

- 1 1.16 Read and listen to descriptions a–e. In your notebook, match them with pictures 1–5 above. Who do you think is guilty of a crime?

a She's **tall** and **slim**, and she's wearing a red **coat** and a hat.

b He's **short** and **well-built**. He's got red hair and a **beard**.

c She's wearing **glasses** and she's carrying a **handbag**. She's got a lot of **jewellery**!

d He's got a **moustache**, but he hasn't got a beard. He's got long dark hair in a **ponytail**.

e She's **medium height**. She's wearing a **tracksuit** and a **hoodie**, and she's carrying a **backpack**.

- 2 1.17 In your notebook, complete the lists below with the words in green. Then listen, check and repeat.

Hair: beard,

Body type: tall,

Clothes: coat,

Accessories: glasses,

- 3 **Hair** Work in pairs. In turns, describe the hair of a student in your class and guess the name of the student whose hair it is.

black ■ brown ■ curly ■ fair ■ long ■ red
short ■ straight ■ wavy

He's got ...

She's got ...

- 4 1.18 Listen to two more descriptions. In your notebook, draw the faces. Compare your pictures with your classmates.



- 5 **Game** Work in pairs. In turns, play *Guess the person*.

Student A: Look at the picture in exercise 1 for 1 minute. Close your book and answer the questions.

Student B: Ask Student A five questions about the people in the picture.

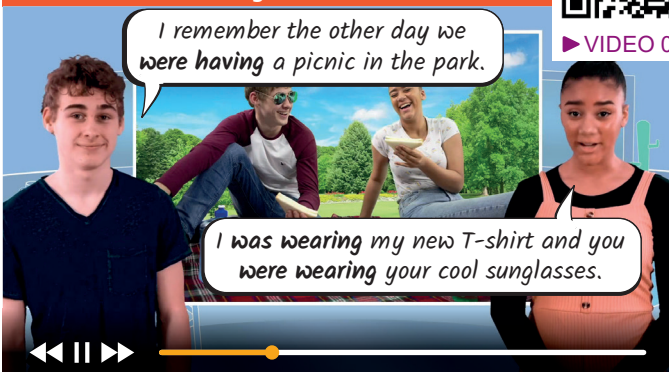
Has Sporty Sally got a ponytail?



Grammar hub: Past continuous: affirmative and negative



▶ VIDEO 07



Past continuous: affirmative and negative

- + He **was having** a sandwich.
They **were wearing** jewellery.
- He **wasn't having** a sandwich.
They **weren't wearing** jewellery.

» Grammar summary on page 29

1 Answer the questions. In your notebook, make a Grammar hub for *she* and *you*.

- Do we use the Past continuous to talk about actions in progress in the past or completed actions in the past?
- What form of the verb do we use after *was* / *were*?

2 Clothes Work in pairs. How good is your memory? Say what your classmates were wearing yesterday.

dress ■ jacket ■ shirt ■ shoes ■ skirt
trainers ■ trousers ■ T-shirt ■ jeans

I think Laura was wearing jeans and a blue T-shirt.

Grammar hub: Past continuous: questions and short answers

- ? Was he **wearing** a hat?
Yes, he **was**. / No, he **wasn't**.
- Were they **wearing** hoodies?
Yes, they **were**. / No, they **weren't**.
- What **were** they **wearing**?
They **were wearing** coats.

» Grammar summary on page 29

4 In your notebook, write Past continuous questions, using the words given.

what / the witness / do?

What was the witness doing?

- where / the criminals / go?
- they / run?
- they / carry / backpacks?
- what / the criminals / wear?
- the police / run after / the criminals?

5 1.19 Listen to a police interview with a witness. Then answer the questions (1–5) in exercise 4 in your notebook.

6 Game Play *Find someone who ...* In your notebook, write what you were doing yesterday at 5 o'clock in the afternoon. Find someone who was doing the same thing.

What were you doing yesterday at 5 o'clock in the afternoon?

I was watching a sci-fi film on TV.

3 Look at the picture below. In your notebook, complete the sentences (1–5), using the correct form of the verbs in brackets.

SWEDISH CROWN JEWELS STOLEN!

Two Swedish crowns are missing from Strängnäs Cathedral.



- The witness (get) married.
- The criminals (take) the crowns.
- They (not wear) masks.
- A boat (wait) on the lake.
- Police officers (not run after) the men.

🔍 Type to search ...

Sign up

Log in

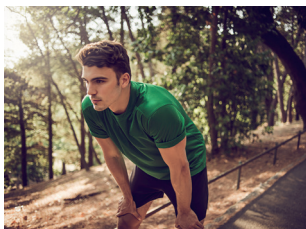
How embarrassing! 3 answers

Have you got an embarrassing story about mistaken identity?

A Andy | 16:05

14

I hugged a stranger once! I **was running** in the park when I saw my brother's friend Jack. I knew it was Jack because he **was wearing** his grey tracksuit and blue hoodie, and he **was carrying** his black backpack. So, I ran towards him, shouting 'Hey Jack!' and hugged him. But ... it wasn't Jack. It was so embarrassing!



B Beth | 18:22

2

My sister used to work at a supermarket, and she always used to see her best friend's parents when they **were shopping** there. Then, she started seeing her friend's dad with another woman – every week! Finally, she told her friend. Her friend asked, 'Did she have fair hair in a ponytail, and glasses?'. 'Yes!' my sister replied. 'Don't worry,' her friend laughed. 'My dad's twin brother moved here a month ago and that's his wife!' My sister was really embarrassed.



C Cora | 20:45

66

A student called Guy Goma **was waiting** for a job interview at a BBC TV studio. Someone asked, 'Are you Guy?' and they took him to the studio where they **were filming** the news. When the presenter introduced him as 'the technology expert Guy Kewney,' he knew it was an embarrassing mistake. You can see the clip on YouTube – it's so funny!



3 Work in pairs. Are the sentences true or false? In turns, correct the false sentences.

Andy was walking in the park.

False. He wasn't walking in the park. He was running.

1 1.20 Read and listen to the texts. Guess the meaning of these words and choose the best emoji.

embarrassed ■ embarrassing



2 Przeczytaj ponownie teksty na temat kłopotliwych sytuacji (A–C) oraz poniższe zdania 1–4. Do każdego zdania dopasuj właściwy tekst. Zapisz odpowiedzi w zeszytce. Uwaga! Jeden tekst pasuje do dwóch zdań.

In this story,

1	two people had the same first name.	
2	there were two people who were brothers.	
3	the writer of the post saw an embarrassing situation.	
4	the writer of the post felt embarrassed.	

4 Choose task A or B. In your notebook, write a post for the web forum.

- A Tell an embarrassing story that happened to you or someone you know.
- B Invent a story about an embarrassing situation.

! Tips

- Użyj czasu Past continuous, aby opisać, co robiłeś lub co robiła inna osoba.
- Użyj czasu Past simple do opisanego krótkich wydarzeń z przeszłości.

5 Share your stories from exercise 4. Whose story is the most embarrassing?

Speaking

Lesson objectives: Functions: describing objects; Vocabulary: patterns and materials

lesson 4 UNIT 2

- 1 1.21 Listen and read. Choose the correct words. Write the answers in your notebook.



Good morning! I lost a ¹sweatshirt / jumper yesterday.

Oh dear! What does it look like?

It's a ²plain / checked grey hoodie.

What's it made of?

It's made of ³denim / cotton.

What brand is it?

It's ⁴Crow / Stork. It's got a small logo on it.

I don't think we have it here. Where did you lose it?

I was travelling on the number ⁵60 / 16 bus. I was ⁶standing at the back / sitting near the front, I think.

Can you fill in this form, please? We'll contact you if we find it.

- 2 1.22 Listen and repeat descriptions 1–8. Find the objects in pictures a–h. Then complete the table with the words in green in your notebook.



- | | |
|----------------------------------|-------------------------------|
| 1 a checked cotton shirt | 5 a gold earring |
| 2 a plain grey hoodie | 6 a silver watch |
| 3 a blue denim jacket | 7 a striped wool scarf |
| 4 some plastic sunglasses | 8 a leather handbag |

Materials: cotton,

Patterns: checked,

- 3 Work in pairs. In turns, describe and guess the objects in your classroom. Use words for colours, materials and patterns.

It's plain blue, and it's made of cotton.

Is it Peter's T-shirt?

- 4 1.23 Usłyszysz dwukrotnie rozmowę odbytą w biurze rzeczy znalezionych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–4 w poniższym formularzu. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

LOST PROPERTY FORM

Contact: *Sally Jackson* Tel. *07782* ¹

Description of the object

Lost object: *coat*

Colour/Pattern: ² Material: ³

Brand: *B&G*

Where was it lost?

The passenger was on: *the Leeds-Manchester* ⁴ , *Coach B*.

The passenger left it: *on a* ⁵

- 5 Work in pairs. Act out a dialogue at the lost property office. Student A describes a lost object and Student B fills in the form in the notebook. Change roles.

LOST PROPERTY FORM

Lost object:

Colour/Pattern: Material:

Brand:

Where:

Vocabulary 2 and Listening

Lesson objective: *crime*

lesson 5 UNIT 2

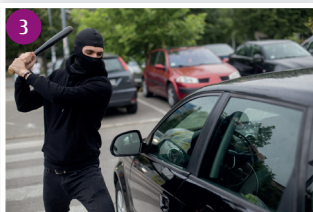
- 1 1.24 Listen and repeat the words. What do they mean in Polish?



burglar



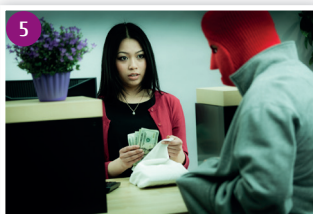
shoplifter



vandal



thief



robber

Look

thief → thieves knife → knives wife → wives

- 2 Read the headlines. Guess the meaning of the words in green.

1 ARMED ROBBER IN BLONDE WIG TRIES TO **ROB** DOUGHNUT SHOP

2 *B*urglar with underwear on head **breaks into** town hall

3 THIEF CALLS POLICE FROM CAR WHICH HE WAS TRYING TO **STEAL**

4 DOGS **CHASE** VANDAL AFTER HE **DAMAGES** CAR AND **RUNS AWAY**

5 Under-25s who **commit a crime** and **go to prison** falls by 8%

- 3 Work in pairs. Student A makes a definition, using *who* and one of the words from the box. Student B guesses the word. Then change roles.

commit a crime ■ damage ■ break into ■ steal
rob (someone / a place)

It's someone who steals something from a shop.

A shoplifter.

- 4 Work in pairs. Read the words in the box and guess what happens in another crime story.

grandmother ■ shopping ■ thieves ■ jewellery shop ■ hit ■ handbag ■ ran away ■ caught
Super Gran ■ cup of tea

! Tips

Zanim zaczniesz słuchać nagrania, znajdź w pytaniach słowa kluczowe.

- 5 1.25 Listen to the story about *Super Gran*. Did you hear all the words from the box? How was the real story different from your story?

- 6 1.26 Usłyszysz dwukrotnie cztery wypowiedzi na temat przestępstw. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (1–4) odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This criminal

- A. didn't escape.
B. had a lucky escape.
C. stole a car.
D. climbed through a window.
E. was a robber.

1	2	3	4

- 7 In your opinion, which of the criminals from exercise 1 commits the most serious crime? Have a class vote to see who the worst criminal is.

Grammar hub: Past simple and Past continuous: when and while



when and while

What were you doing **when** you saw the thief?
 I was waiting for the bus **when** I saw the thief.
 Did you see the thief **while/when** you were waiting for the bus?
 I saw the thief **while/when** I was waiting for the bus.

>>> Grammar summary on page 29

- 3 In your notebook, write two sentences for each situation 1–3. In the first sentence, use: **when**, and in the second: **while**.

the thieves: run / drop the bag

The thieves were running away when they dropped the bag. The thieves dropped the bag while they were running away.

- I: travel on the bus / lose my bag
- the burglar: jump out of a window / hurt his leg
- the vandals: walk down the street / damage a car

Grammar hub: Past continuous + Past continuous

The robber **was wearing** a wig while he **was robbing** the doughnut shop.

Security cameras **were filming** the shoplifter while he **was stealing** the snake.

>>> Grammar summary on page 29

- 4 Work in pairs. Look at the picture. In turns, say what the people were doing. Use sentences with **while** and the words in the box.

buy ■ talk ■ try on ■ look at ■ chat ■ steal
 run away ■ carry ■ chase



Rob was chatting to a friend while a thief was stealing his wallet.

- 1 Read the sentences. Say which action was already in progress (1st) when the other action happened (2nd).

When the burglar **broke in** (2nd), he **was wearing** (1st) **pants on his head**.

- While he **was climbing** through the window, he **looked** at the security camera.
- The boy **called** the police when he **was trying** to steal a car.
- When the police **arrived**, the vandals **were running** away.
- The shoplifter **was hiding** a snake when he **walked** out of the pet shop.

- 2 Complete the sentences in your notebook. Use the Past continuous or Past simple forms of the verbs in brackets.

- I **(do)** my homework when you **(call)** me.
- We **(watch)** a horror film when someone suddenly **(scream)**.
- My friend **(lose)** her purse while she **(try on)** some new clothes.
- (you / see)** the storm while you **(travel)** on the bus?
- What **(you / do)** when the teacher **(arrive)** in class?

- 5 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- Later, the criminals (*poszli do więzienia*) **(went to prison)**.
- (*Czy nosiła*) **(was she wearing)** any jewellery when you saw her?
- I (*zgubiłam okulary*) **(lost my glasses)** while I was visiting the museum.
- The vandals were running away while the (*kobieta dzwoniła na*) **(woman called)** the police.
- What (*robiliście*) **(were you doing)** when the class started?



Around the world

Lesson objective: Culture: crimes committed by animals

lesson 7 UNIT 2

1 Look at the headlines and the photos. Can you guess what crimes these animals committed?



1 Monkey gangs in Malaysia

Monkeys **were** already **living** near the city of Kuala Lumpur **when** people **cut down** the jungle to build new houses. People used to feed the monkeys and take photos of them. But then the monkey 'thieves' **started** to chase people and steal food. ² Now, wildlife experts warn people not to feed the monkeys.



2 'Firebirds' in Australia

In Australia, there are birds which commit a crime called 'arson' (starting fires). One witness said: '**While** the bushland **was burning**, these so-called 'fire hawks' **were picking up** the burning grass and **dropping** it in other places.' ² Why do 'fire hawks' start fires? Experts think it's because they can chase the small animals that run away from the fire.



3 Cat burglar in New Zealand

In Auckland, things **were disappearing** from people's homes. Who **was** the thief? It **was** Oscar the cat! While the neighbours **were sleeping**, Oscar **was looking** for his favourite thing: socks! He usually **stole** them at night, but sometimes he also **took** the socks from children's shoes while they **were doing** PE at school. ³



2 1.27 Read the texts. In your notebook, complete gaps 1–3 with sentences a–c. Then listen and check your answers.

- a This thief stole about a thousand socks.
- b They even chase people who are jogging in the park!
- c Some birds were even working together.

3 Read the texts again and answer the questions.

- 1 Where were the monkeys living?
- 2 What do the monkeys steal?
- 3 What is 'arson'?
- 4 Why do 'fire hawks' spread fires?
- 5 Where did Oscar live?
- 6 Where did Oscar find the socks?

4 1.28 Listen to another story about an 'animal criminal'. Complete the notes.


Grand Theft Seagull

animal: *seagull*

country: ¹ _____

type of 'criminal': ² _____

description of crime: He ³ _____



5 Have a class discussion. Can animals be guilty of crime? Why / Why not?

Discover more!

6 In pairs, find out about another 'animal criminal'. Then present your information to the class.

Brainy phrases

Paragraph 1

Attention everyone!

There was a thief ...

He/She stole ...

The missing ... is ...

The ... is made of ...

Paragraph 2

The suspect is ...

He/She was wearing ...

He/She was carrying ...

When I saw him/her, he/she was ...

Paragraph 3

If you have any information

about ..., please contact ...

I would be very grateful if you could ...

Thanks for your help!

- 1 Read the model notice. In your notebook, match paragraphs 1–3 with a–c.

- a what to do next
- b describe a person
- c describe an object

Look: articles

She stole a bag at [-] school.

The bag is made of [-] blue leather.

- 2 In your notebook, complete the sentences with a(n), the or no article [-].

- 1 There were vandals at [] school during [] weekend.
- 2 They damaged [] classroom. [] damaged room was a science lab.
- 3 One of [] suspects is [] tall, well-built man with [] beard.
- 4 When [] witness saw them, they were walking across [] playground.
- 5 If you have any information about [] suspects, please call me at [] home.

- 3 **Possessions** Work in pairs. Student A describes one of his/her possessions, and Student B guesses what it is.

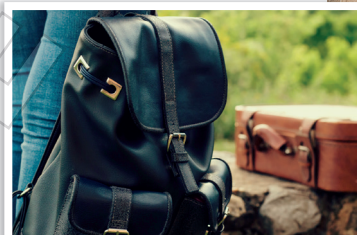
charger ■ headphones ■ key ■ memory stick
purse ■ phone ■ umbrella ■ wallet

It's small and silver. It's made of metal ...

Is it a key?

!! Attention everyone !!

- 1 There was a thief in the park near our school yesterday and I think she stole my backpack. The missing backpack is made of black leather. There was a phone charger, some headphones, some books, and a purse inside. The purse has got a yellow pattern on it.
- 2 The suspect is a slim, medium-height woman in her twenties with long brown hair in a ponytail. She was wearing a plain grey tracksuit, and she was carrying a green bag. When I saw her, she was running away across the playground.
- 3 If you have any information about the suspect or the backpack, please contact the headteacher. I would be very grateful if you could help me find my backpack. Many thanks for your help!



- 4 Imagine that someone stole one of your things. In your notebook, complete the witness report.

WITNESS REPORT

- 1 What does the suspect look like?
- 2 What was he/she was wearing?
- 3 What was he/she was carrying?
- 4 What was he/she doing when you saw him/her?

- 5 Read the task and write a notice in your notebook.

Wczoraj w parku obok twojej szkoły ukradziono Ci plecak. Napisz ogłoszenie na szkolną tablicę ogłoszeń, w którym:

- opiszesz przedmioty, które Ci ukradziono,
- opiszesz osobę, którą podejrzewasz o kradzież,
- poprosisz o pomoc w odnalezieniu rzeczy.

Ogłoszenie powinno wynosić od 50 do 120 słów.

Attention everyone!

There was a thief in a park near our school yesterday and I think ...

! Tips

Użyj zwrotów z ramki *Brainy phrases*.



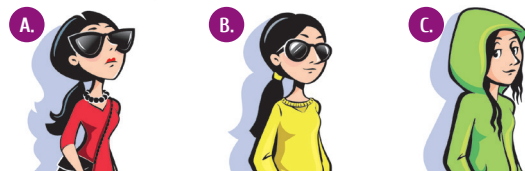
Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9 UNIT 2

- 1 **1.29** Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–3, na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszyście.

1 Who did the boy see?



2 What did the girl buy?



3 The boy was calling to

- A. tell his friend what he did at the weekend.
- B. ask his friend for help with a science project.
- C. inform his friend about a crime that happened.

3

- 2 **1.30** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Zapisz odpowiedzi w zeszyście. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Yes, of course.
- B. They were on the train.
- C. He's a well-built man with a moustache.
- D. We were travelling on the bus.
- E. It's a blue and white checked shirt.

1	2	3	4

- 3 Uzupełnij luki w dialogach 1–3 tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszyście.

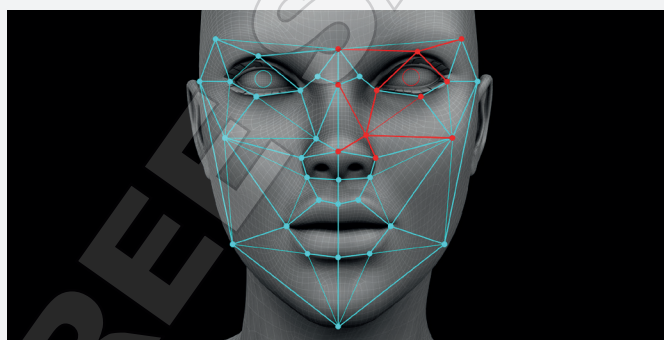
- 1 X: I lost my wallet yesterday. Have you seen it?
Y: What like?
X: It's a small, brown, leather wallet.
- 2 X: Where lose it?
Y: While I was walking through the shopping centre, I think.
- 3 X: I'm looking for my mobile. Can you see it?
Y: What ?
X: It's a Samsung.
- 4 X: I love your watch! What's ?
Y: Oh, just metal. It isn't real gold!

4

- 4 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–3. Zapisz odpowiedzi (A–F) w zeszyście. **Uwaga!** Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

- | | | |
|----------|-----------|------------|
| A. hair | C. stole | E. glasses |
| B. beard | D. robbed | F. went |

MISTAKEN IDENTITY



Richard Jones was 24 years old when he ¹ to prison for a crime which he didn't commit. The police said 'He ² a woman's handbag in a supermarket car park in Kansas, the USA.' Finally, they discovered that it was a case of mistaken identity, and Richard Jones wasn't the thief. The real criminal looked exactly like him. He was also a tall, well-built man with a dark ³ and ponytail. And he had the same first name, Ricky – short for Richard. After 17 years, Richard Jones got out of prison!

3

- 5 Uzupełnij zdania 1–3. Zastosuj – w odpowiednich formach – wyrazy podane w nawiasach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyście.

- 1 I found a purse while (I / travel) on the bus.
- 2 The burglar was running away when (they / catch) him.
- 3 While the (robbers / rob) the jewellery shop, a woman was hitting them with her handbag.

3

- 6 Przetłumacz na język angielski fragmenty podane w nawiasach. Wymagana jest pełna poprawność ortograficzna. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyście.

- 1 Where (zgubiła) her handbag?
- 2 What were you doing (kiedy zobaczyłeś) the shoplifter?
- 3 (Czy oni ścigali) the vandals when you saw them?

3

Total: /20

Personal description

backpack /'bæk,pæk/ plecak
beard /brəd/ broda
coat /kəʊt/ płaszcz
glasses /'glɑːsɪz/ okulary
handbag /'hæn(d),bæg/ torebka
hoodie /'hudi/ bluza z kapturem
jewellery /'dʒuːəlri/ biżuteria
medium height /,miːdiəm 'haɪt/ średniego wzrostu
moustache /mə'staːʃ/ wąsy
ponytail /'pəʊni,tail/ kucyk
short /ʃɔːt/ niski, krótki
slim /slɪm/ szczupły
tall /tɔːl/ wysoki
tracksuit /'træk,suɪt/ dres
well-built /,wel'bɪlt/ dobrze zbudowany

Patterns and materials

checked /tʃekt/ w kratkę
cotton (n, adj) /'kɒt(ə)n/ bawełna, bawełniany
denim (n, adj) /'denɪm/ dżins, dżinsowy
gold (n, adj) /gəʊld/ złoto, złoty
leather (n, adj) /'leðə(r)/ skóra (surowiec), skórzany
plain /pleɪn/ bez wzoru, gładki
plastic (n, adj) /'plæstɪk/ plastik, plastikowy
silver (n, adj) /'sɪlvə(r)/ srebro, srebrny
striped /straɪpt/ w paski
wool (n, adj) /wʊl/ wełna, wełniany

At the lost property office

Can you fill in this form, please?
 Czy mógłby Pan/mogłaby Pani wypełnić ten formularz?
Good morning! I lost a ... yesterday.
 Dzień dobry! Zgubiłem/Zgubiłam wczoraj...
It's made of ... Jest zrobiony/zrobiona/zrobione z...
Oh dear! What does it look like?
 Ojej! Jak wygląda?
We'll contact you if we find it.
 Skontaktujemy się z Panem/Panią, jeśli go/ją/je znajdziemy.

What brand is it? Jakiej jest marki?
What's it made of? Z czego jest zrobiony/zrobiona/zrobione?

Crime

break into /'breɪk ɪntə/ włamać się do
burglar /'bɜːglə(r)/ włamywacz
chase /tʃeɪs/ gonić
commit a crime /kə,mɪt ə 'kraɪm/ popełnić przestępstwo
damage /'dæmɪdʒ/ uszkodzić
go to prison /,gəʊ tə 'prɪz(ə)n/ iść do więzienia
rob /rɒb/ okradać
robber /'rɒbə(r)/ złodziej, bandyta napadający na banki
run away /,rʌn ə'weɪ/ uciekać
shoplifter /'ʃɒp,lɪftə(r)/ złodziej sklepowy
steal /stiːl/ kraść
thief /θiːf/ złodziej
vandal /'vænd(ə)l/ wandal

Other

arson /'ɑːs(ə)n/ podpalenie
attention /ə'tenʃ(ə)n/ uwaga
awkward /'ɔːkwəd/ niezręczny, krępujący
bald /bɔːld/ łysy
bushland /'bʊʃ,lænd/ busz
coach /kəʊtʃ/ wagon
crisps /'krɪspz/ chipsy
cut down /,kʊt 'daʊn/ ścinać
disappear /,dɪsə'piə(r)/ zniknąć
doughnut shop /'dəʊ,nʊt 'ʃɒp/ sklep z pączkami
embarrassed /ɪm'bærəst/ zakłopotany, zawstydzony
embarrassing /ɪm'bærəsɪŋ/ krępujący
fire /'faɪə(r)/ ogień, pożar
footprints /'fʊt,prɪnts/ ślady stóp
guilty /'ɡɪlti/ winny
hawk /hɔːk/ jastrząb
hug (n, v) /hʌg/ uścisk, przytulać
identity /aɪ'dentɪti/ tożsamość
identikit /aɪ'dentɪkɪt/ portret pamięciowy, rysopis

identity parade /aɪ'dentɪti pə'reɪd/ okazanie podejrzanego (świadkowi), identyfikacja sprawców
introduce /,ɪntrə'djuːs/ przedstawić
job interview /,dʒɒb 'ɪntə,vjuː/ rozmowa o pracę
lost property /,lɒst 'prɒpəti/ rzeczy znalezione, rzeczy zagubione
lost property form /,lɒst 'prɒpəti 'fɔːm/ formularz rzeczy zagubionych
lost property office /,lɒst 'prɒpəti 'ɒfɪs/ biuro rzeczy znalezionych
lucky escape /,lʌki ɪ'skeɪp/ szczęśliwa ucieczka
neighbour /'neɪbə(r)/ sąsiad
newsagent /'njuːz,eɪdʒ(ə)nt/ sprzedawca w kiosku
newsagent's /'njuːz,eɪdʒ(ə)nts/ kiosk
pants /pænts/ slipy, majtki
pick up /,pɪk 'ʌp/ podnosić
purse /pɜːs/ portfel, portmonetka
resident /'rezɪd(ə)nt/ lokator
seagull /'siː,gʌl/ mewa
spread /spred/ rozciągać się
suit /suɪt/ garnitur, kostium
suspect /'sʌspekt/ podejrzany
sweatshirt /'swet,'ʃɜːt/ bluza sportowa
tie /taɪ/ krawat
underwear /'ʌndə,weə(r)/ bielizna, majtki
warn /wɔːn/ ostrzegać
wig /wɪg/ peruka
witness /'wɪtnəs/ świadek

Past continuous: affirmative and negative

Czasu *Past continuous* używamy, gdy mówimy, że dana czynność trwała w określonym momencie w przeszłości. Zdania twierdzące tworzymy za pomocą **was** lub **were** oraz czasownika z końcówką **-ing**. Zdania przeczące tworzymy, dodając do **was** lub **were** słowo **not**. Czasu *Past continuous* nie używamy z czasownikami wyrażającymi stany np. *know, like, want, understand, believe*.

Affirmative

I **was watching** TV.
You **were watching** TV.
He **was watching** TV.
She **was watching** TV.
We **were watching** TV.
You **were watching** TV.
They **were watching** TV.

Negative

I **wasn't reading**.
You **weren't reading**.
He **wasn't reading**.
She **wasn't reading**.
We **weren't reading**.
You **weren't reading**.
They **weren't reading**.

Zasady dodawania końcówki **-ing**

- Jeśli czasownik kończy się literą *e* (np. *give, drive, move, use, take, come, have*), to należy ją usunąć: *ride* – **riding**.
- Jeśli czasownik kończy się spółgłoską poprzedzoną jedną samogłoską (np. *swim, stop, shop, run, sit*), to przed dodaniem **-ing** należy podwoić ostatnią literę: *win* – **winning**.
- Jeśli czasownik kończy się literami *ie* (np. *die, lie, tie*), to należy je zamienić na *y*: *die* – **dying**.

Past continuous: questions and short answers

Pytania w czasie *Past continuous* tworzymy, zmieniając szyk wyrazów – **was** lub **were** przestawiamy na początek zdania. Na pytania odpowiadamy, używając krótkich odpowiedzi z **was** lub **wasn't**.

Questions and short answers

Was I **studying**? Yes, I **was**. / No, I **wasn't**.
Were you **studying**? Yes, you **were**. / No, you **weren't**.
Was he **studying**? Yes, he **was**. / No, he **wasn't**.
Was she **studying**? Yes, she **was**. / No, she **wasn't**.
Were we **studying**? Yes, we **were**. / No, we **weren't**.
Were you **studying**? Yes, you **were**. / No, you **weren't**.
Were they **studying**? Yes, they **were**. / No, they **weren't**.

Past simple and Past continuous: *when* and *while*

Gdy mówimy, że coś się wydarzyło podczas trwania innej, dłuższej czynności to używamy obu czasów w jednym zdaniu. Zdania łączymy za pomocą **when** lub **while**. Po **while** używamy czasu *Past continuous*, a po **when** czasu *Past simple* lub *Past continuous*.

What were you doing **when** you saw the robbers?
I was waiting for the bus **when** I saw the robbers.
Did you see a thief **while/when** you were waiting for the bus?
I saw two thieves **while/when** I was waiting for the bus.

Past continuous + Past continuous

Gdy mówimy o dwóch czynnościach, które trwały w tym samym czasie, to używamy czasu *Past continuous*.

While the robber **was robbing** the bank, his friend **was waiting** in the car.

Articles

- Przedimka nieokreślonego **a** lub **an** używamy przed rzeczownikiem policzalnym w liczbie pojedynczej, gdy mówimy o kimś lub o czymś po raz pierwszy.
- Przedimka określonego **the** używamy, gdy mówimy o rzeczy lub osobie, która już została wspomniana. Wyjątek stanowią pewne utarte wyrażenia, np. *at school, at home*.
- Przedimka zerowego **[-]** używamy przed rzeczownikiem policzalnym w liczbie mnogiej lub rzeczownikiem niepoliczalnym.

She stole **a** bag at **[-]** school. **The** bag is made of **[-]** blue leather.

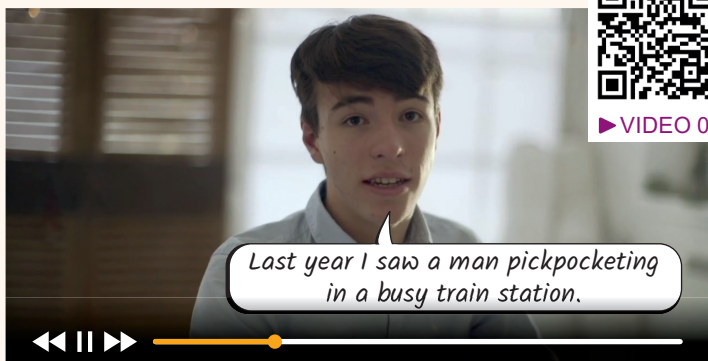
Project

Write captions for the criminals from Unit 2 lesson 1. Use *Past continuous* and *Past simple*, with *when* or *while*.





- 1 **Over to you!** Work in pairs. Have you ever witnessed or seen a crime? What happened?



▶ VIDEO 08

- 2 Read the information and find the burglar, the shoplifter, the vandal, the robber and the thief.



The shoplifter's got a beard. The burglar's also got a beard, but he hasn't got any hair. Two of the criminals are wearing hats, but not the burglar or the shoplifter. The vandal has got a ponytail, just like the shoplifter. The thief, the vandal and the shoplifter aren't wearing glasses. The robber has got curly hair – or is it a wig? And is the thief wearing a wig too? He's trying to hide his face in his hoodie!

- 3 1.31 Look at the CCTV image and listen to three witness reports. Who is the suspect?



Life skills: Critical thinking

What is critical thinking? Read the sentences below. Which one is not critical thinking?

- You don't simply accept the 'facts'.
- You believe everything that others tell you.
- You try to see things from different perspectives.

- 4 Work in pairs. Use your critical thinking skills to solve the mystery.

Mrs Rich called the police to say that someone broke into her house and stole her jewellery. When detectives arrived, they saw broken glass outside one of the windows, but the doors weren't broken. Inside the house, nothing was damaged and there weren't any footprints. The next day, the police arrested Mrs Rich. Why?

Project

- 5 Work in groups. Choose task A or B and make a poster.

A an identity parade of suspects

B police 'identikit' faces of suspects

- 1 Find photos in magazines and cut them out.
- 2 Make your poster and label the pictures.
- 3 Use as many new words from Unit 2 as possible.

Sound alert!

- 6 1.32 Read, listen and repeat. How is the word **was** pronounced? Is it strong /wɒz/ or weak /wəz/?

- Was she chatting? Yes, she was.
- Who was she chatting to?
- She was chatting to me!

- 7 1.33 Listen and shout **strong** when you hear a strong /wɒz/ and whisper **weak** when you hear a weak /wəz/.