

A new reality

VOCABULARY technology • digital skills



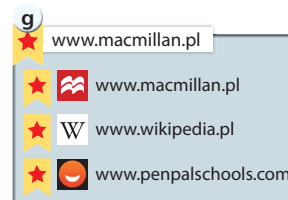
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| Internet & Networking | |
|-----------------------|--------------------------------------|
| ➡ | Networking (402 viewing) |
| ➡ | Web & Email (288 viewing) |
| ➡ | Web design (154 viewing) |



b <http://www.>

DIGITAL SKILLS CHECK!


HOW OFTEN DO YOU DO THESE THINGS?
VERY OFTEN, RARELY OR NEVER?

- 1 make a video call
- 2 navigate a website
- 3 post on a forum
- 4 leave feedback on a shopping site
- 5 update antivirus software
- 6 write code
- 7 bookmark a website
- 8 create a website
- 9 share music or photos online
- 10 store data on a device
- 11 use a new search engine

- 1> Are your digital skills: a) poor b) satisfactory c) good d) excellent? Give some examples of what you can and can't do on a computer.
- 2> Read the digital skills checklist. Match some of the phrases below with the pictures.

- 3> Do the digital questionnaire in exercise 2 in pairs. Give some extra details. When did you last do these things? Why do you never do this? Do you have other digital skills?

- 4 In your notebook, complete the sentences with the words from exercise 2.
- 1 This website is very complicated. It's hard to ____.
 - 2 I've had some strange problems with my computer recently. I must ____ my antivirus software.
 - 3 I never ____ feedback on shopping sites. I just don't think anyone reads it.
 - 4 I can go straight to the websites I want. I ____ my favourite ones to make it quick.
 - 5 Lots of people have their own websites today. My brother could help you ____ one if you like.
 - 6 In the future more and more people will work with computers. That's why we need to learn to write ____ when we're young.
 - 7 I'm going to work on this document at home on my laptop. I'll ____ it on this pen drive to take home.

- 5)  Find and correct a mistake in each question in your notebook. Then ask and answer the questions in pairs.

- 1 Which search engine do you usually create? Why?
- 2 Have you left on a forum recently? What did you write about?
- 3 What sort of photos do you like storing with your friends on Facebook?

- 4 Do you know data which are easy or difficult to navigate? Give examples.
- 5 When was the last video call you took?
- Look at the photographs. Work in pairs and answer the questions.**



- 1 What would you imagine these people use technology for?
- 2 What may they like the most about using technology?
- 3 What may they find difficult about using technology?

- 7) **CD 1.22** Listen to David talking about his grandma's digital skills. Which of the activities in the questionnaire in exercise 2 can his grandma do? What doesn't she do?

- 8** > **CD 1.22** Listen again and answer the questions.

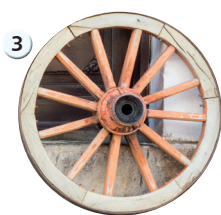
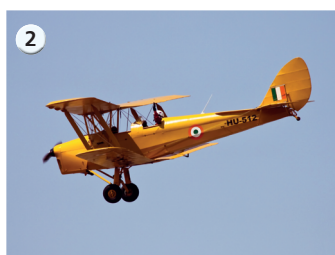
- 1 Why does David think young people are better at using technology than adults?
- 2 Why does David's grandma find coding hard to learn?
- 3 What does Dave think of his grandma's digital skills?

» **Vocabulary challenge!** Unit 4, page 110, exercises 1 and 2

- 9 > WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 Do you think that it's important for children to learn to code when they are at primary school? Why?/Why not?
- 2 Do you think that increased use of computers means that we won't have to write by hand at all in the future?

- 1> How many important inventions can you name in two minutes?
- 2> What (or which of these) do you think is the most important invention? Why?



- 3> **CD 1.23** Listen to three recordings and answer questions 1–2 for each one in your notebook.
 - 1 Which inventions in exercise 2 are mentioned in the recording?
 - 2 Where are the speakers in each of the recordings?

| | | |
|----------------|----------|---------------|
| a at home | c at the | d on TV |
| b on the radio | cinema | e in a school |

- 4> **CD 1.23** Listen again. Choose the correct answers. Write them in your notebook.
 - 1 What is Professor Marshall going to talk about?
 - a The life of Charles Babbage.
 - b The development of the computer.
 - c The value of the computer to modern society.
 - 2 Which statement is true about the man?
 - a He doesn't give a straight answer.
 - b He's thought about the question a lot.
 - c He reminds the students to consider life-saving discoveries too.
 - 3 What is the man doing?
 - a Advertising a documentary.
 - b Reviewing a documentary.
 - c Presenting viewers' opinions about a documentary.

- 5> In your notebook, complete the sentences with the correct form of *make, do or take*.
 - 1 People often mistakes.
 - 2 Charles Babbage a lot of work on the first computer.
 - 3 Professor Marshall is here to a look at the complications of computer history.
 - 4 You are all lots of notes.
 - 5 Lots of people have research on this.
 - 6 We couldn't without phones.
 - 7 I can't a decision.

- 8 It's not the same as a discovery.
- 9 Last month we an experiment.
- 10 Please the time to a comment about this week's programmes.

- 6> In your notebook, complete the questions with the correct form of *make, do or take*. Then ask and answer the questions in pairs.

- 1 Which gadget couldn't you without?
- 2 What have you research into recently?
- 3 What have you recently a lot of work on?
- 4 What type of test do you usually most mistakes in?
- 5 What important decision have you in the last two weeks?
- 6 What's the most interesting experiment you've during a science class?
- 7 Do you usually notes in class or try to remember things?

- 7> **CD 1.24** Listen to the conversation. What inventions are mentioned by the speakers? Would you like to have access to such inventions? Which would make your life much easier? Which one would you most like to have? Why?

- 8> **CD 1.24** Listen again. Complete the summary of the conversation. Write the answers in your notebook.

It's a conversation between two friends, Helen and Jim, about inventions that would help us ¹ . Helen read an article which mentions some inventions, and she sounds ² about them. In particular, she would appreciate having a ³ that could be used for all the mobile devices in one place. Another invention Helen likes is having one secure password that she ⁴ for all her online activity. Jim sounds sceptical about it for fear of ⁵ . Both Jim and Helen would like to have a machine that reads your mind and ⁶ .

- 9> **CD 1.25** Listen to a dialogue between two friends. Which of the statements below are facts and not opinions?

- 1 The programme was very interesting.
- 2 The Internet has changed people's lives considerably.
- 3 Using smartphones when we're out has a negative influence on relationships.
- 4 In the TV clip one boy ignored his friend because he was shopping online.

- 10> Work in pairs and discuss the questions.

- 1 In what situations should we turn off our mobile phones? Why?
- 2 What would you do if the Internet collapsed for a week?

Future forms: *will*, *going to*, present simple, present continuous

- 1> What is an android? What sort of jobs do you think androids can do today and what might they do in the future?



- 2> **CD 1.26 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Match the underlined phrases with the tenses below.

- Lily** Hiya. Have you seen the advert for the android exhibition at the science museum?
- Harry** Yeah. Dad's taking me this afternoon after school.
- Lily** Oh – that's brilliant! I've decided to see it with a friend. I'm going to ask Hannah if she wants to go tomorrow or on Friday.
- Harry** Well, I'll tell you all about it in the morning. But remember, it closes at 5 p.m. on Friday.
- Lily** You're right. I'll give Hannah a ring now. Have a great time. It's going to be busy today – I saw some pictures of it yesterday on the news. Everybody's interested in the androids! In Tokyo there's an android in a store who welcomes all the shoppers. And they had one reading the news on TV!
- Harry** I know. I'm sure there will be androids everywhere soon! See you later.

- 1 present simple 3 *going to*
2 present continuous 4 *will*

- 3> **ANALYSE** Answer the questions about future forms in your notebook.

Which form do we use

- a when we talk about fixed timetables and schedules?
b when we talk about future plans and intentions?
c when we talk about things we have already arranged for the future (fixed plans)?
d when we decide what to do at the moment of speaking?
e when we predict something because of what we can see or know?
f when we give our opinion about something in the future?

- 4> **PRACTISE** In your notebook, complete the sentences with the correct form of the verbs in brackets. Use *going to*, *will*, the present continuous or present simple.

- 1 A Katy and I (*play*) tennis at 10.15 on Tuesday.
B Oh, really? I (*come*) and watch.
A Great! The courts (*not open*) until 10.00, so don't come before then.
- 2 A I (*look*) round the new shopping mall this afternoon. Do you want to come?
B That's a good idea. I (*phone*) dad now and ask him to give me a lift.
- 3 A (*you watch*) the programme about inventions tonight? I've heard it's good.
B No, I (*not watch*) anything tonight. I want to finish all my homework.
- 4 A What time (*your plane / take off*) this afternoon?
B Oh, we (*not fly*) to Spain, we (*take*) the ferry! The boat (*leave*) at 3.30. Here's my ticket. Exciting, isn't it?

- 5> Choose the correct options. Write them in your notebook.

- 1 Oh, look! Those cars *will / are going to* crash!
2 You *'ll do / are doing* really well in the exam. I know it!
3 Oh dear – I don't feel very well. I *'ll / 'm going to* be sick!
4 Sue looks really upset. I think she *'ll / is going to* cry.
5 Dave is working hard. He *'ll definitely pass / 's definitely passing* the exam.
6 Dave *is coming / comes* round in half an hour to fix dad's PC.

? **WHAT'S RIGHT?**

- 1 Will you help me with that?
2 Shall you help me with that?
3 Will I help you with that?
4 Shall I help you with that?

- 6> In your notebook, complete the sentences, using the prompts below.

- 1 I've just spoken to dad. We / leave / at 4.30 on the dot!
2 Here's the DVD you wanted. You / love / it!
3 You'd better go now. The shop / close / at 5.30.
4 I've decided. I / be / a scientist.
5 I'm sorry that you can't come to the party. I / send / you / some photos.
6 Hurry up and come inside. It / rain / any moment.
7 That looks difficult. I / help / you with it?
8 The art gallery / not close / until 6.30 today.
9 I / buy / some new boots soon. These have got holes in them!
10 Paul / not / play / in the school football match on Saturday. They have chosen someone else.

7> **NOW YOU DO IT** Work in pairs. Tell your partner about the things below.

- 1 The time of an interesting programme on TV.
- 2 An arrangement you've made for the weekend.
- 3 Some plans you have for your next holiday.
- 4 Some predictions about what careers the students in your class will have.
- 5 Something you've decided to do right now.

Future time clauses

1> What can your smartphone do? What would you like your smartphone to be able to do?

2> **LANGUAGE IN CONTEXT** Read the article. Answer the questions.

The oPhone

What an amazing invention! This is a unique phone and it has a very special app. When you install the app on the phone, you'll be able to send and receive different smells! It's possible to buy the app now, but you won't be able to use it just yet **unless you have** the right phone. **When everyone has an oPhone**, it will be possible to tag a smell, for example fresh bread or smells of the forest, and send it to a friend! However, scientists will have to do a lot of hard work **before this happens**. At the moment you can only use these phones in a small number of places, or oPhone hotspots. **As soon as you can use them everywhere**, I'll buy one! says one enthusiastic reader. 'But I hope there's a volume button that will be able to reduce the smell – **in case it's not very nice!**' We definitely agree!



- 1 What is special about the oPhone?
- 2 Is it possible to buy the app today?
- 3 What does one reader want on this phone? Why?

3> **ANALYSE** Read the article again, look at the highlighted words and complete the rule.

We use a tense to talk about the future after conjunctions like *if, unless, when*.

4> **PRACTISE** Choose the correct options and write them in your notebook.

- 1 I'll buy the phone *unless / if* it's very expensive.
- 2 Take your credit card *in case / unless* you haven't got enough cash.
- 3 Shall we go to the phone store at lunchtime *when / if* you have got enough time?
- 4 *Before / As soon as* I get the phone, I'll send you a message!

5> Find and correct a mistake in each sentence in your notebook.

- 1 We'll stay home and watch a movie unless you want to.
- 2 In case it will rain, I'll take an umbrella.
- 3 Please phone me as soon as you'll get there.
- 4 Dave can't go to university unless he doesn't pass his exams.
- 5 When they will arrive, the party can start.
- 6 Unless it isn't windy, we'll have the barbecue in the back garden.
- 7 After you'll finish your exam, give me a call.

6> In your notebook, complete the sentences with the correct form of the verbs in brackets.

- 1 I'm not sure what the weather forecast is, but if it (be) sunny, we (go) to the beach.
- 2 I promise you, as soon as I (get) my exam results, I (let) you know!
- 3 I don't know how long the journey will be, but I (make) some sandwiches in case it (be) a long one.
- 4 (you / phone) me with the price before you (buy) the concert tickets, please?
- 5 I (not buy) a new laptop unless it (be) cheap.
- 6 Where (we / meet) before we (go) to the concert?

7> In your notebook, rewrite the sentences, using the words given.

- 1 If the laptop is too expensive, I won't buy it. **UNLESS** I'll buy .
- 2 There's a possibility that the English test will include questions about the future tenses, so I must study them. **CASE** I must study .
- 3 First, I need to check out a couple of websites, and then write the essay. **BEFORE** I need to check out .
- 4 I want a hot shower the moment that I get home. **SOON** I'll have .
- 5 The library closes at 4.30 and I'll leave then. **UNTIL** I'll stay .

» **Grammar challenge!** Unit 4, page 111, exercise 1

8> **NOW YOU DO IT** In your notebook, complete the sentences so that they are true for you.

- 1 I'll do some homework tonight unless .
- 2 When we've finished this lesson, .
- 3 If I have enough time at the weekend, .
- 4 As soon as I've had dinner tonight, .
- 5 Before I leave school today, .

- 1> Read the factfile about Mars and check the meaning of the words in bold in a dictionary. Find one false statement.

FACTFILE

- 1 Mars is the fourth planet from the Sun.
- 2 **Gravity** on Mars is lower than on Earth, which means you can jump three times as high there.
- 3 The temperature on Mars is more or less the same as on Earth.
- 4 The atmosphere on Mars is very thin, so water cannot exist there in a **liquid** form.
- 5 You can't survive on Mars without a spacesuit as the low **pressure** would turn your blood into bubbles.
- 6 Mars has huge **dust storms** which last for weeks and cover the whole planet.

- 2> CD 1.27 Listen and check your answers to the factfile.

- 3> Work in pairs and answer the questions.

- 1 What else do you know about Mars or other planets in the solar system?
- 2 What famous astronauts do you know? What were their achievements?

- 4> Think about one word which you could use with the words below to make compound nouns. Which of the phrases refer to a) people, b) objects and c) activities?

suit travel shuttle tourist mission
station exploration

- 5> Read the article below. What do the numbers refer to?

2012 2035 7 60 50

- 6> Read the text again and choose the correct answers.

- 1 Mars One is an example of a space project which
 - a was initiated by a group of people.
 - b caused little controversy.
 - c will be run over a period of time.
 - d was an international idea.
- 2 According to the text, the worst problem for some of the astronauts could be
 - a difficult living conditions.
 - b a long trip to Mars.
 - c the idea of being filmed.
 - d low temperatures.
- 3 The project volunteers
 - a have not been put off by their uncertain future.
 - b are not interested in the development of science.
 - c were hard to find.
 - d may come back to Earth one day in the future.
- 4 Some experts disapprove of the project because
 - a it is mainly paid for by private people.
 - b it is someone's private business.
 - c it may not help science in any way.
 - d it is risky in nature.
- 5 What is the author's purpose in writing this text?
 - a To question the need for projects such as Mars One.
 - b To explain how Mars One may help develop space exploration.
 - c To consider the pros and cons of Mars One.
 - d To praise Mars One as a brave initiative.



The human desire to colonise the universe has always met with mixed reactions. On the one hand, space missions enable teams of astronauts from all over the world to explore space for the sake of science. On the other, all space projects cost a fortune and critics say that the money could be better spent here on Earth. So it comes as no surprise that a new space exploration project called Mars One, announced a few years ago, has divided public opinion.

This private space project was launched in the Netherlands in 2012 by a Dutch businessman. The plan is to establish a human settlement on Mars by 2027. Unless something goes wrong, the first four astronauts will land on Mars after a seven-month journey from Earth and will then be joined by two or three more astronauts every two years so that by the year 2035 there will be over twenty people living on the planet.

One thing is certain – the living conditions will be extreme. As the average temperature is only -60°C and the atmosphere is unbreathable, the Martian colonists will spend most of their time inside capsules which provide about 50 square metres of space per person. And, what may be the hardest thing for some of them, they will live with almost no privacy at all, as their every move will be shown on reality TV back on Earth. It may sound like just another brave space project but there is one big difference – the volunteers only get a one-way ticket; they will never be able to return to Earth. The prospect of dying on Mars, however, has not discouraged thousands of volunteers from all over the world from wanting to become space crew members.

No one can predict what the outcome for the Martian colonists will be, but they believe that it will benefit the human race and science in

- 7> Read the text in exercise 5 again. Complete the conversation in your notebook. Write between one and three words in each gap.

Amanda Can you remind me what this article about Mars One was about? I may use it for my project.

Liam Well, a Dutch businessman would like people ¹ on Mars by 2035. He intends to build a human settlement for ² there.

Amanda Ambitious plan! But the conditions on Mars are quite extreme, aren't they?

Liam Yes, humans can't ³ there and the temperatures reach well below -60°C, so the astronauts will have to stay in special capsules.

Amanda Yes, I remember you saying that it is going to ⁴ on Mars very uncomfortable. And didn't you say that people who go there ⁵ to Earth?

Liam Yes, they'll have to stay there for the rest of their lives.

Amanda Why would anyone want to launch such a project?

Liam Mainly for ⁶ reasons – to watch humans live in extreme conditions on an alien planet.

Amanda Cruel, I'd say. You also mentioned that the crew members are likely ⁷ various medical problems and will stand no chance of getting any help. I don't like this idea, do you?

Liam I don't, but there are hundreds of ⁸ willing to go there and colonise Mars ...

general. It will allow scientists to observe how humans cope with living in isolation and whether or not it is possible to colonise another planet.

However, many experts consider the whole idea unethical, dangerous and even dishonest. They have accused the Dutch organisation of promising people something completely unrealistic and collecting huge amounts of money from both individuals and other organisations to sponsor the project. Additionally, they have pointed out serious problems the astronauts will have to face, such as lack of medicines, depression or another crew member's death. There's no denying though that if the mission succeeds, it will make history.



- 8> Work in pairs and answer the questions.

- Do you think that the volunteers for Mars One are brave or just irresponsible? Why?
- What other problems may the astronauts face while they live on Mars?
- Should you learn more about space exploration at school? Why? / Why not?

Vocabulary development

- 9> In your notebook, complete the phrases with the correct words from the text in exercise 5. Then match them with their Polish translations.

- | | |
|-----------------------------|-----------------------------|
| 1 explore | a przysłużyć się ludzkości |
| 2 colonise the | b skolonizować wszechświat |
| 3 land | c założyć kolonię na Marsie |
| 4 establish a human on Mars | d badać kosmos |
| 5 benefit the | e przejść do historii |
| 6 make | f wylądować na Marsie |

- 10> Translate the Polish parts of the text into English. Use the phrases from exercise 9.



¹ (Kiedy ludzie wylądują) on Mars, it ² (przejdzie do historii). Personally, I wouldn't like to live on a different planet, but I think it's a good idea ³ (aby badać kosmos). Space exploration ⁴ (przysłuży się ludzkości) and science, and who knows what discoveries will be made. Another thing is that ⁵ (jeśli nie założymy kolonii na Marsie), we may never find out if life exists there.

>> Vocabulary challenge! Unit 1, page 110, exercises 3 and 4

- 11> Work in pairs. Discuss the pros and cons of space travel.

Student A: Think of as many advantages as you can.

Student B: Think of as many disadvantages as you can.

For:

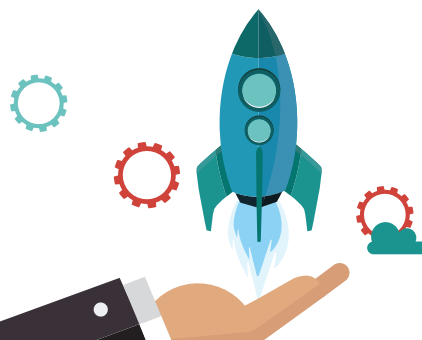
- 1 People explore space for scientific reasons so that we can learn more about the universe.

2

Against:

- 1 Building space shuttles is too expensive. We could use the money to help poor people.

2



- 1) Read the list of different areas of science and answer the questions.

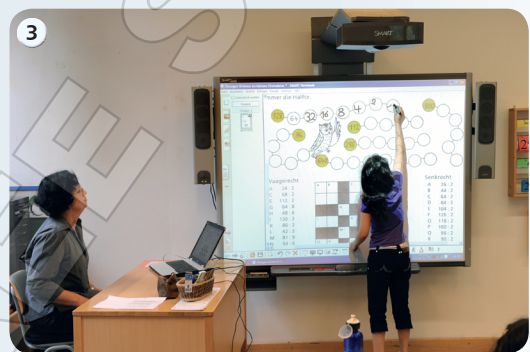
**social science astronomy physics neuroscience
computer science linguistics archaeology**

- Which areas of science deal with the topics below?
 - the nervous system
 - the structure of language
 - ancient societies
 - physical objects and natural forces
 - What do the other sciences deal with?
 - Which sciences do you find the most interesting? Why?
- 2) **CD 1.28** Listen to Adam doing the speaking task below and answer the questions.

- Which option does Adam choose? What reasons does he give?
- Why does he reject the other options?

Popatrz na zdjęcia 1–3. Twój wychowawca planuje zorganizować w szkole festiwal nauki. Masz do wyboru trzy poniższe propozycje zajęć naukowych.

- Wybierz te zajęcia, które będą, Twoim zdaniem, najciekawsze i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 3) **CD 1.28** Listen again and complete the Phrase Bank in your notebook.

Phrase Bank

► Expressing preference; giving arguments

The best ¹ ___ for me would be the workshop in picture 3.

Lessons with interactive whiteboards appeal to me ² ___ / the least because ...

On top of this, I'd prefer ³ ___ an interactive whiteboard because ...

I wouldn't ⁴ ___ for / choose the option of doing experiments.

I'd ⁵ ___ study by myself than in a group.

It is ⁶ ___ more motivating / less interesting for me.

I ⁷ ___ doing experiments quite boring / interesting / engaging.

- 4) Work in pairs. Take turns to do the task in exercise 2.

! Watch out!

prefer + -ing form / noun + to + -ing form / noun

I prefer watching science programmes to reading science books.

Mark prefers physics to maths.

would prefer + to + infinitive + rather than + infinitive

I'd prefer to go to a multimedia presentation rather than watch a science documentary.

would rather + infinitive + than + infinitive

I'd rather do some project work than go to a multimedia presentation during the science days at school.

- 5) In your notebook, rewrite the sentences, starting with the phrases given.

- I prefer studying sciences to humanities. I'd rather ___.
- I wouldn't choose the science centre.
I wouldn't go ___.
- The option in the first picture is the best for me.
The option in the first picture appeals ___.
- Learning through modern technologies is interesting for me. I find ___.
- I think it's better to do experiments than learn from a book. I prefer ___.
- Studying physics would be more interesting to me than studying chemistry. I'd prefer ___.
- Group work is better for me than individual work.
I prefer ___.

- 6) Work in pairs and answer the questions, using the expressions from the Phrase Bank. Give reasons to support your answers.

- What would you rather study more of: biology or maths?
- Would you rather visit an interactive science museum or a sea life centre?
- Would you rather work as an IT scientist or a doctor?
- Which invention do you consider more useful to people: the car or the plane?
- Do you prefer working alone or in a group? Why?

- 7) Work in pairs. Go to page 115. Take turns to do the speaking task.



1> Work in pairs and answer the questions.

- 1 Do you think a smartwatch is a good idea? Why? / Why not?
- 2 What does a smartwatch allow its user to do?

2> Read the letter and, in your notebook, complete it with the words below. Do you agree with the author of the letter? Why? / Why not?

handy addicted gimmicky inventions generation

Dear Editor,

I have recently read your article on the popularity of technological gadgets, and I feel I should make my voice heard. Like most youngsters I am interested in technology and what it offers to my ¹ ____.

I am of the opinion that technological gadgets are meant to help people in their everyday life. For instance, let us examine the smartwatch. It goes without saying that it is a very ² ____, easy-to-use, multi-function appliance which can replace our smartphone. However, one must bear in mind that not all gadgets are as useful. Very often, manufacturers produce novel ³ ____ objects and market them as 'indispensable', only to convince us of their value. Thus, it is essential that we buy only those devices which will truly make our lives easier rather than those currently in fashion.

As regards the future, I am utterly convinced that there will be more and more gadgets sold all over the world. People will always be keen to see what technology is capable of doing, and I am certain that our homes are sure to be full of new ⁴ _____. What is more, robots are likely to take over some of our household chores, which means that technology is bound to become part of our lives. What is vital, therefore, is that we remain sensible and do not get ⁶ ____ to gadgets. I am in favour of technological progress; yet, I hold that humans should be able to live free of technology too, and, above all, think for themselves.

In conclusion, let me stress that we need to strike some balance between using and not using technology. What matters is that we use it when it genuinely facilitates our lives. I object to it when it adds nothing to our lives except for making us look fashionable!

3> Read the task below. Find the parts of the letter where the student refers to the points in the task. What arguments does the author give?

Jedno z młodzieżowych czasopism zapytało czytelników o to, co sądzą o coraz to nowszych gadżetach technologicznych. Napisz **list do redakcji**, w którym wyrazisz opinię i przedstawisz swoje przemyślenia na temat przyszłości tych gadżetów.

4> Read the Phrase Bank. Choose the correct options and write them in your notebook. Sometimes more than one answer is correct.

Phrase Bank 1

► Expressing opinions in a formal way

I feel I should ¹**make / take** my voice heard.

I am of the opinion that ...

It ²**goes / means** without saying that ...

One must bear in ³**opinion / mind** that ...

I am utterly convinced ... | I am in favour of ...

I object ⁴**on / to** it when ... | I hold that ...

► Expressing probability

Our homes are ⁵**sure / certain** to be full of inventions.

Robots are likely to take over our homes.

Technology is ⁶**bound / expect** to become part of our lives.

► Expressing results

Therefore / Thus, ... | As a ⁷**result / consequence**, ...

It may ⁸**lead / result** to ...

5> Read the expressions in the Phrase Bank below. Find the ones which have been used in the letter in exercise 2. Then translate all the expressions into Polish.

Phrase Bank 2

► Expressing importance

It is essential/necessary that ... | What is crucial/vital is ...

Let me emphasise/stress ... | What matters/counts is that ...

It is of paramount importance to realise/worth remembering that ...

6> Work in pairs and answer the questions. Use the expressions from Phrase Bank 2.

What is important when you ...

- 1 buy a new smartphone?
- 2 buy products online?
- 3 share information about yourself online?

7> In your notebook, translate the sentences into English. Use a different expression from the Phrase Banks each time.

- 1 Należy pamiętać, że technologia powinna służyć człowiekowi.
- 2 To, co się liczy to użyteczność danego gadżetu.
- 3 Jestem za tym, aby roboty zastępowały ludzi w wykonywaniu obowiązków domowych.
- 4 Z pewnością będziemy korzystali z technologii coraz częściej.
- 5 Chciałbym podkreślić rolę technologii w medycynie.
- 6 Jestem głęboko przekonana, że roboty nigdy nie zastąpią człowieka.

8> Read the instructions and do the writing task in your notebook.

Jedno z młodzieżowych czasopism zapytało czytelników o to, co sądzą na temat możliwości zastąpienia ludzi przez roboty w niektórych sferach życia. Napisz **list do redakcji**, w którym wyrazisz swoje zdanie na ten temat oraz przedstawisz swoje przemyślenia dotyczące konsekwencji tego zjawiska.

1> Choose the translation which is the closest to the original sentence. Write the answers in your notebook.

- Pomyślałem, że moglibyśmy pójść na ten festiwal nauki.
 - I thought we could go to this science festival.
 - I thought of going to this science festival.
- Jeżeli nie uzbieram wystarczającej ilości pieniędzy, nie kupię sobie nowego aparatu cyfrowego.
 - If I collect enough money, I won't buy a new digital camera.
 - Unless I collect enough money, I won't get a new digital camera.
- Naukowcy prowadzą liczne badania na ludzkim mózgu.
 - Scientists do a lot of research into the human brain.
 - Scientists often do experiments on the human brain.
- Może weźmiemy udział w tym konkursie naukowym?
 - Are we going to take part in this science competition?
 - Shall we take part in this science competition?
- Wpisz swoje hasło dostępu – i powinno działać.
 - Enter your password and it should work.
 - When you enter your password, it will work.

2> Choose the answer which means the same as the Polish parts of the sentences in brackets.

- Take your phone (na wypadek, gdybyś miał) any problems finding the science centre.
 - unless you have
 - in case you have
 - as soon as you have
- (Wolałabym dostać) a smartwatch than a tablet for my birthday.
 - I'd love to get
 - I prefer getting
 - I'd rather get
- In your opinion who (dokonał) the greatest discovery in history?
 - has made
 - has taken
 - has done
- (Nie mógłbym się obejść) without my phone.
 - I won't survive
 - I can't live
 - I couldn't do
- I won't be able to use the laptop until (ktoś go naprawi).
 - someone will fix it.
 - someone fixes it.
 - someone has to fix it.
- (Czy dasz mi znać) as soon as you find out the results of your physics exam?
 - Will you let me know
 - Are you going to let me know
 - Do you intend to let me know

3> Read the text and choose the correct answers.

futureMe.org

Have you ever thought of sending yourself an email that you could read in the future? If not, ¹ a look at FutureMe.org. It is a website which allows you to write yourself a letter and send it to your email account at any date up to thirty years in the future. The service will store the data for you ² it is ready to be sent.

If it ³ like fun to you, go to the website, set your password and register ⁴ its user. Once you ⁵ it, you can post the message you would like to receive in a few years from now. You can make your letter private or public, and attach a photograph ⁶ it.

Why would anyone want to do something like this? Well, you could remind yourself of what dreams and hopes for the future you used to have in the past or what your life was like a ⁷ years back. The people behind the service believe that their idea will ⁸ many people as it will function as a historical record of one's past.



- | | | | |
|----------------|----------|---------------|-----------|
| 1 a make | b take | c give | d keep |
| 2 a unless | b until | c in case | d when |
| 3 a will sound | b sounds | c is sounding | d sounded |
| 4 a as | b with | c like | d for |
| 5 a are doing | b did | c have done | d will do |
| 6 a with | b to | c on | d up |
| 7 a few | b lot | c many | d some |
| 8 a encourage | b offer | c invest | d benefit |

4> Read the dialogue. In your notebook, complete the sentences using the words in brackets and any other suitable words. Do not change the words given.

Alan So, what happened? Where was your phone stolen?

Asia Well, I was in the shopping centre. I ¹ (talk) to my boyfriend on the phone when a man ran past me and grabbed my phone. That's all.

Alan Did you report it to the police?

Asia Of course. I went to the police station ² (soon) I realised what had happened.

Alan Did they check the CCTV to identify the man?

Asia They said they would, and let me know when they find the thief. The worst thing is that I had all my photos on that phone! I forgot ³ (back) on my laptop.

Alan ⁴ (pity)! I'm so sorry to hear it. I hope the police will find the guy, and your phone.

Asia Well, I ⁵ (optimistic) as you are. I've lost hope. ☹

5> Work in pairs. Write a list of words and phrases connected with technology and science beginning with each letter of the alphabet. Include as many words as you can for each letter. Compare your lists in class. Who has the most items?

A – attachment, astronaut, astronomy ...



STEP BY STEP

speaking

4



Tip

Pamiętaj, aby w czasie rozmowy odnieść się do wszystkich punktów zadania oraz rozwinąć je, np. poprzez podanie dodatkowych informacji czy przykładów.

1> CD 1.29 Listen to a student doing the speaking task below and answer the questions.

- Which point has the student NOT developed?
- What could you say to develop that point?

TEST IT! ⌚ 4 minuty

Planujesz wraz z kolegą z Anglii wyjazd do muzeum w dużym mieście. W rozmowie omów poniższe kwestie:

dojazd do muzeum

wybór muzeum

zaproszenie
innych osób

termin

(Rozmowę rozpoczynasz Ty.)



Tip

Pamiętaj, aby w trakcie rozmowy odpowiednio reagować na to, co mówi rozmówca. Jeśli odrzuca on Twoje propozycje lub ma odmienne zdanie, rozpocznij negocjacje, podając inne rozwiązania lub dodatkowe argumenty na poparcie swojego stanowiska. Spróbuj znaleźć rozwiązanie kompromisowe.

2> CD 1.29 Listen to the dialogue again and complete phrases 1–11 in your notebook.

- Why we go to the new exhibition at the science museum?
- That good.
- we ask Ruth and Gary to come too?
- I'm not .
- Good .
- go next Saturday morning.
- we go in the afternoon?
- OK, that's with me.
- We go up by train.
- I don't think .
- enough.

3> Copy and complete the table with the phrases from exercise 2.

| Make a suggestion | Accept a suggestion | Reject a suggestion |
|-------------------|---------------------|---------------------|
| <u> </u> | <u> </u> | <u> </u> |

4> Work in pairs. Role-play the dialogues using the prompts.

1 A Let's meet in front of the school on Saturday.

B *Nie zgódź się, podając przyczynę.*

A *Zaproponuj inne miejsce / termin.*

B Good idea. See you then.

2 A Why don't we go to see the new Benedict Cumberbatch film at the cinema?

B *Odrzuć propozycję, podając przyczynę.*

A *Zaproponuj inny film i wyjaśnij, dlaczego warto go zobaczyć.*

B Fine. Let's see that.

3 A I've got to buy a laptop. Can you come with me on Friday after school?

B *Zgódź się, ale zaproponuj inny termin.*

A *Wyjaśnij, dlaczego zaproponowany termin Ci nie odpowiada i zasugeruj inny.*

B That's fine. We can go then.

4 A A new TV series started last night. You must watch it.

B *Poproś o więcej informacji.*

A *Odpowiedz i zachęć kolegę/koleżankę do obejrzenia programu.*

B OK, I'll watch the next episode then.

5> Work in pairs and do the speaking task below. Then swap roles and do the task again.

TEST IT! ⌚ 4 minuty

Uczeń A

Wraz z kolegą/koleżanką ze Szkocji planujesz wyjście do kina na film science fiction. W rozmowie omówcie poniższe cztery kwestie:

wybór
filmu

zaproszenie
innych osób

termin i miejsce
spotkania

cena biletu

(Rozmowę rozpoczynasz Ty.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Szkocji. Rozmawiacie na temat wspólnego wyjścia do kina na film science fiction. W zależności od tego, jak potoczy się rozmowa, porusz **wszystkie/wybrane** punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii.
- Uprzejmie nie zgódź się z uczniem A w jednej z kwestii.
- Nie jesteś zainteresowany/zainteresowana filmem zaproponowanym przez ucznia A.
- Nie odpowiada Ci zaproponowane miejsce spotkania.
- Nie chcesz płacić za droższy bilet do kina w weekend.



Complete all the exercises on this page in your notebook.

- 1> Complete the sentences with the words and phrases below. There is one extra item.

software space shuttle websites feedback
search engine space data human race

- I often bookmark my favourite to find them quickly when I need them.
- I store a lot of on my pen drive.
- Most people never leave on shopping sites.
- It must be fascinating to explore and see part of the universe for yourself.
- I think everybody knows how to use a to find information online.
- Scientists believe that space exploration will benefit the .
- It's necessary to update antivirus regularly.

—/7

- 2> Translate the Polish parts of the sentences into English. Use *do*, *make* or *take*.

- When I (*robię notatki*) quickly, I (*robię dużo błędów*).
- (*Nie spiesz się*). You have a week (*aby podjąć decyzję*).
- This group of scientists (*wykonała wiele eksperymentów*) and (*dokonała wielu odkryć*).
- I (*wykonuję dużo pracy*) on my laptop and I (*nie mogłem obejść się*) without it.

—/4

- 3> Complete the sentences with the correct forms of the verbs in brackets. Use *will*, *going to*, the present simple or present continuous.

- Do you know what time the science festival (*start*) tomorrow?
- We (*go*) to an exhibition of the newest gadgets today.
- Look at those clouds. It (*rain*).
- The phone's ringing. Don't get up, Mum, I (*answer*) it.
- What subject (*you / study*) when you finish high school?
- Bob (*have*) his first English lesson on Skype tonight.
- We can't go to the club yet because it (*not open*) until 10 a.m.
- I'm sure you (*pass*) your chemistry exam very well.

—/8

- 4> Write sentences using the prompts and the expressions in brackets.

- I / buy / the tablet / too expensive. (*unless*)
- We / text you / we / get home. (*as soon as*)
- Sheila / go / to the planetarium / she / have / some free time. (*when*)
- Take some cash / you / not can / pay by card. (*in case*)
- My younger brother / not stop playing computer games / my parents / take the computer out of his room. (*until*)

—/5

- 5> Choose the correct option and write it in your notebook.

Liam I'd ¹*rather* / *prefer* study the science than humanities. How about you?

Ella Well, I ²*prefer* / *would prefer* studying history ³*than* / *to* maths.

Liam I'm just the opposite. I ⁴*think* / *find* science much more engaging. I would never go ⁵*for* / *at* a university course in history.

Ella Well, everyone is different. Anyway, I thought we ⁶*will* / *could* go to the cinema tomorrow. ⁷*Will* / *Shall* I book the tickets?

—/7

- 6> Complete the instructions with appropriate words.

How to use a PDF reader

To ¹ with, you ² find PDF reader software online. ³ that, you can start the installation process. You ⁴ click on INSTALL and wait for the program to install itself on your laptop. It only takes a few seconds. ⁵ this is done, just agree to the terms and conditions of using this program, and it's ready to use.

—/5

- 7> Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.



Digital skills / Umiejętności cyfrowe

bookmark a website /'bɒk.mɑː(r)k ə 'web.sait/ dodawać stronę internetową do zakładek
create a website /kriː'eɪt ə 'web.sait/ tworzyć stronę internetową
leave feedback on a shopping site /liːv 'fiːdbæk ɒn ə 'ʃɒpɪŋ .sait/ zostawiać komentarz na stronie sklepu internetowego
make a video call /meɪk ə 'vɪdiəʊ .kɔːl/ przeprowadzić wideorozmowę
navigate a website /nævɪgeɪt ə 'web.sait/ poruszać się po stronie internetowej
post on a forum /pəʊst ɒn ə 'fɔːrəm/ zamieszczać komentarze na forum internetowym
share music or photos /ʃeə(r) 'mjuːzɪk ɔː(r) 'fəʊtəʊz/ udostępniać muzykę lub zdjęcia
store data on a device /stɔː(r) 'deɪtə ɒn ə dɪˈvaɪs/ przechowywać dane na urządzeniu
update antivirus software /ʌpˌdeɪt 'æntɪˌvaɪrəs 'sɒf(t).weə(r)/ aktualizować oprogramowanie antywirusowe
use a new search engine /juːz ə ˌnjuː 'sɜː(r)tʃ ˌendʒɪn/ korzystać z nowej wyszukiwarki
write code /raɪt 'kəʊd/ programować, kodować

Collocations with do / make / take / Kolokacje z do / make / take

cannot do without sth /kænɒt duː wɪð'aʊt ˌsʌmθɪŋ/ nie móc się bez czegoś obejść
do a lot of work /duː ə lɒt əv 'wɜː(r)k/ dużo pracować, wykonywać dużo pracy
do an experiment /duː ən ɪk'sperɪmənt/ przeprowadzać eksperyment
do research /duː 'riːsɜː(r)tʃ/ prowadzić badania naukowe, gromadzić informacje
make a comment /meɪk ə 'kɒment/ skomentować coś
make a discovery /meɪk ə dɪ'skʌv(ə)rɪ/ dokonać odkrycia, odkryć coś
make mistakes /meɪk mɪ'steɪks/ popełniać błędy
make/take notes /meɪk ˌteɪk nəʊts/ robić notatki
make/take a decision /meɪk ˌteɪk ə dɪ'sɪz(ə)n/ podejmować decyzję
take a look at sth /teɪk ə 'lʊk ət ˌsʌmθɪŋ/ rzucić okiem na coś
take the time /teɪk ðə 'taɪm/ znaleźć czas (żeby coś zrobić)

Space travel / Podróże kosmiczne

benefit the human race /benɪfɪt ðə ˌhjuːmən 'reɪs/ przynosić korzyści ludzkości
breathe /briːð/ oddychać
colonise the universe /kə'lɒnaɪz ðə ˌjuːnɪˌvɜː(r)s/ kolonizować wszechświat
dust storm /'dʌst stɔː(r)m/ burza piaskowa

establish a human settlement on Mars /ɪˌstæblɪʃ ə ˌhjuːmən 'set(ə)lmənt ɒn 'mɑː(r)z/ zakładać ludzką osadę na Marsie
explore space /ɪkˌsplɔː(r) 'speɪs/ badać kosmos
gravity /'ɡrævəti/ grawitacja
land on Mars /ˌlænd ɒn 'mɑː(r)z/ lądować na Marsie
liquid /'lɪkwɪd/ płynny
make history /meɪk 'hɪst(ə)rɪ/ przejść do historii
planet /'plænɪt/ planeta
pressure /'preʃə(r)/ ciśnienie
return /rɪˈtɜːn/ powracać
scientific /ˌsaɪəntɪfɪk/ naukowy
space exploration /speɪs ˌeksplə'reɪʃ(ə)n/ badanie kosmosu
space mission /'speɪs mɪʃ(ə)n/ misja kosmiczna
space shuttle /'speɪs ʃʌt(ə)l/ prom kosmiczny
space station /'speɪs steɪʃ(ə)n/ stacja kosmiczna
space tourist /'speɪs ˌtʊərɪst/ turysta w przestrzeni kosmicznej
spacesuit /'speɪs suːt/ skafander kosmiczny
volunteers /ˌvɒlən'tɪəz/ ochotnicy

Science / Nauka

area of science /ˌeəriə əv 'saɪəns/ dziedzina nauki
archaeology /ˌɑː(r)ki'blɒdʒɪ/ archeologia
astronomy /ə'strɒnəmi/ astronomia
computer science /kəmˈpjʊːtə(r) ˌsaɪəns/ informatyka
humanities /hjuː'mænətiːz/ nauki humanistyczne
linguistics /lɪŋˈɡwɪstɪks/ językoznawstwo
neuroscience /ˌnjʊərəʊ ˌsaɪəns/ nauka o mózgu i o układzie nerwowym
physics /'fɪzɪks/ fizyka
scientist /ˌsaɪəntɪst/ naukowiec
social science /'səʊʃ(ə)l ˌsaɪəns/ nauki społeczne

Other words / Pozostałe wyrażenia

accuse sb of sth /ə'kjuːz ˌsʌmbədi əv ˌsʌmθɪŋ/ oskarżać kogoś o coś
armchair critic /ˌɑː(r)m'tʃeə(r) 'krɪtɪk/ domorosły krytyk
astronaut /'æstrəˌnɔːt/ astronauta / astronautka
be addicted to sth /bi ə'dɪktɪd tə ˌsʌmθɪŋ/ być uzależnionym od czegoś
calculate /'kælkjəleɪt/ obliczać, kalkulować
collapse /kə'leɪps/ mieć poważną awarię, zepsuć się nagle
considerably /kən'sɪd(ə)rəbli/ znacznie
cope with sth /'kəʊp wɪθ ˌsʌmθɪŋ/ radzić sobie z czymś
cost a fortune /kɒst ə 'fɔː(r)tʃən/ kosztować majątek
crew member /'kruː membə(r)/ członek załogi
device /dɪˈvaɪs/ urządzenie
exaggerate the problem /ɪɡˌzædʒəreɪt ðə 'prɒbləm/ wyolbrzymiać problem

facilitate /fə'sɪlɪteɪt/ ułatwiać
gadget /'ɡædʒɪt/ gadżet
generation /ˌdʒenə'reɪʃ(ə)n/ pokolenie
handy /'hændi/ przydatny, praktyczny
indispensable /ˌɪndɪ'spensəb(ə)l/ niezbędny
invent / invention / inventor /ɪn'vent ˌɪn'vent(ə)n ˌɪn'ventə(r)/ wynaleźć / wynalazek / wynalazca
irresponsible /ˌɪrɪ'spɒnsəb(ə)l/ nieodpowiedzialny
launch a project /ˌlɔːntʃ ə 'prɒdʒekt/ rozpoczynać realizację projektu
life-saving /ˌlaɪfˌseɪvɪŋ/ ratowniczy, ratujący życie
manufacturer /ˌmænʃə'fæktʃ(ə)rə(r)/ producent, wytwórca
market sth /'mɑːkɪt ˌsʌmθɪŋ/ promować coś
Martian /'mɑː(r)ʃ(ə)n/ marsjański
meet with mixed reactions /miːt wɪθ ˌmɪkst rɪ'ækʃ(ə)nz/ spotykać się ze zmiennymi reakcjami
new reality /njuː ri'æləti/ nowa rzeczywistość
novel /'nɒv(ə)l/ nowy, nowatorski
on display /ɒn dɪ'spleɪ/ na wystawie
outcome /'aʊtˌkʌm/ wynik, rezultat
privacy /'prɪvəsi/ prywatność
sensible /'sensəb(ə)l/ rozsądny
smart devices /ˌsmɑː(r)t dɪˈvaɪsɪz/ inteligentne urządzenia
smartwatch /'smɑː(r)t wɒtʃ/ inteligentny zegarek
smell /smel/ zapach
speak face to face /spiːk ˌfeɪs tə 'feɪs/ rozmawiać twarzą w twarz
strike balance /straɪk ˌbæləns/ zachowywać równowagę, znajdować złoty środek
survive /sə(r)'vaɪv/ przetrwać, przeżyć
tag /tæg/ otagować, oznaczać kategorię czegoś
technological progress /teknaˌlɒdʒɪk(ə)l 'prəʊɡres/ postęp technologiczny
text /tekst/ wysłać SMS
turn up the volume /ˌtɜː(r)n 'ʌp ðə 'vɒljʊːm/ pogłośnić
wheel /wiːl/ koło
wristwatch /'rɪs(t) wɒtʃ/ zegarek na rękę
youngster /ˌjʌŋstə(r)/ młoda osoba

Challenge!

avoid malicious software /əˌvɔɪd məˌlɪʃəs 'sɒf(t).weə(r)/ unikać złośliwego oprogramowania
coexist /kəʊɪɡ zɪst/ koegzystować, współistnieć
cooperate /kəʊˌɒpəreɪt/ współpracować
disappear /dɪsə'piə(r)/ zniknąć
disapprove of sth /dɪsə'pruːv əv ˌsʌmθɪŋ/ nie popierać, nie aprobować
experience problems /ɪkˌspɪəriəns 'prɒbləmz/ napotykać problemy
make threats /meɪk 'θreɪts/ grozić (komuś)
mislead /mɪs'liːd/ zmylić, wprowadzać w błąd
misunderstand /mɪsʌndə(r)'stænd/ źle zrozumieć

overcrowded /əˌʊvə(r)'kraʊdɪd/ przeludniony, zatłoczony
overspend /əˌʊvə(r)'spend/ wydawać za dużo, przekraczać budżet
protect your personal data /prəˌtekt jə(r) 'pɜː(r)s(ə)nəl ˌdeɪtə/ chronić swoje dane osobowe
report trolling /rɪˌpɔː(r)t 'trɒlɪŋ/ zgłaszać obraźliwe wpisy w internecie
retake /rɪˈteɪk/ podchodzić ponownie (do egzaminu)
rethink /rɪˈθɪŋk/ przemyśleć ponownie
social media /'səʊʃ(ə)l ˌmiːdiə/ media społecznościowe

underachieve /ˌʌndə'reɪtʃiːvə/ wypadać poniżej oczekiwań
underpaid /ˌʌndə(r)'peɪd/ źle wynagradzany
use parental controls /juːz pəˌrent(ə)l kən'trəʊls/ korzystać z zabezpieczeń rodzicielskich
use privacy settings /juːz ˌprɪvəsi 'setɪŋz/ korzystać z ustawień prywatności
use secure websites /juːz sɪˌkjʊə(r) 'webˌsaɪts/ korzystać z bezpiecznych stron internetowych
virus /ˈvaɪrəs/ wirus
write hurtful things online /raɪt ˌhɜː(r)tʃ(ə)l 'θɪŋz ˌɒnlaɪn/ pisać krzywdzące komentarze w Internecie

Rozumienie ze słuchu – poziom rozszerzony

Dobieranie

- 1) **CD 1.30** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat wyglądu. Do każdej wypowiedzi (1-4) przyporządkuj właściwe zdanie (A-E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz numery wypowiedzi w zeszytcie i obok nich dopisz litery A-E.

This speaker thinks that

- | | |
|---|--|
| A | the notion of body image starts at an early age. |
| B | images of slim celebrities affect the confidence of young people. |
| C | young people are influenced more by their friends than famous people. |
| D | rules should be introduced to control unrealistic images of attractive people. |
| E | representations of beauty are a reflection of changing opinions. |

Rozumienie ze słuchu – poziom podstawowy

Uzupełnianie luk

- 2) **CD 1.31** Usłyszysz dwukrotnie wywiad ze zwyciężczynią zawodów. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1-5) w poniższych zdaniach. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszytcie.

- The WorldSkills competition never in the same country.
- You must be between 17 and 22 years old to in the competition.
- In some countries people who win the competitions become .
- Hayley liked the competition because of its fantastic .
- The last competition by many spectators.

Rozumienie pisanego tekstu – poziom podstawowy

Wybór wielokrotny

- 3) Przeczytaj poniższe teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz numery pytań w zeszytcie i obok nich wpisz litery A, B lub C.

Tekst 1.

Is this real?

Are you passionate about technology and obsessed with new gadgets and games? Then we're offering you the chance of a lifetime to check out the very latest in Virtual Reality. A new science series on Channel 15 is looking for volunteers to test and report live on new virtual reality gadgets. The show is called 'Is this real?' and will be looking at people's reactions when they're wearing special VR headsets. Who knows? You may find yourself underwater with sharks or escaping from a prison. Apply soon!

- The author of the text
 - describes a new gadget that uses virtual reality.
 - gives information about a new game.
 - explains the idea of a TV programme.

Tekst 2.



You know what a bad reputation our local computer shop has for customer service, don't you? Well, you can guess how worried I was when my laptop started making a terrible noise and crashing every time I tried to download something. Trudy had said her brother was good at fixing computers, but he didn't manage to solve the problem, so in the end I took it back to the shop and amazingly, they repaired it in a day. They worked very hard and showed me how to avoid the problem in future. I definitely needn't have worried.

- The writer of the text wants to
 - complain about a computer she bought.
 - recommend a friend who can repair computers.
 - praise a store for its efficiency.

Tekst 3.

~ The Present ~

'Close your eyes,' my brother said. Obediently I closed my eyes and waited. Every year we went through the same ritual. He placed his present on the table (usually chocolates or a book) and I opened my eyes and pretended to be surprised, although I had always sneaked a look at whatever he'd bought me. My brother, predictably, always hid it in the same place. This year, however I hadn't been able to find it. So this was going to be a REAL surprise.

'Open your eyes,' said a voice. I was confused. It wasn't my brother. I opened my eyes and sitting on the table was a tiny robot. It was looking at me with shining eyes and its mouth was curved in a smile. 'Happy birthday, Gemma!' it said in a thin metallic voice. I nearly fell off my chair.

- The writer was shocked because
 - the tradition on her birthday had changed.
 - the present her brother had got her was unusual.
 - the robot had the same voice as her brother.

Znajomość środków językowych – poziom rozszerzony Test luk

- 4> Przeczytaj poniższy tekst. Wpisz w każdą lukę jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

speak comment possible secure
 convenient depart

SILENT JOURNEY

Are you about to go on a plane? Maybe you're flying off on holiday or simply catching an internal flight to another part of the country. It sounds remarkable but you could ¹ _____ make the whole journey without having a conversation with someone!

In the past you would have had to check in with an airline representative at the airport and show your tickets. Now you print out a ticket at home and check in with a machine. Then it's passport control, no speaking required, just your passport and the same with the ² _____ checks. No questions, just bags through the scanner you go through the check. Onto the plane, read a magazine and then leave the plane on landing. More silent passport checking and you're out of the airport. Order a taxi online at your ³ _____ from your phone, key in your destination, pay the arranged fare on arrival and there you are. Not a word ⁴ _____ from door to door. Amazing!



Znajomość środków językowych Tłumaczenie

- 5> Na podstawie poniższych opisów (1–5) napisz, co mógłbyś/mogłabyś w danej sytuacji powiedzieć. Odpowiedź powinna być sformułowana w języku angielskim i nie przekraczać dwóch zdań.
- 1 Grzecznie odmów koledze wspólnego wyjścia do kina. Podaj powód, dla którego nie możesz pójść.
 - 2 Wytłumacz przechodniowi, jak dojść do najbliższej stacji kolejowej z centrum miasta, w którym mieszkasz.
 - 3 Pogratuluj koledze wygranej w zawodach sportowych. Powiedz, dlaczego jesteś z niego dumny.
 - 4 Zaproś koleżankę do restauracji i uzasadnij wybór miejsca.
 - 5 Przepraszaj nauczyciela za niewywiązanie się w terminie z zadania domowego. Wyjaśnij przyczynę opóźnienia.

Mówienie Rozmowa na podstawie ilustracji

- 6> In pairs, take turns to describe the picture and answer the three questions.



- 1 Why do you think the grandpa and the boy are not sitting at the table?
- 2 Do you enjoy big family meals? Why? / Why not?
- 3 Tell us about a recent family celebration you went to.

Wypowiedź pisemna – poziom podstawowy

Wpis na blogu

- 7> Read the instructions and do the writing task in your notebook.

Niedawno uczestniczyłeś/uczestniczyłaś w rozmowie w sprawie pracy. Zredaguj wpis do zamieszczenia na blogu (100–150 wyrazów) i:

- wyjaśnij, dlaczego ubiegałeś się/ubiegałaś się o to stanowisko,
- zrelacjonuj przebieg rozmowy,
- napisz, jakie wrażenie zrobiła na Tobie osoba rekrutująca pracowników,
- udziel czytelnikom bloga wskazówek dotyczących rozmów w sprawie pracy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Wypowiedź pisemna – poziom rozszerzony Artykuł

- 8> Read the instructions and do the writing task in your notebook.

Niedawno obejrzałeś/obejrzałaś debatę szkolną na temat planów zniesienia obowiązku wykonywania prac domowych. Napisz **artykuł** na szkolną stronę internetową, w którym opisziesz przebieg debaty i wyrazisz swoją opinię na temat tej propozycji.

Wypowiedź powinna zawierać 200–250 wyrazów.

5

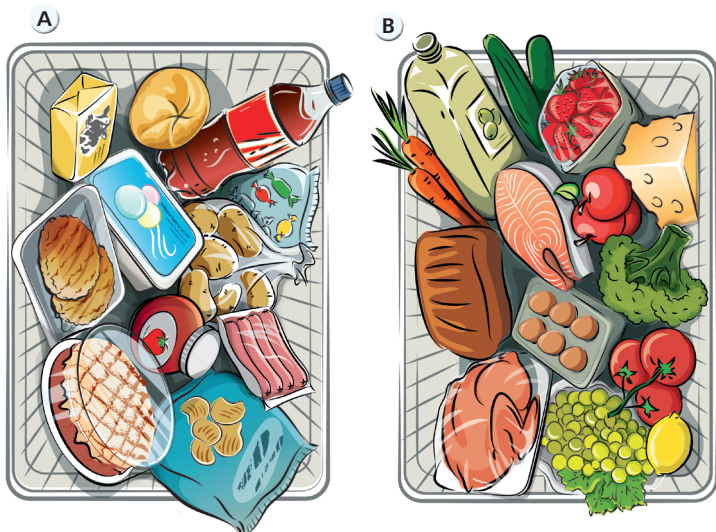
Food for thought!

VOCABULARY food items • describing food

1> Work in pairs and answer the questions.

- 1 What's your favourite meal?
- 2 What's the healthiest thing you've eaten today?
- 3 What's the least healthy thing you've eaten today?
- 4 What can you cook well?

2> Look at the two shopping baskets below. What is the difference between the food in each basket? Which would you choose? Why?



3> Match the items in the baskets with the words below. Write the answers in your notebook.

crisps strawberries butter lemon potatoes
eggs beefburgers cake sweets carrots tomatoes
roll cucumbers fizzy drink grapes broccoli
salmon sausages chicken cheese olive oil
brown bread ice cream strawberry jam apples

4> Copy and complete the table with the food items from exercise 2 and the words below. Which food items do not fit any category?

tuna chips plums yoghurt pork biscuits
pasta mushrooms

| | |
|-------------------|--------------------------------|
| Meat | beef, <input type="text"/> |
| Fish/Seafood | prawns, <input type="text"/> |
| Fruit | oranges, <input type="text"/> |
| Vegetables | onion, <input type="text"/> |
| Dairy products | cream, <input type="text"/> |
| Sweets and snacks | pancakes, <input type="text"/> |
| Cereal products | cereal, <input type="text"/> |

5> Work in pairs. Use the names of the food products in exercises 4 and 5 to write a description of a tasty, three-course meal for the people below.

- a vegetarian
- a couch potato
- a person who wants to lose some weight

6> Choose the odd one out. Give reasons for your answers and write them in your notebooks.

- 1 orange lemon onion grapes
- 2 tomato broccoli carrots strawberries
- 3 jam yoghurt milk cream
- 4 ice cream biscuits cake crisps
- 5 chicken chips sausages pork

7> Match the quantity expressions 1–6 with items a–f in your notebook.

- | | |
|---------------|--------------|
| 1 a bar of | a chocolates |
| 2 a packet of | b bread |
| 3 a jar of | c honey |
| 4 a box of | d crisps |
| 5 a bottle of | e chocolate |
| 6 a slice of | f juice |

8> Cover the quantity expressions in exercise 7. Choose a word from the second column and ask your partner to give the correct expression from the first column.

9> Work in pairs. Describe the picture by answering the questions below.

- Who / What can you see?
- What are the people doing?
- How are they feeling?
- What is likely to happen next?



10> **CD 2.01** Listen to Val talking about a camping trip. In your notebook, write down the food that she wants to take on the trip.

11> Work in pairs. What food would you take with you on a camping trip? Why?

» **Vocabulary challenge!** Unit 5, page 111, exercise 1

12> Work in pairs. Tell your partner about the best or the worst meal you have ever had. Use the prompts below to help you.

The best/worst food I've ever tried was ... • I've eaten ... once/twice/several times. • I tried ... when I was in ... • It was/They were ... delicious/disgusting. • It/They tasted ...

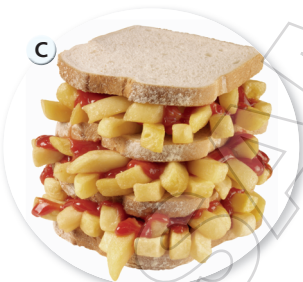
- 1> In your notebook, match comments 1–5 with the phrases below. Work in pairs and give another example for each type of food.

junk food vegetarian food takeaway food
a well-balanced meal a ready meal

- 1 Sometimes mum and dad order a pizza and we sit and eat it watching TV in the evening.
- 2 It's a pain to cook for my friend Greta because she won't eat meat. Usually I cook her pasta and cheese and tomatoes.
- 3 At our school we're not allowed to bring in things like crisps and chocolate bars, because they're not healthy.
- 4 I love Sunday dinner with my family. We usually have something like chicken with potatoes, peas and carrots.
- 5 If mum and dad are away, they leave us something from the supermarket that we can just put in the microwave for a few minutes.

- 2> Look at the food in the pictures. Would you like to eat it? Why? / Why not?

- 3> **CD 2.02** Listen to six people talking about the food in the pictures. In your notebook, match the speakers with the food they talk about. What do you think a 'guilty pleasure' is?



- 4> **CD 2.02** Listen again and, in your notebook, complete sentences 1–6 with the correct words.

- 1 Chip butties are full of tomato with tomato sauce.
- 2 Lucy is a chocolate addict. She likes eating Death by Chocolate with cream.
- 3 Cupcakes have become very popular recently.
- 4 Ned eats his burgers with cheese, onions and sauce.
- 5 Jasmin uses a lot of Parmesan cheese.
- 6 Quentin has a sweet tooth, so he eats a lot of ice cream and desserts.

- 5> Write a short text about your guilty pleasures. Then walk around the classroom and collect information from the other students. Use the information to summarise your classmates' preferences. Use the expressions below.

Most of us ... Some of us ...
Only a small percentage of our classmates ...
Hardly anyone has mentioned ...
Half / One third / Two thirds of our classmates ...

- 6> **CD 2.03** Listen to an interview with a food expert. Choose the correct answer and write it in your notebook.

In the interview Stacy

- a gives advice about different diets.
- b explains why her job is interesting.
- c talks about the good points of guilty pleasures.
- d recommends things to eat for a healthy life.

- 7> **CD 2.03** Listen again. Complete the sentences so that they are true according to the interview.

- 1 We eat unhealthy foods despite the fact that we know it's bad for us.
- 2 People often eat unhealthy snacks as a result of stress.
- 3 We eat chocolate because it's delicious.
- 4 Eating an unhealthy snack from time to time isn't a problem.
- 5 Whether or not you follow your diet, you should eat healthy.
- 6 Single people who are looking for a partner find it easier to eat healthy.

» **Vocabulary challenge!** Unit 5, page 111, exercises 2 and 3

- 8> **WHAT DO YOU THINK?** Work in pairs. Read and discuss the statements. Do you agree with them? Why? / Why not? Use the prompts below.

- 1 Diets are a waste of time.
Yes: when you stop, put on weight again
No: stay healthy • change eating habits
- 2 When you're on a diet, you should always keep to it.
Yes: then it works
No: no problem if just sometimes you eat ...
- 3 The best diet is simply to cut down on what you eat and exercise more.

Articles *a/an, the*, zero article

- 1> Would you like to be a chef? Why? / Why not?
- 2> **LANGUAGE IN CONTEXT** Read the job blog and answer the questions below.
- 1 What's Ellie's job? Where does she work?
 - 2 Who owns the restaurant?
 - 3 What dish has she recently learned to cook?



Ellie's blog

- stories
- recipes

I'm Ellie and I'm a chef. I studied at college for two years and now I work at a restaurant in the centre of Westford. I love it! The restaurant is quite small but it's very good and a lot of people come here to have dinner. The restaurant's called Lebrun's because it's owned by a French man, Marcel Lebrun. He's from Paris, in France. He's the best chef I've ever met and I've learned a lot from him. Yesterday he taught me how to cook sausages in a special French sauce with rice. Amazing! French food is just brilliant!

- 3> **ANALYSE** Choose the correct option to complete the rules. Write the answers in your notebook.

- 1 Countable nouns are nouns which you can / cannot count. They have / don't have a singular and plural form.
- 2 Uncountable nouns are nouns that you can / cannot count. They have / don't have a plural form.

- 4> Copy and complete the table with the words below. Then add three more examples of your own to each column.

chef restaurant man food ham bread potato
sausage rice milk

| Countable nouns | Uncountable nouns |
|-----------------|-------------------|
| | |

- 5> Read the rules about using *a/an, the* or [-] below. In your notebook, match the underlined sentences in the blog in exercise 2 with the rules.

- 1 We use the indefinite article *a/an*:
 - a with singular, countable nouns when we mention something for the first time.
 - b to say what job someone does or who someone is.

- 2 We use the definite article *the*:
 - a when something has been mentioned before.
 - b when there is only one of something.
 - c before a superlative adjective.
- 3 We don't use articles:
 - a with uncountable nouns when we talk about them generally.
 - b with plural countable nouns when we talk about them generally.
 - c with names of people, cities, roads, most countries.
 - d with names of meals.

- 6> **PRACTISE** In your notebook, complete the sentences with *a/an, the* or put [-].

- 1 I had breakfast late today.
- 2 That's first book I have ever read in English.
- 3 We took taxi last night. Unfortunately, taxi went the wrong way!
- 4 sun is very bright today. It's lovely for sunbathing.
- 5 My sister is doctor and she works very hard.
- 6 We often have bread and cheese for a snack.
- 7 Jack got best grades in the class.
- 8 My young brother is afraid of dogs.
- 9 Have you ever visited Madrid?

- 7> Choose the correct option to complete the email. Write the answers in your notebook.

Hi Jim,

I'm having ¹a / - party on Saturday to celebrate ²the / an end of term! It's at my house in ³the / - Grenville Road. Come at 8.30 and bring ⁴the / a friend if you like. There will be ⁵the / - snacks and music and lots of dancing and laughing I think! My brother's ⁶a / - DJ so he'll probably play at ⁷a / the party too. It will be ⁸a / the first party of the holidays - so don't miss it!

Send me ⁹the / an email if you can't make it.

Brad

» **Grammar challenge!** Unit 5, page 112, exercise 1

- 8> **NOW YOU DO IT** Find and correct a mistake in each sentence in your notebook. Then ask and answer the questions in pairs.

- 1 Do you like an English food? Why? / Why not?
- 2 Do you have the breakfast every day? Why? / Why not?
- 3 Which city do you think is most beautiful city in the world? Why?
- 4 Do you want to go to the university when you finish school? Why? / Why not?

Some, any, much, many; a few, a little; a lot of

- 1> What do you think a food and health diary is? Do you think it's a good idea to keep such a diary? Why?/ Why not?
- 2> **LANGUAGE IN CONTEXT** Read the page from Lizzi's food and health diary. She answers the same questions every day. Do you think she has a well-balanced diet?

| |
|---|
| Wednesday, 3rd October. |
| 1 How much sleep did you get last night? I got <u>a lot of</u> sleep - eight hours, which is good for me! |
| 2 How much water did you drink? I always forget that. I only had <u>a little</u> water this morning but then, I drank quite <u>a lot of</u> tea ... so that's OK, isn't it? |
| 3 How many portions of fruit or vegetables did you eat? Well, I had <u>some</u> fruit - but I didn't have <u>much</u> . I had an apple this morning and a banana at break. And I had some onions and potatoes at dinner. I didn't have <u>any</u> green vegetables though. |
| 4 Did you have any snacks? I didn't have <u>any</u> snacks. Apart from Patrick's birthday cake. He had a cake and I ate <u>a few</u> slices. |
| 5 How much exercise did you get? I got very little, I'm afraid. I walked to school and back, and I walked round the park with Sophie, but that's all. |

- 3> **ANALYSE** Study the underlined phrases in the diary and complete the rules with *some* or *any* in your notebook.

We use *some* and *any* with uncountable nouns and plural countable nouns.

a We use in affirmative sentences.

b We use in negative sentences and questions.

- 4> Copy the table and complete it with *much*, *many*, *a lot of*, *a few* or *a little*. Check your answers with the text in exercise 2.

| Countable nouns | Uncountable nouns |
|-----------------|-------------------|
| <u> </u> | <u> </u> |

- 5> In your notebook, complete the sentences with *much*, *many* or *a lot of*. Use the most appropriate word in each sentence. Give reasons for your answers.

- At the party I ate cupcakes. They were lovely!
- I didn't get emails this morning. Only about three!
- There isn't time left before the lesson begins. Hurry up!
- Did you get questions correct in the test? I didn't.
- Have you got homework for tonight?

? WHAT'S RIGHT?

- There weren't some books on the table.
- There weren't any books on the table.
- There were a few books on the table.
- There were a little books on the table.

- 6> **PRACTISE** Choose the correct option to complete the dialogues. Write the answers in your notebook.

- A Did you have a healthy lunch today?
B I went out with *some* / *any* friends. We had *some* / *any* chips but I didn't have *some* / *any* tomato sauce on mine. That's healthy!
- A Have you got *some* / *any* biscuits? I'm really hungry.
B Yes - but I haven't got *many* / *much* left. I'm saving those for later.
- A How *many* / *much* money did you spend in town today?
B I didn't spend *many* / *much* money. I only bought *a few* / *a little* things. I wanted *some* / *any* black boots but they didn't have *some* / *any*.
- A How *much* / *many* people are coming to the party?
B Just *a few* / *a little*. I invited *a lot of* / *many* friends last time and it was too crowded.
- A Have we got *some* / *any* milk? I don't like black coffee.
B There's *a little* / *a few* in the bottle but I'm afraid I didn't buy *some* / *any* when I went shopping today. Dad can get *some* / *any* tomorrow.

- 7> Write questions, starting with *How much* or *How many* in your notebook.

- lessons have you had today?
- time is left before the end of the lesson?
- exercises have we done during this lesson?
- phone calls have you made today?
- money do you spend on your phone contract?
- snacks have you eaten today?
- cousins have you got?
- sleep did you get last night?
- countries have you visited on holiday?

- 8> **NOW YOU DO IT** Work in pairs. Ask and answer the questions in exercise 7. Use *a few*, *a little*, *a lot of*, *not many* / *not much* or *any* where possible in your answers.

A *How many lessons have you had today?*

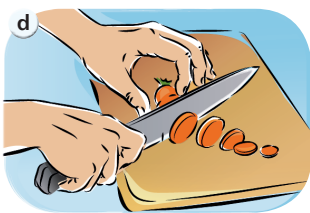
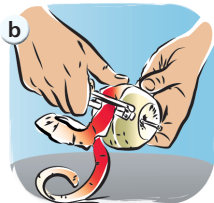
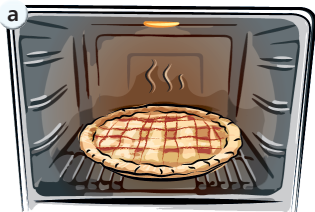
B *I've only had a few - English, chemistry and maths.*

- 9> Read the questions in exercise 2 again. Write your own answers about yesterday in your notebook. Then tell your partner about your day.

- 1> Work in pairs. What time of the day do you usually have these meals? What do you usually have to eat and drink?

supper lunch tea dinner breakfast

- 2> Read comments 1–7 about cooking. Match the phrases in bold with pictures a–g in your notebook. Which people do you think enjoy cooking?



1 I can't cook at all. I can only **boil an egg**.



2 I'm keen on cooking. I can even **bake a cake!**



3 I never get anything right in the kitchen. I just **add too many spices to the food**.



4 Making a salad is easy. You just **chop up some vegetables, add some oil** and that's it!



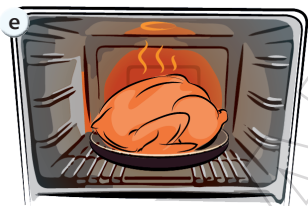
5 I've just made **roast chicken** for the first time. It smells delicious.



6 I once tried to **fry some meat** but it was a disaster! Cooking isn't my thing.



7 I love eating apple pies but I hate **peeling the apples**.



- 3> Cover the comments in exercise 2. Look at the pictures and say what each person is doing.

- 4> Read the two texts. Choose the correct answer and write it in your notebook.

The aim of both texts is to

- a show people that cooking is easy.
- b encourage people to cook.
- c make people change their diet.

- 5> Read the texts again. Choose the correct answers and write them in your notebook.

Text 1

JOSHUA WEISSMAN isn't a typical young man. In my view, there aren't many guys his age who cook meals for their parents and love doing it. Joshua is now a gifted food blogger, food photographer and **cookbook** author but a few years ago he used to be overweight and bullied at college because of his looks. He had to do something about it, so he turned to healthy cooking. Joshua lost 100 pounds in the space of a year and a half and took to blogging about food. Losing weight was only part of his success. What thrilled him was that he won the respect of his schoolmates who now turned to him for advice on a healthy diet. What seemed impossible became possible!

Through his blog *Slim Palate* he shares photos and **recipes** designed to appeal to students and help them learn how to cook. The readers of Joshua's blog say that his meals are always a piece of cake to make but really mouth-watering at the same time. There are recipes for quick breakfasts, **snacks** and barbecue food, as well as more time-consuming main courses such as roast chicken and chips or grilled steak.

Joshua is also thinking of opening his own restaurant. Judging by his successful blog and a very popular Facebook fanpage, the restaurant will also be a spectacular success! At least, I believe so!



- 1 We learn from the first paragraph that
 - a Joshua has been interested in cooking since childhood.
 - b Joshua was not a popular boy in class.
 - c Joshua advises his friends on how to lose weight.
 - d Joshua's parents made him cook for himself.
- 2 All the recipes on Joshua's blog
 - a are vegetarian.
 - b are for the main course.
 - c will interest a typical teenager.
 - d seem quick and easy.
- 3 Which information appears in the text first?
 - a Joshua's reasons for losing weight.
 - b Opinions about Joshua's meals.
 - c Recipes available on his webpage.
 - d Joshua's talent for blogging.

Text 2

Cooking Academy 2: World Cuisine

Are you into cooking? Would you like to learn how to cook even better and score points for making delicious food? Do you dream of becoming a celebrity chef or at least cooking something amazing for your boyfriend or girlfriend? If so, why don't you play *Cooking Academy 2: World Cuisine*? According to www.bigfishgames.com, a website which offers online computer games, it's a very popular cooking game. The players usually give it 5 out of 5 stars.

This entertaining interactive family game:

- allows you to get a really good knowledge of cooking and preparing dishes from all over the world,
- presents a lot of fascinating recipes for dishes such as Chinese rice, Mexican tortillas or Japanese sushi,
- offers information about world cuisines, original ingredients and spices.

Play *Cooking Academy* and become brilliant at making different dishes. You will learn which go together to create fantastic desserts and meals. The players say it's just great – challenging and educational!

Throughout the game, you will try to get stars. Win all 5 stars for each recipe to get the gold trophy. Download it now!

- 4 The advert promises that the player will
 - a get some basic knowledge of cooking.
 - b learn how to cook dishes from three countries.
 - c win the game easily.
 - d learn how to combine different foods.
- 5 From both texts we learn that
 - a making meals is easy.
 - b preparing food is a popular hobby.
 - c cooking can be an exciting experience.
 - d knowing how to cook helps you get a job.

- 6 Read the two texts in exercise 4 again. Are the statements facts (F) or opinions (O)? Write the answers in your notebook.

- 1 Few teenagers are interested in cooking.
- 2 Joshua's fanpage is very popular.
- 3 Joshua's recipes aren't difficult to follow.
- 4 A lot of people like this game.
- 5 It is a competitive game.

- 7 Complete the sentences so that they are true about the text.

Text 1

- 1 What is surprising about Joshua Weisman is that _____.
- 2 Joshua was the happiest when he _____ by his classmates.
- 3 Joshua's recipes include meals which are quick to make and _____.

Text 2

- 1 The reviews that Cooking Academy gets _____.
- 2 By playing Cooking Academy you can learn how to cook meals which come _____.
- 3 The game is considered to offer educational value and a good level of _____.

8 Work in pairs and discuss the questions.

- 1 Are you interested in cooking and reading cookery blogs? Why?/Why not?
- 2 What can you cook?
- 3 Should young people know how to cook? Why?/Why not?
- 4 What do you think of *Cooking Academy*? Would you like to play such a game?

Vocabulary development

9 Complete the definitions with the highlighted words from the texts in exercise 4.

- 1 A _____ is someone who cooks in restaurants as their job.
- 2 A _____ is a book with instructions for preparing and cooking food.
- 3 A _____ is a small amount of food you eat between meals.
- 4 A _____ is a style of cooking food typical of a country or region.
- 5 A _____ is a substance made from plants which we add to food to make it taste better.
- 6 An _____ is one of the foods used to make a dish.
- 7 A _____ is a set of instructions for preparing food.

10 In your notebook, complete the dialogues with the correct words from exercise 9.

- 1 A Do you think that ¹ _____ in big restaurants use ² _____?
B No, I don't think so. I think they have all the ³ _____ in their heads.
- 2 A Do you eat ⁴ _____ between meals?
B Yes. Chocolate bars or crisps, but I know they aren't good for you.
- 3 A I really love Indian ⁵ _____.
B Really? Why?
A I just like all the ⁶ _____ used in it. They make the dishes so tasty.
- 4 A What ⁷ _____ do you need to make this salad?
B Oh, just some fresh tomatoes and mozzarella cheese.

11 Copy and complete the table with the adjectives below. Then work in pairs and think of ten different food products and types of meals. Use the adjectives below to describe them.

| Positive | Negative |
|----------|----------|
| _____ | _____ |

tasty disgusting heavenly mouth-watering awful
tasteless bland full of flavour yummy flavourless

» Vocabulary challenge! Unit 5, page 111, exercises 4 and 5

- 1> What type of food and drink can you order in these places?

bar an Italian takeaway fast food restaurant
café school canteen

- 2> **CD 2.04** Read and listen to the dialogue. What does Olivia order?

| Menu | | Desserts | |
|-----------------------|-------|----------------|-------|
| <i>Hot dishes</i> | | Chocolate cake | £1.70 |
| | | Ice cream | £2.10 |
| | | Drinks | |
| Pancakes with spinach | £3.60 | Mineral water | 80p |
| Pancakes with cheese | £4.10 | Juice | £1.20 |
| Veggie Burger | £3.80 | Coffee/Tea | |
| Soup of the day | £2.50 | regular: | £1.60 |
| Ham pizza | £2.80 | large: | £3.20 |
| | | Fruit smoothie | £2.30 |

Cashier Hello, what can I do for you?

Olivia We'd like **two pancakes**, please. One with **spinach** and the other one with **cheese**.

Cashier Is that to eat in or take away?

Olivia Eat in, please.

Cashier How about something to drink? We have great **fruit cocktails**.

Olivia Well, I'd rather have mineral water, please. And juice for my friend.

Cashier Would you like the water still or sparkling? And what juice would you like?

Olivia **Sparkling** water and apple juice, please. And two **coffees** to take away later on.

Cashier Large or regular?

Olivia **Regular** with **milk**, please.

Cashier Anything else with that? Chocolate cake, ice cream?

Olivia No, thank you. That's all.

Cashier OK. That's **£12.90** please.

Olivia There you go. Cheers.

- 3> Read the dialogue in exercise 2 again. Who do you think usually says the sentences in the Phrase Bank: the customer (C) or the cashier (CA)? Write the answers in your notebook.

Phrase Bank

- | | |
|--|--|
| 1 Still or sparkling? | 6 Large or regular? |
| 2 How about something to drink? | 7 Next, please. |
| 3 That's all, cheers. | 8 Oh hi! We'd like two pancakes, please. |
| 4 Anything else? | 9 That's £11.50, please. |
| 5 I'd rather have mineral water, please. | 10 Two coffees to take away, please. |

- 4> Work in pairs. Practise reading the dialogue in exercise 2, changing the words in red. Use the menu and your own ideas.

- 5> In your notebook, complete the sentences with the correct words below.

green still white hot double large

- Can I have a medium / pepperoni pizza, please?
- I'd like a bottle of / sparkling water, please.
- Would you prefer mild or sauce with your kebab?
- What tea would you like? Black or .
- A single or cheeseburger for you?
- What coffee would you like? Black or .

- 6> **CD 2.05** Listen to a telephone conversation. Answer the questions in your notebook.

- What does the woman want to order?
- What extras would she like to have?
- How much does she pay?
- How long does she have to wait for her takeaway?

- 7> **CD 2.05** Write sentences from the prompts in your notebook. Then listen again and check.

- I / like / order / two / takeaway pizzas / please.
- Actually, we / have / special offer / large pizzas.
- What / pizzas / you / like?
- I / interest / you / extra toppings?
- How much / it / be?
- How long / we / have to wait?
- you / pay / cash / credit card?

- 8> **Work in pairs.** Role-play the dialogue, using the phrases from this lesson. Then swap roles and do the task again.

Uczeń A

Pracujesz w restauracji włoskiej, która sprzedaje dania na wynos. Dzwoni klient, który chce zamówić dwa dania i napoje. Twoim zadaniem jest sprzedać jak najwięcej potraw.

- Zapytaj klienta, co zamawia do jedzenia i picia.
- Zaproponuj dodatki, np. sosy, gorące napoje, sałatki, pieczywo itd.
- Zapytaj o formę płatności i poproś o adres dostawy.

Uczeń B

Dzwonisz do restauracji włoskiej, aby zamówić dwa dania na wynos dla siebie i dla kolegi. Nie masz za dużo pieniędzy, więc nie jesteś zainteresowany / zainteresowana dodatkową ofertą proponowaną przez osobę, która Cię obsługuje.

- Zamów dania i napój.
- Zrezygnuj z dodatków.
- Zapytaj o możliwość płatności kartą i podaj swój adres.

- 9> Work in pairs. Go to page 115. Take turns to do the speaking task.

- 1> Work in pairs and answer the questions about the different types of parties below.

a reunion a barbecue party a housewarming party
a birthday party a family get-together
a surprise party school-leaving ball

- Which of these parties have you been to?
- Which of these parties are the most fun for teens? Why?
- What is typical party food and music at teenage parties?

Hi Natalie and Ellen,
How are you? How is your new school?
I'm writing to invite you to a barbecue party at my place next Friday. I miss everybody from our old class, so I thought we could organise a get-together to meet up again. I guess that first we need to get in touch with everybody and make sure they can come. I suggest using Facebook. It's the quickest way. Why not ask everyone to bring something to put on the barbecue and something to drink? Maybe Jessica could bake a cake. She's very good at that, so we could ask her. Let's not forget about plastic cups and plates, and the music too. Who could do that? Maybe the boys could sort this out? What do you think of my idea? I hope you can come and help. ☺
Please get in touch and let me know.
Laura

- 2> Read Laura's email. What kind of party is it? What does she suggest doing?

Hi Laura,
Thanks for your invitation. Nice of you to throw a party like that. I can come and help you get ready for it. I'll bring some burgers for the barbecue and some orange juice. Is that OK? I'll talk to Peter and Mark to ask them about music too.
Take care and see you soon.
Natalie

Hello Laura,
Thanks for your email and for your invitation. What a fantastic idea! But I'm afraid I won't be able to make it. Sorry! Next Friday I'm going to my grandfather's 70th birthday. I hope you'll have lots of fun. Say hello to everyone from me.
Love,
Ellen

- 3> Read the replies to the email in exercise 2. How do Natalie and Ellen reply to Laura's email?

Phrase Bank

► Inviting

I'm writing to ¹ you to a barbecue party at my place next Friday.
We're having a housewarming party on Sunday. Would you like to come?

► Giving suggestions

I guess first we ² get in touch with everyone.
³ using Facebook. / Maybe Jessica ⁴ bake a cake.
⁵ not ask everyone to bring something to eat?

► Accepting and refusing invitations

Thank you for your ⁶ / for inviting me.
It's very ⁷ of you to throw a party like that.
I'm afraid I won't be able to ⁸ it. / I can't come.

- 4> Read the emails in exercises 2 and 3 again and complete the Phrase Bank in your notebook.

- 5> Find the phrases in the emails in exercises 2 and 3 which mean the same as the expressions below. Write the answers in your notebook. Which phrases sound more informal?

- I am pleased you want to organise a party.
- I can help you prepare it.
- I cannot come.
- You will enjoy yourself.
- Perhaps the boys could solve this problem.
- Give my best wishes to everyone.

- 6> Express the ideas below in English. Write the answers in your notebooks.

- Zaproś kolegę/koleżankę na swoje urodziny. Podaj termin.
- Zaproponuj koledze/koleżance, co ma założyć na bal szkolny.
- Podziękuj za zaproszenie i powiedz, co możesz przygotować na imprezę.
- Powiedz, że nie możesz przyjść na grilla i podaj powód.
- Doradź koledze, co mógłby ugotować dla swojej dziewczyny, którą zaprasza do domu na kolację.
- Zasugeruj zorganizowanie przyjęcia-niespodzianki dla koleżanki z klasy. Zaproponuj miejsce i menu.

! Watch out!

W listach skierowanych do przyjaciół i znajomych stosuj styl nieformalny. Używaj: krótszych zdań (czasami można opuścić podmiot), np. *Nice of you to ring me up*; form skróconych, np. *He isn't* zamiast *He is not*; potocznego słownictwa, np. *throw a party* zamiast *organise a party*; czasowników złożonych, np. *sort out the problem* zamiast *solve the problem*.

- 7> Read the instructions and do the writing task.

Koleżanka zaprasza Cię na imprezę mikołajkową, prosząc jednocześnie o pomoc przy jej organizacji. Odpowiedz na jej e-mail (100–150 słów) i:

- podziękuj za zaproszenie i wyraż opinię o pomysłe koleżanki,
- powiedz, co możesz ugotować na to przyjęcie,
- zasugeruj udział innych osób w organizacji imprezy,
- zaproponuj zmianę godziny imprezy, podając przyczynę.



1> Work in pairs. What do the words in bold mean in each sentence?

- 1 a He won another **cup** in tennis.
b She'd like a **cup** of tea.
- 2 a Helen's on a **diet**.
b Mark has a healthy **diet**.
- 3 a **Tea** is my favourite meal.
b I drink a lot of **tea** every day.
- 4 a This **recipe** for spinach pancakes is very simple.
b Your bad behaviour is a **recipe** for disaster.

2> Choose the correct word to complete each pair of sentences. Write the answers in your notebook.

- 1 What does this restaurant serve?
Will you please wash up the after dinner tonight?
a meals b dishes c plates
- 2 Let's the drinks first.
I don't like it when you me to do things.
a order b make c serve
- 3 Teenagers aren't allowed into this because it serves alcohol.
I think I'll have a of chocolate every day.
a bit b piece c bar
- 4 What's for today?
 is a popular drink in many countries.
a coffee b tea c cocktail
- 5 The recipe says you must some fresh garlic in the salad.
People on weight when they eat junk food.
a add b put c cut

3> In your notebook, complete the mini-dialogues with a suitable sentence or question.

- 1 X:
Y: Black, please.
X: Do you take sugar?
- 2 X: Are you ready to order?
Y: Yes. I'll take spaghetti carbonara and some water, please.
X: ? Both can be served chilled or at room temperature.
- 3 X: That's all. How much does it come to?
Y: 50 pounds, please.
X: By card, please.
- 4 X: Do you mind if I open the window?
Y:
X: Thanks. It's so stuffy in here.
- 5 X: What shall we do tonight then?
Y:
X: OK. I can reserve the tickets.

4> Read the sentences. Which part of speech below do you need to complete each gap? Then, in your notebook, complete the sentences with the correct words.

noun verb article adjective preposition

- 1 We have little sugar left, so you don't have to go to the shops to some.
- 2 I got a of honey from my grandfather. honey tastes wonderful.
- 3 We went to hospital to visit our friend. He's his leg.
- 4 Chocolate is so that I can't imagine my life it.

5> In your notebook, complete the text with appropriate words. Put one word in each space.

CRISPS are very popular snacks. Most people like them but not ¹ know how they were invented. The history of crisps goes back to 1853 when George Crum, a Native American chef from New York became angry with one of his customers. ² customer ordered a portion of French fries for his main meal but complained that the fries he got were too ³ . Crum cut them into thinner slices, but still the man was dissatisfied. So, the chef finally made fries that were ⁴ thin to eat with a fork to annoy the difficult client. However, the man was happy to get such thin fries. They were tasty ⁵ crunchy! Soon, all the other customers wanted the same type of fries and that's how crisps became popular. George Crum did not make ⁶ money on his invention but another man did. His name was Herman Lay – the guy responsible ⁷ Lay's crisps. He was one of the first men who sold crisps in packets as we know them!



6> Work in pairs. Imagine you're inviting the following people home for a meal. What would you make to eat for these guests? Use the ideas below to help you.

- 1 Your new boyfriend/girlfriend who you want to impress a lot.
 - 2 A good friend who is vegetarian.
 - 3 A friend from England who is visiting your country.
 - 4 A group of close friends who are coming to study with you for the whole day.
- I could make/cook/prepare ...
 - It's a simple dish.
 - It's cheap to make.
 - It tastes just great. It's healthy.
 - You don't need too many ingredients.
 - It's the most traditional Polish dish.
 - It's the only dish I can make.



Tip

Pamiętaj, że informacje podane w pytaniach są sformułowane w tekście w odmienny sposób. Wybierając odpowiedź, nie kieruj się znaczeniem pojedynczych wyrazów. Znajdź w tekście te zdania, które potwierdzają wybraną przez Ciebie odpowiedź.

- 1> Read the first part of Tekst 1 below. Which option (A–D) in question 1 in exercise 4 does the underlined fragment refer to?

- 2> Which of the phrases below can identify a fact and which an opinion?

research shows ... it seems ... it is true to say

according to a survey, ... probably, ... I guess ...

the data suggests that ... it appears that ...

it is believed that ... statistics prove that ... many people have the idea that ...

- 4> **TEST IT!** Przeczytaj dwa teksty dotyczące procesu przygotowywania i prezentacji potraw. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

I had always been into cooking. I guess it was my grandfather's influence. When I was young, he used to involve me in the kitchen as much as possible. Initially, I wasn't too pleased, but soon I would dice vegetables for him, stir the sauces and season the dishes according to his instructions with a smile on my face.

My nostrils relished the enticing smell of all the ingredients, I learnt to eat with my eyes. When I grew up, I became a chef myself, and my passion became my job. What I inherited from my grandpa were two things: food had to look irresistible, and had to be described on the menu to appeal to the customer's senses. So, when the opportunity to take part in a food writing workshop came up, I didn't hesitate though it seemed a little too expensive.

The workshop proved useful. I understood that to describe the food you cook, you can't just resort to cliché expressions or endless lists of adjectives. Instead, you must select one or two really sensuous-sounding adjectives which cause a certain reaction. For example, change 'soft' for 'silky', or 'smooth' for 'velvety'. During the training session we were asked to write our own descriptions of the dishes that had been previously prepared. It was a bit of a challenge, but I must say it got me to reconsider the way I used to think about food. Time well spent. After the course I changed all the names of my dishes and their descriptions on my menus, and to my surprise I had more and more customers in every day. My grandpa would have been proud of me!

Tekst 1

- What is true about the writer?
 - He had to clean the kitchen after dinner.
 - He helped prepare all the food.
 - He learnt how to cook from his parents.
 - He never enjoyed helping his grandpa.
- What did the writer learn from his grandfather?
 - The fact that food has to smell tasty.
 - The fact that cooking can be a passion.
 - The fact that food must look fresh.
 - The fact that the menu has to intrigue the clients.
- How did the author find the course he attended?
 - It was a waste of time for him.
 - It was quite hard for him.
 - It was good value for money.
 - It was the best experience in his life.



Tip

Niektóre pytania w zadaniu typu wybór wielokrotny wymagają odróżnienia faktów od opinii. Fakty to informacje obiektywne, sformułowane na ogół na podstawie wyników badań naukowych, statystycznych. Szukaj w tekście wskazówek, które pomogą Ci odróżnić opinię od faktu.

- 3> Now read Tekst 2 in exercise 4 and find phrases which refer to facts and opinions.

It is true to say that food which is nicely presented appeals to us more than food which is just casually thrown on our plates without much imagination or care. Research shows that we are more likely to buy or order food which looks sensuous than just plain ordinary. It's because we eat with our eyes as much as our mouths simply because great-looking food makes us perceive the smell and taste of the dish as better. That's why most adverts of food products are now almost like works of art and most meals we are served must look attractive enough to be worthy of an Instagram photo, which researchers confirm. As far as I can see, the trend to present food in such an alluring way is growing in popularity. The photo of a cheeseburger, for instance, is no longer just a photo of a cheeseburger. The stylist will show a lot of melted cheese, emphasise the greenness of the lettuce or show juicy-looking tomatoes to give us the feeling that the cheeseburger is truly irresistible. So next time you watch a food advert, try to detect all the tricks that will probably make millions of people buy the advertised product.

Tekst 2

- Which of the following is stated in the text as an opinion not a fact?
 - Photographing food in an appealing way is more and more common.
 - People prefer food which is attractively presented.
 - These days food must look good enough to appear on social media.
 - Food stylists highlight certain features of the advertised food.
- Which of the following statements is mentioned in both of the texts?
 - The reasons why we buy or order food are more complex than what we think.
 - The most important factor when ordering food is its taste.
 - Meals which do not look attractive do not sell at all.
 - Sensuous-looking food is always more expensive than ordinary-looking food.



Complete all the exercises on this page in your notebook.

1> Complete the table with the words below.

grapes plums carrots tomatoes salmon cheese
roll olive oil pork cake butter nuts sausages
onions lemons cream biscuits strawberries
honey juice

| Fruit | Vegetables | Meat/Fish | Dairy | Other |
|-------|------------|-----------|-------|-------|
| | | | | |

___/20

2> Write the English equivalents of the words below.

- 1 kromka chleba 4 paczka chipsów
2 słoik miodu 5 puszka fasoli
3 tabliczka czekolady

___/15

3> Read the sentences and put the words in brackets in the right places.

- 1 Celebrity chefs sell their own full of easy. (*recipes, cookbooks*)
2 This is so tasty because of all the I've added to it. (*dish, spices*)
3 Why don't you the vegetables and I'll them up. (*peel, chop*)
4 I don't like but sometimes I get a from my local Chinese restaurant. (*takeaway, ready meals*)
5 What are the most typical of Indian? (*cuisine, ingredients*)

___/15



4> Complete the sentences with *a/an, the* or put [-] for no article.

- 1 All doctors agree that ___ vegetables are good for your health, so please eat ___ salad I've just made.
2 There is ___ new Thai restaurant in ___ city centre.
3 Most children like ___ sweets. I think ___ chocolate is ___ most popular one.
4 We always have ___ lunch in the garden when ___ sun is out.
5 Ted works as ___ waiter somewhere in ___ London.
6 We took ___ train to get to ___ Italy. Unfortunately, ___ train was late, so we missed a whole day there.

___/6

5> Choose the most appropriate option to complete the sentences.

- 1 There were *a lot of / many* people at the party but we only knew *a few / any*.
2 How *much / many* bread do you need? I could get *some / a few* on the way back home.
3 Do you need *a lot of / many* ingredients to make this dish? Tell me what you need and how *many / much* it will cost.
4 There isn't *any / some* butter in the fridge. I need *some / any* to make a cake.
5 I have invited *a few / a little* people to my party. I think you will know *many / a lot of* them.
6 There's *a little / much* orange juice left. Would you like *some / any*?

___/6

6> Complete the emails with appropriate words.

Hi Vicky,
I'm writing to ¹ ___ you to a barbecue party next Saturday. I ² ___ you can come. I'd like Alex to come as well, but I can't get in ³ ___ with him. Could you let him ⁴ ___ for me, please?
Love,
Abby

Dear Abby,
Thanks for ⁵ ___ me but I'm afraid I won't be able to ⁶ ___ it. I'm going to the theatre next Saturday. I told Alex about the party and he says it's very ⁷ ___ of you to invite him. He'll be there. Why ⁸ ___ invite Kate as well? She's Alex's girlfriend.
Take care,
Vicky

___/8

7> Match 1-4 with a-d.

- 1 Two bottles of mineral water, please. a Black coffee, please.
2 How about something to drink? b There you go. Cheers.
3 That's £20. c To eat in or take away?
4 Two pancakes, please. d Still or sparkling?

___/4

8> Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

Food items / Produkty spożywcze

Meat / mięso

beef /bi:f/ wołowina
 beefburgers /'bi:f,bɜ:(r)gə(r)z/ hamburgery
 chicken /'tʃi:kən/ kurczak
 ham /hæm/ szynka
 pork /pɔ:(r)k/ wieprzowina
 sausages /'sɔ:sɪdʒɪz/ kielbaski

Fish, Seafood / ryb, Owoce morza

prawns /prɔ:nz/ krewetki
 salmon /'sæmən/ łosoś
 tuna /'tju:nə/ tuńczyk

Fruit / owoce

grapes /greɪps/ winogrona
 lemon /'lemən/ cytryna
 orange /'ɒrɪndʒ/ pomarańcza
 pineapple /'paɪn,æp(ə)l/ ananas
 plums /plʌmz/ śliwki
 raspberry /'rɒzb(ə)ri/ malina
 strawberry /'strɔ:b(ə)ri/ truskawka

Vegetables / warzywa

broccoli /'brɒkəli/ brokuly
 carrots /'kærəts/ marchewki
 cucumber /'kju:kəmbə(r)/ ogórek
 onion /'ɒnjən/ cebula
 potato /pə'teɪtəʊ/ ziemniak
 spinach /'spɪnɪdʒ/ szpinak
 tomato /tə'mə:təʊ/ pomidor

Dairy products / nabiał

butter /'bʌtə(r)/ masło
 cheese /tʃi:z/ ser żółty
 cream /kri:m/ śmietana
 yoghurt /'jɒgə(r)t/ jogurt

Sweets / słodycze

biscuits /'bɪskɪts/ herbatniki
 cake /keɪk/ ciasto
 ice cream /aɪs 'kri:m/ lody
 jam /dʒæm/ dżem
 pancake /'pænk,keɪk/ naleśnik

Cereal products / Produkty zbożowe

brown bread /braʊn 'bred/ chleb razowy
 cereal /'sɪəriəl/ płatki śniadaniowe
 pasta /'pæstə/ makaron
 rice /raɪs/ ryż
 roll /rəʊl/ bułka

Other products / Pozostałe produkty

baked beans /beɪkt 'bi:nz/ fasola w sosie pomidorowym
 chips/French fries /tʃɪps, frenʃ 'fraɪz/ frytki
 crisps /krɪspz/ chipsy
 egg /eg/ jajko
 fizzy drink /'fɪzi 'drɪŋk/ napój gazowany
 mushroom /'mʌʃru:m/ grzyb; pieczarka
 sauce /sɔ:s/ sos

Quantity expressions / Wyrażanie ilości

bar of chocolate /bɑ:(r) əv 'tʃɒklət/ tabliczka czekolady
 bottle of juice /'bɒt(ə)l əv 'dʒu:s/ butelka soku
 box of chocolates /bɒks əv 'tʃɒkləts/ pudełko czekoladek

jar of honey /dʒɑ:(r) əv 'hʌni/ słoik miodu
 packet of crisps /'pækɪt əv 'krɪspz/ paczka chipsów
 slice of bread /sleɪs əv 'bred/ kromka chleba

Food and diet / Żywność i dieta

junk food /'dʒʌŋk fu:d/ smięciowe jedzenie
 ready meal /'redi 'mi:l/ gotowe danie
 takeaway food /'teɪkəweɪ 'fu:d/ jedzenie na wynos
 vegetarian food /'vedʒə'teəriən 'fu:d/ danie wegetariańskie
 well-balanced meal /wel 'bælənst 'mi:l/ zbilansowany posiłek

Meals / Posiłki

breakfast /'brekfəst/ śniadanie
 dinner /'dɪnə(r)/ kolacja, obiadokolacja
 lunch /lʌntʃ/ lunch, obiad
 supper /'sʌpə(r)/ kolacja
 tea /ti:/ podwieczorek

Preparing food / Przygotowywanie posiłków

add sth /æd 'sʌmθɪŋ/ dodawać
 bake a cake /beɪk ə 'keɪk/ piec ciasto
 boil an egg /bɔɪl ən 'eg/ gotować jajko
 chef /ʃef/ szef kuchni
 chop up some vegetables /tʃɒp 'ʌp səm 'vedʒtəb(ə)lɪz/ posiekać warzywa
 cook /kʊk/ gotować
 cookbook /'kʊkbʊk/ książka kucharska
 cuisine /kwi:'zi:n/ kuchnia (danego regionu)
 fry meat /fraɪ 'mi:t/ smażyć mięso
 ingredient /'ɪn'grɪdiənt/ składnik
 peel apples /pi:l 'æp(ə)lɪz/ obierać jabłka
 recipe /'resəpi/ przepis
 roast chicken /rəʊst 'tʃi:kən/ pieczony kurczak
 snack /snaek/ przekąska
 spices /spaɪsɪz/ przyprawy

Restaurants / Restauracje

black/white coffee /,blæk, waɪt 'kɒfi/ czarna/biała kawa
 black/green tea /,blæk, gri:n 'ti:/ czarna/zielona herbata
 café /'kæfeɪ/ kawiarnia
 eat in/take away /i:t 'ɪn, teɪk ə'weɪ/ jeść na miejscu/brać jedzenie na wynos
 fast food restaurant /,fɑ:st fu:d 'rest(ə)rɒnt/ restauracja szybkiej obsługi
 hot/mild sauce /hɒt, maɪld 'sɔ:s/ pikantny/łagodny sos
 Italian takeaway /'ɪtæljən 'teɪkəweɪ/ włoska restauracja z daniami na wynos
 medium/large/small pizza /,mi:diəm, 'lɑ:(r)dʒ, 'smɔ:l 'pi:tʃə/ średnia/duża/mala pizza
 order /'ɔ:(r)də(r)/ zamawiać
 regular/large coffee /,regjələ(r), 'lɑ:(r)dʒ 'kɒfi/ średnia/duża kawa
 school canteen /sku:l kæn'ti:n/ stołówka szkolna
 single/double cheeseburger /,sɪŋg(ə)l, 'dʌb(ə)l 'tʃi:z,bɜ:(r)gə(r)/ pojedynczy/podwójny cheeseburger

sparkling/still water /,spɑ:(r)k(ə)lɪŋ, 'stɪl 'wɔ:tə(r)/ woda gazowana/niegazowana

Parties / Przyjęcia

birthday/surprise party /'bɜ:(r)θdeɪ, sə(r)'praɪz 'pɑ:(r)ti/ przyjęcie urodzinowe/przyjęcie-niespodzianka
 family get-together /,fæm(ə)li 'getə,geðə(r)/ spotkanie rodzinne
 housewarming party /'haʊs,wɔ:(r)mɪŋ 'pɑ:(r)ti/ parapełtówka
 school-leaving ball /'sku:l,li:vɪŋ bɔ:l/ bal (na zakończenie roku szkolnego)
 reunion /ri:'ju:niən/ zjazd (klasowy), spotkanie (rodzinne)

Other words / Pozostałe wyrażenia

a waste of time /ə 'weɪst əv 'taɪm/ strata czasu
 be on the lookout for sth /sb /bi ɒn ðə 'ləʊkəʊt fə 'sʌmθɪŋ/ poszukiwać czegoś/kogoś
 chip butty /tʃɪp bʌti/ kanapka z frytkami
 chocolate addict /'tʃɒklət 'ædɪkt/ osoba uzależniona od czekolady
 cookery lesson /,kʊk(ə)ri 'les(ə)n/ lekcja gotowania
 cup /kʌp/ filiżanka; puchar (nagroda)
 cupcakes /'kʌp,keɪks/ babeczki
 Death by Chocolate /'deθ baɪ 'tʃɒklət/ rodzaj ciasta czekoladowego
 devour sth /di'vaʊə 'sʌmθɪŋ/ pożerać coś
 dissatisfied /dis'sætɪsfaid/ niezadowolony
 doughnut /'dəʊnʌt/ pączek
 eating habits /i:tɪŋ 'hæbɪts/ nawyki żywieniowe
 enjoy yourself /ɪn'dʒɔɪ jə(r),self/ dobrze się bawić
 food for thought /fu:d fə(r) 'θɔ:t/ pożywka dla myśli, temat do przemyśleń
 garlic bread /'gɑ:(r)lɪk 'bred/ pieczywo czosnkowe
 guilty pleasure /,ɡɪlti 'pleʒə(r)/ grzeszna przyjemność
 have a sweet tooth /hæv ə 'swi:t 'tu:θ/ być łasuchem
 healthy /'helθi/ zdrowy
 invitation /,ɪnvɪ'teɪʃ(ə)n/ zaproszenie
 invite /ɪn'vaɪt/ zapraszać
 onion rings /'ɒnjən rɪŋz/ krążki cebulowe
 overdo /,əʊvə'du:/ przesadzać (z czymś)
 overweight /,əʊvə(r)weɪt/ z nadwagą
 recipe for sth /'resəpi fə(r) 'sʌmθɪŋ/ przepis na coś
 rich (cake) /,rɪtʃ 'keɪk/ sycący, bogaty w smaku (ciasto)
 sort out the problem /,sɔ:(r)t 'aʊt ðə 'prɒbləm/ rozwiązać problem
 strict about sth /'strikt ə,bəʊt 'sʌmθɪŋ/ restrykcyjny, ściśle przestrzegający czegoś
 taste /teɪst/ smakować
 topping /'tɒpɪŋ/ składnik (pizzy)

Challenge!

barbecue /'bɑ:(r)bɪ,kju:/ grill
 can of coke /kæn əv 'kəʊk/ puszka coli
 cannot resist sth /'kænɒt nɪ'zɪst 'sʌmθɪŋ/ nie móc się czemuś oprzeć
 cooker /'kʊkə(r)/ kuchenka
 course /kɔ:(r)s/ danie (np. pierwsze, drugie)
 crunchy /'krʌntʃi/ chrupiący, chrupki
 cut down on sth /kʌt 'daʊn ɒn 'sʌmθɪŋ/ ograniczyć coś

delicious /di'lɪʃəs/ pyszny
 desert /'dezə(r)t/ pustynia
 dessert /'deɪz:(r)t/ deser
 disgusting /dis'gastɪŋ/ obrzydliwy
 dish /dɪʃ/ danie, potrawa
 fattening /'fæt(ə)nɪŋ/ tuczący
 filling /'fɪlɪŋ/ sycący, pożywny
 go on a diet /gəʊ ɒn ə 'daɪət/ przejść na dietę
 grill /grɪl/ grillować
 juicy /dʒu:si/ soczysty

keep to your diet /ki:p tə jə(r) 'daɪət/ przestrzegać diety
 lose weight /lu:z 'weɪt/ tracić na wadze
 put on weight /pʊt ɒn 'weɪt/ przybierać na wadze
 receipt /nɪ'si:t/ paragon
 sour /'saʊə(r)/ kwaśny
 tasteful /'teɪs(t)f(ə)l/ gustowny, ze smakiem
 tasty /'teɪsti/ smaczny
 tin of sardines /tɪn əv sɑ:(r)'di:nz/ puszka sardynek

6

Crime scene

VOCABULARY crimes and criminals

TOP STORIES

- 1 Yesterday the police arrested a man for the murder of a woman in Manor Park last week. He killed the woman while he was trying to steal her handbag. The police are ... [+ read more](#)
- 2 Last night kidnappers freed a businessman after his family had paid more than a million pounds. Mr Turner was ... [+ read more](#)
- 3 Store detectives say that shoplifting is increasing in shopping malls. More people are stealing from shops these days because ... [+ read more](#)

- 4 Local people in the Newlands area have reported a lot of vandalism in their streets this year. Vandals have burned cars and painted graffiti on walls. If you have any information ... [+ read more](#)
- 5 There has been another burglary from a home on the edge of Tynemouth. Burglars have broken into houses at night and stolen jewellery and art. The police are warning people ... [+ read more](#)
- 6 Drug dealing in the town is getting worse. Dealers are selling outside schools and at nightclubs. Parents must ... [+ read more](#)

1> Read the online news reports. Which stories 1–6 do pictures A–C go with?

2> **CD 2.06** Work in pairs. Guess the endings of the unfinished sentences in the stories. Then listen to the news reports and write down the final sentence of each story in your notebook.

3> Copy the table into your notebook and complete it with the correct words from the stories.

| Crime | Verb | Person |
|------------------------|---------------|------------------------|
| 1 <input type="text"/> | murder / kill | murderer / killer |
| 2 <input type="text"/> | steal | thief |
| kidnapping | kidnap | 3 <input type="text"/> |
| 4 <input type="text"/> | shoplift | shoplifter |
| 5 <input type="text"/> | vandalise | 6 <input type="text"/> |
| 7 <input type="text"/> | burgle | 8 <input type="text"/> |
| 9 <input type="text"/> | deal drugs | drug dealer |

4> In your notebook, complete the sentences with the correct form of the words from exercise 3.

- 1 A gang of broke into the house of a rich businessman.
- 2 The wanted a million pounds to give back the teenager.
- 3 The police arrested Jake Longhurst for among school students.
- 4 is a terrible crime. It's horrible to plan to kill someone.
- 5 A lot of stores are losing money because of .
- 6 Some teenagers several cars in this road last night.

5> In your notebook, match the verbs (1–8) with suitable nouns (a–h). Then translate the expressions into Polish. Sometimes more than one answer is possible. Write the answers in your notebook.

- | | |
|--------------|---------------------------|
| 1 steal | a a kidnapped businessman |
| 2 free | b a car |
| 3 report | c people against thieves |
| 4 break into | d graffiti |
| 5 warn | e vandalism |
| 6 arrest | f a house |
| 7 burn | g a handbag |
| 8 paint | h a man for murder |

6> In your notebook, match the people 1–3 with definitions a–c.

- | | |
|--------------|--|
| 1 a witness | a a person who has suffered because of a crime |
| 2 a victim | b a person who does a crime |
| 3 a criminal | c a person who sees a crime |

7> **CD 2.07** Listen to three people talking about crimes and answer the questions in your notebook.

- | | |
|---------------------------------------|--|
| 1 What crimes are they talking about? | 3 Which person is speaking to ...? |
| 2 Which speaker was ...? | a a police officer <input type="text"/> |
| a a witness <input type="text"/> | b a store detective <input type="text"/> |
| b a victim <input type="text"/> | c a journalist <input type="text"/> |
| c a criminal <input type="text"/> | |

» **Vocabulary challenge!** Unit 6, page 112, exercises 1 and 2

8> **WHAT DO YOU THINK?** Work in pairs. Discuss the questions, using the prompts below.

- 1 Which crimes in exercise 3 are the most/least serious? Why do you think so?
murder: very serious crime • terrible to kill someone
shoplifting: is not so serious because ...
- 2 Have you ever broken any rules? What happened?

1> Look at the 5 types of cybercrime below. In pairs, try to explain what may happen when each one of them is committed. Share your ideas with the class.

- | | |
|------------------|----------------------|
| 1 identity theft | 4 online piracy |
| 2 hacking | 5 social engineering |
| 3 cyberstalking | |

2> **CD 2.08** Listen to four people talking about different types of cybercrime. Match each speaker with one of the cybercrimes from exercise 1. Which of the cybercrimes is not mentioned?

- | | |
|-------------------------------------|-------------------------------------|
| Speaker 1: <input type="checkbox"/> | Speaker 3: <input type="checkbox"/> |
| Speaker 2: <input type="checkbox"/> | Speaker 4: <input type="checkbox"/> |

3> **CD 2.08** Listen again and answer the questions in your notebook. There is one extra question that does not match any of the speakers.

Which speaker ...

- concludes that being careful is enough to avoid becoming a victim?
- gives only one reason for why people commit this cybercrime?
- includes a personal opinion?
- mentions a cybercrime committed by competitive people?
- wants to warn others against this cybercrime?

4> **CD 2.09** Listen to a radio programme about cyberbullying. Which of the opinions are expressed in the interview? Write the answers in your notebook.

- Cyberbullies don't say the same things online as they do face to face.
- Adult cyberbullies always attack celebrities.
- It's better to send unkind messages to celebrities than to young people.
- Cyberbullying is illegal everywhere.
- We have the right to say anything we like, but not online.
- All online challenges are dangerous and stupid.
- Online challenges are not a form of cyberbullying.

5> **CD 2.09** Listen again. In your notebook, complete the conversation below with the information from the interview in exercise 4. Write between one and two words in each gap.

Ellen: I've just listened to an interview about cyberbullying.

Jim: That's interesting. What did you learn?

Ellen: Well, a lot! For example, one of the reasons why cyberbullying is so common is that people who do it usually think that because it happens online they will never ¹ for their crime.

Jim: Yes, that's right. I've heard that some victims have even ² because they couldn't cope with the pressure.

Ellen: Yes, the guy confirmed that too. He also said that it's also ³ who are involved. They often abuse celebrities.

Jim: What do the police do about it?

Ellen: He said that it ⁴ to track down the offenders because they are anonymous. Plus, in some countries, cyberbullying isn't a crime ... There was also something in the interview about these stupid online challenges.

Jim: Like what?

Ellen: The guy said that it does not really count as ⁵ because teens agree to be part of it.

Jim: Well, unless someone pushed them to do it ...

Ellen: That's exactly what he said too.

6> Read the questions and try to explain the meaning of the words and expressions in bold. Use a dictionary if possible. Then answer the questions.

- What does a **stalker** do? Do you know anyone who has **fallen victim to** stalking?
- If someone **called you names**, would you return the **abusive** comment? Why? Why not?
- Have you had any classes on how to protect yourself or others from **harassment**?
- What would you do if you learnt that your friend **self-harmed** himself/herself?
- What **poses the greatest risk** to young people using the Internet?

» **Vocabulary challenge!** Unit 6, page 112, exercises 3, 4 and 5

7> **WHAT DO YOU THINK?** Work in pairs. Discuss the questions, using the prompts below.

- Which of the cybercrimes do you consider the most serious? Why? Have you heard of any serious cybercrimes committed recently?
- Why do some people post hateful messages online? What motivates them to behave in this way?
being anonymous • enjoy the opportunity to harm other people • not knowing how to express themselves in a polite way
- How can we protect ourselves from falling victim to cybercrime?
report cybercrime and cybercriminals to the police • tell friends and family • don't read the abusive messages • send the cyberbullies horrible messages back



Reported statements

- 1> Can you name someone famous who has been in the news recently for doing something wrong? What did he or she say about it?
- 2> **LANGUAGE IN CONTEXT** Read the news report and find examples of reported speech. Copy and complete the table with the correct words.

This morning the police arrested Mark Watson, an important politician, for selling national secrets to another country. Mark Watson's lawyer told the journalists that the police were asking Mark some questions. She also said Mr Watson hadn't done anything illegal. She mentioned that someone else had used his computer last week while he had been on holiday. The lawyer said she didn't know any more details. She said that Mark would speak to the press himself later, after his police interview, and that she couldn't give us any more information.

| Direct speech | Reported speech |
|--|---|
| Present continuous | |
| 'The police are asking Mark some questions,' she said. | She said that the police ¹ <input type="text"/> Mark some questions. |
| Present simple | |
| 'I don't know any more details,' she said. | She said she ² <input type="text"/> any more details. |
| Present perfect | |
| 'I haven't done anything illegal,' Mark said. | Mark said he ³ <input type="text"/> anything illegal. |
| Past simple | |
| 'Someone else used my computer last week,' he said. | He said that someone else ⁴ <input type="text"/> his computer the week before. |
| will | |
| 'Mark will speak to the press later,' she said. | She said that Mark ⁵ <input type="text"/> to the press later. |
| can | |
| 'I can't give you any more information,' she said. | She said that she ⁶ <input type="text"/> us any more information. |

- 3> **ANALYSE** Choose the correct option to complete the rules.

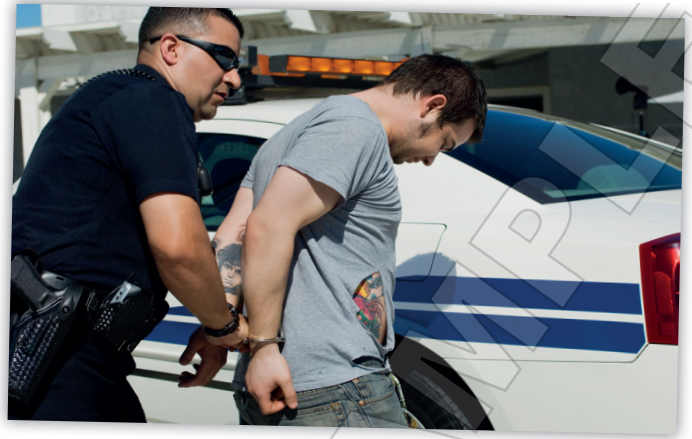
- We use *reported* / *direct* speech to repeat what someone said without using their exact words.
- In reported speech we *change* / *do not change* the tenses.
- In reported speech we *make* / *do not make* changes to pronouns and expressions of time and place.

WHAT'S RIGHT?

- He said me that he wanted to go home.
- He told me that he wanted to go home.
- He said he wanted to go home.

- 4> **PRACTISE** In your notebook, rewrite the sentences in reported speech, starting with *He said ...*, or *She told me ...*.

- 1 'Pete's already phoned the police.'



- 'Lenny was late for school again.'
- 'Some new students are visiting the school.'
- 'There are a lot of burglaries every week.'
- 'The programme was about crime.'
- 'Miss Baker didn't mark the homework.'
- 'It will rain later.'
- 'We can't use the computer.'

Tip

- We say: '*He said that ...*' (NOT *He said us that*) and *He told me that ...*.
- In reported speech we often make changes to pronouns and time expressions:
here → *there* *I* → *he/she* *ago* → *before*
'I lived here ten years ago,' he said. →
He said that he had lived there ten years before.

- 5> In your notebook, rewrite the sentences in reported speech. Change the pronouns and time expressions, using the phrases below. Start each sentence with *Ella said that ...*.

the previous week the next day then that night
the following week the day before that day
that week

- 'I can't do it **now**.'
- 'We don't have a lesson here **today**.'
- 'Jacky will phone you **tomorrow**.'
- 'Tom can't come to the party **tonight**.'
- 'I saw Jerry **last week**.'
- 'Our class is having lessons in Room 10 **this week**.'
- 'Pam will get her results **next week**.'
- 'I went to the doctor's **yesterday**.'

- 6> In your notebook, rewrite the sentences as direct speech.

- Sue said that she had been to the doctor's that morning.
- The teacher told us that she would give us back our homework the following day.
- Pete said that he always went swimming on Thursdays.
- My parents told me that I couldn't have driving lessons until November.
- The weather forecaster said that it was going to stay hot until the following week.
- My brother said that he and his friend had been to a good concert the previous day.

» **Grammar challenge!** Unit 6, page 112, exercise 1

- 7> **NOW YOU DO IT** Work in pairs. In your notebook, write a short message to your partner. Try to use a present tense, a past tense, *will* and *can*. Exchange messages and then report what your partner said.

I'm tired. I went to bed too late. I'm going to leave school early. I can't concentrate. I'll phone you later.

Katy sent me a text message this morning. She said she was tired. She had gone to bed too late. She was going to leave school early. She couldn't concentrate. She would phone me later.

Reported questions

- 1> What are the advantages and disadvantages of working as a bodyguard of a VIP?
- 2> **CD 2.10 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Why did the reporter interview the bodyguard?

Archie Did you see the interview with the bodyguard who used to protect a celebrity from stalkers? They wouldn't say who she was, I mean the celebrity, but I think she was a famous singer.

Tilly Did they ask the bodyguard lots of interesting questions?

Archie Yes, of course they asked him what he considered the most difficult part of his job. They also wanted to know whether he had ever feared for his life. More interestingly for me, a lot of the questions were about his relationship with the celebrity. They wanted to know if the two of them were friends and if he could ask the celebrity for favours or a pay rise. The interviewer also wanted to find out how the bodyguard coped with all the stress. They didn't ask him what had made him want to become a bodyguard – which I'd like to know.

Tilly I guess that's a job for people who like dealing with dangerous situations, or rubbing shoulders with the rich and famous. It must be good money too!

- 3> **ANALYSE** Read the dialogue in exercise 2 again and complete the reported questions in your notebook.

| Direct question | Reported question |
|---|---|
| Yes/No questions | |
| Have you ever feared for your life? | They asked him if ¹ <u> </u> . |
| Are you friends with the celebrity? | They also wanted to know whether ² <u> </u> . |
| Wh- questions | |
| What do you consider the most difficult part of your job? | They asked him what ³ <u> </u> . |
| How do you cope with all the stress? | The interviewer wanted to find out ⁴ <u> </u> . |

- 4> Choose the correct words to complete the rules below. Write the answers in your notebook.

- 1 When we report *yes/no* / *wh-* questions, we use *if* or *whether*.


- 2 We *need* / *don't need* question marks in reported questions.
- 3 The word order in a reported question *is* / *isn't* the same as in an ordinary question.
- 4 We *use* / *don't use* auxiliary verbs, e.g. *do* and *did* in reported questions.

? WHAT'S RIGHT?

- He asked me did I want to go out.
- He asked me if I wanted to go out.
- They wanted to know how I was feeling.
- They wanted to know how was I feeling.

- 5> **PRACTISE** In your notebook, put the words in the correct order to make reported questions.

- me / was / the doctor / what / asked / the problem /
- to know / mum / when / home / wanted / come / I / would
- long / Harry / been / I / ill / how / had / me / asked
- Charlie and Eric / going / to know / policeman / where / were / wanted / the
- me / seen / asked / the film / I / if / had / Jan
- asked / where / Tom / lived / Jenny / he
- any / assistant / needed / me / help / asked / I / the / if
- man / the / know / was / wanted / where / the bank / to

- 6>  Here are some more questions the reporter asked the bodyguard. In your notebook, rewrite them as reported questions. Start with *He wanted to know ...* or *He asked ...*

- 'When did you decide to become a bodyguard?'
- 'What is the hardest thing about protecting famous people?'
- 'Are you enjoying your work?'
- 'Can you give our viewers some advice about self-defence?'
- 'Is it important for bodyguards to get on with their clients?'
- 'Where did you do your bodyguard training?'
- 'Have you ever worked for politicians?'
- 'Will you tell us something about your private life?'

- 7> Work in pairs. Take turns to ask and answer the questions below. Then report what your partner said to the class.


I asked Jill if she would like to learn some self-defence techniques and she told me that ...

- Would you like to learn some self-defence techniques?
- What are you afraid of the most in life?
- Have you ever been in a very dangerous situation?
- Are you a risk-taker?

- 8> **NOW YOU DO IT** Work in pairs. Think about five questions that people asked you yesterday. Report the questions and the answers to the class.

The teacher asked me if I had finished my project and I told him that I needed more time.

1> Look at the photographs. Work in pairs and discuss the challenges these people may face in their everyday working lives.

2>  Work in pairs. Make a list of crimes which people your age often commit. What happens to teenagers who have committed crimes?

3> Read the text below. Choose the correct answer and write it in your notebook.

How does the author feel about teenage courts?

- a He thinks they don't work well.
- b He believes they allow young people to earn some money.
- c He says they help young people not to commit crimes again.



1



2




3



4

4> In your notebook, match the highlighted English words in the text with their Polish equivalents.

- | | |
|------------------|---------------------|
| 1 sędzić kogoś | 5 zeznania |
| 2 sąd | 6 winny |
| 3 przestępcy | 7 ława przysięgłych |
| 4 procesy sądowe | 8 sędzia |

5>  Read the text again and complete gaps 1–5 with sentences a–g in your notebook. There are two extra sentences.

- a Well, it looks more or less the same as in a traditional court.
- b Another reason is the fact that it's a very responsible job and everyone takes it very seriously.

blog

home

add a comment

contact



Hi, my name is Max. I'm seventeen and I'm a **judge** in a teen court in the USA. You may think it's impossible for a young person like me to **try** other teenagers in a court of law. ¹ Teen **courts**, also known as youth courts or peer courts, operate in most states. They deal with young, first-time **offenders** who have committed small, non-violent crimes such as painting graffiti or shoplifting. ² They can

only work on the cases in which the teenagers have already said they are **guilty**.

How does it all work, then? ³ All the teenagers at my court are volunteers who are trained in the roles of judges, members of the jury or lawyers. We have **trials** by jury, we listen to eyewitnesses' **evidence**, give our verdict and sentence the offender. The punishments usually include either community service or an official apology to the victim. ⁴ You may be surprised but putting your ideas

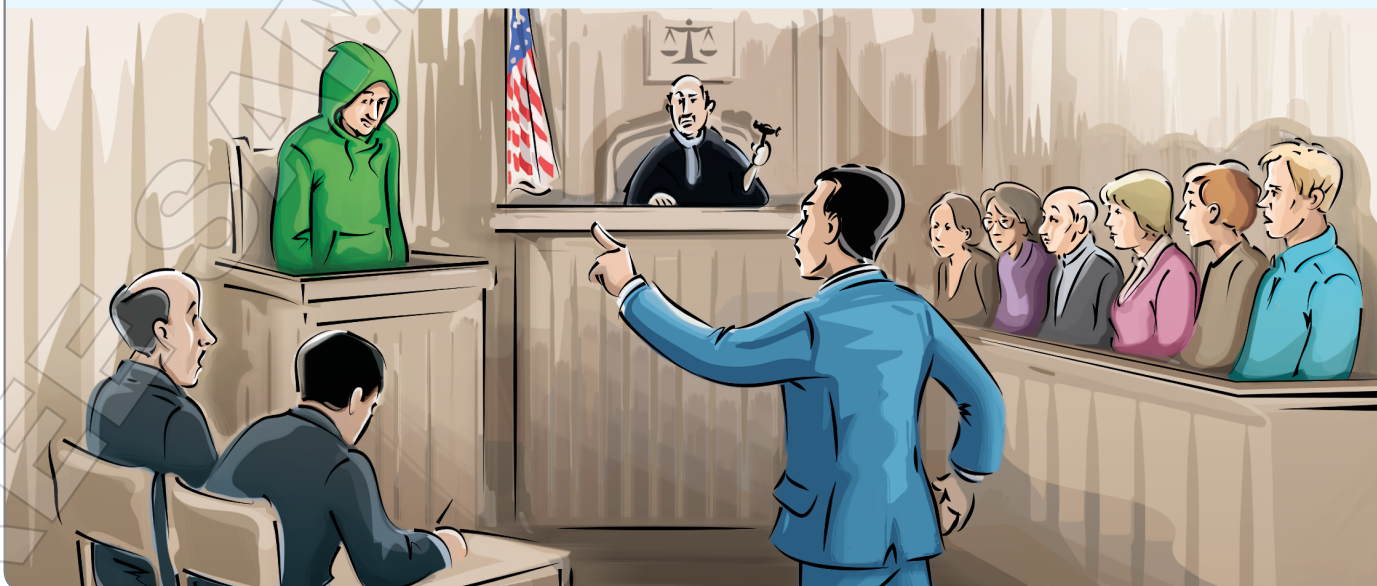
on paper makes you think a lot about your life!

You may wonder why I'm doing this. Well, first of all, I got involved because I believe that a teenage jury will understand another teenager better than any adult **jury**. Teenagers listen to teenagers after all, don't they? ⁵ We don't get paid for our work but we're learning a lot about the legal system – and what's more important, we show our peers that there's more to life than crime!

Like it! • Share

 2137

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- c Sometimes the offender has to write an essay to explain why their behaviour was wrong.
- d However, here in the USA, it's quite common.
- e What's more, the criminals never get any punishment.
- f These courts cannot decide if someone is guilty or not.
- g The crime can sometimes be very serious.

6> Put the questions in the order that the answers appear in the text. Write the answers in your notebook.

- a What types of crimes do teenagers who appear in teen courts commit?
- b What are the advantages of working for a court of law?
- c What are the synonyms for 'teenage court'?
- d How are teenagers punished in teen courts?
- e What was the author's motivation to become a judge?
- f How are the teenage courts organised?

7> In your notebook, complete the sentences with the information from the text in exercise 2. Write between one and three words in each gap.

- 1 It is not in the USA to try other young people in court.
- 2 You teen courts in most states.
- 3 Teen courts do not deal with such as murder.
- 4 Writing an essay about your crime is supposed to make about your crime.
- 5 Teenage judges for their work. It's done on a voluntary basis.

8> Work in pairs and answer the questions.

- 1 What do you think of the idea of teenage courts? Should teenagers try teenagers? Why?/Why not?
- 2 Would you like to work as a lawyer? Why?/Why not?

Vocabulary development

9> Who usually does these things? In your notebook, match the words below with phrases 1–10. Sometimes more than one answer is correct.

criminal police officer lawyer judge jury
witness suspect

- Who ...?
- 1 commits a crime
 - 2 arrests a suspect
 - 3 works on a legal case
 - 4 gives evidence in court
 - 5 sentences the criminals
 - 6 gets punished
 - 7 tries people in a court of law
 - 8 gives the verdict
 - 9 can be guilty or innocent
 - 10 investigates a crime

10> Work in pairs and test each other.

- A I sentence the criminals. Who am I?
- B You're a judge.
- A That's correct.

11> Complete the text with some of the verbs from exercise 9. Write the answers in your notebook.



Silk was a very popular British legal drama series which is now available on DVD. The drama follows the daily lives of a group of lawyers who ¹ on different legal cases and deal with people who ² various crimes. The series is exciting because there are many courtroom scenes where you can see witnesses who ³ evidence in court and hear judges ⁴ their final verdicts. You never know if the person will ⁵ guilty or innocent until the last moment, and if guilty, how they will ⁶ punished. Definitely worth watching!

» Vocabulary challenge! Unit 6, page 112, exercises 6 and 7

12> Work in pairs. Imagine that you work for a teenage court of law. Read the cases and answer the questions below about each case.

- a A 16-year-old is caught shoplifting. He says he shoplifts because he's poor.
- b A group of young boys are caught selling drugs in front of their school. It is the first time they have done this.
- c A girl is caught doing graffiti on the walls of someone's house for the second time.
- d A girl is involved in a Facebook hate campaign against one of her schoolmates.

- 1 What crime does the person commit? How serious is it?
- 2 Who could give evidence in each case?
- 3 How should they be punished? What verdict would you give in each case?

1> Work in pairs and answer the questions.

- 1 Which media do you use to find out about the world?
- 2 What news stories interest young people the most?

2> **CD 2.11** Read and listen to the dialogue. Are the sentences true (T) or false (F)? Write the answers in your notebook.

- 1 Terry Wilson was still at the house when the owner came back.
- 2 Terry Wilson didn't remember to log out of Facebook.
- 3 The explorer did not want to kill the spider.
- 4 Ken does not seem interested in Adele's story.

Ken Have you heard the story about a guy called Terry Wilson?

Adele No, I haven't. What's it about?

Ken It was on the news last night. It's a funny story about a burglar who got caught because of his Facebook profile. You won't believe it!

Adele Go on. Tell me what happened.

Ken Well, this guy broke into somebody's house and stole a tablet. But before he left, he logged in to Facebook on the house owner's computer. When the owner came back, the burglar had already left, but he had forgotten to log out! Can you believe it?

Adele What a silly man! Well, talking of recent stories, I've just read about a Polish explorer who said he'd always wanted to find the biggest tarantula in the world. And guess what? He found a huge one in Brazil and killed it to take it to a museum. People were really shocked that he had done something like that!

Ken How strange!



3> Read the dialogue in exercise 2 again and complete the Phrase Bank in your notebook.

Phrase Bank

▶ Reporting a story

Have you ¹ ___ the story about a man called Mark Bryson?
Did you report that story about ...? / Did you read the article about ...?

You ² ___ believe it!

▶ Showing interest

³ ___ on. Tell me what happened. / And what happened next?

⁴ ___ a silly man!

How ⁵ ___ / terrible / scary!

4> Work in pairs. Use the ideas below to make a news story. Then take turns to present your story to your partner. Use the dialogue in exercise 2 to help you.

Student A

- A man / break / into a flat. He / want / to steal some money.
- After he / leave / the flat, he / fall down / in the street and / break / his leg.
- When the man / want / to pay for something in hospital, it / turn out / the stolen money was fake.
- The police / arrest / him.

Student B

- A girl / run away / from home / after she / argue / with her parents.
- She / go / to the shopping centre and / see / her boyfriend with another girl from their class.
- She / feel / upset because she / think / the boy / cheat on her.
- It / turn out / the girl's parents / send / them to look for their missing daughter.

5> **CD 2.12** Listen to a dialogue and answer the questions in your notebook.

- 1 How many children in the world live off crime?
- 2 What was the headline of the story?
- 3 What did the girl in the story do? Why did she say she did it?
- 4 How do the speakers react to the story?

6> **CD 2.12** Listen again. Which of the phrases below do the speakers use to react to the news? Translate them into Polish.

- | | | |
|----------------------|-----------------------|------------------------------|
| • Isn't it horrible? | • You must be joking. | • I find it quite shocking. |
| • It can't be true. | • Just awful! | • I find it very surprising. |
| • Isn't it terrible? | • Incredible! | |
| • Unbelievable! | | |

7> 📁 Think of one recent story you have heard or read about. Make a list of words and phrases to use in the story.

8> 🎭 Work in pairs. Role-play the dialogue, using the phrases from this lesson. Then swap roles and do the task again.

Uczeń A

Usłyszałeś/Usłyszałaś w radiu ciekawą historię.
Chcesz zrelacjonować ją koledze/koleżance.

- Powiedz, gdzie usłyszałeś/usłyszałaś tę historię.
- Opisz, co się stało.
- Powiedz, co myślisz na temat tej historii.

Uczeń B

Twój kolega/Twoja koleżanka opowiada Ci historię, którą usłyszał/usłyszała w radiu.

- Zapytaj o kilka szczegółów z tej historii.
- Odnies się z niedowierzaniem do jakiegoś faktu wybranego z tej historii.
- Powiedz, co myślisz o zachowaniu osób opisanych w tej historii.



STOP HATE CRIME!

- 1> Read the definition of 'a hate crime'. Is this type of crime common in Poland?

A **hate crime** is a crime which happens because of intolerance towards a person or a group of people (for example, because of their gender, physical appearance, disability or sexual orientation).

- 2> Look at the poster used in a social campaign against hate crimes. Work in pairs and answer the questions.

- 1 What hate crimes is this campaign against? Can you think of any other hate crimes?
- 2 Do you think the poster is an effective way to fight hate crimes? Why?/Why not?

- 3> Read the forum entry. In your notebook, match the questions with paragraphs A-D.

- 1 Why not share your opinion?
- 2 What could we do?
- 3 How do I feel about the problem?
- 4 What was the programme about?



Hi everyone,
Last night I watched a very interesting programme on TV about hate crimes.

A It was about a disabled 16-year-old boy who was a victim of bullying at his school. Some students made fun of him because of his disability. The boy was very upset.

B First of all, I must say I felt very sorry for the boy but I also felt angry to hear that the boy's classmates didn't help him. Personally, I think that we should always help the victim fight against the bullies.

C Secondly, I believe that anyone who witnesses any such behaviour should tell the teachers or parents about it because adults know what to do in such a situation. In my opinion, schools should also organise classes to teach teenagers tolerance towards people who are simply different.

D What do you think about this issue? Why don't you post your comments below?

Bye for now.
Tom

- 4> Read the forum entry in exercise 3 again and complete the Phrase Bank in your notebook.

Phrase Bank

► Expressing opinions and feelings

First of all, I must say I felt sorry / upset / shocked to ¹ ___ that ...
² ___, I think that ...
Secondly, I ³ ___ that ... | In my ⁴ ___ / in my view, ...
It seems to me that ... | It's always wrong to ...

► Asking for opinion

What do you think about this ⁵ ___?
Why ⁶ ___ you post your comments below?
Tell me what you think about this problem.

- 5> In your notebook, write sentences from the prompts.

- 1 think / intolerance / serious issue in schools. Older students often / bully / younger students. my opinion, / it / always wrong / hurt / other people's feelings.
- 2 my view / we / do more / fight the problem of homelessness. / think / it be important / talk / about it and / help people who sleep in the street.
- 3 believe / we / have to help disabled people. They / need / our help and understanding the most. / be a good idea / take part in charity events / help / these people.

- 6> Read the text and, in your notebook, complete it with the words below. Then write two extra sentences to say what you suggest doing about the problem of racism.

problem discriminate practise victims view

I really care about the ¹ ___ of racism because I live next door to a family of immigrants from Vietnam. The family are very friendly people but they can't speak our language and they ² ___ a different religion. Because of that they are ³ ___ of discrimination. They get hate letters and people call them names. In my ⁴ ___, this is totally wrong. We can't ⁵ ___ against anyone who is different. I think we should ...

- 7> Read the instructions and do the writing task in your notebook.

Na forum internetowym chciałbyś/chciałabyś podzielić się opinią na temat problemu społecznego, któremu, Twoim zdaniem, powinno się poświęcić więcej uwagi. Zredaguj swój wpis (100–150 słów) i:

- przedstaw ten problem,
- wyjaśnij, dlaczego jest on dla Ciebie ważny,
- zaproponuj, co Ty i Twoi koledzy moglibyście zrobić w tej sprawie,
- poproś innych uczestników forum o wyrażenie swojej opinii na ten temat.

1) Choose the best response to statements 1–4.
Write the answers in your notebook.

- 1 Did you hear the story about the teenage police officers?
 - a The one on the news last night?
 - b How unbelievable!
- 2 It's always wrong to hurt other people.
 - a It can't be true!
 - b Exactly!
- 3 Why don't you share your opinion with us?
 - a Yes, I do.
 - b OK, I will.
- 4 Did the police arrest any suspects?
 - a I think so.
 - b I can't believe it.

2) Choose the correct answer to complete the mini-dialogues and write it in your notebook.

- 1 X I read this amazing story about a 6-year-old boy who produced fake money.
Y
 - a I have no idea.
 - b Go on. Tell me about it.
 - c Let me know.
- 2 X Why was the man arrested?
Y
X Oh! What kind?
 - a He was found guilty.
 - b He was shoplifting.
 - c He had committed a few crimes.
- 3 X What punishment did the woman get?
Y
X Only that? It doesn't seem fair for such a crime.
 - a She didn't get punished at all.
 - b She had to do community service.
 - c She gave the final verdict.
- 4 X
Y What exactly?
X The story I've just read.
 - a How incredible!
 - b What a strange man!
 - c You must be joking.
- 5 X
Y In my opinion, they're very useful.
 - a What do you dislike the most about teenage courts?
 - b What do you think about teenage courts?
 - c What do you find surprising about teenage courts?

3) Choose the answer a, b or c which has the same meaning as the Polish parts of the sentences in brackets. Write the answers in your notebook.

- 1 The witness said he (*właśnie wszedł*) into the shop when the crime took place.
 - a just walked
 - b had just walked
 - c was just walking
- 2 The police arrested the boy for (*włamanie*).
 - a theft
 - b burglary
 - c shoplifting
- 3 (*Moim zdaniem*) the man isn't guilty. He wasn't anywhere near the crime scene.
 - a In my view,
 - b Personally,
 - c I must say that

- 4 The story is incredible. (*Nie uwierzysz*) it!
 - a You won't believe
 - b You can't believe
 - c You don't believe
- 5 The criminal said he had stolen the car (*wczoraj*).
 - a yesterday
 - b that day
 - c the day before

4) CD 2.13 Listen to questions 1–4 and match them with the correct responses (a–e). There is one extra response. Write the answers in your notebook.

- | | | | |
|------------------------------------|----------------------------------|--------------------------------------|---|
| 1 <u> </u> | 2 <u> </u> | 3 <u> </u> | 4 <u> </u> |
| a It's definitely not my fault. | b I've just had my phone stolen! | c Apparently, a couple of weeks ago. | d The situation was getting out of control. |
| e I think I will. I've had enough. | | | |

5) Read the sentences and decide if the missing word should be: a) positive / negative; b) in singular / plural form. Then complete the sentences with the correct words in your notebook.

- 1 What they did was (*law*). They will be punished for that.
- 2 The man was found guilty of (*vandal*).
- 3 This part of our town is quite (*safe*), so don't go there.
- 4 The police have just begun an official (*investigate*) into the crime.
- 5 The judge became (*patient*) with the lawyer who kept shouting at the jury and told him to stop it.
- 6 The store detective quickly caught both (*shoplift*).

5) In your notebook, complete the text with the correct form of the words in brackets.

There are few people who don't enjoy watching a crime movie, at least from time to time. So, TV channels give the ¹ (*view*) a great choice of crime films and various programmes about police ² (*investigate*) to enjoy. They are also full of ³ (*excite*) crime series that draw millions of people to their TV screens every day. But what about people who prefer a good book to a crime movie? Well, don't worry as the Internet offers a lot of ⁴ (*solve*). There are a plenty of websites where you can read detective stories for free. One of these websites is Detective, Crime, and Murder Mystery Books Reading Room. The website has a large number of crime stories. Some of them are more traditional detective stories, some others have more ⁵ (*usual*) plots. They are available in the full-length version, so make sure you have a free evening before you visit the page. Be prepared for some ⁶ (*expect*) changes to the plot in most of the stories there. Investigate the crimes as you read along!

6) WHAT DO YOU THINK? Work in pairs and answer the questions. Use the prompts below.

- 1 Why are detective stories so popular?
 have an exciting plot • elements of mystery
 be like a puzzle • make you think
- 2 Would you like to work as a private detective?
 Yes: a great job • well-paid • work on interesting cases • help people find their missing loved ones
 No: a terrible job • dangerous • learn a lot of dark secrets • depressing



Tip

Pamiętaj, aby dostosować styl listu do odbiorcy. List oficjalny skierowany jest do osób lub instytucji, których osobiście nie znasz. Stosuj odpowiednie zwroty rozpoczynające i kończące list. Unikaj zwrotów potocznych.

1> Read the task and the example letter below. Answer the questions.

- 1 How does the writer open and close the letter?
- 2 Does the writer use contractions?
- 3 Does the writer use exclamation marks?
- 4 Does the writer use colloquialisms?

Jedna z gazet zapytała czytelników, jakie zmiany mogłyby poprawić warunki życia w ich miejscowości. Napisz **list do redakcji**, w którym opiszesz problem, jaki nurtuje mieszkańców Twojej miejscowości, i przedstawisz propozycje jego rozwiązania.

Dear Mr Barnes,

1 Thank you for encouraging people to write in about problems in our area. I am writing to outline a local issue that really concerns me – speeding traffic. Fast drivers cause problems in many parts of our town.

However, here I would like to focus on the fast traffic on the road near Banbury Primary School.

2 The speed limit immediately outside the school is low, **whereas** the limit just a short distance away is much higher so cars race along there at very fast speeds. This is extremely dangerous for parents and children who are walking to and from school. It is nearly impossible for them to cross the road if they need to. **In addition to this**, there have been several accidents there in recent years. The government is also trying to encourage young people to cycle to school. This is far too dangerous along this road.

3 In my view, there are several possible solutions to this problem. **Firstly**, I would suggest lowering the speed limit along this stretch of road, which would reduce the speed of the cars. **Secondly**, I think the council should build another crossing for the parents and children. **Finally**, I think there should be more road signs to warn motorists that they are approaching a school. These measures will help to make everyone safer.

4 I hope that you will give serious consideration to these suggestions and that soon parents and children will be able to walk to school much more safely.

Yours sincerely,
Paul Banks



2> Read some extracts from another letter. Find and correct the style mistakes in each sentence.

- 1 Hi Mr Barnes.
- 2 I guess I could suggest a lot of changes.
- 3 The street lighting is rubbish in the town centre!
- 4 A lot of the lights are broken. It's a bit unsafe if you ask me.
- 5 Why doesn't the town council just spend some money on putting in new ones?
- 6 Thanks
Danny Carter

3> Read the letter in exercise 1 again and complete the content points with the words below. Then match a–d with paragraphs 1–4 in your notebook.

description summary explanation suggestions
reason

- a for how to deal with the problem
- b a to close the letter
- c the for writing the letter and a brief of the problem he is going to write about
- d a detailed of the problem with an example



Tip

Pamiętaj, że list powinien mieć jasną i przejrzystą strukturę. Podziel go na akapity. Stosuj zdania złożone.

4> Match the highlighted linking words in the letter in exercise 1 with the categories below.

- 1 linking words to show contrast and addition
- 2 words that put ideas in order

5> Change the sentences, using the highlighted linking words from the letter in exercise 1.

- 1 The streetlights in our town centre stop working at 8.30. Those in other town centres continue until midnight.
- 2 It is dangerous when you cannot see where you are going. It is easy for thieves to steal from people and shops.
- 3 Broken streetlights should be repaired. Extra streetlights should be installed.
- 4 The council promised to put in new streetlights. They have not done so.

6> Read the instructions and do the writing task.

TEST IT! Ostatnio poważnym problemem w Twojej miejscowości stał się wandalizm w miejscach publicznych. Napisz **list do redakcji** (200–250 wyrazów) miejscowej gazety, w którym opiszesz sytuację i przedstawisz propozycje rozwiązania tego problemu.

Complete all the exercises on this page in your notebook.

1> Complete the sentences with the correct forms of the words in brackets.

- There was a programme on TV about teenage (*burgle*) and (*shoplift*) who steal things to pay for their drugs.
- The boys were accused of (*shoplift*) and (*vandal*).
- The police caught the (*kill*) in the end. The man was also guilty of (*deal drugs*).
- The film was about a gang of (*kidnap*) and (*murder*). It was too awful to watch for me.
- Many people believe that online (*pirate*) is a form of (*thief*).
- Social (*engineer*) is a relatively new type of cybercrime. _ / 11

2> Match the verbs 1–8 with words and phrases a–h. Give the names of the people who usually do these things.

- | | | |
|---------------------|------------------------|-------|
| 1 commit | a a suspect | |
| 2 give | b to 3 years in prison | |
| 3 get | c flats | |
| 4 work | d on a legal case | |
| 5 arrest | e punished | |
| 6 sentence somebody | f witnesses | |
| 7 break into | g a crime | |
| 8 look for | h evidence in court | _ / 5 |

3> Complete the sentences with the missing words.

- During a , a crime is examined and the suitable punishment is given for it.
- I hated primary school because the other kids would always call me .
- is a group of people who decide if the suspect is guilty or innocent. Their decision is called a .
- Sometimes, don't even realise how much damage their comments can do.
- , barristers and solicitors are all types of .
- Teen courts in the USA only deal with young, first-time .
- Internet challenges may a great risk to young people's health and even life.
- Fortunately for the victims, numerous of the crime have been found. Their will surely help to put the suspects in prison. _ / 8

4> Rewrite the sentences in reported speech.

- 'My client has never done anything against the law in his life,' the lawyer said.
- 'My sister watched a good crime movie last night,' Julia said.
- 'A police officer is coming to our school tomorrow to talk about crime,' our teachers said.
- 'I never lie,' the suspect said.

- 'It will be difficult to catch the criminal here,' the police officer said.
- 'Internet challenges can be really dangerous,' the psychologist said.
- 'The kidnappers have released the children,' the police spokeswoman said.
- 'The police are collecting witness statements,' the journalist said. _ / 8

5> Choose the correct option.

- He said / told me he wanted to order a pizza.
- They said / – they were never going to visit that awful place again.
- Kate told / said us about the test next week.
- Mark said / told he needed to have something to drink. _ / 4

6> Write the questions below in reported speech.

- 'Can you open your suitcase please?' asked the policeman.
- 'Could you repeat the last sentence, please?' asked the student.
- 'Have you ever received a parking ticket?' asked Lisa.
- 'What were they doing when I called?' asked Andy.
- 'Did you see Mike yesterday?' asked mum.
- 'Are you going to Paris next weekend?' asked Theo.
- 'Do you follow a strict diet?' asked the nurse.
- 'What did you do today?' asked the colleague. _ / 8

7> Write dialogues from the prompts.

- A you / hear / the story about the woman who was caught shoplifting fifty times?
B No, I haven't. Go on. Tell me / what / happen.
- A you / read the story about the man who wanted to kidnap the child of a famous businessman?
B No. What / horrible / story!
- A You / not believe it! They arrested the President!
B You / must / joke!
A It / the news just a second ago. _ / 7

8> Complete the sentences with the missing words.

- In my , we should punish people for all crimes, even the little ones. It's always to do things against the law.
- First of , I believe that we should help young offenders rather than send them to prison.
- It to me that some judges give too many prison sentences. What do you think about this ? _ / 5

9> Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

Crimes and criminals / Przestępstwa i przestępcy

burglar /'bɜ:(r)glə(r)/ włamywacz/włamywaczka
burglary /'bɜ:(r)gləri/ włamanie
break into /breɪk 'ɪntə/ włamywać się
burgle /'bɜ:(r)glə(r)/ włamywać się
crime /kraɪm/ przestępstwo, zbrodnia
criminal /'krɪmɪn(ə)l/ przestępca/kryminalistka
deal drugs /di:'drʌg/ handlować narkotykami
drug dealer /'drʌg ,di:lə(r)/ handlarz/handlarka narkotyków
drug dealing /'drʌg ,di:liŋ/ handel narkotykami
kill /kɪl/ zabijać
killer /'kɪlə(r)/ zabójca, zabójczyni
killing /'kɪliŋ/ zabójstwo
murder /'mɜ:(r)də(r)/ morderstwo; zamordować
murderer /'mɜ:(r)dərə(r)/ morderca, morderczyni
police officer /pə'li:s ,ɒfɪsə(r)/ policjant/
 policjantka
shoplift /'ʃɒp,lɪft/ kraść w sklepie
shoplifter /'ʃɒp,lɪftə(r)/ złodziej sklepowy/
 złodziejka sklepowa
shoplifting /'ʃɒp,lɪftɪŋ/ kradzież sklepowa
steal /sti:l/ kraść
store detective /'stɔ:(r) dɪ'tektɪv/ detektyw
 sklepowy
theft /θeft/ kradzież
thief/thieves /θi:f, θi:vz/ złodziej/złodziejce,
 złodziejka/złodziejki
vandal /'vænd(ə)l/ wandal/wandalka, chuligan/
 chuliganka
vandalise /'vændəlaɪz/ demolować, niszczyć
vandalism /'vændə,lɪz(ə)m/ wandalizm
victim /'vɪktɪm/ ofiara
witness /'wɪtnəs/ świadek

Cybercrime / Cyberprzestępstwa

abusive /ə'bju:sɪv/ obraźliwy
call sb names /kɔ:l ,sʌmbədi 'neɪmz/ przezywać
 kogoś
cyberbullying /'saɪbə ,bɒliɪŋ/ cyberprzemoc,
 prześladowanie w sieci
cyberstalking /'saɪbə(r) ,stɔ:kɪŋ/ cyberstalking,
 uporczywe nękanie w internecie
fall victim to sth /fɔ:l 'vɪktɪm tə ,sʌmθɪŋ/ paść
 ofiarą czegoś
hacking /'hækɪŋ/ włamania do systemów
 komputerowych
harassment /'hærəsmənt/ nękanie,
 prześladowanie
identity theft /aɪ'dentɪti ,θeft/ kradzież
 tożsamości
online piracy /'ɒnlaɪn ,paɪəri/ piractwo
 internetowe
pose a risk to sb/sth /pəʊz ə 'rɪsk tə ,sʌmθɪŋ,
 ,sʌmbədi/ stanowić zagrożenie dla kogoś/
 czegoś
self-harm /self'hɑ:(r)m/ samookaleczenie

social engineering /,səʊf(ə)l ,endʒɪ'nɪərɪŋ/
 techniki, w wyniku stosowania których ofiary
 dobrowolnie przekazują cyberprzestępcom
 cenne informacje
stalker /'stɔ:kə(r)/ stalker, prześladowca

Law and justice / Prawo i sprawiedliwość

arrest a suspect /ə'rest ə sə'spekt/ aresztować
 podejrzanego
barrister /'bærɪstə(r)/ prawnik reprezentujący
 klientów przed sądem
court of law /kɔ:(r)t əv 'bɔ:/ sąd
forensic scientist /fə'renzɪk 'saɪəntɪst/ specjalista
 medycyny sądowej
get punished /,get 'pʌnɪʃt/ zostać ukaranym
give evidence in court /,gɪv 'eɪvɪdəns ɪn ,kɔ:(r)t/
 składać zeznania w sądzie
give the verdict /,gɪv ðə 'vɜ:(r)dɪkt/ ogłaszać
 wyrok
guilty /'gɪlti/ winny
innocent /'ɪnəs(ə)nt/ niewinny
investigate a crime /ɪn'vestɪgeɪt ə 'kraɪm/
 prowadzić śledztwo w sprawie kryminalnej
judge /dʒʌdʒ/ sędzia
jury /'dʒʊəri/ ława przysięgłych
lawyer /'lɔ:jə(r)/ prawnik/prawniczka
offender /ə'fendə(r)/ przestępca
police investigator /pə'li:s ɪn'vestɪ'geɪtə(r)/ oficer
 śledczy
sentence /'sentəns/ wyrok (np. więzienia)
trial /'traɪəl/ proces sądowy
try sb /'traɪ ,sʌmbədi/ sądzić kogoś (w sądzie)
work on a legal case /,wɜ:(r)k ɒn ə 'li:g(ə)l ,keɪs/
 pracować nad sprawą sądową

Hate crimes / Zbrodnie nienawiści

bully /'bɒli/ tyran, prześladowca/
 prześladowczyni; tyranizować, prześladować
bullying /'bɒliɪŋ/ tyranizowanie, nękanie
campaign /kæm'peɪn/ kampania
disabled people /dɪ'seɪb(ə)ld 'pi:p(ə)l/ niepełnosprawni
discriminate against sb /dɪ'skrɪmɪneɪt ə'genst
 ,sʌmbədi/ dyskryminować kogoś
discrimination /dɪ'skrɪmɪ'neɪʃ(ə)n/ dyskryminacja
gender /'dʒendə(r)/ płeć
intolerance /ɪn'tɒlərəns/ nietolerancja
physical appearance /fɪzɪk(ə)l ə'piərəns/ wygląd
 zewnętrzny
practise a religion /,præktɪs ə 'rɪlɪdʒ(ə)n/
 wyznawać religię
serious issue /,sɪəriəs 'ɪʃu:/ poważna sprawa,
 kwestia
sexual orientation /,seksʃuəl ,ɔ:riən'teɪʃ(ə)n/
 orientacja seksualna

Other words / Inne wyrazy

against the law /ə'genst ðə 'bɔ:/ wbrew prawu

be involved in sth /bi'ɪnvɒlvd ɪn ,sʌmθɪŋ/ być
 w coś zaangażowanym
bodyguard /'bɒdi'gɑ:(r)d/ ochroniarz
common /kə'mən/ powszechny
cope with sth /'kəʊp wɪθ ,sʌmθɪŋ/ radzić sobie
 z czymś
council /'kaʊns(ə)l/ rada np. dzielnicy, miasta,
 gminy
crime scene /'kraɪm ,si:n/ miejsce zbrodni
crossing /'krɒsɪŋ/ przejście (dla pieszych)
depressing /dɪ'presɪŋ/ przygnębiający
do graffiti /du: grə'fi:ti/ malować graffiti
explorer /ɪk'splɔ:rə(r)/ badacz/badaczka
fake money /feɪk 'mʌni/ fałszywe pieniądze
favour /'feɪvə(r)/ przysługa
fear for sb's life /fɪə(r) fə(r) ,sʌmbədɪz 'laɪf/
 obawiać się o czyjeś życie
free sb /fri: ,sʌmbədi/ uwolnić kogoś
gang /gæŋ/ gang
homeless /'həʊmləs/ bezdomny
increase /ɪn'kri:s/ rosnąć, zwiększać się
journalist /'dʒɜ:(r)nəlist/ dziennikarz/
 dziennikarka
lower speed limit /ləʊə(r) 'spi:d ,lɪmɪt/ obniżyć
 dozwoloną prędkość
measures /'meʒə(r)z/ środki, działania
motorist /'məʊtərɪst/ kierowca
password /'pɑ:s,wɜ:(r)d/ hasło
pay rise /peɪ ,raɪz/ podwyżka
peer /piə(r)/ rówieśnik/rówieśniczka
police station /pə'li:s ,steɪʃ(ə)n/ posterunek
 policji
politician /pə'lɪtɪʃ(ə)n/ polityk
protect sb /prə'tekt ,sʌmbədi/ chronić kogoś
puzzle /'pʌz(ə)l/ łamigłówka, zagadka
report sth to the police /rɪ'pɔ:(r)t ,sʌmθɪŋ
 tə ðə pə'li:s/ zgłaszać coś na policję
road sign /rəʊd ,saɪn/ znak drogowy
rub shoulders with sb /rʌb 'ʃəʊldə(r)z wɪθ
 ,sʌmbədi/ przebywać w czyimś towarzystwie,
 ocierać się o kogoś
run away /rʌn ə'weɪ/ uciec
security system /si'kjʊərəti ,sɪstəm/ system
 zabezpieczeń
self-defence /selfdɪ'fens/ samoobrona
speeding /'spi:diŋ/ jazda z nadmierną
 prędkością
speeding traffic /'spi:diŋ 'træfɪk/ zbyt szybki
 ruch uliczny
streetlight /'stri:t,lait/ latarnia uliczna
stretch of road /stretʃ əv 'rəʊd/ odcinek drogi
the press /ðə 'pres/ prasa
trolling /'trɒliŋ/ obrażanie, ośmieszanie ludzi
 w internecie
virus /'vaɪrəs/ wirus
warn /wɔ:(r)n/ ostrzegać

Challenge!

apologise /ə'pɒlədʒaɪz/ przepraszać
apology /ə'pɒlədʒi/ przeprosiny
arrest /ə'rest/ aresztować; areszt, aresztowanie
behave /bi'heɪv/ zachowywać się
behavior /bi'heɪvjə(r)/ zachowanie
break the law /breɪk ðə 'bɔ:/ łamać prawo
commit a crime /kə'mɪt ə 'kraɪm/ popełniać
 przestępstwo
do community service /du: kə'mju:nəti ,sɜ:(r)vɪs/
 wykonywać prace społeczne
illegal /ɪ'li:g(ə)l/ nielegalny
impatient /ɪm'peɪʃ(ə)nt/ niecierpliwy

impolite /ɪmpə'lait/ nieuprzejmy
impossible /ɪm'pɒsəb(ə)l/ niemożliwy
incorrect /ɪn'kɔ:'rekt/ nieprawidłowy
inexperienced /ɪnɪk'spiəriənst/ niedoświadczony
insecure /ɪn'skjʊərə(r)/ niepewny
investigate /ɪn'vestɪgeɪt/ prowadzić śledztwo
investigation /ɪn'vestɪ'geɪʃ(ə)n/ śledztwo,
 dochodzenie
invisible /ɪn'vɪzəb(ə)l/ niewidzialny, niewidoczny
look for a suspect /lʊk fə(r) ə sə'spekt/ szukać
 podejrzanego
pay a fine /peɪ ə 'faɪn/ płacić mandat, grzywnę
punish /'pʌnɪʃ/ karać

punishment /'pʌnɪʃmənt/ kara
rob /rɒb/ okradać, napadać
robbery /'rɒbəri/ napad, rabunek
sentence /'sentəns/ skazywać kogoś; wyrok
 (np. więzienia)
sentence sb to prison /'sentəns ,sʌmbədi tə
 'prɪz(ə)n/ skazywać kogoś na karę więzienia
unbelievable /ˌʌnbɪ'li:vəb(ə)l/ niewiarygodny
unexpected /ˌʌnɪk'spektɪd/ niespodziewany
unkind /ʌn'kaɪnd/ niemiły, niegrzeczny
unlucky /ʌn'lʌki/ nieszczęśliwy, pechowy
unsigned /ʌn'saɪnd/ niepodpisany
unusual /ʌn'ju:ʒʊəl/ niezwykły