

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

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

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

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

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

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

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

Hair: beard,           

Body type: tall,           

Clothes: coat,           

Accessories: glasses,           

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

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

He's got ...

She's got ...

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



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

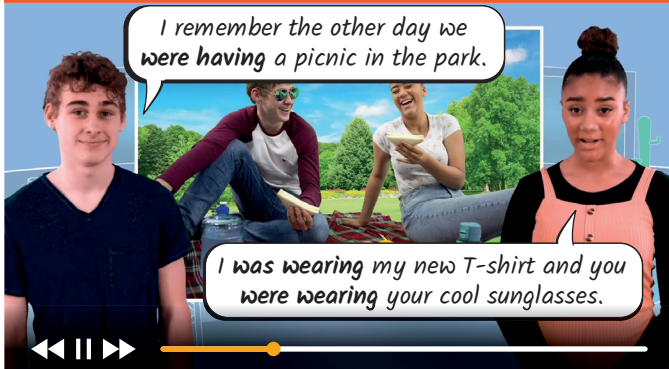
**Student A:** Look at the picture in exercise 1 for 1 minute. Close your book and answer the questions.

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

Has Sporty Sally got a ponytail?



## Grammar hub: Past continuous: affirmative and negative



### Past continuous: affirmative and negative

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

>>> Grammar summary on page 29

## Grammar hub: Past continuous: questions and short answers

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

>>> Grammar summary on page 29

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

what / the witness / do?

*What was the witness doing?*

- 1 where / the criminals / go?
- 2 they / run?
- 3 they / carry / backpacks?
- 4 what / the criminals / wear?
- 5 the police / run after / the criminals?

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

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

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

I was watching a sci-fi film on TV.

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

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

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

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

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

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

## SWEDISH CROWN JEWELS STOLEN!

Two Swedish crowns are missing from Strängnäs Cathedral.



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

🔍 Type to search ...

Sign up Log in

## How embarrassing! 3 answers

Have you got an embarrassing story about mistaken identity?

A Andy | 16:05

14

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



B Beth | 18:22

2

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



C Cora | 20:45

66

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



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

Andy was walking in the park.

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

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

embarrassed ■ embarrassing



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

In this story,

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

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

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

### ! Tips

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

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




# Speaking

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

lesson 4 UNIT 2

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



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

Oh dear! What does it look like?

It's a <sup>2</sup>plain / checked grey hoodie.

What's it made of?

It's made of <sup>3</sup>denim / cotton.

What brand is it?

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

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

I was travelling on the number <sup>5</sup>60 / 16 bus. I was <sup>6</sup>standing at the back / sitting near the front, I think.

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

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



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

Materials:	cotton, <input type="text"/>
Patterns:	checked, <input type="text"/>

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

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

Is it Peter's T-shirt?

- 4 1.23 Usłyszysz dwukrotnie rozmowę odbytą w biurze rzeczy znalezionych. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) w poniższym formularzu. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku angielskim.

## LOST PROPERTY FORM

Contact: *Sally Jackson* Tel. *07782*

### Description of the object

Lost object: *coat*

Colour/Pattern: <sup>2</sup>  Material: <sup>3</sup>

Brand: *B&G*

### Where was it lost?

The passenger was on: *the Leeds-Manchester*

<sup>4</sup> , *Coach B*.

The passenger left it: *on a* <sup>5</sup>

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

## LOST PROPERTY FORM

Lost object:

Colour/Pattern:  Material:

Brand:

Where:



# Vocabulary 2 and Listening

Lesson objective: *crime*

lesson 5 UNIT 2

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



burglar



shoplifter



vandal



thief



robber

## Look

thief → thieves knife → knives wife → wives

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

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

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

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

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

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

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

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

It's someone who steals something from a shop.

A shoplifter.

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

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

## ! Tips

Zanim zaczniesz słuchać nagrania, znajdź w pytaniach słowa kluczowe.

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

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

This criminal

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

1	2	3	4

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

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



### when and while

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

>>> Grammar summary on page 29

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

the thieves: run / drop the bag

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

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

## Grammar hub: Past continuous + Past continuous

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

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

>>> Grammar summary on page 29

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

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



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

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

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

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

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

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

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

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



# Around the world

Lesson objective: Culture: crimes committed by animals

lesson 7 UNIT 2

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



### 1 Monkey gangs in Malaysia

Monkeys **were** already **living** near the city of Kuala Lumpur **when** people **cut down** the jungle to build new houses. People used to feed the monkeys and take photos of them. But then the monkey 'thieves' **started** to chase people and steal food. <sup>1</sup> Now, wildlife experts warn people not to feed the monkeys.



### 2 'Firebirds' in Australia

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



### 3 Cat burglar in New Zealand

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



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

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

## 3 Read the texts again and answer the questions.

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

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

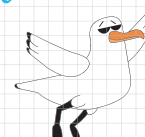
**Grand Theft Seagull**

animal: *seagull*

country: <sup>1</sup> \_\_\_\_\_

type of 'criminal': <sup>2</sup> \_\_\_\_\_

description of crime: He <sup>3</sup> \_\_\_\_\_



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

### Discover more!

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



## Brainy phrases

### Paragraph 1

Attention everyone!

There was a thief ...

He/She stole ...

The missing ... is ...

The ... is made of ...

### Paragraph 2

The suspect is ...

He/She was wearing ...

He/She was carrying ...

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

### Paragraph 3

If you have any information

about ..., please contact ...

I would be very grateful if you could ...

Thanks for your help!

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

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

## Look: articles

She stole a bag at [-] school.

The bag is made of [-] blue leather.

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

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

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

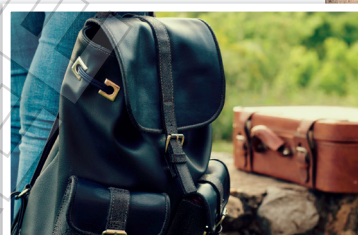
charger ■ headphones ■ key ■ memory stick  
purse ■ phone ■ umbrella ■ wallet

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

Is it a key?

## !! Attention everyone !!

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



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

## WITNESS REPORT

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

- 5 **Zapoznaj się z treścią zadania i napisz ogłoszenie. Odpowiedź zapisz w zeszycie.**

Wczoraj w parku obok twojej szkoły ukradziono Ci plecak. Napisz ogłoszenie, w którym:

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

Ogłoszenie powinno wynosić od 50 do 120 słów.

*Attention everyone!*

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

## ! Tips

Użyj zwrotów z ramki *Brainy phrases*.



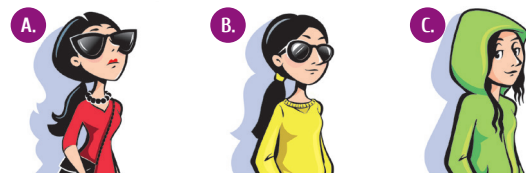
# Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9 UNIT 2

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

1 Who did the boy see?



2 What did the girl buy?



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

3

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

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

1	2	3	4

4

- 3 Uzupełnij luki w dialogach (1–4) tak, aby były one spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszyście.

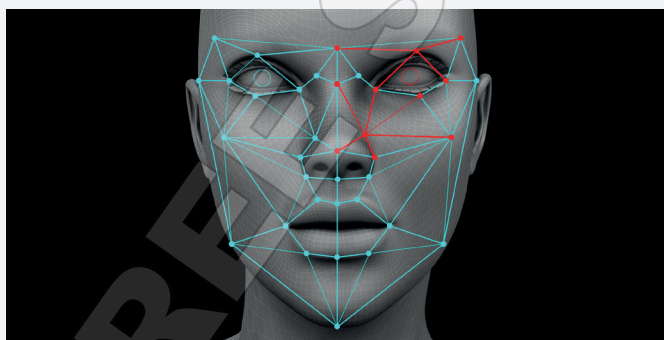
- 1 X: I lost my wallet yesterday. Have you seen it?  
Y: What  like?  
X: It's a small, brown, leather wallet.  
2 X: Where  lose it?  
Y: While I was walking through the shopping centre, I think.  
3 X: I'm looking for my mobile. Can you see it?  
Y: What ?  
X: It's a Samsung.  
4 X: I love your watch!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

4

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

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

## MISTAKEN IDENTITY



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

3

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

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

3

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

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

3

Total:  /20

## Personal description

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

## Patterns and materials

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

## At the lost property office

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

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

## Crime

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

## Other

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

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



## Past continuous: affirmative and negative

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

### Affirmative

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

### Negative

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

### Zasady dodawania końcówki **-ing**

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

## Past continuous: questions and short answers

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

### Questions and short answers

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

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

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

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

## Past continuous + Past continuous

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

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

## Articles

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

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

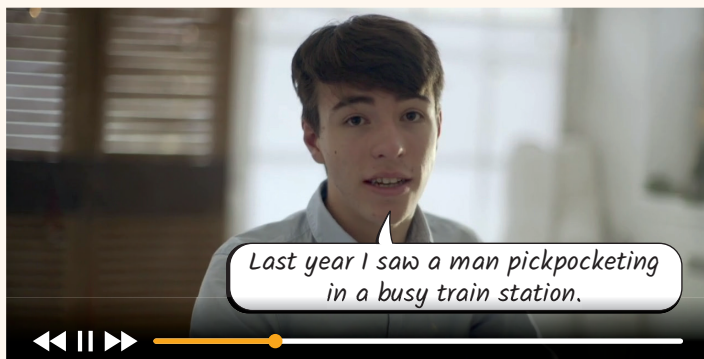
## Project

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





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



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



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

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



## Life skills: Critical thinking

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

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

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

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

## Project

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

A an identity parade of suspects

B police 'identikit' faces of suspects

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

## Sound alert!

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

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

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



Listening

1 1.34 Usłyszysz dwukrotnie prezentację ucznia. W zadaniach (1-3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszycie.

- 1 The speaker wants to
  - A. recommend a film which he watched in the studio.
  - B. describe the process of making a film.
  - C. tell people about a place which he visited recently.
- 2 The speaker
  - A. knew one of the actresses.
  - B. met an actor who used to be on TV.
  - C. liked the actors' make-up.
- 3 The speaker doesn't say
  - A. when the film comes out.
  - B. which cinema he'll go to.
  - C. what type of film it is.

2 1.35 Usłyszysz dwukrotnie fragment ogłoszenia szkolnego podanego podczas apelu. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania (1-3). Na pytania należy odpowiedzieć w języku angielskim. Zapisz odpowiedzi w zeszycie.

- 1 When did the crime happen?
- 2 What did the thief steal?
- 3 What was the thief wearing?

Language functions

3 Uzupełnij luki w dialogach (1-4) tak, aby były one spójne i logiczne. Zapisz odpowiedzi w zeszycie.

- 1 X: to go to the cinema tonight?  
Y: Yes, I'd love to. Let's watch that new comedy!
- 2 X: I get some popcorn?  
Y: Good idea! I'd like something to drink as well.
- 3 X: Good morning! I lost a pair of glasses yesterday.  
Y: Oh dear! What look like?  
X: They're plain black sunglasses.
- 4 X: in this form, please?  
Y: Yes, of course.  
X: We'll contact you if we find them.

Reading

4 Przeczytaj teksty. W zadaniach (1-4) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedź w zeszycie.

**CRIME REPORT**

*To report a crime, please fill in this form with as much information as possible.*

Note: if you are the victim of a crime, please fill in Form V1.

**DATE:** Sunday, 12th May  
**TIME:** 7:40 pm.  
**PLACE:** Brainytown centre  
**WHAT DID YOU SEE?**  
 I saw two thieves who were running away from the jewellery shop. They were wearing tracksuits with hoodies, so I didn't see their faces. The window of the shop was damaged.

- 1 This form is for
  - A. victims of a crime.
  - B. crime suspects.
  - C. witnesses.

**WANTED**

We're looking for two young people to complete the supporting cast for a new crime series.

**Male:** short, well-built, with beard and moustache

**Female:** medium height, with long ponytail

Shooting starts the first week of August.  
Please call casting director for more information.

**Tel. 0443 72985**

- 2 This text is
  - A. a police notice about criminals.
  - B. an advert for film extras.
  - C. a description of the lead actors.





Helen,

- 1 Anyway, I hope you enjoy them – you don't need to give them back.
  - 2 I was tidying the living room yesterday when I found these old DVDs. Do you want them?
  - 3 The other one is an old musical whose director was my mum's cousin!
  - 4 One is an animated film which I used to enjoy watching when I was young.
- Love,  
Grandma

- 3 The correct order of the sentences in the note is  
A. 3-1-4-2.    B. 2-3-1-4.    C. 2-4-3-1.

**A** Have you got my mobile phone? I can't find it! The last time I used it was when I was meeting you to see the movie yesterday. I don't think anyone stole it, but perhaps I left it at the cinema.

**B** I saw a good film yesterday. The main character lost her backpack with all her personal things in it. Fortunately, the person who found it wasn't a thief – he found her and they fell in love. It was very romantic!

- 4 Both texts are about  
A. crimes.    B. missing objects.    C. blockbusters.

### Use of English

- 5 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1–4). Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszycie.



### ALCATRAZ

Alcatraz is on an island in San Francisco Bay, California. It <sup>1</sup> be a high security prison, but now it's a museum with 1.5 million visitors every year. One of the most famous <sup>2</sup> at Alcatraz was the gangster Al Capone, who <sup>3</sup> there in 1934 and left in 1939. No prisoners escaped from Alcatraz alive, but many tried. Action films <sup>4</sup> are set at Alcatraz include *The Rock* and *Escape from Alcatraz*.

- |                  |              |                 |
|------------------|--------------|-----------------|
| 1 A. use to      | B. was       | C. used to      |
| 2 A. shoplifters | B. criminals | C. extras       |
| 3 A. arrives     | B. arrived   | C. was arriving |
| 4 A. which       | B. who       | C. where        |

- 6 Uzupełnij zdania (1–6). Wykorzystaj wyrazy podane w nawiasach w odpowiednich formach. Jeśli jest to konieczne, dodaj inne wyrazy. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszycie.

- 1 That blockbuster (come out) month ago.
- 2 Sam, (you / watch) that new thriller last night?
- 3 That lead actor (use / have) long hair, but now he is bald!
- 4 When you saw the shoplifter, (she / carry) a handbag?
- 5 A burglar is a criminal (who / break) buildings to steal things.
- 6 While the thieves (run / away), the police caught them.

### Writing

- 7 Zapoznaj się z treścią zadania i stwórz wpis na bloga. Odpowiedź zapisz w zeszycie.

Jesteś kinomanem/kinomanką. Opisz w swoim blogu ulubionego aktora lub ulubioną aktorkę.

- Opisz, jak wygląda obecnie.
- Poinformuj, jak wyglądał/wyglądała w przeszłości.
- Opisz filmy, w jakich występuje lub występował/występowała.

Wpis powinien wynosić od 50 do 120 słów.



Welcome to my film blog!  
Today, I'm going to describe my favourite film star. ...



### ! Tips

Jeśli nie możesz opisać prawdziwej osoby i podać faktów, opisz osobę fikcyjną.