

1 Family life



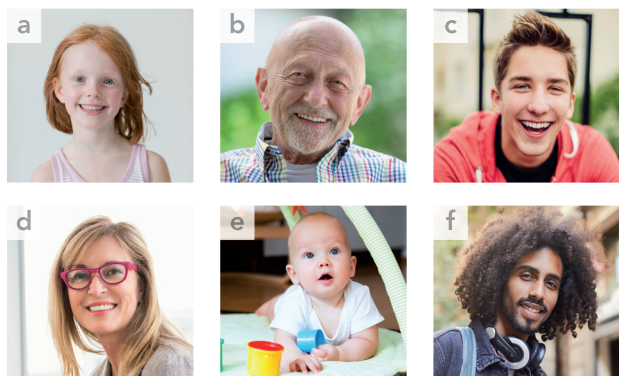
Vocabulary

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



(suggested answers)

All ages are approximate.
a child, 4–12

b senior citizen, 65+
c teenager, 13–19

d middle-aged (man/woman),
35–64

f young adult, 20–34

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

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

birth, childhood, adolescence, middle age, old age, death

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

- 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 *uncle*
- your mother's new husband in a second or later marriage *stepfather*
- a daughter of your brother or sister *niece*
- the son of one of your children *grandson*
- the brother of your husband or wife *brother-in-law*

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

(suggested answers) going out with friends, using social networking sites, watching TV, chores

- 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?

HOME POPULAR ASK OUR EXPERT SIGN IN

ZOE, 14 years old, London

Q I'm writing to you because of my problems at home. I'm having a really hard time at the moment. I have arguments with my parents about everything! For example, my mum and dad never knock before coming into my bedroom! When I'm sitting at my desk doing my homework, my mum interrupts me. She tells me how untidy my room is and says that I need to clean it. She doesn't understand that I have a lot of things to do. Later on she comes back to tell me to turn my music down. I don't think it's loud. But then we start shouting. She says that it's impossible to do homework and listen to music at the same time and tells me to switch it off completely. But she doesn't realise that the music helps my concentration. Please help. I don't know what to do!

- 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.

- Zoe is angry with her mum because she says her mum doesn't ...
 - tidy Zoe's bedroom.
 - (b)** realise how busy Zoe is.
 - want Zoe to do her homework.
- Zoe's mum has a problem with Zoe's music because she ...
 - (a)** doesn't think it helps Zoe concentrate.
 - doesn't like the style of music.
 - can't do her work with loud music.
- The expert thinks that Zoe's mum ...
 - (a)** is right to tell Zoe to tidy her room.
 - is right to stop Zoe in the middle of her homework.
 - is right to decide what time Zoe should clean her room.
- The expert thinks that Zoe can do what she likes with her music ...
 - because parents are never happy with their children's music.
 - if she talks to her parents about it.
 - (c)** within certain limits.
- The expert says that ...
 - 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.
 - 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 Can you guess from the context what the underlined words mean? Check your ideas in a 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?

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

1 present continuous, 2 present simple, 3 present simple, 4 present simple

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

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

1 d, 2 b, 3 c, 4 a

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.

(suggested answers) The baby is crying; The dad is reading a book and listening to music; The mum is watching TV; The grandfather is sleeping. He isn't reading a newspaper; The boys/sons are playing video games.

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) are you doing (do)? Are you at home?

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

Molly: (c) Are you watching (watch) TV?

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

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

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

Present simple

Affirmative: He studies history.

Negative: He doesn't study physics.

Question: Does he study English?

Present continuous

Affirmative: She is studying English now.

Negative: She isn't studying maths now.

Question: Is she studying French?

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Julia: Yeah. It's my baby cousin.

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

Julia: No, she (h) doesn't. ... (i) Do you know (know) what my dad (j) is doing (do) at the moment?

Molly: No, I (k) don't.

Julia: He (l) is listening (listen) to loud music because he (m) hates (hate) the sound of crying! And the amazing thing is that now my grandfather (n) is sleeping (sleep). He usually (o) sleeps (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 | 5 now |
| 2 never | 6 right now |
| 3 normally | 7 usually |
| 4 on Wednesdays | |

at the moment = present continuous

2 present simple, 3 present simple, 4 present simple,
5 present continuous, 6 present continuous, 7 present simple

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

- I can't come out at the moment because I 'm helping my sister with her homework.
- Why are you shouting? My grandfather can hear you.
- My cousin always works in a restaurant on Saturday afternoons.
- Can you say that again? I don't understand.
- Can I help you, Dad? Do you need anything?
- My sister 's lying down right now because she doesn't feel well.

6 In your notebook, write questions for these answers.

- What do you do on Fridays?
I play basketball on Fridays.
- What's your mum doing at the moment?
My mum is working at the moment.
- Where do your uncle and aunt live?
My uncle and aunt live in Liverpool.
- Is your cousin studying at university?
No, my cousin isn't studying at university.
- What do your grandparents do in the mornings?
My grandparents go for a walk in the mornings.
- What do you and your family (usually) do at the weekend?
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 <u>movement</u>
improve	3 <u>improvement</u>
4 <u>retire</u>	retirement
-ion	
Verb	Noun
concentrate	5 <u>concentration</u>
6 <u>inform</u>	information
describe	7 <u>description</u>
8 <u>discuss</u>	discussion
-ence	
Adjective	Noun
9 <u>different</u>	difference
10 <u>adolescent</u>	adolescence
11 <u>independent</u>	independence
confident	12 <u>confidence</u>

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

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

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

Articles

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

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

- We use no article when we talk about things in general.
- We use a/an 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.
- We use the to talk about a specific person or thing or a person or thing mentioned before.
- We use the to talk about someone or something that is unique.
- We use a/an to say what somebody's profession is.

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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.

- | | | |
|----------|----------|-------------|
| D1 Mike | E3 Sally | F5 Jennifer |
| G2 Chris | A4 Alice | B6 Daniel |

- eats with the family just once a week
- eats with the family but they don't talk
- makes dinner for the family every day
- never arrives home in time for dinner
- eats and talks with the family every day
- usually eats with the family but isn't eating with them today
- always eats alone because their parents work
- has to order pizza because nobody has time to cook

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

- How many hours a week does Mike work? *70.*
- Where does he go in his job? *All over the country.*
- What does Chris usually eat? *Whatever's in the fridge.*
- When does Sally eat? *Quite late (in the evening). / When her parents come home.*
- How many children and grandchildren does Alice have? *Two children and three grandchildren.*
- When does Alice eat with her family? *At the weekend.*
- Where are Jennifer's parents tonight? *At a school meeting.*
- What's the problem with Daniel's family dinners? *The TV is always on and nobody says anything.*

4 What about you?

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

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*

The is pronounced with a schwa (/ə/) before words beginning with consonants (List A) and with the /i:/ sound before words beginning with vowels and proper nouns (List B). When the is stressed (for emphasis), it also has the /i:/ sound.

2b 1.04 Listen again and repeat.

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

- Today on the programme we're talking about — family dinners.
- I'm going to the fridge to see if there's anything to eat.
- I think — communication is essential.
- In my house — breakfast isn't an important meal.
- Adults can't always arrive on time because of — work.
- I don't like the food at school.
- 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.

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

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

- Do you think _____ family dinners are important?
- Are _____ family dinners an important part of life in your country?
- Do you think _____ children and _____ parents talk a lot in your country?
- Do you talk about _____ important things when you have _____ dinner?
- Do you listen to _____ music at dinnertime?
- Do you think the food you eat makes a difference to your school marks?
- Do you like the 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.

Students' own answers

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.



Liam

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



Oliver

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



Emma

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



Phillipa

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

- 3 1.05 Listen to two teenagers meeting for the first time. Look at the information in 2. Which two people are talking? *Emma and Liam*

- 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) *Have you got any brothers or sisters?*
B: Yes, I've got one brother.
A: Me too. (b) *How old is he?*
B: He's 22.
A: (c) *Does he live at home / with you?*
B: No, he doesn't. He's at university in Manchester.

A: (d) *How often do you see him / each other?*
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) *What do you usually do at the weekend?*
B: I usually go out with my friends on Saturdays and we sometimes play football on Sundays.
(f) *What about you?*
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 1.06 Which questions in the dialogue go with diagram A? Which go with diagram B? Listen again and check.

diagram A diagram B

Diagram A: a, c
Diagram B: b, d, e, f

- 5b 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?

Alanna wants to find an international e-pal.

- 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 *I've*.
- We can use emoticons like 😊 or 😊.
- We can use the word *anyway* to change the subject.
- To finish an informal email we can use:
That's all for now, Bye for now!, Write back soon, All the best or Best wishes.

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

- | | |
|----------------------|-------------------------------|
| Paragraph 1 <i>c</i> | a favourite subject at school |
| Paragraph 2 <i>e</i> | b main interest or hobby |
| Paragraph 3 <i>b</i> | c basic personal information |
| Paragraph 4 <i>a</i> | d asking for a reply |
| Paragraph 5 <i>d</i> | 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. *Students' own answers*

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.

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(suggested answer) She is a good e-pal for Alanna because they have a lot in common. She comes from a big family. She also likes music, reading and is interested in practising her English as much as possible.

- 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? *Students' own answers*

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.

Students' own answers

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? *online gaming, online socialising, socialising with friends*

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

- 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) 14–16 lat;

Dwa najczęściej wybierane sposoby spędzania czasu wolnego (44%): (2) gry/granie w sieci i utrzymywanie kontaktów (3) towarzyskich / społecznych / ze znajomymi w sieci;

Procent nastolatków, którzy (4) pracują lub uprawiają sport w czasie wolnym: 8%;

Ważne! 71% ma zbyt mało (5) pieniędzy, 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?



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.

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)	/ˈtʃaɪldˌhʊd/	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 ˈeɪdʒə(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)	/ˌɒnˌlaɪn ˈɡeɪmɪŋ/	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 ˌɒnˌlaɪn/	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)	/ˈjəʊɡə/	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/	różwiedzony
father-in-law (n)	/ˈfɑːðər ɪn ˌlɔː/	teść
grandfather / grandmother (n)	/ˈɡræn(d)ˌfɑːðə(r) / ˈɡræn(d)ˌmʌðə(r)/	dziadek/babcia
grandson / granddaughter (n)	/ˈɡræn(d)ˌsʌn / ˈɡræn(d)ˌdɔːtə(r)/	wnuk/wnuczka
husband (n)	/ˈhʌzbənd/	mąż
mother-in-law (n)	/ˈmʌðər ɪn ˌlɔː/	teściowa
nephew (n)	/ˈnefjuː/	siostrzeniec/bratanek
niece (n)	/ˈniːs/	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)	/ˈstepˌfɑːðə(r) / ˈstepˌmʌðə(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 ˈtreɪf(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)	/biˈheɪvjə(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)	/dɪsəˈɡriːmənt/	różnica zdań
e-pal (n)	/ˈiː ˌpæl/	przyjaciel z Internetu
exercise (n)	/ˈeksəsaɪz/	ćwiczenia fizyczne
glued (adj)	/ɡluːd/	przyklejony
government (n)	/ˈɡʌvnmənt/	rząd
hard time (n phr)	/ˈhɑːd ˈtaɪm/	trudna chwila
headphones (n pl)	/ˈhedˌfəʊnz/	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)	/məˈdʒɒrəti/	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)	/ˈriːəlaɪz/	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)	/ʌnˈtaɪdi/	nieposprzątany
volume (n)	/ˈvɒljuːm/	głośność

Rozumienie ze słuchu

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

ARE YOUR CHILDREN RESPONSIBLE?

Dr Rose Spencer works at (1) university.

Dr Robert Epstein's nationality is (2) American.

American teens spend (3) about 70% / most of their time interacting with other teens and the media.

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

Role models can show teens how to (5) take care of / protect the environment.

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

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 zeszycie 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 zeszycie w języku angielskim.

- 1 X: Hi Chloe. What are you doing? Are you at home?
Y: Yes. I never go out 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. What about you / And you?
X: I've got one younger brother.
3 X: What do you think of / is your opinion of superhero films?
Y: I love them! My favourite character is Thor.
4 X: Have you got / Do you have 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 understand (you).
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) an independent adult is all about. However, when we (2) are 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) our/the shopping for us, clean the bathroom and (4) make/prepare 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) got/their/some 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: *Students' own answers*

- wyjaśnisz mu, co robisz w Wielkiej Brytanii i gdzie dokładnie jesteś;
- opisziesz, jak wygląda Twój dzień na obozie;
- opisziesz 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 koledze / 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 understand conversations about families and family life.
- d I can write a basic informal email about myself or somebody I know well.
- e I can give 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

- A theft is when somebody steals something.
- A burglary is when somebody breaks into a house and steals things from it.
- A robbery is when somebody steals from a bank or a person.
- Vandalism is when somebody damages public property.
- Shoplifting is when somebody takes things from a shop without paying.
- Piracy is when somebody copies software such as CDs and DVDs illegally.
- Mugging is when somebody takes a person's money or possessions using violence.
- Fraud 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.

- b u r g l a r
- m u g g e r
- f r a u s t e r
- p i r a t e
- r o b b e r
- s h o p l i f t e r
- t h i e f
- v a n d a l

- 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.

- robbery
- vandalism
- piracy
- shoplifting

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 ...

- investigate a case, they try to find out what really happened.
- question a suspect, they ask them things.
- arrest a suspect, they take them to a police station because they think they have done something bad.
- charge a suspect with something, they make an official statement that they think the suspect did something bad.
- accuse a suspect of something, they say that they did something bad.
- collect evidence, they get DNA samples or something that can help to show that somebody did something bad.
- prove something, they give evidence or proof that something is true.
- analyse evidence, 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

arrest (v) ➤ arrest (n), charge (v) ➤ charge (n),
collect (v) ➤ collection (n), investigate (v) ➤ investigation (n),
prove (v) ➤ proof (n), question (v) ➤ question (n)

- 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?

1 c, 2 b, 4 a

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! 1 c

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. 4 a

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. 2 b



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

- 1 How did Bonardi and Laudani try to escape the police? *They pretended to be a part of the fashion display.*
- 2 Why didn't their plan work? *One of them moved.*
- 3 What was the work of art that disappeared at a literary festival in Devon? *A bottle of melted Antarctic ice water.*
- 4 What different theories could explain the disappearance of the work? *An art thief took it or someone drank it or someone threw it away.*
- 5 Why were the Pettigrews surprised the bank was open? *Banks don't usually open on Saturday afternoons in Britain.*
- 6 Who discovered the problem and what did they do about it? *Their son Oliver discovered the problem and they called the police.*
- 7 How did the bank thank Oliver? *They opened an account for him.*

5 CRITICAL THINKING

Think! Then compare ideas with your class.

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

6 Can you guess from the context what the underlined words mean? Check your ideas in a 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?

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

a past simple, b past simple, c present simple, d past simple, e past simple, f present simple, g past simple, h past simple

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

- a form of *be* in the past simple affirmative.
- a form of *be* in the past simple negative.
- a regular verb in the past simple affirmative.
- an irregular verb in the past simple affirmative.
- a past simple question.
- a verb in the past simple negative.

1 d, 2 h, 3 a, 4 e, 5 b, 6 g

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) wasn't/didn't walk/didn't go there yesterday.

Question: (c) Was/Did/Did he (d) -/walk/go there yesterday?

GRAMMAR REFERENCE ► PAGE 142

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

List A: /t/ List B: /ɪd/ List C: /d/

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?

List B: verbs that end in -t or -d

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?

Students' own answers

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) was (be) a terrible crime.

Somebody (b) mugged (mug)

a 16-year-old boy in the street and

(c) stole (steal) his smartphone.

Then he (d) ran (run) away.

The boy (e) didn't know (not know) the criminal but,

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

a surprise. The mugger (g) wasn't (not be) very

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

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

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

(k) went (go) to the police. The police (l) found

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

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

too, so the police (o) were (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 did a criminal mug (mug) in 2013 in New York?

2 What did the criminal steal (steal)?

3 Did the boy know (know) the criminal?

4 Was (be) the criminal clever?

5 What did the criminal do (do)?

6 Did the photo help (help) the police?

7 Was (be) it difficult to find the criminal?

8 How did this story end (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. (suggested answers)**

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

Student A:

- (b) *What did Conan Doyle do?*
 (c) *What was the title of the first Sherlock Holmes story?*
 (d) *What was the name of Conan Doyle's teacher?*
 (e) *How many novels did Sherlock Holmes appear in?*
 (f) *How old was Conan Doyle when he died?*
 (g) *Where does Sherlock Holmes continue to appear?*

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) 1859 in Edinburgh, Scotland.

Conan Doyle was a (b) doctor. 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) A Study in Scarlet. The idea for Sherlock Holmes came from one of Conan Doyle's teachers at university. The teacher's name was (d) Joseph Bell. 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) four 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) 71 years old. But his famous character, Sherlock Holmes, is still very much alive. He continues to appear in (g) films, TV series and novels.

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 come across
 3 solve a problem by considering the facts work out
 4 try to find look for
 5 discover find out
 6 arrive or appear unexpectedly turn up



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 began to look into the case.
 3 They found the keys by accident in the garden.
 They came across the keys by accident in the garden.
 4 The shoe appeared unexpectedly in the garden.
 The shoe turned up in the garden.
 5 Sherlock Holmes used logic to solve crimes.
 Sherlock Holmes used logic to work out crimes.
 6 After their investigation, they soon discovered where the thief was.
 After their investigation, they soon found out where the thief was.

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.

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

(suggested answers)

I looked for the answer. I looked for the identity of the criminal. I found out the answer. I found out the identity of the criminal. I came across the key. I came across the answer. I came across the identity of the criminal. I worked out the answer. I worked out 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?

(suggested answers) Daniel was watching TV last night (picture a). He was watching a detective film (picture d) while his parents were doing something on the computer (picture c). The loud scary noise he heard was the cat (picture b).

- 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.

- Daniel was watching a detective film on TV last night. *He was watching a detective documentary.* T/F/NM
- Jim doesn't like watching detective programmes. T/F/NM
- Daniel was enjoying the programme he was watching. T/F/NM
- Daniel stopped watching because his parents called him. *Daniel stopped watching because he heard a loud noise in the kitchen.* T/F/NM
- Daniel went to the kitchen to see what was happening. T/F/NM
- Daniel's new cat was responsible for the scene in the kitchen. T/F/NM
- Somebody was crying in the kitchen. *The cat was 'crying' in the kitchen.* T/F/NM
- 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.

- Somebody was crying. c
 - While I was watching the programme, I suddenly heard a loud noise. d
 - I went towards the kitchen. a
 - I studied in my room for an hour or two and then I had dinner. b
- 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 be + verb -ing

GRAMMAR REFERENCE > PAGE 142

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

- Rachel and Kate / buy clothes.
Rachel and Kate were buying clothes.
- Joe's dad / not make the dinner.
Joe's dad wasn't making the dinner.
- Kim / run in the park.
Kim was running in the park.
- We / not watch TV.
We weren't watching TV.
- We / do homework.
We were doing homework.
- Becky / swim.
Becky was swimming.
- Sam and Beth / sit in the kitchen.
Sam and Beth were sitting in the kitchen.



3 Write the questions and answers in your notebook.

- Rachel and Kate / swim?
Were Rachel and Kate swimming? No, they weren't.
- Joe's dad / make the dinner?
Was Joe's dad making the dinner? No, he wasn't.
- What / Kim / do?
What was Kim doing? She was running in the park.

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?

(example answers)

- What was the middle-aged man doing?
- What was the man with a moustache (in a beret) doing?
- What was he carrying?
- What was the red-haired woman doing?
- How many bags was she carrying?
- What was the young man doing?
- What was he wearing?

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

Students' own answers

Mystery story

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

- 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.

- What was the young man's name?
- What was the old man wearing?
- 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.

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

The old man ran quickly towards the young man.

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

- Becky / swim?
Was Becky swimming? Yes, she was.
- Where / Sam and Beth / sit?
Where were Sam and Beth sitting? They were sitting in the kitchen.

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 ...



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.

- When was the last time you apologised to someone? Who did you apologise to and why?
- When was the last time somebody apologised to you? Who apologised and why?
- 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?

- He drank the girl's bottle of water. Yes.
- Dylan forgot to bring a book he borrowed in time for the next lesson. No.

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

- I'm sorry.
- It doesn't matter.
- It's only (water).
- Let me (get you a new bottle in the break).
- I'll make it up to you.
- That's the last time (I lend you anything).
- I feel 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.

4

5

7

Responding to apologies

It's OK.

Don't worry about it.

Never mind.

2

3

6

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.

Students' own answers

- You were going to go out with your friend on Saturday, but now you remember that you have to go somewhere with your family.
- Your friend lent you their favourite DVD. Now you can't find it.
- 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.

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?



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.

Students' own answers

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

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. *Students' own answers*

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. *an embassy*
- 2 Apply for a passport. *a passport office*
- 3 Apply for a Polish identity card. *a municipal office*
- 4 Take out some travel insurance. *an insurance company*
- 5 Get vaccinated against certain diseases. *a medical centre / hospital*
- 6 Pay customs duties. *the customs office*
- 7 Get a European Health Insurance Card. *the National Health Fund*
- 8 Get an international driving permit. *a district office*
- 9 Get a pet passport for your dog/cat. *a veterinary clinic*

- 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 *the police*.
- 2 Why is she calling?
Because *she (has) lost her passport / her passport has been stolen*.
- 3 Why is she worried?
She's worried that *she won't be able to return home (without a passport)*.
- 4 What does she need to do first?
She has to go to the police station to *report the loss of her passport*.
- 5 Where does she need to go next?
Next, she needs to go to *the Polish Consulate*.
- 6 Is the conversation formal or informal?
It is *formal*.

- 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) *osobiście* i wolałabym, żebyś poszedł tam ze mną.

No, tak. Jasne.

Potem muszę iść do polskiego (2) *konsulatu*. Wiesz, gdzie to jest?

Nie, ale znajdę. 😊

Aha, wcześniej muszę zrobić jedno (3) *zdjęcie* do wniosku o (4) *tymczasowy* 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)	/ˈænəlaɪz ˈeɪd(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)	/ˈbɜ:glə(r)/	włamywacz
burglary (n)	/ˈbɜ:gləri/	włamanie
charge (n & v)	/tʃɑ:dʒ/	oskarżenie, postawić w stan oskarżenia
charge a suspect (v phr)	/ˈtʃɑ:(r)dʒ ə 'sʌspekt/	postawić osobę podejrzaną w stan oskarżenia
collect evidence (v phr)	/kə'lekt ˈeɪd(ə)ns/	zbierać dowody
collection (n)	/kə'lektʃ(ə)n/	zbiór, nagromadzenie
damage (v)	/ˈdæmɪdʒ/	wyrządzić szkodę
fraud (n)	/frɔ:d/	oszustwo
fraudster (n)	/ˈfrɔ: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)	/ˈmʌgə(r)/	uliczny rabuś, bandyta
mugging (n)	/ˈmʌɡɪŋ/	rozbój, napad na ulicy
piracy (n)	/ˈpaɪəsi/	piractwo
pirate (n)	/ˈpaɪrət/	pirat, osoba naruszająca prawa autorskie
prison (n)	/ˈprɪz(ə)n/	więzienie
proof (n)	/pru:f/	dowód
prove (v)	/pru:v/	udowadniać
question (n & v)	/ˈkwɛstʃ(ə)n/	pytanie, przepytać/ przesłuchać
question a suspect (v phr)	/ˈkwɛstʃ(ə)n ə 'sʌspekt/	przesłuchać osobę podejrzaną
robber (n)	/ˈrɒbə(r)/	rabuś, złodziej
robbery (n)	/ˈrɒbəri/	rabunek, kradzież
shoplifter (n)	/ˈʃɒp,lɪftə(r)/	złodziej sklepowy
shoplifting (n)	/ˈʃɒp,lɪftɪŋ/	kradzież w sklepie
steal (v)	/sti:l/	kraść
theft (n)	/θeft/	kradzież
thief (n)	/θi:f/	złodziej
vandal (n)	/ˈvænd(ə)/	wandal
vandalism (n)	/ˈvændə,lɪz(ə)m/	wandalizm
victim (n)	/ˈvɪktɪm/	ofiara, poszkodowany

Urzędy

apply (v)	/ə'plai/	ubiegać się
citizen (n)	/ˈsɪtɪz(ə)n/	obywatel, mieszkaniec
consulate (n)	/ˈkɒnsjʊlət/	konsulat
customs (n pl)	/ˈkʌstəmz/	cło
customs office (n phr)	/ˈkʌstəmz ˈɒfɪs/	urząd celny
district office (n phr)	/ˈdɪstrɪkt ˈɒfɪs/	starostwo powiatowe
document (n)	/ˈdɒkjʊmənt/	dokument
embassy (n)	/ˈembəsi/	ambasada
fee (n)	/fi:/	opłata
form (n)	/fɔ:m/	formularz
identity card (n)	/aɪ,dentɪti ˈkɑ:(r)d/	dowód tożsamości
insurance (n)	/ɪn'ʃʊərəns/	ubezpieczenie
municipal office (n)	/mju:nɪsɪp(ə)l ˈɒfɪs/	urząd gminy
office (n)	/ˈɒfɪs/	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)	/ˈpɑ:spɔ:t/	paszport
passport office (n phr)	/ˈpɑ:spɔ:t ˈɒfɪs/	urząd paszportowy
take out insurance (v phr)	/ˈteɪk ˈaʊt ɪn'ʃʊərəns/	wykupić ubezpieczenie
temporary (adj)	/ˈtemp(ə)rəri/	tymczasowy
vaccinate (v)	/ˈvæksɪneɪt/	szczepić
visa (n)	/ˈvi:zə/	wiza


CZASOWNIKI FRAZOWE

break into (v phr)	/ˈbreɪk ˈɪntə/	włamać się
come across (v phr)	/ˈkʌm ə ˈkrɒs/	trafić na, natknąć się
find out (v phr)	/ˈfaɪnd ˈaʊt/	odkryć, dowiedzieć się
look for (v phr)	/ˈlʊk ˈfɔ:(r)/	szukać
look into (v phr)	/ˈlʊk ˈɪntə/	badać, prowadzić dochodzenie
turn up (v phr)	/ˈtɜ:n ˈʌp/	zjawiać się
work out (v phr)	/ˈwɜ:k ˈaʊt/	rozwiązać (problem)

INNE

accessory (n)	/ək'sesəri/	akcesorium, dodatek
account (n)	/ə'kaʊnt/	konto
apologise (v)	/ə'pɒlədʒaɪz/	przepraszać
blog post (n phr)	/ˈblɒg ˌpəʊst/	wpis na blogu
case (n)	/keɪs/	sprawa, śledztwo
complicated (adj)	/ˈkɒmplɪˌkeɪtɪd/	skomplikowany
detective (adj & n)	/dɪ'tektɪv/	detektywistyczny, detektyw
display (n)	/dɪ'spleɪ/	wystawa, ekspozycja
escape (v)	/ɪ'skeɪp/	uciekać
experienced (adj)	/ɪk'spiəriənst/	doświadczony
festival (n)	/ˈfestɪv(ə)l/	święto, festiwal
illegal (adj)	/ɪ'li:g(ə)l/	nielegalny
lock (v)	/lɒk/	zamykać na klucz
luxury (n)	/ˈlʌkʃəri/	luksus
melted (adj)	/ˈmeltɪd/	stopiony
newspaper (n)	/ˈnju:zˌpeɪpə(r)/	gazeta
pair (n)	/peə(r)/	para
possession (n)	/pə'zeʃ(ə)n/	własność
pretend (v)	/prɪ'tend/	udawać
privacy (n)	/ˈprɪvəsi/	prywatność
property (n)	/ˈprɒpəti/	własność, mienie, nieruchomości
run away (v phr)	/ˈrʌn ə'weɪ/	uciekać
smart (adj)	/smɑ:t/	elegancki
still (adv)	/stɪl/	nieruchomo
suit (n)	/su:t/	garnitur
theory (n)	/ˈθiəri/	teoria
unprotected (adj)	/ˌʌnprə'tektɪd/	niezabezpieczony
value (n)	/ˈvælju:/	wartość
violence (n)	/ˈvaɪələns/	przemoc
work of art (n phr)	/ˈwɜ:k əv ˈɑ: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 zeszycie. 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 E 2 A 3 B 4 C

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Zapisz odpowiedzi w zeszycie. 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 D

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 A

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 B

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 E

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

Wypowiedź pisemna

5 W zeszłym tygodniu byłeś/byłaś świadkiem nietypowej kradzieży. Napisz swoją relację z tego wydarzenia na blogu. *Students' own answers*

- 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.