

1 Family life



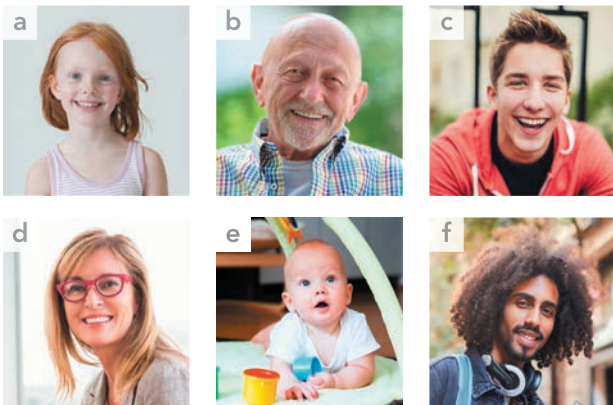
Vocabulary

Ages and stages of life

1 **Work with a partner. Match these words to the photos. What ages go with each stage of life? Write the answers in your notebook.**

baby • child • middle-aged (man/woman)
senior citizen • teenager • young adult

e *baby, 0 to 3 approximately*



2 **Put the stages of life in order in your notebook. Begin with *birth*.**

adolescence • birth • childhood
death • middle age • old age

3 1.01 **Listen, check and repeat.**

The family

4 **In your notebook, divide these words into three lists as below.**

aunt • brother-in-law • cousin • daughter
grandfather • grandson • husband • nephew
niece • stepfather • uncle • wife

Male	Female	Male or Female
husband	daughter	

5 **Match the words in 4 with these descriptions. Write the answers in your notebook.**

- the man that a woman is married to
husband
- the brother of one of your parents
- your mother's new husband in a second or later marriage

- a daughter of your brother or sister
- the son of one of your children
- the brother of your husband or wife

6 **Work with a partner. Take it in turns to define the other words in 4. Can your partner say the family member?**

It's the son of your brother or sister.

Nephew.

7 **Complete the sentences in your notebook with these words.**

born • divorced • one-parent
only child • partner • single

- If you are , you aren't married.
- A(n) doesn't have brothers or sisters.
- The word describes your husband, wife, or the person that you live with.
- If you are married and then you end the marriage, you are .
- In families only the father or the mother lives with the children.
- Approximately 800,000 babies are every year in the UK.

8 1.02 **Listen to three people talking about their families. Choose the correct alternative. Write the answers in your notebook.**

- Joshua is a child/a teenager. He has a big/small family.
- Olivia is a child/a teenager. She has got a big/small family. She lives with her father/grandfather. She spends a lot of time with her aunt/cousin.
- Jessica is a senior citizen. She's got four/twelve grandchildren. She is married/divorced.

9 **Work with a partner. Tell them about your family using words from this page.**

I live with my mum, dad and sister. My mum's name is ...

1 Work with a partner. What types of things do teenagers argue about with their parents? Make a list in your notebook.

clothes, music ...

2 Read this post on a website that helps teenagers with problems. Does Zoe talk about any of the things in your list in 1?

3 Work with a partner. Think of good advice to give Zoe.

4 Now read advice from an expert. Do they mention any of your ideas in 3?



A You want your parents to treat you with respect. But show them respect, too. You say you have a lot to do but I'm sure your mother is also busy. You don't want to tidy your bedroom when you're doing your homework. So, decide on a time that is convenient for you. Tell your mum what time that is. Then make sure you do it! As for the music, parents and teenagers always argue about music. Speak to your mum calmly. Explain that it helps you to study. But keep it to a reasonable volume or use headphones. And finally, your bedroom. Maybe your parents don't realise that you're not a little child any more. Explain why you think it's important to have a private space. Maybe you're spending a lot of time in your bedroom and your parents don't see you or get a chance to speak to you. When you talk to parents it makes a big difference. Tell them what's happening in your life.

5 Read the text again and choose the best answers. Write them in your notebook.

- 1 Zoe is angry with her mum because she says her mum doesn't ...
 - a tidy Zoe's bedroom.
 - b realise how busy Zoe is.
 - c want Zoe to do her homework.
- 2 Zoe's mum has a problem with Zoe's music because she ...
 - a doesn't think it helps Zoe concentrate.
 - b doesn't like the style of music.
 - c can't do her work with loud music.
- 3 The expert thinks that Zoe's mum ...
 - a is right to tell Zoe to tidy her room.
 - b is right to stop Zoe in the middle of her homework.
 - c is right to decide what time Zoe should clean her room.
- 4 The expert thinks that Zoe can do what she likes with her music ...
 - a because parents are never happy with their children's music.
 - b if she talks to her parents about it.
 - c within certain limits.
- 5 The expert says that ...
 - a it's normal for Zoe's parents to enter her bedroom without knocking.
 - b maybe Zoe's parents want her to communicate with them more.
 - c Zoe's parents don't want her to have a private space because she's too young.

6 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think is good advice for when you have disagreements with your parents?

7 What do the underlined words in the text mean? Guess and then check in your dictionary.

8 What about you?

Do you ever argue with your parents? What about?

BUZZWORD

sharent – a parent who regularly uses social media to share a lot of detailed information about their child

Jenna posted over 10 photos of her son on Facebook yesterday: eating, sleeping, playing ... She's such a sharent!

Present simple and present continuous

1a Look at these sentences. Which sentences are in the present simple and which are in the present continuous?

- 1 I'm writing to you because of my problems at home.
- 2 My mum and dad never knock before coming into my bedroom!
- 3 Parents and teenagers always argue about music.
- 4 I don't know what to do.

1b Match the sentences in 1a with the explanation of their uses in a–d. Write the answers in your notebook.

- a With certain verbs like love, like, hate, think, believe, know, understand, want, need.
- b For regular or routine actions.
- c For things that are always or generally true.
- d For actions that are happening now or temporary actions.

1c Complete the sentences in your notebook with the correct form of study.

Present simple

Affirmative: He _____ history.

Negative: He _____ physics.

Question: _____ he _____ English?

Present continuous

Affirmative: She _____ English now.

Negative: She _____ maths now.

Question: _____ she _____ French?

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2 Look at the picture. Write sentences in your notebook about what the different members of the family are doing or not doing. Use the present continuous form of the verbs in the box.

cry • drink • laugh • listen • play • read • sit • sleep • stand • talk • watch

The daughter is talking on the phone.

3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given. Write the answers in your notebook.

Molly: Hi, Julia. What (a) _____ you _____ (do)? Are you at home?

Julia: Yes. I never (b) _____ (go) out on Wednesdays.

Molly: (c) _____ you _____ (watch) TV?

Julia: No, right now my mum (d) _____ (watch) her favourite series. She always (e) _____ (watch) it on Wednesdays.

Molly: What's that sound? (f) _____ somebody _____ (cry)?

Julia: Yeah. It's my baby cousin.

Molly: (g) _____ she always _____ (cry) like that?!

Julia: No, she (h) _____. ... (i) _____ you _____ (know) what my dad (j) _____ (do) at the moment?

Molly: No, I (k) _____.

Julia: He (l) _____ (listen) to loud music because he (m) _____ (hate) the sound of crying! And the amazing thing is that now my grandfather (n) _____ (sleep). He usually (o) _____ (sleep) in the afternoon. I don't know how he's doing it!



4 Find these words and phrases in the dialogue in 3. Which go with the present simple and which go with the present continuous?

- 1 at the moment
- 2 never
- 3 normally
- 4 on Wednesdays
- 5 now
- 6 right now
- 7 usually

at the moment = present continuous

5 Complete the sentences in your notebook with the present simple or present continuous form of the verbs in the box.

help • lie • need • not understand • shout • work

- 1 I can't come out at the moment because I my sister with her homework.
- 2 Why you ? My grandfather can hear you.
- 3 My cousin always in a restaurant on Saturday afternoons.
- 4 Can you say that again? I .
- 5 Can I help you, Dad? you anything?
- 6 My sister down right now because she doesn't feel well.

6 In your notebook, write questions for these answers.

- 1 What do you do on Fridays?
I play basketball on Fridays.
- 2 My mum is working at the moment.
- 3 My uncle and aunt live in Liverpool.
- 4 No, my cousin isn't studying at university.
- 5 My grandparents go for a walk in the mornings.
- 6 My family and I usually go to the cinema at the weekend.

7 Use the questions in 6 to interview your partner. When you finish, think of similar questions to ask.

What do you do on Fridays?

I go out with my friends.

Noun suffixes -ment, -ion, -ence

1 Look at these words from the text on page 11.

argument • concentration • difference

The parts of the word in **bold** are suffixes. Suffixes change the type of word, e.g. from an adjective or a verb to a noun.

2 Complete the table in your notebook. Then use your dictionary to check the words.

-ment	
Verb	Noun
1 <u>argue</u>	argument
move	2 <input type="text"/>
improve	3 <input type="text"/>
4 <input type="text"/>	retirement
-ion	
Verb	Noun
concentrate	5 <input type="text"/>
6 <input type="text"/>	information
describe	7 <input type="text"/>
8 <input type="text"/>	discussion
-ence	
Adjective	Noun
9 <input type="text"/>	difference
10 <input type="text"/>	adolescence
11 <input type="text"/>	independence
confident	12 <input type="text"/>

3a Choose the correct alternative. Write the answers in your notebook.

- 1 How can you improve/improvement your English this year?
- 2 Do you think you are an independent/independence learner?
- 3 Have you got a lot of confident/confidence when you speak in English?
- 4 Are there many different/differences between English and your language?
- 5 Do you like having discuss/discussions in English?

3b Work with a partner. Ask and answer the questions in 3a.



a



b

1 **Work with a partner. Describe the photos.**

2 **1.03 Listen to a radio programme about family dinners. Match the people with their situations. Write the answers in your notebook.**

- | | | |
|---------|---------|------------|
| 1 Mike | 3 Sally | 5 Jennifer |
| 2 Chris | 4 Alice | 6 Daniel |
- A eats with the family just once a week
 - B eats with the family but they don't talk
 - C makes dinner for the family every day
 - D never arrives home in time for dinner
 - E eats and talks with the family every day
 - F usually eats with the family but isn't eating with them today
 - G always eats alone because their parents work
 - H has to order pizza because nobody has time to cook

3 **1.03 Answer these questions in your notebook. Listen again if necessary.**

- 1 How many hours a week does Mike work?
- 2 Where does he go in his job?
- 3 What does Chris usually eat?
- 4 When does Sally eat?
- 5 How many children and grandchildren does Alice have?
- 6 When does Alice eat with her family?
- 7 Where are Jennifer's parents tonight?
- 8 What's the problem with Daniel's family dinners?

4 **What about you?**

Do you think it's important to eat with your family? Why/Why not?

Articles

1 **Look at these sentences and then complete rules 1-5 in your notebook with a/an, the or no article.**

- a I think family dinners are great.
- b Family dinners are **an** important moment for us.
- c **The** dinner I'm eating today isn't good.
- d **The** government talks a lot about family dinners.
- e I'm **a** computer technician.

- 1 We use when we talk about things in general.
- 2 We use to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of things or people.
- 3 We use to talk about a specific person or thing or a person or thing mentioned before.
- 4 We use to talk about someone or something that is unique.
- 5 We use to say what somebody's profession is.

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2a **1.04 Listen to how we pronounce the in List A and List B below. What is the difference in pronunciation? Why is this?**

List A: *the problem the dinner the government the weekend*

List B: *the end the important thing the evening the afternoon*

2b **1.04 Listen again and repeat.**

3 **Complete the sentences in your notebook with the if necessary.**

- 1 Today on programme we're talking about family dinners.
- 2 I'm going to fridge to see if there's anything to eat.
- 3 I think communication is essential.
- 4 In my house breakfast isn't an important meal.
- 5 Adults can't always arrive on time because of work.
- 6 I don't like food at school.
- 7 In films they often show families eating together.



4 Read the text and choose the correct alternative. Write the answers in your notebook.

(a) A/The report by the National Literacy Trust in the UK says that talking at home during meals can help (b) the/- children to be more confident and to communicate well. (c) A/The report says that 87% of (d) the/- young people sit down with their family at mealtimes. But 7.1% of those young people never or rarely talk to their family while they are eating. (e) A/An interesting thing the Literacy Trust discovered is that talking at mealtimes makes you more confident about speaking in (f) the/- class discussions or in front of your classmates. Most young people who talk at mealtimes think that (g) the/- good communication skills are important for finding (h) a/the good job. (i) A/The British Government is interested in this report because they want to improve children's speaking and listening skills. And (j) the/- families can help to do this just by talking at dinnertime.

5 Find and correct a mistake with articles in each sentence. Write the answers in your notebook.

- 1 I'm a vegetarian. I never eat the meat.
- 2 My mum is the doctor in a big hospital.
- 3 Could you pass me potatoes?
- 4 I had a cat but a cat disappeared last month.
- 5 He's a student at University of Edinburgh.
- 6 She's got a brother and the sister.
- 7 I haven't got a watch – can you tell me a time?

6a Look at these questions. Add a, an, the or – if no article is necessary. Write the answers in your notebook.

- 1 Do you think [] family dinners are important?
- 2 Are [] family dinners [] important part of life in your country?
- 3 Do you think [] children and [] parents talk a lot in your country?
- 4 Do you talk about [] important things when you have [] dinner?
- 5 Do you listen to [] music at dinnertime?
- 6 Do you think [] food you eat makes a difference to your school marks?
- 7 Do you like [] food at your school?



6b Interview your partner using the correct questions in 6a.

Do you think family dinners are important?

Yes, I do. You can talk and find out how everybody is.

Asking for personal information

1 Copy this personal information file into your notebook and complete it with information about you and your brothers, sisters or best friend.

- Brothers/sisters/best friend:
- Age:
- What they do:
- How often you see them:
- What you usually do on Saturdays:
- What you usually do on Sundays:
- Your likes/dislikes:

2 Look at these four people and their personal information files. Tell your partner which people are similar to you. Explain why.

Liam is similar to me because he's got one brother and he does sport on Sundays.



- one brother, one sister
- brother at university, sister works
- goes out with friends on Saturdays
- plays football on Sundays



- no brothers or sisters
- best friend studies at school
- goes out with friends on Saturdays
- does sport on Sundays



- one brother
- brother at school
- watches films on Saturdays
- doesn't like sport



- one sister
- sister lives in the US
- plays tennis on Saturdays
- plays computer games on Sundays

3 Listen to two teenagers meeting for the first time. Look at the information in 2. Which two people are talking?

4 Work with a partner. Complete the dialogue with the correct questions and write them in your notebook. Look at the Speaking bank for help.

- A: (a) *notebook*
- B: Yes, I've got one brother.
- A: Me too. (b) *notebook*
- B: He's 22.
- A: (c) *notebook*
- B: No, he doesn't. He's at university in Manchester.

- A: (d) *notebook*
- B: About once a month, when he comes home for the weekend.
- A: That's good! I see my brother every day because he's only 14. (e) *notebook*
- B: I usually go out with my friends on Saturdays and we sometimes play football on Sundays.
- (f) *notebook*
- A: My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

SPEAKING BANK

Useful questions to ask for personal information

- Have you got any brothers or sisters?
- What do you do at the weekend/in the evenings/ on Wednesdays?
- What about you?
- Do you like ...?
- What do you think of ...?
- How often do you ...?

5a Listen to 1.06. Which questions in the dialogue go with diagram A? Which go with diagram B? Listen again and check.



5b Listen to 1.06. Listen and repeat the questions.

6 Practise the completed dialogue in 4 with your partner. Pay special attention to the correct intonation in questions.

Practice makes perfect

7a Work with a partner. Do this role-play using the dialogue in 4 and the Speaking bank to help you.

- You meet an English boy/girl at a summer camp.
- Find out if he/she has brothers or sisters.
 - Tell him/her about your family.
 - Find out what he/she does at the weekend.
 - Tell him/her what you do in your free time.

7b Change partners and repeat.

BUZZWORD

chillax – to rest (chill) and relax, often by taking time off to do things you enjoy

Most weekends, I usually chillax by playing video games and meeting my friends.

An informal email



HOME

PALS

COMMUNITY

Search



Name Alanna
My country Ireland
My age 15

Category Language – English
Main aim Find an international e-pal
I speak English and a little Spanish
My interests Music, books, travel
Message Hi! I'm from Dublin. I've got two brothers, two sisters and two pets: a cat and a dog! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.



1 Look at this advert from a teenager called Alanna. What does Alanna want? Would you be interested in contacting her? Why/Why not?

2 Read this reply to Alanna's advert. Do you think this person is a good e-pal for Alanna? Why/Why not?



New message!

Hi Alanna!

- I'm Isabel. I'm from Alicante in Spain. Let me tell you about myself.
- I'm from quite a big family. I've got two brothers and a sister. My sister and I are almost the same age and we go everywhere together. My father is a teacher and my mother works in a hospital. My dad teaches at my school. That's often a good thing, but sometimes it can be really bad 😞.
- I love listening to all types of music, but especially pop and rock. My favourite group is Imagine Dragons. Do you know them? Right now I'm listening to their latest album.
- English is my favourite subject at school. This year I'm doing extra classes and I also read books in English. At the moment I'm reading a book by John Green. Do you know him?
- Anyway, that's all for now. Write back soon if you'd like to be my e-pal.

Best wishes
Isabel 😊

3 Look again at the email in 2. In your notebook, complete the information in the Writing bank.

WRITING BANK

Useful words and expressions in informal emails

- To begin an informal email we usually use *Dear (Alanna)* or just *Hi*.
- We use contractions like *I'm* or []
- We can use emoticons like 😊 or []
- We can use the word [] to change the subject.
- To finish an informal email we can use:
That's [] for now, Bye for now!, Write [] soon, All the best or Best []

4 Match the paragraphs in Isabel's email with their content. Write the answers in your notebook.

- | | |
|-------------|-------------------------------|
| Paragraph 1 | a favourite subject at school |
| Paragraph 2 | b main interest or hobby |
| Paragraph 3 | c basic personal information |
| Paragraph 4 | d asking for a reply |
| Paragraph 5 | e family |

Practice makes perfect

5 Look at the task and write an email. Use Isabel's email and the Writing bank to help you. Follow the paragraph plan in 4.

Write an email with information about yourself to a new e-pal. Give your e-pal:

- basic personal information
- information about your family
- information about your main hobby
- information about your favourite subject at school.

WRITING BANK ► PAGE 163

- 1 **Work with a partner. Look at the list of free-time activities. In your notebook, put them into the three groups. What other categories for the activities can you think of?**

doing martial arts • doing yoga • gaming online
hip hop dancing • jogging • making YouTube films
playing/singing in a band • playing a sport
recording a video blog • socialising with friends
socialising online • taking photos • writing a blog
watching films/videos on your tablet/computer

Things which are best done at home

Things which are best done in specially designed places

Things you can do anywhere

- 2 **Copy the questionnaire into your notebook. Write down how often you do the activities in your free time.**

How often do you:

- play online games?
- socialise with friends?
- enjoy your hobby/interest?
- socialise online?
- play a sport?

- 3 **Work with a partner. Which of your habits are different, and which are similar or the same? Which activities in 1 and 2 keep you the busiest?**

- 4 **Read the article on how teens in the UK spend their free time. Which activities keep British teenagers the busiest?**

News
Sport
Culture
Lifestyle



TWO THIRDS OF BRITISH TEENS SPEND THEIR FREE TIME IN THEIR BEDROOMS

A study carried out among 1,000 British teenagers showed that the majority prefer to spend their free time in their bedrooms (66 per cent). The group of 14 to 16-year-olds were also asked which three free-time activities they spend most time on. The most popular activity turned out to be online gaming and socialising (both totalled 44 per cent of the teens). Socialising with friends is also popular (33 per cent), while playing a sport and having a part-time job are much less popular (both 8 per cent). However, the survey also shows interesting differences between how girls and boys spend their free time online. Girls' number one activity is socialising with friends (53 per cent) compared with 37 per cent of boys. Online gaming, on the other hand, is the number one activity for 57 per cent of boys but only 29 per cent of girls. Some psychologists and teachers believe that teenagers should spend their free time outside of both home and the school, developing their social skills and behaviours. On the other hand, one of the reasons why so many British teenagers choose to spend their free time glued to their screen may be money. In the survey, 71 per cent of teenagers said that they simply can't afford to spend their leisure time in the way they would like to. That is why some psychologists think that teenagers should have more facilities would give them greater opportunities to spend their free time.

- 5 **Which of the following is stated in the text as a fact? Which is an opinion? Write the answers in your notebook.**

- 1 Most young teenagers in the UK spend their free time at home.
- 2 Teenage boys spend more time gaming online than teenage girls.
- 3 Teenagers spend too much of their leisure time at home.
- 4 Most teenagers don't have the money for their favourite free-time activities.
- 5 There are not enough ways for British teenagers to spend their leisure time.

- 6 **In your notebook, complete the notes for your Polish class project with information from the article in 4.**

Nastolatki w Wielkiej Brytanii – czas wolny
Wiek respondentów: (1) lat;
Dwa najczęściej wybierane sposoby spędzania czasu wolnego (44%): (2) w sieci i utrzymywanie kontaktów (3) w sieci;
Procent nastolatków, którzy (4) lub uprawiają sport w czasie wolnym: 8%;
Ważne! 71% ma zbyt mało (5) , by spędzić czas wolny tak, jak by chcieli.

- 7 **Work with a partner. Answer these questions.**

- 1 Do you think that the results of the survey would be similar for Polish teenagers? Why/why not?
- 2 Why do you think so many teenagers prefer to spend their free-time online?
- 3 What free-time activities would you like to try if you had the time/the money/an opportunity?

- 8 **For the next class, prepare a short presentation with a partner on how Polish and British teenagers aged 14–16 spend their free time. Search the Internet for information about teenagers in Poland.**

What do Polish teenagers do in their free time?

Are there any differences between how girls and boys spend their free time?

Do Polish teenagers have easy access to leisure-time activities and facilities?

Are the activities affordable for teenagers in Poland?

CZŁOWIEK

Okresy życia

adolescence (n)	/ˌædəˈles(ə)ns/	wiek dojrzewania
adult (n)	/ˈædʌlt/	osoba dorosła
baby (n)	/ˈbeɪbi/	niemowlę
birth (n)	/bɜːθ/	narodziny
child (n)	/tʃaɪld/	dziecko
childhood (n)	/ˈtʃaɪld hʊd/	dzieciństwo
death (n)	/deθ/	śmierć
middle-aged (adj)	/ˌmɪd(ə)l ˈeɪdʒd/	w średnim wieku
old age (n phr)	/ˌəʊld ˈeɪdʒ/	starość
senior citizen (n phr)	/ˌsiːniə ˈsɪtɪz(ə)n/	emeryt
teenager (n)	/ˈtiːn ˌeɪdʒə(r)/	nastolatek
young adult (n phr)	/ˌjʌŋ ˈædʌlt/	młoda osoba dorosła

Umiejętności i zainteresowania

hip hop dancing (n phr)	/ˈhɪp ˌhɒp ˈdɑːnsɪŋ/	taniec hip hop
jogging (n)	/ˈdʒɒɡɪŋ/	jogging
martial arts (n phr)	/ˌmɑːtʃ(ə)l ˈɑːts/	sztuki walki
online gaming (n phr)	/ˌɒn.laɪn ˈgeɪmɪŋ/	granie w gry w sieci
play/sing in a band (v phr)	/ˈpleɪ ˈsɪŋ ɪn ə ˈbænd/	grać/spiewać w zespole
record a video blog (v phr)	/rɪˈkɔːd ə ˈvɪdɪəʊ ˈblɒɡ/	nagrywać wideobloga
socialise online (v phr)	/ˈsəʊʃəlaɪz ˌɒn.laɪn/	prowadzić życie towarzyskie w sieci
socialise with friends (v phr)	/ˈsəʊʃəlaɪz wɪð ˈfrendz/	utrzymywać kontakty towarzyskie ze znajomymi
take photos (v phr)	/ˈteɪk ˈfəʊtəʊz/	robić zdjęcia
write a blog (v phr)	/ˈraɪt ə ˈblɒɡ/	pisać bloga
yoga (n)	/ˈjəʊgə/	joga

ŻYCIE PRYWATNE

Rodzina

aunt (n)	/ɑːnt/	ciotka
born (adj)	/bɔːn/	urodzony
brother (n)	/ˈbrʌðə(r)/	brat
brother-in-law (n)	/ˈbrʌðər ɪn ˌlɔː/	szwagier
cousin (n)	/ˈkʌz(ə)n/	kuzyn/kuzynka, brat cioteczny/siostra cioteczna
daughter (n)	/ˈdɔːtə(r)/	córka
divorced (adj)	/dɪˈvɔːst/	rozwódzony
father-in-law (n)	/ˈfɑːðər ɪn ˌlɔː/	teść
grandfather / grandmother (n)	/ˈgrænd(fɑː)ðə(r) / ˈgrænd(fɑː)mʌðə(r)/	dziadek/babcia
grandson / granddaughter (n)	/ˈgrænd(d,sʌn) / ˈgrænd(d,s)ɔːtə(r)/	wnuk/wnuczka
husband (n)	/ˈhʌzbənd/	mąż
mother-in-law (n)	/ˈmʌðər ɪn ˌlɔː/	teściowa
nephew (n)	/ˈnefjuː/	siostrzeniec/bratanek
niece (n)	/niːs/	siostrzenica/bratanica
one-parent family (n phr)	/wʌn ˈpeərənt ˈfæm(ə)li/	rodzina niepełna
only child (n phr)	/ˌəʊnli ˈtʃaɪld/	jedynak
partner (n)	/ˈpɑːtnə(r)/	partner
single (adj)	/ˈsɪŋ(ə)l/	stanu wolnego
sister (n)	/ˈsɪstə(r)/	siostra
sister-in-law (n)	/ˈsɪstər ɪn ˌlɔː/	szwagierka/bratowa
son (n)	/sʌn/	syn
stepfather / stepmother (n)	/ˈstep.fɑːðə(r) / ˈstep.mʌðə(r)/	ojczym/macocha
uncle (n)	/ˈʌŋk(ə)l/	wujek
wife (n)	/waɪf/	żona

(adj) = adjective – przymiotnik
 (adv) = adverb – przysłówek
 (conj) = conjunction – spójnik
 (det) = determiner – określnik (np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
 (phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik


RZECZOWNIKI Z KOŃCÓWKAMI -MENT, -ION, -ENCE

argument (n)	/ˈɑːɡjʊmənt/	kłótnia, sprzeczka
concentration (n)	/ˌkɒns(ə)n ˈtreɪ(ə)n/	koncentracja
confidence (n)	/ˈkɒnfɪd(ə)ns/	pewność siebie
description (n)	/dɪˈskrɪp(ə)n/	opis
difference (n)	/ˈdɪfrəns/	różnica
discussion (n)	/dɪˈskʌʃ(ə)n/	dyskusja
improvement (n)	/ɪmˈpruːvmənt/	poprawa
independence (n)	/ˌɪndɪˈpendəns/	niezależność
information (n)	/ˌɪnfəˈmeɪʃ(ə)n/	informacja
movement (n)	/ˈmuːvmənt/	ruch
retirement (n)	/rɪˈtaɪə(r)mənt/	przejście na emeryturę

INNE

advice (n)	/ədˈvaɪs/	rada
afford (v)	/əˈfɔːd/	pozwolić sobie na...
alone (adj)	/əˈləʊn/	samotnie, w pojedynkę
approximately (adv)	/əˈprɒksɪmətli/	około
argue (v)	/ˈɑːɡjuː/	kłócić się, sprzeczać
behaviour (n)	/bɪˈheɪvjə(r)/	zachowanie
calmly (adv)	/ˈkɑːmli/	spokojnie
chance (n)	/tʃɑːns/	szansa, okazja
communicate (v)	/kəˈmjʊːnɪkeɪt/	komunikować się
completely (adv)	/kəmˈpliːtli/	całkowicie
computer technician (n phr)	/kəmˈpjʊːtə tekˈnɪʃ(ə)n/	technik komputerowy
convenient (adj)	/kənˈviːniənt/	dogodny, wygodny
demand (v)	/dɪˈmɑːnd/	domagać się
depend (v)	/dɪˈpend/	polegać
disagreement (n)	/ˌdɪsəˈɡriːmənt/	różnica zdań
e-pal (n)	/ˈiː.pæl/	przyjaciel z Internetu
exercise (n)	/ˈeksəsaɪz/	ćwiczenia fizyczne
glued (adj)	/ɡluːd/	przyklejony
government (n)	/ˈɡʌvənmənt/	rząd
hard time (n phr)	/ˈhɑːd ˈtaɪm/	trudna chwila
headphones (n pl)	/ˈhed.fəʊnz/	słuchawki
impossible (adj)	/ɪmˈpɒsəb(ə)l/	niemożliwy
interrupt (v)	/ˌɪntəˈrʌpt/	przeszkadzać
knock (v)	/nɒk/	pukać
limit (n)	/ˈlɪmɪt/	granica
loud (adj)	/laʊd/	głośny
majority (n)	/məˈdʒɔːrəti/	większość
make sure (v phr)	/ˌmeɪk ˈʃʊː(r)/	upewnić się
meal (n)	/miːl/	posiłek
order (v)	/ˈɔːdə(r)/	zamawiać
personal (adj)	/ˈpɜːs(ə)nəl/	osobisty
private space (n phr)	/ˌpraɪvət ˈspeɪs/	przestrzeń prywatna
realise (v)	/ˈriːləɪz/	zdać sobie sprawę
reasonable (adj)	/ˈriːz(ə)nəb(ə)l/	rozsądny
respect (n)	/rɪˈspekt/	szacunek
responsibility (n)	/rɪˌspɒnsəˈbɪləti/	odpowiedzialność
right(s) (n)	/raɪt(s)/	prawo/prawa
shout (v)	/ʃaʊt/	krzyczeć
social skills (n phr)	/ˌsəʊʃ(ə)l ˈskɪlz/	umiejętności towarzyskie
special (adj)	/ˈspeʃ(ə)l/	szczególny
turn (music) down (v phr)	/ˌtɜːn ˈmjuːzɪk ˈdaʊn/	ściszyć (muzykę)
unique (adj)	/juːˈniːk/	unikalny, wyjątkowy
untidy (adj)	/ˌʌnˈtaɪdi/	nieposprzątny
volume (n)	/ˈvɒljuːm/	głośność


Rozumienie ze słuchu


- 1  1.07 **Usłyszysz dwukrotnie wywiad z psychologiem. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.**


ARE YOUR CHILDREN RESPONSIBLE?


Dr Rose Spencer works at (1) .

Dr Robert Epstein's nationality is (2) .

American teens spend (3)  of their time interacting with other teens and the media.

Role models for teens: older family (4) , teachers, sports instructors.

Role models can show teens how to (5)  the environment.

Teenagers should be given tasks such as helping their brothers and sisters to do (6) .

I promised to help mum with the Christmas shopping in the afternoon, but I have to stay on at school. We're having a choir practice before the school Christmas carol concert. Could you go with her instead? Mr Gable will be furious if I miss the rehearsal tonight. Please???? Kisses

That's OK, I'll go with mum. I know she hates buying presents alone and always needs someone to advise her. Actually, I need some new shoes – maybe we could choose a pair today? However, you'll have to walk Lola for me tonight! (We'll probably come back late, anyway ...)

- 2 Both texts are about

- A going shopping.
- B buying Christmas presents.
- C helping a parent.

Rozumienie tekstów pisanych

- 2 **Przeczytaj teksty związane z życiem rodzinnym. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz w zeszyte literę A, B albo C.**

BLOG



Confessions of a bad mother's daughter

My mother always says that she prefers to spend her free time – off work, that is – with us: my younger brother Jack and me. So, rather than cleaning up the house and cooking dinner for us on weekdays, she hires Miss Porter, who comes to our house to do those things (we all love her cooking!) – and we go cycling, jogging, walking with our dog, or just have ice cream and tell her about school. Of course, we still have time to do our homework or socialise online in the evenings, but we all like our quality time with her. Is she a bad mother? What do YOU think? Please write with your comments.

1 The blogger

- A is advising readers on how to spend free time with their mothers.
- B wants to hear readers' opinions of what makes 'a bad mother'.
- C gives her definition of 'a bad mother'.






Oliver,
 1 Would you please read it and check it for mistakes?
 I'm sure I mixed something up, you know that history isn't my thing.
 2 Thanks. You're such an awesome big brother.
 3 Could you help me with my writing assignment?
 I need to hand it in tomorrow to Mr Lee.
 4 If you find anything wrong, just make some notes and I'll rewrite it later after I come back from my yoga classes.

- 3 The correct order of the sentences in the message is

- A 3-1-4-2
- B 3-4-1-2
- C 2-3-1-4

Znajomość środków językowych

- 3 **Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w zeszyte w języku angielskim.**

- 1 X: Hi Chloe. What are you doing? Are you at home?
 Y: Yes. I never  on Wednesdays. What's the matter?
 X: Nothing. I'm phoning you just to say hi. I'm bored.
- 2 X: Have you got any brothers or sisters?
 Y: No, I'm an only child. ?
 X: I've got one younger brother.
- 3 X: What  superhero films?
 Y: I love them! My favourite character is Thor.
- 4 X:  a pet?
 Y: Yes, I've got a dog called Petal. She's really cute.
- 5 X: Can you say that again? I don't .
 Y: Sorry. My baby cousin is crying really loud.

- 4** Przeczytaj tekst. Uzupełnij w zeszycie każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

TEENAGE VOICE

DO WE NEED TO HAVE RESPONSIBILITIES?

We often tell ourselves that we have a right to do what we want, to choose how and with whom we spend our free time, to decide what we wear and how we look. These rights are extremely important. It is what becoming (1) independent adult is all about. However, when we (2) changing from a child into an adult, we should remember that in every family there are both children and parents. Of course we have rights, but we should also be given some responsibilities at home. It is not fair to demand our independence if we still depend on other people to do (3) shopping for us, clean the bathroom and (4) our meals (not to mention getting pocket money to go out with friends). If we want to become independent, mature adults, we have to start doing things for ourselves and taking care of ourselves and those around us. After all, parents have (5) rights, too, for example, the right to rest and relax.

Wypowiedź pisemna

- 5** Jesteś na obozie językowym w Wielkiej Brytanii. Napisz w zeszycie e-mail do kolegi z Anglii, w którym:

- wyjaśnisz mu, co robisz w Wielkiej Brytanii i gdzie dokładnie jesteś;
- opiszesz, jak wygląda Twój dzień na obozie;
- opiszesz uczestnika/uczestniczkę obozu, z którym/którą dzielisz pokój;
- zaproponujesz spotkanie w czasie Twojego pobytu w Wielkiej Brytanii.

From:	
To:	
Subject:	

Hi Jamie,
I'm writing to tell you that I'm in England now!
(...)
That's it for now. I hope we'll meet before I go back home.
Cheers,
XYZ

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

- 6** Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Opowiadasz koledze z Wielkiej Brytanii, który przebywa w Twojej szkole na wymianie językowej, o swoim najlepszym koleździe / swojej najlepszej koleżance, który/która chodzi do innej szkoły. Poniżej podane są cztery kwestie, które należy omówić z uczniem B.

Rodzina Twojego kolegi /
Twojej koleżanki

Zainteresowania Twojego
kolegi / Twojej koleżanki

Co Ty i Twój kolega /
Twoja koleżanka lubicie
robić razem

Jak często się spotykacie

Uczeń B

Przebywasz na wymianie językowej w szkole w Polsce. Kolegą/Koleżanką z klasy opowiada Ci o kimś, kogo dobrze zna. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- zaproponuj wspólne spotkanie z kolegą/koleżanką ucznia A;
- zapytaj ucznia A, czy mógłbyś/mogłabyś dołączyć do nich w czasie weekendu;
- zapytaj ucznia A, czy kolega/koleżanka uprawia jakiś sport;
- poproś ucznia A, aby podał Ci więcej informacji na temat zainteresowań kolegi/koleżanki;
- dowiedz się, czy uczeń A ma innych dobrych kolegów / inne dobre koleżanki spoza szkoły.

✓ SELF-ASSESSMENT UNIT 1

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about routines and what's happening now, using the present simple and present continuous.
- b I can ask for and give basic personal information.
- c I can form nouns using the suffixes *-ment*, *-ion*, *-ence*.
- d I can understand conversations about families and family life.
- e I can write a basic informal email about myself or somebody I know well.
- f I can prepare a presentation about free-time activities.

2 Who did it?

Vocabulary

Crimes and criminals

1 Work with a partner. Complete the sentences in your notebook with these words. Use a dictionary if necessary.

burglary • fraud • mugging • piracy
robbery • shoplifting • theft • vandalism

- 1 A is when somebody steals something.
- 2 A is when somebody breaks into a house and steals things from it.
- 3 A is when somebody steals from a bank or a person.
- 4 is when somebody damages public property.
- 5 is when somebody takes things from a shop without paying.
- 6 is when somebody copies software such as CDs and DVDs illegally.
- 7 is when somebody takes a person's money or possessions using violence.
- 8 is when you trick somebody to get money or something from them.

2 In your notebook, complete the words for the person who does each of the crimes in 1. Use a dictionary if necessary.

- 1 b g
- 2 m g
- 3 f u s r
- 4 p t
- 5 r b
- 6 s l t
- 7 t f
- 8 v d

3 1.08 Listen, check and repeat.

4 1.09 Listen to four radio news items. What are the crimes? Write the answers in your notebook.

- 1
- 2
- 3
- 4

Detective work

5 In your notebook, complete the definitions with the expressions in the box.

accuse a suspect • analyse evidence
arrest a suspect • charge a suspect
collect evidence • investigate a case
prove something • question a suspect

When detectives ...

- 1 , they try to find out what really happened.
- 2 , they ask them things.
- 3 , they take them to a police station because they think they have done something bad.
- 4 with something, they make an official statement that they think the suspect did something bad.
- 5 of something, they say that they did something bad.
- 6 , they get DNA samples or something that can help to show that somebody did something bad.
- 7 , they give evidence or proof that something is true.
- 8 , they study it in detail.

6 What is the noun form of each verb in 5? Remember that some noun forms are identical to the verb form.

Verb: accuse ➤ Noun: accusation
Verb: analyse ➤ Noun: analysis

7 Work with a partner. Ask and answer this question.

Would you like to do detective work? Why/Why not?

1 Look at these pictures. They illustrate three newspaper stories. In your notebook, match the titles of the stories with the pictures. There is one title you do not need.

- 1 POLICE! DON'T MOVE!
- 2 The bank that's always open.
- 3 ARREST THAT DETECTIVE!
- 4 A thief? Or just thirsty?

2 Work with a partner. From the titles and pictures, what do you think happens in each story? Guess.

3 Read the stories. Which picture and title goes with each one? Write the answers in your notebook.

Tommaso Bonardi, 78, and Vittorio Laudani, 70, are a pair of experienced thieves. Last weekend, they tried to steal from a luxury fashion shop in Rome.

They went into the shop in the middle of the night wearing smart suits. At 4 am they were putting clothes and accessories worth €100,000 into a bag when the police arrived. But the criminals didn't run away. They stood completely still and pretended to be part of the fashion display. The police looked for them but didn't see them. Then one of them moved. The police arrested them immediately, and not for the first time!

A

Police in Devon, UK, had a difficult case to investigate last week. A work of art disappeared at a literary festival. The work of art was a bottle of water.

It was special because the water came from melted Antarctic ice. An American artist called Wayne Hill brought back two litres of the special water and made a bottle for it. The work represented the problem of global warming. It had a value of over £42,000, so Hill wasn't very happy about its disappearance. Did an art thief take it? Or maybe somebody came across the bottle, thought it was rubbish and threw it in the bin. Or was somebody just very thirsty? The police looked into the case but no evidence turned up.

B

Banks use complicated systems to stop bank robbers. So what happened last weekend at a bank in Easingwold was very surprising.

It was Saturday lunchtime. British banks don't usually open on Saturday afternoon. Daniel and Alison Pettigrew were outside their local bank with Oliver, their 5-year-old son. Oliver disappeared for a minute. When he came back, he said: 'Dad, the bank's open.' Daniel didn't believe his son at first. But he found out it was true. The door was open! Nobody was inside, but they saw computers and other things, all unprotected. Daniel called 999 and waited for the police to arrive. The bank worked out that there was a problem with the door and sent somebody to lock it. They thanked Oliver for doing the right thing and opened an account for him.

C



4 Read the stories again and answer these questions in your notebook.

- 1 How did Bonardi and Laudani try to escape the police?
- 2 Why didn't their plan work?
- 3 What was the work of art that disappeared at a literary festival in Devon?
- 4 What different theories could explain the disappearance of the work?
- 5 Why were the Pettigrews surprised the bank was open?
- 6 Who discovered the problem and what did they do about it?
- 7 How did the bank thank Oliver?

5 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- How serious are the crimes in stories A and B? Why?

6 What do the underlined words in the text mean? Guess and then check in your dictionary.

7 **What about you?**

Which story do you prefer and why?

Past simple

1a Look at these sentences. Which sentences are in the present simple and which are in the past simple?

- a The police **arrested** them immediately.
- b **Did** an art thief **take** it?
- c Banks **use** complicated systems to stop bank robbers.
- d The work of art **was** a bottle of water.
- e They **went** into the shop in the middle of the night.
- f British banks **don't** usually **open** on Saturday afternoon.
- g The police **didn't see** them.
- h Hill **wasn't** very happy.

1b In 1a, find a sentence with ...

- 1 a form of *be* in the past simple affirmative.
- 2 a form of *be* in the past simple negative.
- 3 a regular verb in the past simple affirmative.
- 4 an irregular verb in the past simple affirmative.
- 5 a past simple question.
- 6 a verb in the past simple negative.

1c Complete the sentences in your notebook with the past simple form of *be*, *walk* and *go*.

Affirmative: He (a) *was/walked/went* there yesterday.

Negative: He (b) there yesterday.

Question: (c) he (d) there yesterday?

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2a Look at the three lists below. How do we pronounce the *-ed* ending in each list?

- List A: finished watched liked passed
- List B: wanted needed painted started
- List C: stayed arrived discovered planned

2b 1.10 Listen, check and repeat.

2c In which list is the *-ed* ending pronounced /ɪd/? Which letters come just before *-ed* in the words in this list?

3 Work with a partner. In your notebook, write an A to Z of irregular past simple forms with one verb for each letter. Omit any difficult letters. How many can you think of in five minutes?

A - ate, B - bought, C -

4 Complete the text with the past simple form of the verbs given. Write the answers in your notebook.

In 2013, in New York, there

(a) (be) a terrible crime.

Somebody (b) (mug)

a 16-year-old boy in the street and

(c) (steal) his smartphone.

Then he (d) (run) away.

The boy (e) (not know) the criminal but,

soon after the mugging, he (f) (get)

a surprise. The mugger (g) (not be) very

clever. He (h) (take) a photo of himself on

the phone and accidentally (i) (email) it to

the boy! The boy (j) (print) the photo and

(k) (go) to the police. The police (l) (find)

the criminal easily and (m) (arrest) him.

He (n) (have) other stolen things at home,

too, so the police (o) (be) happy to catch him.



5 In your notebook, complete these questions about the text in 4 with the past simple form of the verbs given.

- 1 Who (mug) a criminal (be) in 2013 in New York?
- 2 What (steal) the criminal (steal)?
- 3 (know) the boy (know) the criminal?
- 4 (be) the criminal clever?
- 5 What (do) the criminal (do)?
- 6 (help) the photo (help) the police?
- 7 (be) it difficult to find the criminal?
- 8 How (end) this story (end)?

6 Work with a partner. Take it in turns to ask and answer the questions in 5.

7a **Work in pairs. Student A: look at the information below in 7b. Student B: turn to page 160. Prepare questions to ask your partner to find the missing information. Write them in your notebook.**

(a) *When was Sir Arthur Conan Doyle born?*

7b **Interview your partner.**

Student A

Sir Arthur Conan Doyle was the creator of the world-famous detective, Sherlock Holmes. He was born in (a) in Edinburgh, Scotland.

Conan Doyle was a (b) . He began writing stories when he was at university. When he began work he didn't have many patients. He started writing stories again.

Conan Doyle wrote his first Sherlock Holmes novel in 1886. The title was (c) . The idea for Sherlock Holmes came from one of Conan Doyle's teachers at university. The teacher's name was (d) .

Apart from Sherlock Holmes, Conan Doyle created another interesting character, Sherlock's great friend, Doctor Watson.

Sherlock Holmes was always a very popular character. He appeared in over 50 short stories and (e) novels. Conan Doyle tried to kill the character in a story in 1893. But the public wanted more Sherlock Holmes stories and Conan Doyle started writing them again in 1903.

Conan Doyle died when he was (f) years old. But his famous character, Sherlock Holmes, is still very much alive. He continues to appear in (g) .

Phrasal verbs connected with investigating and finding

1 Find the phrasal verbs in the stories on page 23 and match them with the definitions below. Write the answers in your notebook.

come across • find out • look for • look into • turn up • work out

- 1 investigate *look into*
- 2 find by accident
- 3 solve a problem by considering the facts
- 4 try to find
- 5 discover
- 6 arrive or appear unexpectedly



2 Make new sentences in your notebook using the correct form of the phrasal verbs in 1.

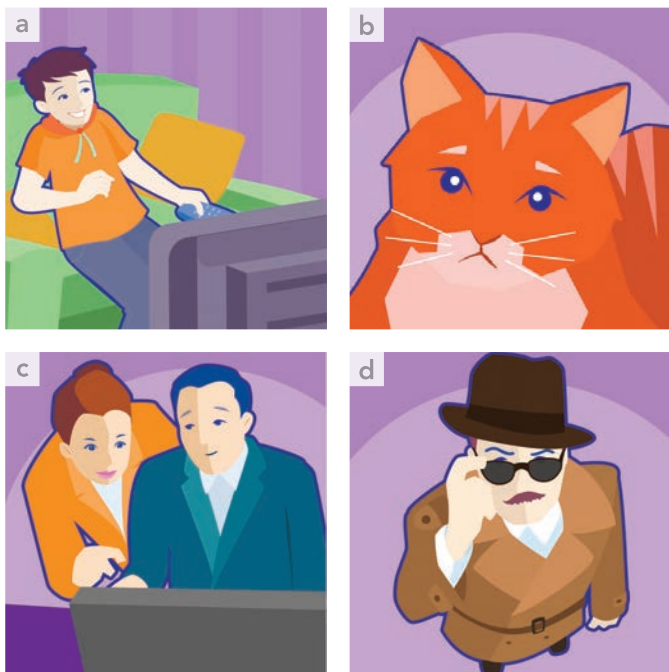
- 1 Detectives are trying to find the fraudster.
Detectives *are looking for the fraudster.*
- 2 The CIA began to investigate the case.
The CIA .
- 3 They found the keys by accident in the garden.
They .
- 4 The shoe appeared unexpectedly in the garden.
The shoe .
- 5 Sherlock Holmes used logic to solve crimes.
Sherlock Homes .
- 6 After their investigation, they soon discovered where the thief was.
After their investigation, they .

3 Work in a group. You have three minutes. How many sentences can you make with the words in the table? Write them in your notebook. Your sentences must include the phrasal verbs in 1.

I looked for the key.

1	looked found came worked	out for across	the key. the answer. the identity of the criminal.
---	-----------------------------------	----------------------	--

1 Work with a partner. Invent a very short story connecting the four pictures.



2 1.11 Listen to a boy telling his friend about something that happened to him last night. How are the pictures in 1 connected?

3 1.11 Listen again and decide if each statement is True (T), False (F) or if the information is Not Mentioned (NM). Write the answers in your notebook.

- 1 Daniel was watching a detective film on TV last night. T/F/NM
- 2 Jim doesn't like watching detective programmes. T/F/NM
- 3 Daniel was enjoying the programme he was watching. T/F/NM
- 4 Daniel stopped watching because his parents called him. T/F/NM
- 5 Daniel went to the kitchen to see what was happening. T/F/NM
- 6 Daniel's new cat was responsible for the scene in the kitchen. T/F/NM
- 7 Somebody was crying in the kitchen. T/F/NM
- 8 Daniel's parents were really angry with him because of the cat's behaviour. T/F/NM

4 Compare your answers with your partner.

BUZZWORD

hactivist – a person who changes or manipulates information on the Internet in order to send a political message

'Anonymous' are the most famous group of hactivists.

1a Look at sentences 1–4 and match them with the explanation of their uses in a–d. Write the answers in your notebook.

- 1 Somebody was crying.
- 2 While I was watching the programme, I suddenly heard a loud noise.
- 3 I went towards the kitchen.
- 4 I studied in my room for an hour or two and then I had dinner.
- a a completed action in the past.
- b two completed actions in the past that happened one after the other.
- c an activity in progress in the past.
- d an activity in progress in the past interrupted by a sudden action.

1b Complete this rule in your notebook.

We make the past continuous with the past simple of + verb *-ing*

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2 What were these people doing yesterday at 6:30 pm? Write complete sentences in your notebook.

- 1 Rachel and Kate / buy clothes.
- 2 Joe's dad / not make the dinner.
- 3 Kim / run in the park.
- 4 We / not watch TV.
- 5 We / do homework.
- 6 Becky / swim.
- 7 Sam and Beth / sit in the kitchen.



3 Write the questions and answers in your notebook.

- 1 Rachel and Kate / swim?
- 2 Joe's dad / make the dinner?
- 3 What / Kim / do?

- 4 Becky / swim?
- 5 Where / Sam and Beth / sit?

4 Have you got good powers of observation and memory? Look at the scene for two minutes. Then work with a partner. Close your book and list all the things that were happening. The pair with most sentences wins.



5 Take it in turns. One of you closes the book and the other asks questions about the scene.

What was the old man doing?

7 Read your complete story to your partner. Are your stories similar or different? Which story do you prefer?

One afternoon a young man was sitting in a café drinking coffee. He was talking on his mobile phone. His name was ...

6 Write complete sentences in your notebook to answer these questions about the story.

Mystery story

One afternoon a young man was sitting in a café drinking coffee.

- a What else was he doing? *He was talking on his mobile phone.*

Suddenly an old man ran into the café and shouted the young man's name.

- b What was the young man's name?
- c What was the old man wearing?
- d What was the old man carrying?

The young man didn't appear to be very happy to see the old man. He immediately started to look inside his bag.

- e What was he looking for?
- f What did he take out of his bag?

The old man ran quickly towards the young man.

- g Then what did he do?
- h What did the young man do and why?
- i How did the story end?



Apologising

1 Work with a partner. Look at the pictures. Describe what you can see. How do you think the people feel?



2 Discuss these questions with your partner.

- 1 When was the last time you apologised to someone? Who did you apologise to and why?
- 2 When was the last time somebody apologised to you? Who apologised and why?
- 3 How easy or difficult do you find it to say that you're sorry?

3 1.12 Listen to two dialogues. In each dialogue, why does the person apologise? Does the other person accept the apology or not?

4 1.12 Listen again and complete the expressions in your notebook.

- 1 I'm _____.
- 2 It _____ matter.
- 3 It's _____ (water).
- 4 _____ me (get you a new bottle in the break).
- 5 I'll _____ it up to you.
- 6 That's the _____ time (I lend you anything).
- 7 I _____ terrible.

5 Where do the completed expressions go in the Speaking bank? Write the answers in your notebook.

SPEAKING BANK

Useful expressions for apologies

■ Making apologies

I'm sorry.

■ Responding to apologies

It's OK.

Don't worry about it.

Never mind.

It's not that important.

6 Work with a partner. Think of different situations where somebody needs to make an apology. Look at the examples and think of two more. Write the answers in your notebook.

- 1 You were going to go out with your friend on Saturday, but now you remember that you have to go somewhere with your family.
- 2 Your friend lent you their favourite DVD. Now you can't find it.
- 3 Your friend told you a secret. You told somebody else and your friend knows it.
- 4 _____
- 5 _____

Practice makes perfect

7a Work with a partner. Choose one of the situations in 6. Create a dialogue for the situation. Use expressions from the Speaking bank.

7b Practise the dialogue. Act it out for the class.

7c Now choose another situation and create and practise the dialogue.

A blog post

BREAKING NEWS



1 **Work with a partner. Look at the photos above from a newspaper. What do you think happened?**

2 **Read a blog post from Tom. Were your ideas in 1 correct?**



Tom's world

Posted on August 21, 2018

My amazing discovery!

Did you see me in the newspapers yesterday?!

Yesterday evening I went out with my friend Max. We were going home when we came across a suitcase at the bus station. At first, we didn't know what to do. But then we decided to open it, to see who it belonged to. When we opened it, we couldn't believe it. It was full of money! There were also passports and plane tickets. We found out that there was £7,000 in there!

We went to the local police station but it was closed. Suddenly, we saw a police car. We decided to stop it as it was passing by. We explained the whole story. The police were a bit surprised, but very grateful. They contacted the owner. He was happy, too. In the end, he didn't give us a reward, but that doesn't matter because Max and I knew we did the right thing.

3 **Look at the words and expressions in the Writing bank. In your notebook, write the ones which appear in the text.**

WRITING BANK

Useful words and expressions of sequence and time

- At first
- Then
- In the end
- Suddenly
- The next day
- First of all
- Next
- Finally
- A few minutes/hours/days later

4 **Imagine that you found something unusual last week. Make notes in your notebook answering the questions.**

- 1 When did you find it?
- 2 Where were you?
- 3 Who were you with?
- 4 What did you find?
- 5 Why was it unusual?
- 6 What did you do with the object?
- 7 What happened in the end?

Practice makes perfect

5 **Look at the task and write your blog post. Use your notes from 4 and the words and expressions in the Writing bank to help you.**

Last week you found something unusual. Write a blog post about what you found. Explain:

- what you found and where
- why the object was unusual
- what you did next and what happened in the end.

WRITING BANK ► PAGE 163

⚡ BUZZWORD

yarn bombing – putting knitted clothes on statues and other public objects, especially if it is done anonymously and without any official permission

A statue in our town has been yarn bombed! Somebody put a knitted scarf and a hat on it during the night.

- 1 Work with a partner. Imagine you are going to visit all these countries. Which of the activities below are necessary beforehand in each case?



- 1 Apply for a visa.
- 2 Apply for a passport.
- 3 Apply for a Polish identity card.
- 4 Take out some travel insurance.
- 5 Get vaccinated against certain diseases.
- 6 Pay customs duties.
- 7 Get a European Health Insurance Card.
- 8 Get an international driving permit.
- 9 Get a pet passport for your dog/cat.

- 2 Where can you arrange to do the activities in 1? Match them to the locations below. Write the answers in your notebook.

the customs office • a district office
 an embassy • an insurance company
 a medical centre / hospital • a municipal office
 the National Health Fund • a passport office
 a veterinary clinic

- 3 Work with a partner. Answer these questions.

- 1 Have you applied for an ID card / a passport / a visa? How long did it take? Where did you do it? Did you have to do it in person or was it possible to arrange it via the Internet?
- 2 Have you ever lost any documents / cards? What did you lose? When?
- 3 Would you know what to do if you lost a document in Poland / abroad? What if someone stole it?

- 4 1.13 Listen to the conversation and answer the questions in your notebook.

- 1 Where is the girl calling?
The girl is calling _____.
- 2 Why is she calling?
Because _____.
- 3 Why is she worried?
She's worried that _____.
- 4 What does she need to do first?
She has to go to the police station to _____.
- 5 Where does she need to go next?
Next, she needs to go to _____.
- 6 Is the conversation formal or informal?
It is _____.

- 5 Read the information from the consulate's website. Then complete the message that Dorota wrote to her brother, using information both from the website and the telephone conversation in 4. In your notebook, complete the message in Polish.

POLISH CONSULATE – PASSPORT OFFICE

Applying for a temporary passport

A temporary passport may be issued to:

- enable a Polish citizen to return to their place of permanent residence;
- a Polish citizen in emergencies connected to a personal situation (a serious health problem or a family funeral) or to their professional activities.

You must apply for a passport in person. It is possible to book an appointment online to apply for a passport.

A passport can only be collected by the person who submitted the application. The applicant must present their invalid Polish passport. If the passport has been reported stolen, a police report must be presented.

Requirements:

- 1 A Polish ID card or similar document which confirms personal information.
- 2 One passport photo (taken with the subject facing forward, with the mouth closed and a neutral expression – not smiling, without any head covering or glasses). Size 3.5cm x 4.5cm.
- 3 An application form (downloadable from our website).
- 4 A PESEL number.

Standard time for processing: 7 days (in emergencies, the consulate may issue the passport sooner).

Dorota: Możesz pójść ze mną na policję?

Maciek: Na policję??? 😞

Muszę zgłosić kradzież paszportu (1) _____ i wolałabym, żebyś poszedł tam ze mną.

No, tak. Jasne.

Potem muszę iść do polskiego (2) _____ Wiesz, gdzie to jest?

Nie, ale znajdę. 😎

Aha, wcześniej muszę zrobić jedno (3) _____ do wniosku o (4) _____ paszport. 😞

Ale miałas pecha, siostra. Za pół godziny będę w akademiku i wszystko załatwimy.

Dzięki! 😊

- 6 For the next class, prepare a presentation with your group. Search the Internet for the following information:

- **Group A:** Find information on exchange programmes between Polish and British schools. Find five schools in the UK which take part in one of these programmes.
- **Group B:** Find out the condition a Polish teenager has to fulfill to study in a British secondary school.
- **Group C:** Check if it is possible to get a scholarship to study in the UK and how to apply for it.



PAŃSTWO I SPOŁECZEŃSTWO

Wydarzenia i zjawiska społeczne – przestępczość

accuse a suspect (v phr)	/ə'kju:z ə 'sʌspekt/	oskarżyć osobę podejrzaną
analyse evidence (v phr)	/'ænaləiz 'evid(ə)ns/	badać dowody
arrest (n & v)	/ə'rest/	areszt, aresztować
arrest a suspect (v phr)	/ə'rest ə 'sʌspekt/	aresztować osobę podejrzaną
burglar (n)	/'bɜ:glə(r)/	włamywacz
burglary (n)	/'bɜ:gləri/	włamanie
charge (n & v)	/tʃɑ:dʒ/	oskarżenie, postawić w stan oskarżenia
charge a suspect (v phr)	/'tʃɑ:(r)dʒ ə 'sʌspekt/	postawić osobę podejrzaną w stan oskarżenia
collect evidence (v phr)	/kə'lekt 'evid(ə)ns/	zbierać dowody
collection (n)	/kə'leɪʃ(ə)n/	zbiór, nagromadzenie
damage (v)	/'dæmɪdʒ/	wyrządzić szkodę
fraud (n)	/'frɔ:d/	oszustwo
fraudster (n)	/'frɔ:dstə(r)/	oszust
investigate a case (phr)	/'ɪn'vestɪgeɪt ə 'keɪs/	przewodzić dochodzenie/ śledztwo w sprawie
investigation (n)	/'ɪn'vestɪ'geɪʃ(ə)n/	dochodzenie, śledztwo
mugger (n)	/'mʌgə(r)/	uliczny rabuś, bandyta
mugging (n)	/'mʌgɪŋ/	rozbój, napad na ulicy
piracy (n)	/'paɪrəsi/	piractwo
pirate (n)	/'paɪrət/	pirat, osoba naruszająca prawa autorskie
prison (n)	/'prɪz(ə)n/	więzienie
proof (n)	/'pru:f/	dowód
prove (v)	/'pru:v/	udowadniać
question (n & v)	/'kwestʃ(ə)n/	pytanie, przepytąć/ przesłuchać
question a suspect (v phr)	/'kwestʃ(ə)n ə 'sʌspekt/	przesłuchać osobę podejrzaną
robber (n)	/'rɒbə(r)/	rabuś, złodziej
robbery (n)	/'rɒbəri/	rabunek, kradzież
shoplifter (n)	/'ʃɒp,lɪftə(r)/	złodziej sklepowy
shoplifting (n)	/'ʃɒp,lɪftɪŋ/	kradzież w sklepie
steal (v)	/sti:l/	kraść
theft (n)	/θeft/	kradzież
thief (n)	/θi:f/	złodziej
vandal (n)	/'vænd(ə)l/	wandal
vandalism (n)	/'vændə,lɪz(ə)m/	wandalizm
victim (n)	/'vɪktɪm/	ofiara, poszkodowany

Urzędy

apply (v)	/ə'plai/	ubiegać się
citizen (n)	/'sɪtɪz(ə)n/	obywatel, mieszkaniec
consulate (n)	/'kɒnsjʊlət/	konsulat
customs (n pl)	/'kʌstəmz/	cło
customs office (n phr)	/'kʌstəmz 'ɒfɪs/	urząd celny
district office (n phr)	/'dɪstrɪkt 'ɒfɪs/	starostwo powiatowe
document (n)	/'dɒkjʊmənt/	dokument
embassy (n)	/'embəsi/	ambasada
fee (n)	/fi:/	opłata
form (n)	/'fɔ:m/	formularz
identity card (n)	/'aɪ,dentɪti 'kɑ:(r)d/	dowód tożsamości
insurance (n)	/'ɪnʃʊərəns/	ubezpieczenie
municipal office (n)	/'mju:nɪsɪp(ə)l 'ɒfɪs/	urząd gminy
office (n)	/'ɒfɪs/	biuro, urząd

(adj) = adjective – przymiotnik
 (adv) = adverb – przysłówek
 (conj) = conjunction – spójnik
 (det) = determiner – określnik
 (np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
 (phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik

passport (n)	/'pɑ:spɔ:t/	paszport
passport office (n phr)	/'pɑ:spɔ:t 'ɒfɪs/	urząd paszportowy
take out insurance (v phr)	/'teɪk 'aʊt ɪn'ʃʊərəns/	wykupić ubezpieczenie
temporary (adj)	/'temp(ə)rəri/	tymczasowy
vaccinate (v)	/'væksɪneɪt/	szczepić
visa (n)	/'vi:zə/	wiza

CZASOWNIKI FRAZOWE

break into (v phr)	/'breɪk 'ɪntə/	włamać się
come across (v phr)	/'kʌm ə'krɒs/	trafić na, natknąć się
find out (v phr)	/'faɪnd 'aʊt/	odkryć, dowiedzieć się
look for (v phr)	/'lʊk fɔ:(r)/	szukać
look into (v phr)	/'lʊk 'ɪntu:/	badać, prowadzić dochodzenie
turn up (v phr)	/'tɜ:n 'ʌp/	zjawiać się
work out (v phr)	/'wɜ:k 'aʊt/	rozwiązać (problem)

INNE

accessory (n)	/ək'sesəri/	akcesorium, dodatek
account (n)	/ə'kaʊnt/	konto
apologise (v)	/ə'pɒlədʒaɪz/	przepraszać
blog post (n phr)	/'blɒg ,pɒst/	wpis na blogu
case (n)	/'keɪs/	sprawa, śledztwo
complicated (adj)	/'kɒmplɪ'keɪtɪd/	skomplikowany
detective (adj & n)	/'di'tektɪv/	detektywistyczny, detektyw
display (n)	/'di'spleɪ/	wystawa, ekspozycja
escape (v)	/'ɪskeɪp/	uciekać
experienced (adj)	/'ɪk'spɪəriənst/	doświadczony
festival (n)	/'festɪv(ə)l/	święto, festiwal
illegal (adj)	/'ɪli:g(ə)l/	nielegalny
lock (v)	/'lɒk/	zamykać na klucz
luxury (n)	/'lʌkʃəri/	luksus
melted (adj)	/'meltɪd/	stopiony
newspaper (n)	/'nju:z ,peɪpə(r)/	gazeta
pair (n)	/'peə(r)/	para
possession (n)	/'pɒ'zeʃ(ə)n/	własność
pretend (v)	/'pri'tend/	udawać
privacy (n)	/'prɪvəsi/	prywatność
property (n)	/'prɒpəti/	własność, mienie, nieruchomości
run away (v phr)	/'rʌn ə'weɪ/	uciekać
smart (adj)	/'smɑ:t/	elegancki
still (adv)	/'stɪl/	nieruchomo
suit (n)	/'su:t/	garnitur
theory (n)	/'θiəri/	teoria
unprotected (adj)	/'ʌnprə'tektɪd/	niezabezpieczony
value (n)	/'vælju:/	wartość
violence (n)	/'vaɪələns/	przemoc
work of art (n phr)	/'wɜ:k əv 'ɑ:t/	dzieło sztuki
worth (adj & n)	/'wɜ:θ/	wart, warty, wartość

Rozumienie ze słuchu

1 1.14 Usłyszysz dwukrotnie cztery wypowiedzi związane z działaniami policji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszytcie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A is introducing a police officer.
- B wants to speak to a noisy neighbour.
- C is a police officer talking to a crime victim.
- D is a police officer who is giving a talk about art.
- E is speaking to a group of teenagers.

1 2 3 4

Rozumienie tekstów pisanych

2 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Zapisz odpowiedzi w zeszytcie. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A WHEN TRADITION MEETS TECHNOLOGY
- B STEALING EVERYTHING
- C TWO KINDS OF HIGH TECH CRIMES
- D WHAT HIGH TECH CRIME MEANS
- E THE JOYS OF HACKING
- F CRIMES OF THE FUTURE



HIGH TECH CRIME

1 Even if we are not familiar with the definition of high technology crime, it is very likely that either we, or someone we know, have already been a victim. It may happen when we buy something online and never get the product, or when someone breaks into our Facebook or Twitter account, or steals money from our bank account. So, high technology illegal activities refer to all those crimes committed with the help of the Internet and/or a computer.

2 There are two kinds of high tech crimes. The first category is more traditional crimes, like selling or buying illegal drugs and weapons, gambling illegally, or selling products and services which are never delivered – all committed with the help of computers. A lot of these illegal activities can now be performed via the Internet. It is usually easier and faster for criminals to run their businesses this way – and more difficult for the police to catch them.

3

The second type of high technology crime is connected with the use of a computer or a computer network, for example, hacking into a computer or a system, introducing a virus into the system, and so on. Why do hackers hack? There are many reasons; sometimes they do it just for the money, which they steal from bank accounts, or they steal and sell people’s personal data. Others hack into government systems in order to steal information.

4

However, there are also hackers who hack for other reasons. Some of them do it simply because they are looking for fun or a challenge. The more difficult a system is, the more fun it is for the hackers. They feel satisfied when they succeed in breaking into a government agency and leaving a funny comment or a joke. They do not really harm anyone, but it is still an illegal activity.

Znajomość środków językowych

3 1.15 Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Dla każdej z wypowiedzi wybierz właściwą reakcję. Zapisz w zeszytcie literę A, B albo C.

1

- A I’m so sorry to hear that.
- B Well done!
- C Lucky you.

2

- A I’m so sorry to hear that.
- B What do you mean?
- C Don’t worry about it.

3

- A I’m sorry. I didn’t know it was a secret.
- B Why not?
- C Excuse me. I shouldn’t tell him.

4

- A It’s OK.
- B No problem.
- C I’m not really sure.

5

- A That’s not very kind of you.
- B What a pity.
- C That depends.

4 W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym zdanie. Zapisz w zeszycie literę A, B albo C.

- (*Miałam/Miałem czerwony rower*) when I was a child.
 - I was having a red bike
 - I had a red bike
 - I've got a red bike
- (*Robiłam/Robiłem kolację*) when my dog started barking.
 - I made dinner
 - I was making dinner
 - I'm making dinner
- (*Nie byłam/byłem*) at the seaside last summer.
 - I wasn't
 - I didn't go
 - I didn't visit
- I didn't watch the whole film. (*Co się stało*) in the end?
 - What happened
 - What was happening
 - What is happening
- I know you were in Greece last month. (*Z kim byłeś/byłaś?*)
 - With who were you?
 - Who else was there?
 - Who were you with?

Wypowiedź pisemna

5 W zeszłym tygodniu byłeś/byłaś świadkiem nietypowej kradzieży. Napisz swoją relację z tego wydarzenia na blogu.

- Wyjaśnij, gdzie wtedy byłeś/byłaś i co robiłeś/robiłaś.
- Opisz kradzież, której byłeś/byłaś świadkiem.
- Wyjaśnij, dlaczego kradzież była nietypowa.
- Napisz, jak zakończyła się sytuacja.

July 5, 2018

Hi everyone!

You'll never believe what I saw last week!

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6 Pracujcie w parach. Opiszcie zdjęcia, następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- Why are the police officers patrolling the street on their bikes?
- How important is it for you to feel safe in the place where you live?
- Tell us about a time or a place where you didn't feel very safe.

Uczeń B



- Why is the man wearing a hoodie?
- How should we protect our privacy on the Internet?
- Tell us about the last time you or someone you know was a victim of cybercrime.

✓ SELF-ASSESSMENT UNIT 2

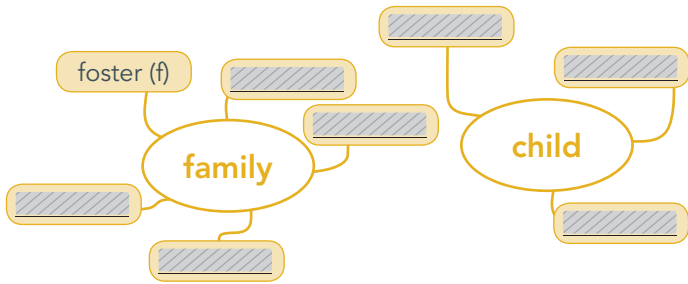
How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- I can talk about past events using the past simple and past continuous.
- I can understand written and spoken texts about crimes and the police.
- I can make and respond to apologies.
- I can write a blog post about a past event.
- I can explain events in the past using expressions of sequence and time.
- I can name some important offices and institutions.

Family life

1 In your notebook, match the words in the box with the words *family* or *child* to make expressions. Then match the expressions with definitions a-h.



patchwork • foster • middle • extended only • nuclear • Skype • adopted

- a a large family that includes grandparents, cousins, uncles, aunts, etc.
- b a family that consists of just the parents and their children
- c a child who has no brothers or sisters
- d a child who legally becomes a member of a family that is not their biological family
- e a child who is between the oldest and the youngest in age
- f a family that looks after someone else's child for a period of time
- g a family in which one parent lives in a different country from that of the other parent and children
- h a family in which one or both partners have children from a previous relationship in addition to any children they may have together

2 Name as many people in the photos as you can. Use the words and expressions in the box if possible.

a toddler • an elderly person • identical twins • a young adult



3 In your notebook, rewrite the sentences so that they are true for you. Then compare your sentences with a partner.

- 1 I am an only/the youngest/the middle/the oldest child.
- 2 I have no/a few/a lot of relatives who are of a similar age.
- 3 I live in a nuclear/an extended family.
- 4 I love/don't mind/can't stand big family meetings.
- 5 My grandparents rarely/sometimes/often looked after me when I was a toddler.

4 Choose the correct alternative so that it means the same as the phrase in brackets. Write the answers in your notebook. Then work in pairs and ask each other the questions.

- 1 Do you keep in/with touch with any relatives who live a long way away? (continue writing/talking to)
- 2 Who do you take to/after: your mother or your father? (be similar to)
- 3 Do you have a lot in/with common with your cousins? (have the same interests/opinions as)
- 4 Who in your family do you look up with/to? (respect)
- 5 Have you got any cousins who are at/in their teens or twenties? (aged 11-19 or 20-29)

Word formation

5 In your notebook, complete gaps 1-5 with the correct form of the words in brackets. Change the form of the words given so that they end in *-ence/-ance, -ment or -ion*.

GROWING UP

- (1) (adolescent) is defined as the period in your life when you change from being a child to a young adult. It is a stage of both physical and psychological
- (2) (develop). At this stage, young people usually experiment with different behaviours and appearances because they want to discover who they really are. This may be seen as lack of (3) (obey) by their parents, as teenagers start to have their own opinions and want to make their own decisions. Another characteristic feature of this stage is the increasing (4) (important) of relationships with peers and their acceptance of new members in their group. Although some parents are afraid that they will lose all influence over their teenage children, it is important at this difficult stage of life for teenagers to make positive (5) (connect) with both their peers and adults.

6 In your notebook, complete the sentences with a word beginning with the letter given. Then work in pairs. Talk about how much you agree with the statements. Use the phrases below.

- 1 Being an o child is better than having brothers and sisters.
- 2 It is very difficult to be a child in a p family.
- 3 If you have a large, e family, you never feel lonely.
- 4 Being an i twin has both advantages and disadvantages.
- 5 A is not such a difficult time as many adults think.
- 6 It is important to keep in touch with and learn from the e members of your family.

I strongly agree/disagree. • I don't agree with you at all.
I agree up to a point. • I'm not sure.
Personally, I think that ... • To my mind, ...

Crimes and criminals

1 Match words 1–5 with words a–e in order to make expressions. Then match the expressions with definitions A–E. Write the answers in your notebook.

- 1 eye- a penalty
- 2 death b imprisonment
- 3 computer c dealing
- 4 drug d hacking
- 5 life e witness

- A a punishment in which someone is sent to prison for the rest of their life
- B the crime of breaking into other people’s computers
- C the crime of buying and selling illegal drugs
- D someone who has seen something happen, especially a crime or an accident
- E the punishment in which someone is legally killed

2 In your notebook, put the words in the box and the expressions in 1 into one of these four categories.

accuse • commit • defend • fine • judge • lawyer
question • prosecutor • speeding • steal • suspect
victim • witness



3 Work with a partner. What other words could you add to the four categories in 2?

Confusing words

4 In your notebook, choose the correct alternatives to complete the sentences.

1 There is a [] on smoking in the whole hospital complex, including the park around it.	ban/ fine
2 My father was angry when he got a [] for speeding.	
3 The two men who broke into my grandma’s apartment will be put on [] for burglary.	court/ trial
4 My father needs to appear in [] tomorrow as one of his co-workers is accused of stealing company money.	
5 A [] is someone whose job is to decide on what the punishment is in a court of law.	jury/ judge

6 In American and British courts, a [] is a group of 12 people, chosen from the general public, who decide if the suspect is guilty.

7 The police are questioning the only [] of the accident. victim/
witness

8 My uncle, who was the [] of a serious fraud, eventually got all his money back.

5 Choose the correct alternative. Write the answers in your notebook.

- 1 He was banned from/out of driving for a year.
- 2 He was fined £100 for/from vandalising a bus stop.
- 3 Michael was sent to prison at/for armed robbery.
- 4 She was defended by/for one of the best lawyers in town.
- 5 Speed bumps were installed in my street to prevent drivers off/from speeding.

6 Describe the photo. Use as many words and expressions in the box as possible.

to accuse • court • evidence • a judge • a jury
a lawyer • a prosecutor • to question • a suspect
a trial • a witness



7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- 1 Do you think speed cameras p[] drivers from speeding and driving carelessly?
- 2 Would you like to work as a lawyer or a j[]? Why/Why not?
- 3 Would you report a crime to the police if you were a w[] to it? Why/Why not?
- 4 Do you think you should pay a f[] for not cleaning up after your dog?
- 5 Were any crimes c[] in your area in the last two years? What were they?