In this module you will learn

• Communication: describing an event, at the gallery
• Vocabulary: festivals and celebrations, adjectives expressing emotions
• Reading and Listening: special days around the world, ancient civilisations, great treasures of culture
• Writing: an article
• Grammar: modals for speculating, modals for obligation and ability in the past, order of adjectives

Let's get started

Wypowiedź ustna

1 Describe the picture and answer the questions.
   1 What kind of festival is it? What makes you think so?
   2 What special day do you like celebrating with your family and why?
   3 Describe a festival you or someone you know participated in.

2 Work in groups. Think about each season of the year. Tell each other about one special day in each season for you, your family or in Poland. As you present your information, tell the group about:
   • the exact date or time of day
   • the location
   • the events
   • any special details (e.g. food, clothes, presents, fireworks, etc.)

3 Look at the words in the box connected with festivals and celebrations.

   gift (or present)    costume    candle    cake
   greeting cards    fireworks    lantern    mask    tree

Which can you … ?
   • decorate
   • put up
   • give or receive
   • light
   • wear
Reading

1 Read texts A–D and match them to photographs 1–4.

2 Match the sentences to the texts. In some sentences there is more than one answer.

1 The colours on this day represent something.
2 The food on this day represents something.
3 People give presents to each other on these days.
4 It lasts more than a day.
5 Candles are important on this day.
6 It is a religious festival.
7 It is only celebrated in the USA.


<table>
<thead>
<tr>
<th>prayer</th>
<th>lucky</th>
<th>inherit</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrate</td>
<td>prosperity</td>
<td>hidden</td>
</tr>
</tbody>
</table>

CHRISTMAS DAY IN ENGLAND

Christmas has been a part of English religious traditions for many centuries. It is really amazing to see all the colourful decorations, lights and Christmas trees on the streets and in shopping centres weeks before this very special day arrives. On Christmas Eve night children look forward to Father Christmas who puts toys and sweets into stockings by their beds and (2) bigger presents under the Christmas tree. On Christmas Day, 25 December, people enjoy a traditional dinner. Stuffed turkey or goose is served and inside the Christmas pudding there is a silver coin to bring good (3) and wealth to the person who finds it. Then all families attend a church service to (4) and sing carols.

A Chinese New Year

Chinese New Year is the most important of the traditional Chinese holidays. It falls on different dates each year depending on the moon, but always between January 21 and February 20. Visits to friends and family take place during this celebration. The colour gold is said to bring wealth, and the colour red is considered especially lucky. The New Year’s Eve dinner is very large and includes fish, noodles and dumplings.

B Hanukkah

Jewish people celebrate Hanukkah, which lasts for eight nights. Hanukkah is celebrated with prayer, the lighting of the menorah and food. A menorah has nine candles, a candle for every night, plus a helper candle. Children play games, sing songs, and exchange gifts. Potato pancakes, known as latkes in Yiddish, are traditional on Hanukkah and are served with applesauce and sour cream.

C Kwanzaa

On December 26, Kwanzaa is celebrated in the USA. It is a holiday to commemorate African heritage. Kwanzaa lasts a week, during which participants gather with family and friends to exchange gifts and to light a series of black, red and green candles, which symbolise the seven basic values of African-American family life that are unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith.

D New Year’s Day

New Year’s Day is the first day of the year in the Gregorian calendar on January 1. There are often fireworks at midnight to celebrate the new year. Many parts of the world celebrate this day in different ways. For example, in the southern part of the United States, black-eyed peas are thought to bring luck and prosperity for the new year, ‘collard greens’ bring wealth, and pork brings a year of good luck.
Grammar: modals for speculating (1): the present

6 Read sentences 1–3 from the listening and match them to meanings a–c.

1 It’s summer so it must be time for the holidays.
2 That might be a problem.
3 It can’t be easy with so many people in front of you.

a It’s not likely or possible.
b It’s very certain.
c It’s likely or possible.

7 In which sentence could you also use the modal verbs may and could?

See Grammar Reference, page 186.

8 In zdaniach 1–4 spośród podanych opcji (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu.

1 (Niemożliwe, żeby Kate miała) 20 years old.
A Kate must be
B Kate can’t be
C Kate can’t have

2 The camera flash (prawdopodobnie nie działa) at the moment.
A might isn’t working
B can’t be working
C may not be working

3 Since George’s mother was born on 31st December, she (z pewnością obchodzi) her birthday at a New Year’s Eve party each year.
A must be celebrating
B might celebrate
C must celebrate

4 (Być może oni lubią) participating in that festival.
A They could like
B They may be liking
C They must like

9 Work in pairs. Turn to page 179 and look at the pictures of different festivals around the world. Make speculations about:
- the country and location
- the reason for the festival

Use different modals depending on how sure or unsure you are.
Speaking
1 Archaeologists found these artefacts from some ancient civilisations. What do you think each object is? What was its purpose? Discuss as a class.

Grammar: modals for speculating (2): the past

Modals for speculating about the past
We can use a modal verb (must, might, may, could, can't, couldn't) + have + past participle or a modal verb + have + been + -ing to speculate about whether something was true in the past.

They might have attached it to a longer piece of wood.
This civilisation couldn't have discovered metal at this stage in history.
She may have been the wife of someone wealthy and important.
The soldier must have fought a lot.
This civilisation can't have discovered metal because it’s made of stone.

See Grammar Reference, page 186.

Listening
2 Listen to an archaeologist describing five of the objects. Match the description to the object. There is one extra object.

Prawda/łasz
3 Usłyszysz ponownie opisy pięciu przedmiotów. Zdecyduj, które zdania są zgodne z treścią nagrania (True), a które nie (False).

The archaeologist …
1 doesn’t think the original owner used the vase much.
2 thinks the civilisation possibly used metal.
3 is sure the original owner was the wife of someone important.
4 guesses the original owner was aged between 16 and 17.
5 is very certain the soldier fought in a lot of battles.

Pronunciation: ‘ve
5 Listen to someone saying the sentences in the grammar summary. How do they pronounce have?
6 Now listen again and repeat.
Grammar: order of adjectives

8 Read the grammar summary below about the order of adjectives. Complete the table with the words in bold from these sentences in the listening.

This first piece is a **beautiful, old, Greek** vase.

You can see the **small, golden, wine bag**.

He was a **handsome, older man**.

It’s an **ancient, Roman, metal relic**.

**Order of adjectives**

You can use more than one adjective before a noun. However, you normally use them in this order.

<table>
<thead>
<tr>
<th>opinion</th>
<th>size / shape</th>
<th>age</th>
<th>colour</th>
<th>origin / nationality</th>
<th>material</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>old</td>
<td>Greek</td>
<td></td>
<td></td>
<td></td>
<td>vase</td>
</tr>
</tbody>
</table>

When you use more than one adjective, you normally use two or three at most. If you use more adjectives, use *and* or a new sentence:

This first piece is a **beautiful, old, Greek, clay** vase.

→ This first piece is a **beautiful, old, Greek vase** and it’s made of clay. / This first piece is a **beautiful, old, Greek vase**. It’s made of clay.

9 Work in pairs. Complete and say these sentences with two or three adjectives and a noun where necessary.

Example:

*Today I’m wearing a stylish, white, cotton T-shirt.*

1 Today I’m wearing a … shirt.

2 Our lesson is in a … classroom.

3 In my bag I have a …

4 My favourite possession is a …

5 My best friend has … hair.
Reading
1 Read the text about the Maya civilisation quickly. Match the titles to each text (A–C).
   1 THE MAYA MYSTERY
   2 ARCHITECTURE
   3 AGRICULTURE

Dobieranie
2 Przeczytaj ponownie tekst, który został podzielony na trzy części (A–C), oraz pytania ich dotyczące (1–4). Do każdego pytania dopasuj właściwą część tekstu.
   Uwaga: jedna część tekstu pasuje do dwóch pytań.

In which paragraph does the author …
1 suggest that Maya society could have starved to death?
2 state that the pyramids must have served various purposes?
3 describe the ways in which the Maya used to protect themselves against floods?
4 refer to the Maya civilisation’s achievement that remains important even today?

A
During the Classic Period from around AD 250 to AD 900, the ancient Maya civilisation was one of the most powerful groups of people in the world. They built cities with thousands of buildings including pyramids for kings, and huts where poorer people lived. The Maya used pyramids as temples and as tombs where they also had to bury their kings.

B
Mayan farmers had to grow crops on wet, swampy land. They could do this because of their system of ‘raised fields’. They dug canals around areas of land and put the soil onto these fields. This increased the level by 0.6 to 1.2 metres and avoided flooding. The soil from the canals was very fertile and so extended the season for growing crops. This produced enough food for the local community and a little more to sell to other communities. Today, agricultural researchers and farmers are learning from the ancient Maya. In dry areas of Central and South America with poor soils, local farmers and governments have gone back to using the raised-field system that worked so well 1,500 years ago.

C
Around 800 AD, the Maya were at their peak and were among the great ancient civilisations. Then, almost in an instant, a society of nearly 15 million disappeared. All that was left were empty cities, trade routes and immense pyramids in ruins. Many archaeologists now go along with the theory that climate change ended the Mayan society. By studying soil in the region, scientists believe there were three serious droughts within a decade and so the large Mayan cities couldn’t survive as the food and water ran out. Experts say that the Maya collapse could serve as a valuable lesson to the modern world day as it faces a shortage of water.
Grammar: modals of obligation and ability in the past

<table>
<thead>
<tr>
<th>Modals of obligation and ability in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENT</strong></td>
</tr>
<tr>
<td>must / have to</td>
</tr>
<tr>
<td>have to / don’t have to</td>
</tr>
<tr>
<td>can</td>
</tr>
<tr>
<td>can’t</td>
</tr>
<tr>
<td>be able to</td>
</tr>
</tbody>
</table>

Choose the correct verbs in the sentences.

1. The Maya **must** / **had to** bury their kings in the pyramids.
2. Mayan farmers **have to** / **had to** grow crops on wet, swampy land.
3. For many years they **didn’t have to** / **don’t have to** worry too much about the problem.
4. The large Mayan cities **can’t** / **couldn’t** survive as the food and water ran out.
5. Peter is an archaeologist. Last month he **could** / **was able to** see the Maya pyramids and he found them amazing.

5. Here are some laws from the Maya in the present tense. Rewrite them in the past.

1. People must pay for something if they break it (even by accident).
   *People had to pay for something if they broke it (even by accident).*
2. Thieves have to pay for anything they take.
3. If a thief can’t pay for it, he has to work as a slave.
4. Musicians can’t make mistakes when they play.

6. Think of three rules you have at home or at school now and three rules you had when you were younger. Write them down (six rules in total). Tell your partner.

Grammar: lack of obligation, duty or necessity in the past

**Lack of obligation / duty / necessity in the past**

We can use **didn’t have to** / **didn’t need to** to express the fact that there was no duty or necessity to do something and it wasn’t done or we don’t know whether it was done.

*She didn’t have to stay at work longer but she did.*

*They didn’t need to pay the bill.*

We can use **needn’t + have + past participle** when we are convinced that something was done unnecessarily.

*Ben needn’t have ordered a pizza as his wife had cooked a delicious dinner.*

Choose the correct verbs in the sentences.

1. You **didn’t have to spend** / **needn’t have spent** so much money on this dress last Wednesday. Now it’s on sale.
2. Jenny **needn’t have called** / **didn’t need to call** for a doctor because she knew it was only a slight headache.
3. Tina forgot that her son was on a school trip and she **didn’t need to drive** / **needn’t have driven** to his school yesterday afternoon.
4. Sheila **didn’t have to carry** / **needn’t have carried** the heavy suitcase herself because her polite next door neighbour had offered to help her.

Vocabulary

3. Match the words in bold from the text to pictures (1–6).

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59
4D Describing an event

Speaking: describing an event
1 You can use the expressions below to talk about pictures. Complete the Useful expressions on the right with expressions A–G.

A The picture shows …
B There are four people in it …
C It might be at a festival.
D They must be in a parade.
E Maybe they’re dancers.
F The person in the middle …
G This person seems a bit nervous!

2 Match the adjectives from the box with the feelings in situations 1–7.

nervous cheerful impatient overjoyed fascinated frustrated excited stunned

1 You don’t want to wait any longer for your friend to arrive.
2 You are about to find out your exam results.
3 You have just found out your exam results and you’ve got the results you needed!
4 Your friend is telling you some really interesting news about someone at school.
5 There is only one more day to go before you see your favourite group play live.
6 You keep trying to answer a question in mathematics and you keep making the same mistake.
7 You wake up and think that today is probably going to be a good day.
8 You didn’t realize your classmate was such a brilliant dancer.

Useful expressions: describing an event

Describing pictures
• I can see … / …
• There is … / …
• … / on the right / at the top / bottom …

Speculating about people
• The person looks excited.
• …

Speculating about what’s happening
• Maybe / Perhaps / Possibly …
• …

3 Work in pairs. Look at the pictures below and take turns to describe them. Use the following questions to help you.
• What does the picture show?
• Where might it be?
• What do you think is happening?
• How do the people in the photograph feel?
• Do you have anything similar in your country?
• Have you ever dressed up for a special event or a parade?
Writing: an article

4 Work in pairs. Look at the pictures of the city of New Orleans. Compare them and describe the differences. What do you think has happened in the second picture?

5 A student is preparing an article about the festival of Mardi Gras in the city of New Orleans. She has planned her article with a ‘mind map’. Say where the missing headings belong:

- What happens?
- Why is it important?
- The history and background
- Started in NO around 1700
- Official colours are purple, green and gold
- Jazz is also an important part
- Many tourists and parades
- People build floats / wear costumes

Mardi Gras in New Orleans

- Traditional
- New Orleans has had problems (e.g. Katrina)
- Unites the city

6 Now read her article. Find the fragments where the writer includes the notes from the mind map.

TURNING BACK THE TIDE

Mardi Gras in New Orleans has a long tradition but it has become even more important in recent years. In August 2005, Hurricane Katrina destroyed many parts of the city and many people’s homes. But Katrina didn’t stop Mardi Gras, and the following year the people of New Orleans were united once again!

The first Mardi Gras, which means Shrove Tuesday in French, might have been celebrated in the city around 1700. Through all these years the last day of the Carnival has turned into large street parades full of people in beautiful costumes who march to music played by brass bands. What has always been typical of the event are the Mardi Gras’s official three colours. On this day everybody should wear something purple, which represents justice, green as a symbol of faith and gold which means power.

I still remember watching the celebrations on TV. It was in 2007 and I was really impressed with the spectacular parade in the French Quarter. It was just great, with the richly decorated ‘floats’ and fantastic music, usually the world-known traditional New Orleans jazz. Apart from enjoying the awesome show, I felt proud of the people’s team spirit. Although the hurricane must have had some economic impact on the citizens, nothing seemed to prevent them from enjoying the happy time and keeping their customs alive.

In my view, the brave and optimistic community of New Orleans could serve as a good pattern for a positive attitude towards life.

Artykuł publicystyczny

7 W Twojej szkole zorganizowano bal valentynkowy. Napisz artykuł (200–250 słów) na stronę internetową szkoły, w którym opiszesz przygotowania do balu i jego przebieg oraz przedstawisz swoją opinię na temat uroczystego obchodzenia dnia świętego Walentego.
Speaking
1 Discuss as a class.

1 How often do you visit museums or art galleries? Do you think they are important? Why (not)?

2 Which period of Polish history do you think is the most interesting? Why?

3 What types of artefacts (paintings, statues, rare antiques, etc.) do you like looking at most? Justify your choice.

Reading
Wielokrotny wybór
2 Przeczytaj tekst na stronie 63. Z podanych odpowiedzi (A–D) wybierz właściwą, zgodną z jego treścią.

1 In the first two paragraphs, the writer says …
A he thinks museums behave like criminals.
B some people think museums behave like criminals.
C museums must stop criminals.
D museums buy their artefacts from criminals.

2 When Lord Elgin took the marble statues,
A they weren't in Greece.
B Greece was part of the Ottoman Empire.
C Greece didn't want them.
D he paid for them.

3 Museums don't want to return any artefacts because they might …
A get stolen.
B get damaged.
C lose money.
D have to give many other artefacts back.

4 The Amber Room …
A never existed.
B has never been returned.
C was definitely destroyed.
D is now back in Russia.

5 The author of the text …
A reveals the mystery of the Amber Room.
B describes the issue in an objective way.
C thinks that some museums might decide to return their treasures taken from other countries.
D suggests that displaying Egyptian artifacts in many different countries is illegal.

3 Complete the table with a different form of the words below. You can find the correct words in the text.

<table>
<thead>
<tr>
<th>adjective</th>
<th>noun</th>
<th>person</th>
</tr>
</thead>
<tbody>
<tr>
<td>cultural</td>
<td>nation</td>
<td>nationalist</td>
</tr>
<tr>
<td>fake</td>
<td>history</td>
<td>civilian</td>
</tr>
<tr>
<td>smuggled</td>
<td>crime</td>
<td>thief</td>
</tr>
<tr>
<td>stolen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Środki językowe
4 Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Zapisz odpowiedzi w zeszycie.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

Screaming with astonishment
No one could believe it when one of Norway’s most famous (1) treasures, The Scream, painted by the artist Edward Munch, was stolen from the walls of the Munch Museum in Norway. Two (2) with masks pulled the painting from the wall and escaped in a car. It only took them 50 seconds and they even had time to leave a postcard which said: ‘Thanks for the poor (3) .’ An international search began in case the painting was smuggled out of the country. Finally, after two years of police (4) , the painting was found undamaged and still in Norway.
The Great Treasures of Culture

Since the beginning of civilisation, artists have created works of beauty. And in that time these pieces of national culture have also vanished from the nations that created them. Sometimes, private individuals are responsible. Smuggling and trading in illegal art and treasure is big business and worth billions of dollars a year. The dealers buy stolen goods from a country and quickly ship them abroad. Then, to sell them, the objects must have historical documents which say where it was made, who made it, when it was made and who owned it. If the artefact is stolen, then you have to create a fake history for it.

However, there are also many examples of rare objects which are on display in famous museums but which were also taken from their original country. Many people believe there is little or no difference between these museums and the criminals who trade in stolen works. One of the most famous cases is between Greece and Great Britain. For years the two countries have been arguing over some marble statues which were taken from the Parthenon temple in Athens. They are called the ‘Elgin Marbles’ because Lord Elgin was the British Ambassador in 1799 in Constantinople (now Istanbul). At that time, the huge Ottoman Turkish Empire included Greece. While there, Elgin paid a group of men to remove some of the statues from the site of the Acropolis and he transported them back to Britain. In 1821, the Greeks defeated the Turks and gained independence. Soon after, they officially requested the return of the artworks. The British Museum, which keeps the priceless objects, has been refusing ever since.

Egypt is another country which has been the target for lots of cultural theft over the centuries. Statues and artefacts taken from the region are on display in museums in different countries all over the world. Now, the Egyptian government wants them back. The problem for many of the museums is that if they return one piece of treasure to a country, they worry that they will have to return hundreds of pieces collected over the decades.

There is also a long history of armies taking cultural treasures as they invaded countries. The longest list of stolen treasures probably belongs to Nazi Germany. During the Second World War, as Hitler invaded countries, he also took their most famous works of art. Many of these eventually vanished and were never returned. The biggest mystery for art historians is the Amber Room which was stolen from a town near St Petersburg (then Leningrad), in 1941. The room was made completely of amber and belonged to Peter the Great. The Nazis took the whole room to Germany but just before the end of the war it disappeared and has not been found since.
Listening

1 Discuss the two items on display in an art gallery.
   • What kind of art are they?
   • What do you think they show?
   • What kind of art do you prefer looking at?

2 Listen to three conversations at an art gallery and answer the questions (1–3).
   1 Why do they think it's a popular exhibition?
   2 Why don’t they have to queue?
   3 Which item in exercise 1 are they looking at?

3 Listen again. Put the missing expressions in the conversation. Write them into your notebook.

   Conversation 1
   A: Oh no. The queue for tickets is really long.
      (1) ___ a popular exhibition.
   B: It’s OK. I bought our tickets online. We can go straight in.
   A: Well done!

   Conversation 2
   A: (2) ___ is that?
   B: Don’t know. It must be one of those modern art paintings.
   A: Hmm. (3) ___ a hand …
   B: Or it might be a foot.
   A: It’s awful. (4) ___! A three-year-old could paint that!
   B: Oh I quite like it. (5) ___ think …

   Conversation 3
   A: This is beautiful.
   B: (6) ___ in a church at one time.
   A: (7) ___ older than that. See. It says it’s Egyptian so it must have been from the pyramids.

Speaking

Useful expressions: at the art gallery

Giving a positive response
   • I like it.
   • It makes you think.
   • This is beautiful / amazing.
   • I’d put this on my wall at home.

Giving a negative response
   • What on earth is that?
   • It’s awful.
   • It isn’t art!
   • I could paint that. / A child could paint that.

Speculating
   • I think it’s …
   • It might / could / must be …
   • It might / could / must have been …

4 Work in pairs. You are at an art gallery. Look at each of these items in the gallery and discuss each one. Talk about:
   • whether you like it or not and why,
   • which period in history it might have come from.
Review

Grammar

1. Choose the correct modal verb. In one sentence both verbs are possible.
   1. This tradition might / must be over 100 years old. No one really knows.
   2. That photograph with Josh can’t / mustn’t be in Japan because he didn’t travel with us there.
   3. We had 900 people last year so the event could / can attract over 1,000 visitors this year.
   4. This may / must be the place because we’ve been everywhere else.
   5. While the students were visiting the National Gallery, they were able to / could admire a few paintings by Vincent Van Gogh.
   6. We have an ancient coin. It might / must be from Roman times but it’s impossible to say for sure.

Vocabulary

3. Read the descriptions of different festivals and celebrations. Put in the missing words.

| masks | greetings cards | fireworks | lanterns | candles | costumes |

‘Halloween is really popular in the USA. Children wear scary (1) and (2) . They walk from house to house and ask for sweets.’

‘I love birthdays because you receive (3) and presents. For the party, you have a big cake with (4) on it. Each one represents one year.’

‘November the fifth is important in England because it’s Bonfire Night and lots of (5) go off around the country.’

At the festival of Shang Yuan, Chinese children carry (6) . It is at the end of the Chinese New Year.

Środki językowe

2. Wybierz słowo (A–C), które poprawnie uzupełnia luki w obydwu zdaniach.
   1. Julia’s son (A) be very talented. He can sing and play the piano very well. The exhibition (B) be popular. Just look at the crowds queuing in front of the art gallery!
      A can’t
      B must
      C has
   2. I think that Mike (A) have bought this sculpture in Egypt. He has been there lately. Mary was overjoyed yesterday. She (B) have bought the tickets to the live concert by her favourite group.
      A might
      B needn’t
      C couldn’t

4. Add the missing letters at the end of the words.
   1. My national (A) is Polish.
   2. My father is a local histor (B). He knows everything about our village’s past.
   3. In the summer London has lots of cultur (C) events.
   4. The Maya were an ancient civilis (D).

Functions

5. Put in the missing words.
   1. It’s some k (A) of knife.
   2. It’s some s (A) of a weapon.
   3. The picture s (A) three teenagers.
   4. The person in the middle l (A) excited.
   5. I’m not sure but m (A) they’re dancers.
   6. This person s (A) a bit nervous!
   7. What do you c (A) this festival?
   8. The people look c (A). They’re all smiling!
CIVILISATIONS – CYWILIZACJ

achievement [əˈtʃiːvment] osiągnięcie
ancient [ˈeɪnʃ(ə)nt] starożytny
artefact [ˈɑːrtəfækt] artefakt, wytwór ludzkiej działalności
burn [bɜːrn] pochować
commonwealth [ˈkɒmənθʊθ] społeczność
empire [ɪmˈpaɪə(r)] imperium
fertile [ˈfɜːrt(ə)l] żynny
grow (crops) [ɡrəʊ (ˈkroʊps)] hodować ( rośliny uprawne)
household [ˈhəʊs(ə)ld] chata
peak of one’s history [ˌpiːk əv wʌnz ˈhɪst(ə)ri] osiągnięcie
trade in sth (trade in ‘art’) (il)legal trade in art
trade routes [trəd ˌrʊts] handlować czymś

WORKS OF ART – DZIEŁA SZTUKI

amber [æmˈbɜːr] bursztyn
astonishment [əˈstɒnɪʃmənt] zdumienie
be on display [bɪz ən dɪˈspleɪ] być wystawionym w muzeum
church [tʃɜː(r)tʃ] kościół
floods [ˈflɔːdz] zalanie, powódź
hurricane [ˈhɜːrɪkən] huragan
run out [rʌn aʊt] wyczerpać się
starve to death [ˈstɑːv tə ˈdeθ] umrzeć z głodu

CIVILISATIONS – CYWILIZACJ

climate changes [ˈklaɪmət ˌtʃeɪndʒɪz] zmiany klimatyczne
collapse (ka) [ˈklaɪmət ˌtʃeɪndʒɪz] cliff

FESTIVALS AND CELEBRATIONS – OBCHODY UROCZYSTOŚCI

amuse [əˈmjuːz] rozrywka, zabawne
astonishment [əˈstɒnɪʃmənt] zaskoczenie

1 Przyporządkuj poniższym kategoriom właściwe wyrazy lub zwroty ze słowniczka.

- disasters
- problems with works of art
- celebrations
- emotions

2 Użyj wyrazów w nawiasach w odpowiedniej formie.

1 The Louvre houses a great number of (PRICE) paintings.
2 When my younger sister saw hundreds of kites in the air, she was really (JOY).
3 Every now and then we can hear about unusual (RELIGION) celebrations.
4 The (THIEF) of a famous painting has just been reported to the police.
5 What irritates me about museums is the (SHORT) of information about the exhibits.

3 Uzupełnij poniższe zdania właściwymi przyimkami.

1 In our local art gallery a few new paintings have been put (display) recently.
2 We were really impressed (the great Maya pyramids) that we saw in Mexico.
3 Easter falls (different dates).
4 At the peak (its history) Egypt was a really powerful civilization.

4 Połącz elementy z dwóch ramek tak, aby otrzymać poprawne związki frazeologiczne.

1 a events
2 b a candle
3 c alive
4 d a purpose
1  Dopasuj przedstawione poniżej pytania do zakresów tematycznych.

1 MAN
2 HOME and HOUSE
3 SCHOOL
4 WORK
5 FAMILY and SOCIAL LIFE
6 FOOD
7 SHOPPING and SERVICES
8 TRAVELLING and TOURISM
9 CULTURE
10 SPORT
11 HEALTH
12 SCIENCE and TECHNOLOGY
13 NATURE and ENVIRONMENT
14 STATE and SOCIETY
15 BASIC KNOWLEDGE OF THE ENGLISH-SPEAKING COUNTRIES, POLAND and THE EUROPEAN UNION

A Who is your favourite relative and why?
B What career are you going to start in the future?
C Have you ever taken part in general elections?
D Do you often catch a cold? Why (not)?
E Have you ever needed a tutor? Why (not)?
F What do you usually wear?
G Do you mind watching commercials on TV? Why (not)?
H What is your dream holiday destination? Why?
I Which do you find more exciting: parachuting or scuba diving? Why?
J Do you often use a scanner? Why (not)?
K Are you happy that you are in the EU? Why (not)?
L What is so special about your favourite season of the year?
M What does your bedroom look like?
N What does your usual breakfast consist of?
O Do you wait for bargains and sales or it doesn't matter to you?

2  Zapoznaj się z poleceniem, a następnie uzupełnij przykładową realizację zadania wyrażeniami z ramki.

Przeglądasz z amerykańskim kolegą strony internetowe różnych galerii sztuki.

• Wybierz tę galerię, do której najchętniej wybrałbyś/wybrałabyś się, i uzasadnij swój wybór.
• Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

I'd (1) to visit the gallery in picture 1 because it (2) pretty exciting. I'm (3) by the colour in art and simple forms (4) to me the most. The interior of the gallery is (5) well-lit and spacious. What's (6), I'd buy some artwork, or at least reproductions, there.

I wouldn't (7) to see the gallery in picture 2 because I'm not (8) of classical art, especially old paintings or lifeless statues. I (9) such galleries overexposed and boring.

Picture 3 (10) a multimedia exhibition which (11) be very modern but it (12) too technical for me.

3  Przeanalizuj powyższą przykładową odpowiedź i odpowiedź na poniższe pytania:

1 Czy dokonano wyraźnego wyboru jednego z trzech elementów?
2 Czy decyzja została uzasadniona?
3 Czy w wypowiedzi jest odniesienie do każdego z dwóch pozostałych elementów?
4 Czy odrzucenie tych elementów zostało uzasadnione?
5 Czy każde uzasadnienie prezentowało różne aspekty tego wyboru?
6 Czy w tej wypowiedzi pojawiły się powtórzenia?

4  Którą galerię Ty byś wybrał/wybrała? Uzasadnij swój wybór i powody odrzucenia pozostałośi propozycji. Wykorzystaj słownictwo z ćwiczenia 2.

5  Odpowiedz na poniższe pytania. Rozwiń swoją wypowiedź i omów różne jej aspekty.

1 What kind of people visit art galleries? Why?
2 Is knowledge of art necessary to appreciate a good piece of art? Why (not)?
3 Why do young people generally prefer going to the cinema than to an art gallery?
4 Do you agree that the most expensive works of art are the best? Why (not)?
ĆWICZENIE 1. Po zapoznaniu się z instrukcją przeprowadź rozmowę z kolegą/koleżanką. Pamiętaj o rozwijaniu wypowiedzi.

Chcesz zachęcić zagranicznego gościa do odwiedzenia wystawy, którą niedawno oglądałeś/oglądałaś. Poniżej są podane cztery kwestie, które musisz poruszyć w rozmowie.

- Tematyka wystawy
- Wynajęcie przewodnika
- Bilety wstępu i zniżki
- Zakup pamiątek

ĆWICZENIE 2. Opisz ilustrację i odpowiedz na pytania, które zada Ci rozmówca.


Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Na zajęciach języka angielskiego trwa dyskusja na temat uczenia się historii. Każda z trzech fotografii prezentuje inny sposób poznawania dziejów.

- Wybierz zdjęcie, które przedstawia, Twoim zdaniem, najlepszą metodę przyswajania wiedzy historycznej, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe możliwości.

Zdjęcie 1.

Zdjęcie 2.

Zdjęcie 3.