not?

2.

Read the rubric, the notes and the essay giving an opinion. Write the parts in the essay that correspond to the notes in your notebook.

*You have recently had a discussion in your English class about museums. Now your English teacher has asked you to write an essay on the topic below. Write your **essay** using **all** the notes you have been given and provide reasons for your point of view.*

A visit to a museum is a rewarding experience for people of all ages. Do you agree?

NOTES Write about:

- learning
- entertainment
- ... (your own idea)

A trip to a museum can be useful and fun for the young and old alike. The exhibitions in different kinds of museums help people of all ages to understand the world and travel into the past, present and future.

The variety of things one can learn about in museums is indeed impressive. Historical museums, for instance, help us understand our past by displaying objects and information to show us how our ancestors lived and survived. Others, such as scientific and technological museums and museums of natural history, give visitors the opportunity to explore different aspects of the world around them.

Furthermore, a visit to a museum can be both fun and engaging. Many museums today use huge visual and interactive displays that stimulate the visitors' imagination and make the experience very realistic.

Finally, a visit to a museum can also be an excellent way to educate young children. Many museums today have special programmes that help children appreciate what a museum has to offer so they can learn from their visit. Lifelike displays attract children's attention and are much more vivid and memorable than information in a textbook.

To sum up, a visit to a museum is valuable for both adults and children. The creative and imaginative exhibitions can be entertaining and at the same time educational.

3.

A. Read the sentences underlined in the essay. These sentences are called **topic sentences**. What do you think their function is?

B. Read the note and then answer the questions.

NOTE **Topic sentences** introduce the central idea of the paragraph. The other sentences in the paragraph develop the idea expressed in the topic sentence by expanding on it, giving examples or explaining it.

1. In the second paragraph, how does the writer show the wide variety of opportunities for learning that museums offer?
2. In the third paragraph, how does the writer justify his/her argument that visiting a museum can be entertaining?
3. What argument is introduced in the fourth paragraph? How does the writer support his/her opinion?

C. The topic sentence from the following paragraph is missing. Read the paragraph and decide which topic sentence **a**, **b** or **c** is the most appropriate.

→ When you watch a film, you are able to leave all the day's stress and problems behind. You sit back in your comfortable seat and let yourself be transported to another reality. Moreover, a night out at the cinema is a great way to get out of the house, meet up with friends and break your evening routine of TV.

- a. There is no doubt that the cinema as a form of entertainment is not as popular as it once was.
- b. The cinema is a popular form of entertainment that is both relaxing and stimulating.
- c. Entertainment, whether it is watching a film at the cinema or doing whatever else you enjoy, is a significant aspect of our lifestyle.

4. WRITING TASK


A. Read the rubric, the essay topic and the notes and write the key words in your notebook. Then come up with an idea of your own on the essay topic as well as examples to support it.

*You have recently had a discussion in your English class about leisure activities and how they help to reduce stress and anxiety. Now your teacher has asked you to write an essay on the topic below. Write your **essay** using **all** the notes you have been given and provide reasons for your point of view.*

Listening to music is probably the best way to fight stress and anxiety.

NOTES Write about:

- effect on mood
- suitability for various purposes/situations
- ... (your own idea)

B. Write your essay (200-250 words). 

TIP

When writing an essay expressing an opinion:

- in the introduction, clearly state the topic of the essay and give your opinion.
- ensure that in the main part of the essay the topic sentences of the paragraphs introduce the arguments supporting the claim you made in the introduction.
- do not make a topic sentence too general or broad because you will not be able to develop the idea adequately.
- do not make a topic sentence too limited or narrow in scope because you will not have anything to say about it.

For linking words/phrases you can use, go to the Writing Section.

1.

Discuss.

- Do you collect anything? If yes, what do you collect, how long have you had your collection and what made you start? If not, do you know or have you heard of any people with unusual collections?

2.

Read the article quickly and answer the questions.

- What is Josh Lemming's strange collection?
- Who helped him organise his collection?
- How do people react to Josh's collection?

3.

Read the article again and answer the following questions in your notebook. 

- Jakie hobby ma Josh Lemming?
- Kiedy Josh stworzył swoją kolekcję?
- Jak Josh wpadł na pomysł stworzenia swojej kolekcji?
- Kiedy więcej osób zainteresowało się kolekcją Joshua?
- Co zrobiła Marie Newton, gdy usłyszała o kolekcji Joshua?
- Jaką nową kolekcję rozpoczął Josh?

4.

Match the highlighted words in the article with the meanings a-h in your notebook. There are two extra meanings which you do not need to use.

- respond
- avid
- request
- peculiar
- publish
- appreciate

- like
- strange
- believe
- reply
- enthusiastic
- old-fashioned
- print
- ask for



Strange Hobbies

Josh Lemming has a very strange hobby. He collects aeroplane, bus and train tickets from every place he has ever travelled to. So far, he has over 1,000 tickets. He arranges them in photo albums according to date, type and country.

'When I mention my collection,' says Josh, 'most people **respond**. "You can't be serious." But once they see my albums, they realise I'm actually pretty serious. I'm a photographer, so I travel a lot. I've been to over 50 countries.'

Josh began collecting his tickets about ten years ago. 'It may seem a little crazy, but one day, as I was getting off a bus in Madrid, Spain, I decided to keep my bus ticket, instead of throwing it away. After that, I never threw away another ticket.'

Josh's mother actually had the idea of arranging the tickets in albums. She is an **avid** stamp collector, and has stamps dating back to the early 1900s. 'After seeing the way she organised her stamps, I decided to organise my tickets in a similar manner. Mine were just in plastic bags. My mother bought me a bunch of albums, and I sorted through the plastic bags. It must have taken me about a month to organise them all. But now, it's a lot easier to look through my tickets.'

Josh has become well known in his home town of Darwin, Australia. At first, only his friends knew about his collection. Then, a local newspaper reporter heard about Josh. She called him and **requested** an interview, as well as a viewing of his collection. 'I was really surprised to learn that the local newspaper was interested in my collection. But then again, I guess people like hearing about **peculiar** things.'

After the newspaper **published** an article on Josh called 'The Ticket Collector', more and more people began contacting Josh in order to view his collection. Some people even got inspired to start their own collections. Marie Newton, a local resident, started collecting her own travel tickets. 'I found Josh's collection to be a great way to keep a record of all the places I've been to. After seeing it, I decided to start saving my tickets, though I definitely don't travel as much as he does. It might actually make me start travelling more!'

Josh didn't really like the attention at first. 'It was kind of strange,' he explains. 'All of a sudden I was getting all this attention simply for doing something that was meaningful to me. But now I'm used to it. Plus, in a way, I'm proud of my collection. It represents a lot of hard work.'

Josh continues to collect his travel tickets. However, he has started a new collection — cinema tickets. Josh is a great fan of the cinema, and even when in foreign countries, he always makes an effort to watch a film, even if it's in a language he can't understand. 'So far, I only have about 65 tickets,' Josh says, 'but that's only one year's worth. I plan on seeing a lot more films, believe me.' He has already begun organising the tickets in albums, which were, again, a gift from his mum.

Josh's enthusiasm for collecting will keep him occupied for many years to come. 'One day, I hope to sit down with my children and show them all the things I have collected. Hopefully, they'll **appreciate** it — after all, it seems like collecting runs in the family.'

5. Discuss.

- What is your opinion about Josh's collection?
- Do you think that the interest that other people show in Josh's collection is justified?
- Would you be interested in starting a similar collection? Why? / Why not?



BOARDING PASS
ECONOMY CLASS
ARRIVAL
BCN
AMS

BOARDING PASS
ECONOMY CLASS
ARRIVAL
BCN
AMS

BOARDING PASS
ECONOMY CLASS
ARRIVAL
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ARRIVAL
BCN
AMS

VOCABULARY

1.

Use the words in the boxes to complete the sentences. Write your answers in your notebook.

ticket fare

- Don't forget to buy your for the concert!
- It's better to take the bus if you can't afford the taxi .

strange foreign

- There is a smell in the kitchen.
- Students have to study one language and can choose either French or Spanish.

mention report

- Did he what time he would be home?
- If your passport is stolen, you should it to the police.

get off get out of

- We're going to the bus at the next stop.
- I can't wait to this car!

similar identical

- The two films were so , I felt like I had seen the same film twice.
- Jeannie gave birth to twins that look exactly alike.

2.

Use the collective nouns in the box to form collocations. In some cases more than one noun may be correct. Write the collocations in your notebook.

bunch pack set pile

- a of flowers
- a of tools
- a of books
- a of gum
- a of rules
- a of boxes
- a of grapes
- a of wolves
- a of keys
- a of furniture

3.

A. Look at the following adjectives with prepositions. Which of them have a positive and which a negative meaning?

interested in proud of bored with
sick of keen on fond of
disgusted by crazy about tired of
fed up with impressed by/with

B. Complete the sentences to make true statements about yourself.

- I'm very keen...
- My dad is proud...
- When I was younger, I was bored...
- My best friend is crazy...
- Most of my friends are interested...

GRAMMAR

1. EXPRESSING POSSIBILITY (MAY - MIGHT - COULD)

A. Look at the extracts from the text in the Reading activity and choose which of the statements *a* or *b* is the closest in meaning. Write *a* or *b* in your notebook.

- It may seem a little crazy...*
 - Perhaps it's crazy.
 - It's certainly crazy.
- It might actually make me start travelling more!*
 - It's possible to happen in the future.
 - It has possibly happened.

B. Now read the sentences. Which of them means that the action possibly happened in the past and which means that the action was possible in the past but didn't happen?

- Josh could have thrown away his bus ticket in Madrid, but he decided to keep it.*
- Marie might have been to some of the places Josh has travelled to.*

C. Match the examples 1-4 in activities 1A and 1B with the rules by writing the corresponding items in your notebook.

- Use **may/might/could** + base form to express possibility in the present or future.
- Use **may/might** + **have** + past participle to express possibility in the past.
- Use **could** + **have** + past participle to express possibility in the past which was not fulfilled.

2. MAKING DEDUCTIONS (MUST - CAN'T)

A. Look at the extracts from the text in the Reading activity and choose which of the statements *a* or *b* is the closest in meaning. Write the corresponding items in your notebook.

- You can't be serious.*
 - You aren't able to be serious.
 - Surely, you aren't serious.
- It must have taken me about a month to organise them all.*
 - I believe it took me about a month to organise them all.
 - I had to work for a month to organise them all.

B. Now read the sentences 3-4 and compare them with the examples 1-2. What's the difference between *can't be* and *can't have been*? What about *must take* and *must have taken*?

- When Josh said that one of his bus tickets cost £10,000, he can't have been serious.*
- It must take at least 15 hours to fly from Australia to Spain.*

C. Match the examples 1-4 in activities 2A and 2B with the rules. Write the corresponding items in your notebook.

- Use **must** + base form to express certainty that something is true.
- Use **can't** + base form to express belief that something is impossible.
- Use **must** + **have** + past participle to express certainty that something happened in the past.
- Use **can't/couldn't** + **have** + past participle to express certainty that something didn't happen.

3. Read the texts and choose the correct words in bold to write in your notebook.

My friend Becky (1) **can't be / must be** the smartest person I know. I used to tell her that she should go on a quiz show, because she would know all the answers to the questions. Well, last month she finally did, and she won £50,000! When I asked her what she planned to do with her money, she told me she (2) **mustn't / might** buy a new car. I think that if Becky had gone to a different quiz show, she (3) **could win / could have won** even more money, and I keep telling her that she should apply to a second one. Becky agrees that she (4) **could win / can't win** more, but she doesn't want to go on another quiz show. The money she has won is enough for her!



I wanted to do something useful on my summer holiday, so I volunteered at a local Turtle Rescue and Conservation Centre. My supervisor, Sally, told me that conservation work requires a lot of energy and patience. She (5) **can't be / must be** right, because I've only been doing it for a week and I'm completely exhausted! Yesterday, I got up at dawn to help with the morning survey. This involves walking along the beach and checking the nests where turtles lay their eggs. The survey lasted into the heat of the day and, at one point, I (6) **must have looked / couldn't have looked** like I was about to faint because Sally told me to go and take a break. This morning I helped to rescue a turtle, which (7) **must injure / must have injured** its back flipper in the sea. I think a speedboat (8) **might have knocked / couldn't have knocked** against it. We found it on the beach and transported it back to the Rescue Centre where it was treated immediately. The vet said the turtle was lucky. It (9) **could have lost / must have lost** its back flipper if we hadn't found it in time. At that moment, I felt that all the hard work was worth it.

PRACTICE

Choose the word or phrase that most appropriately completes the sentence. Write your answers in your notebook.

- This dress looks really to the one that Jessica was wearing yesterday.
a. similar b. identical c. same d. common
- When you talked to Larry on the phone earlier, did he where he was?
a. report b. mention c. request d. sort
- If you don't validate your , you will be charged a fine.
a. fare b. album c. ticket d. stamp
- Fiona is really interested learning foreign languages.
a. in b. for c. of d. by
- John gave his wife a of roses.
a. pile b. set c. pack d. bunch
- I don't want to hang out with Brian any more. He is always so rude! I'm really his behaviour.
a. crazy about b. fed up with c. impressed by d. fond of
- We got the train at 9.30, and we took a taxi to our hotel.
a. by b. out c. up d. off
- Jenna spends so many hours at the pool! Obviously, she's very swimming.
a. keen on b. proud of c. bored with d. sick of


LISTENING 

1.

Discuss.

- Do you like going to the theatre? Why? / Why not?

2.

You are going to hear five different people giving their views on the theatre. Match the speakers with the statements A-H. Use each letter only once. There are three extra letters which you do not need to use. Write Speaker 1-5 with the corresponding letter A-H in your notebook. 

- | | |
|---|-----------|
| A. I didn't attend a performance because I didn't think I would enjoy it. | Speaker 1 |
| B. The last show I went to was very disappointing. | Speaker 2 |
| C. I love the theatre but no longer go because of family responsibilities. | Speaker 3 |
| D. I tried going to the theatre, but I didn't enjoy it. | Speaker 4 |
| E. I used to enjoy going to the theatre, but I don't any more. | Speaker 5 |
| F. I appreciate the selection of indoor and outdoor performances year-round. | |
| G. I enjoy going to the theatre and continue to attend with my friend Jack. | |
| H. I believe the National Theatre is a convenient place when commuting from work to home. | |

SPEAKING

1.

Discuss.

- Do people in your neighbourhood/community ever do activities together? What kind?

2.

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to the Speaking Section, read the information and answer Student A's questions. 

Situation:

I am on a committee of a community organisation and I have a problem. Find out what the problem is and offer me some good advice.

First:

Look at the pictures below and ask:

- What is the problem?
- What are the options?
- What are the advantages of each option?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. Explain which option you think is best and why, and explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

OPTION 1



OPTION 2



3.

Discuss.

- Have you ever been to a local festival or a bazaar? Did you like it? Which of these two events would you rather attend? Why?
- In what ways do activities like these help to boost relationships among people who live in a community?

Vocabulary & grammar

VOCABULARY

A. Decide if the following words are related to the theatre, the cinema or both.

production acting director sets
 special effects a play performance
 rehearsal foyer complex stage
 screen blockbuster cast plot
 stuntman soundtrack

B. Read the sentences and write the correct answers in bold in your notebook.

- I saw the new **plot / production** of *A Midsummer Night's Dream* last night; it was really funny.
- John is really interested in a career in **acting / stage**.
- The **director / production** won an Academy Award for his latest film.
- The latest Bond film had fantastic special **soundtrack / effects**.
- We went to see a **play / plot** on Saturday night at the Royal Exchange Theatre.
- Her **performance / production** in the film was not convincing.
- The **foyer / stage** of the theatre was very crowded on the first night of the show.
- A new cinema **screen / complex** has been built in the area.
- The actress fell off the **play / stage** during the **rehearsal / acting**.
- Although she's an award-winning actress, she doesn't like to watch herself on **screen / sets**.
- The adaptation of the latest *How to Train Your Dragon* book was an instant **blockbuster / production**.
- The lead actress refused to have lunch with the rest of the **acting / cast**.
- The film had a weak **plot / performance** and the acting was bad.
- The **director / stuntman** injured himself in the car chase scene.
- The three film **sets / rehearsals** cost millions of dollars to create.

GRAMMAR

QUESTION TAGS

A. Read the extracts from the monologues you heard in the listening section and write the correct words to complete the rules about question tags in your notebook.

*You know what I mean, **don't you?***

*That's proper culture, **isn't it?***

*... you don't have so much free time, **do you?***

- Question tags are short questions placed at the **beginning / end** of a statement. We use them when we are not sure of something or when we ask for confirmation.
- Question tags are formed with the **auxiliary / main** verb and a personal pronoun.
- If the statement is positive, the question tag is **positive / negative**.
- If the statement is negative, the question tag is **positive / negative**.

B. Complete the questions with an appropriate question tag at the end of each statement. Write the question tags in your notebook.

- The film wasn't very good, ?
- It's too hot today, ?
- You're the new teacher, ?
- You didn't break her vase, ?
- Alex is working in a bank now, ?
- Mary made this cake, ?
- You will remember to buy her a present for her graduation, ?
- Let's watch a film tonight, ?
- You go to the gym every day, ?
- Remember to buy bread, ?



Writing

A review

1.

Discuss.

- Do you read film, theatre or book reviews online? Why? / Why not?
- Would a review influence your choice of a film/play to see or a book to buy?

2.

A. Read the review of a film. What is the writer's opinion of the film?

First Man is a biographical drama which tells the story of Neil Armstrong, the first man to walk on the moon. Directed by Damien Chazelle and starring Ryan Gosling, it is a thrilling and emotional look at what life was really like for one of the world's most famous astronauts.

First Man is set both in the United States and in space, and follows the personal and professional life of Armstrong until the lunar landing in 1969. From the beginning, the film focuses on the difficulties and dangers Armstrong faced. It also highlights the effects his unique job had on his private life.

A combination of strong acting and stunning special effects make *First Man* a success. Ryan Gosling gives a brilliant performance and the film also has a strong supporting cast, which includes Claire Foy as Armstrong's wife. The director uses both special effects and real footage from the first moon landing to keep audiences on the edge of their seats.

First Man is a fantastic film, telling the story of a true hero. With breathtaking visuals and realistic performances, it is definitely worth seeing.

B. Read the review again and answer the following questions in your notebook.

In which paragraph does the writer:

- | | |
|---|--|
| a. state his overall opinion and make a recommendation? | c. comment on the actors' performance? |
| b. briefly describe the plot and setting? | d. refer to the special effects? |
| | e. give some general information about the film? |

3.

A. Match the adjectives with the nouns to form collocations. You can use more than one adjective for each noun. Write the collocations in your notebook.

excellent
poor
moving
unrealistic
fantastic
awful
authentic
amazing
spectacular
original
amusing
brilliant
violent
predictable
disappointing

1. plot
2. acting
3. performance
4. music
5. scenes
6. choreography
7. atmosphere
8. special effects

B. Talk in pairs about a film you saw recently. Use the adjectives and nouns in the previous activity.

I saw... last night.

Really? What was the plot like?

It was...

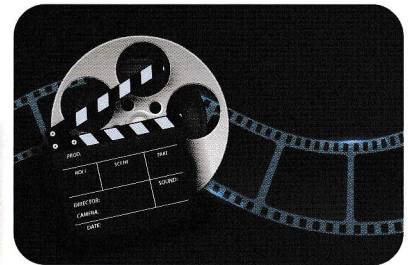
What about the acting?

4. WRITING TASK

A. Read the rubric, copy the outline for your review into your notebook and complete it.

Looking for film reviews

Write a review of a film that you have recently seen. Include information about it and say whether you would recommend it to people of your age.



INTRODUCTION

- Give some general information about the film.

Title: _____
Type of film: _____
Director: _____
Leading actors: _____

MAIN PART (PARAGRAPH 1)

- Give a brief summary of the plot.

MAIN PART (PARAGRAPH 2)

- Make comments about what you liked or didn't like about the film.

	excellent	good	not good
acting			
length of film			
music			
special effects			
sets and costumes			
ending			

CONCLUSION

- State your general opinion about the film and say whether you recommend it or not.

B. Write your review (200-250 words).



When writing a review of a film, play, book, etc.:

- choose a film, book, etc. that you know well and make a plan of what you are going to write about. Decide whether your review will be positive, negative or balanced.
- remember to include all the necessary basic information: name and kind of book/film/play; name of author/director, etc.; plot and setting; actors and their performance; other significant aspects such as music, special effects, etc.; comments about what you liked/didn't like and a recommendation.
- mention only the main points of the plot. Do not include too many details and do not reveal the ending. Remember to use the Present Simple.
- use a range of adjectives and a vivid style to describe the film, play or book and to express your opinion.

For phrases you can use, go to the Writing Section.

VOCABULARY & GRAMMAR

A. Choose the most suitable word to complete the sentence. Write *a, b, c* or *d* in your notebook.

- Scientists believe that workers who [] a nap in the afternoon are more productive during the remainder of the day.
 - go
 - take
 - get
 - go on
- We need to [] ready; the taxi is coming in five minutes.
 - have
 - go
 - get
 - take
- There were [] lights in the sky last night.
 - avid
 - interactive
 - old-fashioned
 - peculiar
- Paul and I have very [] tastes in music.
 - identical
 - similar
 - same
 - natural
- 'James, please could you buy me a [] of gum when you go out?'
 - set
 - pile
 - pack
 - bunch
- Sally is upset because she lost her [] of keys for the building; as a result, all the locks have to be changed.
 - set
 - pack
 - pile
 - group
- The [] that I saw last night was very disappointing; the acting was bad and the plot was poor.
 - stage
 - set
 - play
 - director
- The other members of the [] were annoyed with the lead actress because she was always late for rehearsals.
 - cast
 - blockbuster
 - soundtrack
 - screen

B. Choose the word or phrase that produces a grammatically correct sentence. Write *a, b, c* or *d* in your notebook. 

- I forgot [] the telephone bill last week.
 - pay
 - to pay
 - paying
 - paid
- Sue stopped in the street [] to her friend Margaret.
 - to talk
 - talk
 - talking
 - talked
- Charlie enjoys [] tennis at the weekend with his friends.
 - play
 - playing
 - to play
 - played
- The weather is lovely today, []?
 - isn't it
 - doesn't it
 - is it
 - won't it
- You've met Alice before, []?
 - won't you
 - haven't you
 - aren't you
 - don't you?
- Jack [] have eaten the cake. He hates sweets.
 - mustn't
 - might
 - could
 - can't
- Fay is worried that something [] wrong with her experiment.
 - must go
 - might go
 - could have
 - might have
- Jackie [] her leg on that ski slope – it was very steep and she's not an experienced skier.
 - could have broken
 - couldn't have broken
 - must break
 - can't have broken

C. Complete the text with the full infinitive, the bare infinitive or the -ing form of the verbs in the brackets. Write your answers in your notebook.

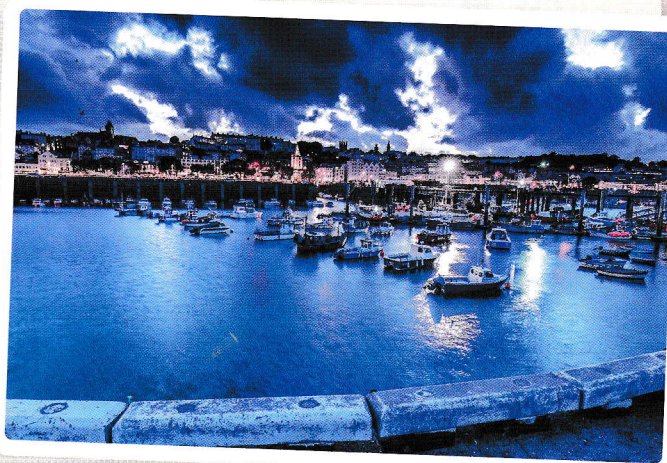
I remember my father (1) (hand) me a camera when I was nine years old. At first I wasn't sure what (2) (do) with it, but after my father told me the basics, it didn't take long for me (3) (learn) how to use it. As my pictures improved, my interest in photography continued (4) (grow), and twenty years later I still love clicking my camera at anything that interests me. I simply refuse (5) (leave) home

without my camera because I believe there is always something special in everyday life that is worth (6) (capture). When I go on holiday, I enjoy (7) (take) pictures of exotic landscapes, but I'm more interested in (8) (take) photographs of ordinary things and people in their daily lives. It's usually in these simple moments that you can (9) (find) a certain magic. Photography has made me (10) (see) the world in a different way and appreciate its astonishing beauty.

D. Read the text and decide which answer is the most suitable. Write a, b or c in your notebook.

A Home Away From Home

A few years ago, my family and I went to Guernsey for a holiday; my parents were so (1) of the island that they decided to buy a house there. Guernsey is one of the Channel Islands, (2) in the English Channel off the coast of Normandy, a region in northern France. Its capital is St Peter Port, a(n) (3) harbour town with marinas and various shops, museums and restaurants. During the day, I like going with my family on walks through the (4) countryside or along the coast. Sometimes we take the ferry to Sark or Alderney, two (5) islands which have lots of attractions and beautiful (6) for trekking. When my parents first told me they were buying a house in Guernsey, I thought it might be boring to go to the same place every year, but then I fell in love with Guernsey and now I really (7) the fact that I have a home there.



- | | | |
|--------------------|--------------|---------------|
| 1. a. keen | b. impressed | c. fond |
| 2. a. occupied | b. hooked | c. located |
| 3. a. impressive | b. private | c. convincing |
| 4. a. scenic | b. guided | c. distant |
| 5. a. breathtaking | b. authentic | c. same |
| 6. a. piles | b. trails | c. habitats |
| 7. a. appreciate | b. recreate | c. request |

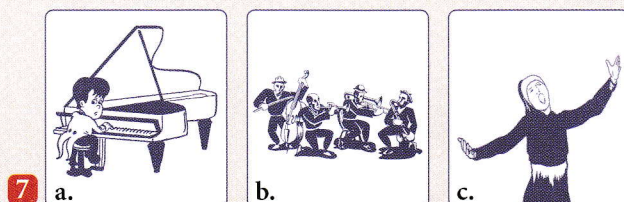
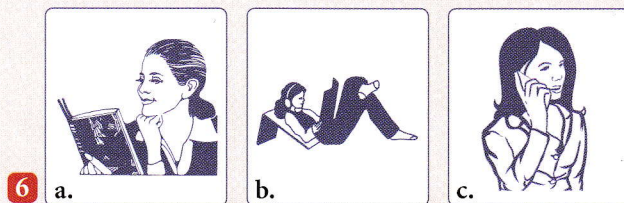
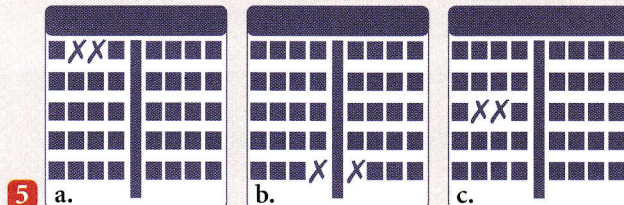
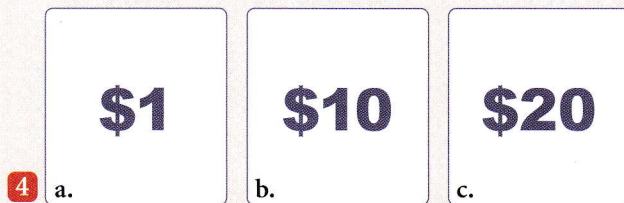
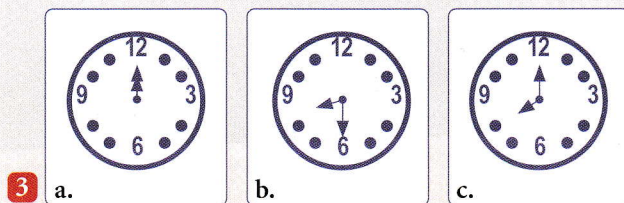
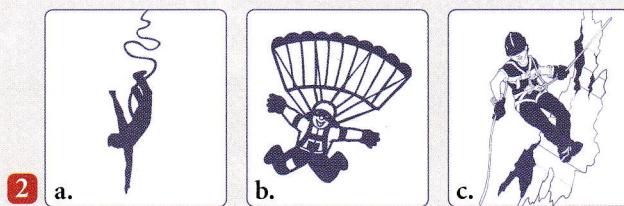
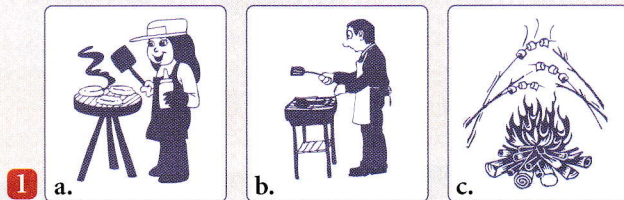
E. Complete the second sentence so that it has a similar meaning to the first. You must use between two and five words, including the word given. Write the answers in your notebook.

- | | |
|--|--------|
| 1. You'll only be wasting your time if you call him.
There is him. | point |
| 2. I don't think Paul works hard enough.
Paul is not a he? | is |
| 3. I'm sure they didn't go mountain climbing without a guide.
They mountain climbing without a guide. | have |
| 4. I'm almost certain that my purse was stolen while I was on the train.
My purse while I was on the train. | been |
| 5. It's possible that he went to the gym after work.
He to the gym after work. | might |
| 6. It was a mistake to buy a second-hand car.
I a second-hand car. | regret |

Round-up

LISTENING

You will hear 7 short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture *a*, *b* or *c* which answers the question correctly. Write your answers in your notebook.



SELF-ASSESSMENT

Read the following statements and decide which of them you can do. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- VOCABULARY**
- > use collocations with *get*, *go*, *have* and *take*
 - > distinguish the difference in meaning of words easily confused
 - > use collective nouns
 - > use adjectives + prepositions

- GRAMMAR**
- > use infinitives and the *-ing* form appropriately
 - > use *may*, *might* and *could* to express possibility
 - > use *must* and *can't* to make deductions
 - > use question tags to ask for confirmation

- READING**
- > understand gist and details in a text
 - > understand text organisation and reconstruct a gapped text

- LISTENING**
- > understand specific information in a short conversation and identify the picture that corresponds to the information
 - > listen to short monologues and understand the main idea expressed by each speaker

- SPEAKING**
- > talk about different forms of entertainment and free-time activities
 - > obtain information that I need, make a choice and justify it


- WRITING**
- > use topic sentences to introduce the general idea of a paragraph
 - > write an essay expressing an opinion
 - > write a review

Skills Practice 5:

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READING

Five sentences have been removed from the text. Choose from the sentences a-f the one which best fits each gap 1-5. Write the corresponding items in your notebook. There is one extra sentence which you do not need to use. 

An Unforgettable Pair

When you hear the words *film comedian*, many names come to mind. However, when you hear the words *comedy double act*, you probably think of the pair who were the leading comedy double act of the twentieth century. **1**

Oliver Hardy was born in Harlem, Georgia in 1892. **2** He became totally fascinated by the film world and worked for a number of studios before he ended up in Hollywood, at the Hal Roach studios. A director there thought that it might be funny to contrast the chubby Hardy with a slim actor. Stan Laurel was chosen and a legend was born.

Although many people believe Stan Laurel was an American, he was actually born in Ulverston, England, and he was already working in entertainment when he was sixteen years old. **3** He worked with Charlie Chaplin, and like Chaplin, he decided to stay. He worked as a writer and an actor and had some success before he went to work at Hal Roach's studios in 1926. Stan Laurel was the brains behind this unusual comedy double act. Although many people


don't know it, he took part in the direction of the films and also wrote many of the duo's famous lines. One of them was Ollie Hardy's famous saying: 'Here's another nice mess you've gotten me into!' and is enough to bring a smile to most people's faces.

Laurel and Hardy worked together for twenty-five years and made over one hundred films together. The highlight of their career was an Academy Award in 1932 for their film *The Music Box*. **4** Despite his weight, Ollie Hardy was a very good golfer, while Stan Laurel liked fishing and also experimenting with gardening. He once created a vegetable which was half potato and half onion, but he couldn't get anyone to try it.

Laurel and Hardy set the standard for generations of comedians to come. It's quite common for comedians to act like children on stage. **5** There was something childlike and sweet about this amusing pair that is still keeping people laughing into the twenty-first century.

- a. No one could do this as well as Laurel and Hardy.
- b. When he was about twenty, he was given the opportunity to travel to America.
- c. Their films were based on everyday situations.
- d. They are, of course, Stan Laurel and Oliver Hardy.
- e. In spite of studying music for a while, he quickly got tired of it.
- f. Even though they had to work hard, they managed to find some time for other activities.

ENGLISH IN USE

A. Read the pairs of sentences and decide which word completes them correctly. Write the answers in your notebook. 

- Julie loves shopping with her friends. She buys new clothes all the time!

When I feel really stressed I enjoy for a swim at the local pool; it relaxes me.
- I always give Martin a sandwich and a small of grapes for lunch.

A: Dad, I can't find the key to this door.
B: I think the smallest key in the is the one that opens it.
- I was really into acting when I was younger, so I always part in the school plays.

Last year's charity concert place at our school, but this year we're expecting a lot of people to attend, so we are holding it at the local theatre.
- Please, ready! We have to go, we're late!


Little Annie needs to to sleep. She's exhausted after spending the day at the theme park.
- John, what is this of clothes doing on the floor? Please, put them in the washing machine.

I still haven't managed to put everything in place after moving. Look at this of boxes in the living room.
- You need to follow a specific of rules if you want to be part of this team.

Our neighbour, Tony, is going to bring his of tools to fix the window.
- We a great time at Jillian's last night! We should organise more board game nights in the future.

I didn't cook anything today. I lunch with my parents, remember? Let's order something if you're that hungry.
- Sandra, are you going to the supermarket? Can you get me some of gum, please?


Did you know that wolves live in ? They're very social animals.

C. Complete the dialogues. Choose the correct option and write it in your notebook. 

- A: Do you think I should buy a smartwatch?
B:

a. I think it's a must.
b. I'm an avid collector.
c. I'm proud of you.
- A: What was it that you didn't like about the film?
B:

a. The special effects were spectacular.
b. The acting was unrealistic.
c. The choreography was brilliant.

B. Read the text and complete the gaps with the correct form of the words in brackets. Write the words in your notebook. 


The beautiful South









If you feel like (1) (take) an unusual holiday, then how about (2) (visit) South Africa? With impressive deserts, game parks, beaches and incredible wildlife, South Africa has become a hugely popular destination. To begin with, there's Sun City, which is set in a valley of man-made jungle, and is a two-hour drive from Johannesburg. Sun City, with its cinemas, cafés, restaurants and shops, can (3) (make) you (4) (forget) all your troubles and really enjoy yourself. Another must-visit place is Cape Town. In particular, it is worth (5) (visit) the *Diamond Works*, an unforgettable jewellery destination where tourists learn about the art of diamond cutting and see the making of pieces of jewellery. If, on the other hand, you wish (6) (get away) from it all, how about (7) (travel) to Cape Point, which is only an hour's drive away? The next stop is the South Pole! Finally, if you decide (8) (go) on safari, the Kruger National Park is the place to visit, with plenty of accommodation, lush scenery and animals. South Africa may be far away, but (9) (spend) a holiday there can be an unforgettable experience!

- A:
B: I know. She goes to the sports centre five times a week. She just loves it.

a. Miranda is disgusted by volleyball.
b. Miranda is fed up with volleyball.
c. Miranda is fond of volleyball.
- A: Did you know that there's a private floor at the top of the hotel?
B:


a. Yes, I commute there every day.
b. Yes, the view from there is breathtaking.
c. Yes, the trek there is easy.

D. Choose the word or phrase that best completes each sentence.Write *a, b, c* or *d* in your notebook. 

- Tim  come today because his flight has been delayed.
a. must not b. might not c. might have d. could have
- Sally  taken your watch. I saw it in her room yesterday.
a. must have b. can't c. couldn't have d. might
- You didn't forget to pay the electricity bill,  you?
a. didn't b. did c. did forget d. forgot
- That  be his mother. She looks so young.
a. mustn't b. might c. can't d. could
- We  won the match, but we didn't play as well as we can.
a. could have b. must have c. can't have d. may have
- She can't  with all that noise last night.
a. sleep b. slept c. have slept d. sleeping
- Sue  out regularly, doesn't she?
a. works b. work c. does work d. working
- A: Look! There's Cliff.
B: No, that  be Cliff. He's on holiday in South America.
a. may not b. must c. might d. can't

WRITING

Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Na stronie internetowej Twojej szkoły planowana jest publikacja recenzji filmowych. Napisz recenzję filmu, który ostatnio obejrzałeś / obejrzałaś, w której odniesiesz się do fabuły oraz zauważalnych cech filmu i wyjaśnisz dlaczego ten film ci się podobał (lub nie podobał). 

SPEAKING

1


Work in groups of four. Brainstorm as many ideas relating to the topics given as you can.

- Collecting things doesn't offer you any satisfaction. Justify your opinion.
- Spending money on travelling makes you richer. Justify your opinion.
- Watching films is rather beneficial to our mental health. Justify your opinion.

2

A. Answer the following questions in pairs.

- Do you think having a pastime is important? Why? / Why not?
- Which exotic place would you like to visit? Why?
- What kinds of plays do you enjoy watching? Why?

B. Act out the following conversation. 

Uczeń A

Planujecie wycieczkę szkolną. Poniżej podane są cztery kwestie, które musisz poruszyć w rozmowie z kolegą / koleżanką.

Planowane
miejsce docelowe
wycieczki

Planowane
aktywności / zajęcia

Koszt wycieczki

Zajęcia w grupach

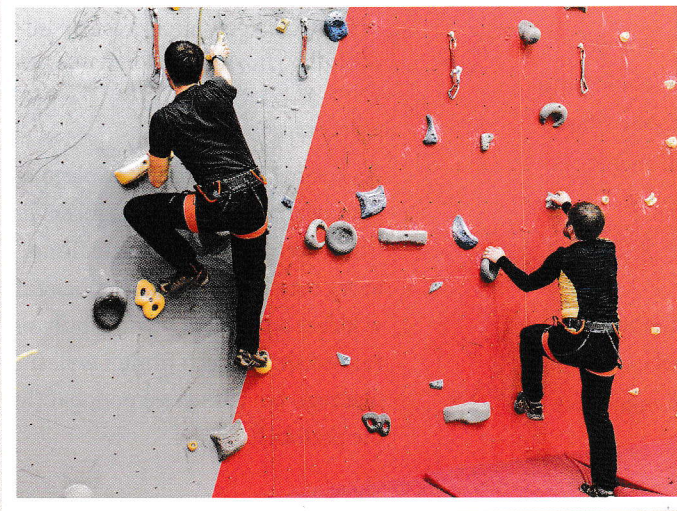
Uczeń B

W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej poniższe punkty.

- ➔ Poproś Ucznia A o przedstawienie swoich propozycji.
- ➔ Zapytaj Ucznia A o szczegóły wycieczki – miejsce docelowe, dojazd.
- ➔ Zapytaj Ucznia A o plany zajęć w czasie wycieczki, w tym zajęć grupowych.
- ➔ Nie zgódź się z niektórymi propozycjami Ucznia A, tak by zaproponował inne warianty.
- ➔ Wynegocuj z Uczniem A koszt wycieczki.

Developing Skills


C. Work in pairs. Describe the picture and answer the following questions. 



1. Why do you think these people have chosen this pastime?
2. Which do you prefer: individual or group activities? Why?
3. What pastimes used to be popular but are not common now? Why has that happened?

D. Discuss in pairs.

Wraz z kolegą/koleżanką ze szkoły językowej rozmawiacie o ulubionych formach rozrywki.

- Wybierzcie formę rozrywki (patrz zdjęcie 1, 2 i 3), którą najbardziej lubicie, i uzasadnijcie swój wybór.
- Wyjaśnijcie, dlaczego odrzucacie pozostałe propozycje. 



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

1. What do young people usually do in their free time?
2. Can you think of forms of entertainment that both young people and adults can do together?
3. Have you ever been to an exhibition? What do you think of this form of entertainment?
4. What do you like more: the theatre or the cinema? Why?
5. Do you like theme parks? Have you ever been to any?