Gateway 2 Workbook
David Spencer
2 Criminal records

Vocabulary

Crimes

1a Znайдз осем назва прыступстваў в панізшым дыаграме выразовым.

```
g n m r a a v p s b c l l t
a t v e k p r d n e p r s
o e i t c s o e m t w h a
r b t n r p b e r e i r o o
i c w o a d b u r g l a r y
w i t t m n d e t h c a c c o i
j h m u f r r r r m y e s
e u g r t y h a s b r g t
s z e g n c a r t h e f t d
n r l i h w n l m e r d q r
h v a n d a l i i s m c t v d
t t t g o d h o t e e l e s
e n i n w i s m u r d e r i
c f y s h o p l i f t i n g
e e a h a a t n n f w v s t
f s h p o v m r d k e e g r
t t e i u q f f l o w v f t
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1b Впіш у калумна A выразы з ćвіцення 1a у калекжнасці альфавітнай.

<table>
<thead>
<tr>
<th>A: crimes</th>
<th>B: verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>burglary</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
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<td>8</td>
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</table>

2 Впіш часавінкі з рамкі B табелі з ćвіцення 1b. 

burgle  kill  mug  pirate  rob  steal  vandalise

Criminals

3 З паданых літар уліц назвы осіб папялачычых прыступстваў (1–8).

1 ruggem  mugger
2 fiet  herring
3 tripea  posh
4 lavand  robber
5 redrum  reamer
6 boerbr  burglar
7 fitposher
8 blagrur

4 Уступні здания (1–7) выразамі з ćвіцення 1, 2 і 3 у адпаведнай форме.

1 The ___________ stole money and objects from our home.
2 The police arrested a group of __________ who were breaking shop windows in Main Street last night.
3 A __________ attacked an old woman last night and took her handbag and watch.
4 In my opinion __________ is a terrible crime because it’s wrong to take someone’s life.
5 They make thousands of illegal copies. They __________ software, CDs and DVDs.
6 The __________ stole CDs and DVDs from the department store.
7 Those two robbers __________ thousands of dollars every month in spectacular robberies.
A German student, the Chinese police and a 2000-year-old army

1 In 1974 two local farmers accidentally discovered the world-famous Terracotta Army near the ancient city of Xian in China. There were thousands of brown terracotta soldiers. They were there to guard the ancient emperor Xian Shi Huang, a job they began 2200 years ago. Archeologists immediately called the Terracotta Army the find of the century.

2 Thousands of people visit the Terracotta Army each day in the museum in Xian. On 18th September 2006 one of those visitors was a German art student called Pablo Wendel. Pablo, 26, looked like a normal tourist when he walked into the museum. But he was carrying a bag with something special in it. Inside was a brown costume that looked very old. It was an exact copy of the uniform that the terracotta soldiers were wearing.

3 Pablo quickly put on his soldier’s uniform, covered his face in brown paint and jumped down into the area where the Terracotta Army was standing. Security officers saw him, but Pablo was well prepared and knew exactly what to do. He found a space in the lines of soldiers and stood completely still. The police arrived, but now that he wasn’t moving, the officers didn’t know which was the real person and which were the statues.

4 However, after two minutes, one of the policemen finally found him. Still Pablo didn’t move a muscle. In the end, the police officers had to pick him up like a statue and carry him away. The officers asked Pablo a lot of questions to find out why he was there. He told them that he loved the Terracotta Army and wanted to be part of it for just one day.

5 The police decided not to arrest him, probably because Pablo didn’t actually touch or break any of the terracotta soldiers. But they took away his uniform, told him not to do it again and sent him back to the eastern Chinese city of Hangzhou where he was studying.

3 Przeczytaj ponownie tekst i wybierz prawidłowe zakończenie zdań (1–5).

1 Pablo Wendel wanted to
a join the modern Chinese army.
b be part of an ancient Chinese army.
c be an expert in Chinese armies.

2 The Terracotta Army began their work
a 100 years ago.
b 30 years ago.
c over 2,000 years ago.

3 It was difficult to find Pablo Wendel because
a he was a good statue.
b he was behind the soldiers.
c the police weren’t paying attention.

4 When the police found him, Pablo
a started running.
b didn’t do anything.
c attacked the police officers.

5 The police
a said Pablo could stay in Xian.
b carried Pablo away and questioned him.
c thought the incident was funny and unimportant.

4 Odpowiedź na pytania (1–3).

1 What did Pablo Wendel do on 18th September 2006? ________________
2 Why did he do it? ________________
3 Why did the police decide not to arrest him? ________________

5 Jakie znaczenie mają podane wyrazy (1–6) w tekście w ćwiczeniu 2? Napisz definicję, parafrazę lub synonim do każdego z nich. Jeśli potrzebujesz, użyj słownika.

1 accidentally (paragraph 1) without planning or wanting to do something
2 century (paragraph 1)
3 costume (paragraph 2)
4 muscle (paragraph 4)
5 pick up (paragraph 4)
6 arrest (paragraph 5)

6 Odpowiedź na pytania.
Do you think that what Pablo did was right or wrong? Why?

__________________
Past simple

1 Połącz puzzle w pary, tak aby powstały formy przeszłe czasowników nieregularnych. Ile wyrazów potrafisz w ten sposób otrzymać? Dopisz formę teraźniejszą do każdego z utworzonych wyrazów.

bought (buy)

| b | p | -aught | -old |
| br | s | -ang | -oo |
| c | sh | -ang | -oak |
| dr | sp | -ank | -ought |
| h | t | -ew | -ut |
| l | th | -oke |

2 Uzupełnij fragmenty tekstu formami przeszłymi czasowników podanych w ramkach.

be become catch go not do steep

Ronald, or Ronnie, Biggs (a) ___________ born in England in 1929. He (b) ___________ famous in 1963 for his part in the Great Train Robbery. In this robbery, a gang of criminals (c) ___________ 2.6 million pounds from a train. Biggs (d) ___________ much in the crime, he only had a small part in it, but the police (e) ___________ him and he (f) ___________ to prison.

change escape leave see work

Two years later he (g) ___________. He ran away to Paris and (h) ___________ his appearance thanks to plastic surgery. In 1970 he (i) ___________ France. Then, in Australia, he (j) ___________ in a television studio but a reporter (k) ___________ him and recognised him.

come fly live make sing

Because of this, Biggs (l) ___________ to Brazil, where he (m) ___________ with his new family for many years. He (n) ___________ a film with the Sex Pistols in 1980 and he (o) ___________ some songs with them. He (p) ___________ back to England in 2001 and had to go back to prison.

3 Ułożyć pytania dotyczące Ronniewego Biggsa, korzystając z podanych zaimków pytających i czasowników (1–8).

1 When/be born?

When was he born?

2 What crime/commit?

3 How much/steal?

4 police/catch him?

5 Where/go in 1970?

6 Why/fly to Brazil?

7 sing with/the Rolling Stones?

8 When/come back to England?

4 Zdania 1–6 są błędne. Popraw je, dopisując do każdego jedno zdanie przeczące i jedno twierdzące.

1 Ronnie Biggs was born in 1919.

Ronnie Biggs wasn’t born in 1919. He was born in 1929.

2 Ronnie Biggs committed a murder.

3 Biggs stole 2.6 million dollars.

4 He ran away to Madrid.

5 A police officer saw him in Australia.

6 After Australia, Biggs flew to the USA.

Grammar extension

5 Napisz krótki tekst na temat Ronniewego Biggsa, wykorzystując swoje odpowiedzi na pytania z ćwiczenia 3.

He was born in 1929.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

He was born in 1929.

________________________________________________________________________

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________________________________________________________________________

Because of this, Biggs (l) ___________ to Brazil, where he (m) ___________ with his new family for many years. He (n) ___________ a film with the Sex Pistols in 1980 and he (o) ___________ some songs with them. He (p) ___________ back to England in 2001 and had to go back to prison.
Phrasal verbs connected with investigating and finding

1. Połącz podane przyimki z czasownikami z ramki tak, aby powstały zdefiniowane czasowniki złożone (1–6).

<table>
<thead>
<tr>
<th>come</th>
<th>find</th>
<th>look</th>
<th>look</th>
<th>turn</th>
<th>work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>out</td>
<td>discover</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>into</td>
<td>investigate</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>for</td>
<td>try to find</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>up</td>
<td>arrive or appear unexpectedly</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>across</td>
<td>find by accident</td>
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<td></td>
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<tr>
<td>6</td>
<td>out</td>
<td>solve a problem by considering the facts</td>
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</tbody>
</table>

2. Wybierz poprawne uzupełnienie zdań (1–7).

1. Sir Isaac Newton saw an apple falling from a tree. He thought about it and worked out/turned up his theory of gravity.

2. When I lost a contact lens, I looked for/looked into it everywhere.

3. The maths problem was really difficult but after thinking hard, they worked out/came across the answer.

4. Nobody usually went to her house but one Saturday one of her friends turned up/came across.

5. He wanted an original name for his new dog but he couldn’t think of one. Then he came across/looked into the name Torak in a novel and he liked it.

6. When she looked into/looked out that he was lying, it was a terrible shock.

7. They can’t take a decision about this question yet. They need to look for/look into the facts in more detail.

Vocabulary extension: more phrasal verbs with look

3. Posiłkując się słownikiem, dopasuj czasowniki złożone (1–6) do definicji (a–f).

| 1 look after | a plan what you are going to do in the future |
| 2 look ahead | b feel happy or excited that something is going to happen |
| 3 look back  | c walk around a room, building or place and see what is there |
| 4 look forward to | d look carefully at people or things around you to find a particular person or thing |
| 5 look out for | e think about a time or event in the past |
| 6 look round  | f take care of someone or something |

4. Uzupełnij zdania (1–6) odpowiednimi przyimkami z ramki.

<table>
<thead>
<tr>
<th>after</th>
<th>ahead</th>
<th>back</th>
<th>forward</th>
<th>out</th>
<th>round</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Let’s look  towards this museum slowly. I think it will be interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 I’m looking  at the football match tomorrow. I’m really excited about it.</td>
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<td></td>
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<tr>
<td>3 We need to look  at the career opportunities and see what problems there could be in the next few years.</td>
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<td></td>
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</tr>
<tr>
<td>4 Mum and I are going out. Look  after your little sister until we get back.</td>
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<tr>
<td>5 Stop spending your time looking  at that. The past is the past. It’s time to carry on with your life.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6 When you go to the party, look  for Helen and Kate because they said they were going too.</td>
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</tbody>
</table>

5. Odpowiedz pełnymi zdaniami na pytania (1–5).

1. Do you ever look after anybody? If so, who?

2. Do you spend more time looking ahead or looking back?

3. What are you looking forward to doing this weekend?

4. Is there a house, building or museum that you would like to look round? Which one(s)?

5. When you go to a party, who is the first person you look out for?
Past continuous

1 Uzupełnij dialog czasownikami podanymi w ramce w odpowiedniej formie czasu past continuous.

HELEN: I rang you at 8pm last night but there was no answer.
LUKE: My mum and I (b)moved, my grandmother in hospital.
HELEN: Why was she in hospital?
LUKE: Yesterday morning she (c)looked well so we called the doctor and he said that she needed to go to hospital.
HELEN: What (d)did she last night when you visited her?
LUKE: She (e)was on a chair, not lying in bed. All the patients (f)ate dinner and they (g)ate and laughing.
She looked OK. When my mum phoned the hospital this morning, she (h)better.
HELEN: That's good news.

2 Uzupełnij tekst podanymi czasownikami (a–k) w odpowiedniej formie czasu past simple lub past continuous.

One Saturday afternoon, a team of police officers (a) against a group of local people in Yorkshire, England. The police officers (b) 0–2 when suddenly an officer (c) one of the men who (d) in the other team. He (e) that the man was a criminal. The police officers (f) for him for several burglaries. The police officers (g) playing and (h) the man. Then they (i) the match again. In the end, the police officers (j) the match 3–2! And the man (k) to prison for a long time.

3 Ułóż pytania do podanych odpowiedzi (1–6).

1 What were you doing at 7 pm last night?
   I was listening to my MP3 player at 7 pm last night.

2 My family was watching a film at 7 pm.
3 Later I took the dog out for a walk.
4 No, I wasn't sleeping at 9 pm.
5 At 11 pm I was reading.
6 I went to sleep at about 12 pm.

4 Napisz swoje odpowiedzi do pytań z ćwiczenia 3.

1
2
3
4
5
6

Grammar extension

5 Przeczytaj tekst. Znajdź w nim i wykreśl dziesięć zbędnych wyrazów.

The last night we were watching a film on TV when suddenly we did heard a sound like an explosion. At first we thought that it was came from the TV but then we realised the noise came from the kitchen.

My dad said us it could be a burglar and so he took a big stick and went to the kitchen to see if he was right. He was opening the door when that something jumped out really fast! It wasn't a burglar because it was only small.

Then there did was another sound. We went back to the living room. The lamp was on the floor. In the corner of the room there was a cat. My family and I we recognised it – it was my neighbour's cat. The cat was nervous and was knocking things onto the floor while it was running through our house.

We did rang the neighbour and he came to take his cat back. In the end of we didn't see what happened in the film we were watching.
Reporting a past event – a crime

1 Uzupełnij dialog wyrazami podanymi w ramce.

after at first in the end later suddenly then

**AMY:** Last night my friends and I went out to that new restaurant in Bank Street.

**ADAM:** Did you have a good time?

**AMY:** No, not really.

**ADAM:** Why not? What happened?

**AMY:** Well, we wanted to see if it was good or not. (a) we didn’t like it because the waiter was really slow. But (b) we started eating and we loved it. When we were finishing our meal, a man (c) started shouting at the waiter. He was really angry and became violent. A few minutes (d) the manager of the restaurant called the police.

**ADAM:** Then what happened?

**AMY:** (e) that the man stopped shouting and sat down. (f) he paid and left.

2 Wyobraź sobie, że stałeś/stałaś w widocznej na obrazku kolejce po bilety do kina i byłeś/byłaś świadkiem przedstawionego przestępstwa. Dopisz brakującą część dialogu (a–c), korzystając z niektórych wyrazów z ramki z ćwiczenia 1.

**YOUR FRIEND:** Did you have a good time last Saturday?

**YOU:** (a) …

**YOUR FRIEND:** Why not? What happened?

**YOU:** (b) …

**YOUR FRIEND:** So what happened in the end?

**YOU:** (c) …

Describing photos

3 Popatrz na zdjęcie i odpowiedz na pytania (1–4). Jeśli nie jesteś czegoś pewien/pewna, używaj zwrotów: I think … lub I imagine …

1 Who can you see in the photo?

2 Where are they?

3 What are they doing?

4 What do you think of this crime? Why?

4 Pomyśl, jak opisać poniższe zdjęcie, używając pytań z ćwiczenia 3 jako podpowiedzi. Zrób notatki, a następnie przećwicz opis zdjęcia ustnie.
An informal letter

1 Przeczytaj list Georginy. Jakie niezwykłe zdarzenie opisuje?

2 Uzupełnij list w cwięczeniu 1 poniższymi fragmentami (1–6).

(a) Thanks for your letter.
(b) Dear Phil,
(c) 28th April 2011
(d) Love,
(e) 70 Baxter Street, Birmingham, BO3 4RG.
(f) Write back soon

3 Wyobraź sobie, że niedawno znalazłeś/znalazła zwierzątko.
W liście do kolegi/koleżanki napisz:
- what kind of animal it was and what you were doing when you found it
- why you decided to take it home and how other family members reacted
- what problem you had with the animal and how you solved it
- how the animal changed your life.

4 Przeczytaj swój list z cwięczenia 3 i przyznaj sobie ocenę od 0 (niezadowalającą) do 5 (bardzo dobrą) w podanych kategoriach (a–g).

(a) It answers the questions. —
(b) It has all the necessary information. —
(c) It is easy to understand. —
(d) It is well organised. —
(e) I think the grammar is correct. —
(f) I have used different words. —
(g) I have used punctuation and capital letters. —

5 Popatrz na swoje oceny w cwięczeniu 4 i popraw list z cwięczenia 3 tak, aby wpłynął na poprawę tych ocen.
1a Przyjrzyj się zdjęciu i przeczytaj opisy dotyczące osoby, czynności i miejsca (1–3). Zdecyduj, która wersja w każdym z trzech opisów jest lepsza, A czy B.

1. A. The policeman in the foreground is tall and has got short hair. He's wearing a uniform, sunglasses and a belt with a gun.
   B. The picture shows a handsome policeman who looks a bit like the actor, Bruce Willis. I think he was great in Die Hard.

2. A. One policeman was walking with a dog whereas the other was waiting next to the police car.
   B. One policeman is walking with a dog whereas the other is waiting next to the police car.

3. A. One policeman is on the street. The other is walking on, er, I don't know chodnik in English. There is, er, taśma between them.
   B. One policeman is on the street. The other is walking on the, er, side of the road for people on foot. There is something like, er, a rope between them.

1b Wyjaśnij, dlaczego opisy, które odrzuciłeś/odrzuciłaś są niewłaściwe.

2a Przyjrzyj się poniższemu zdjęciu. Opisz w najwyżej trzech zdaniach:

a) wygląd, ubiór i uczucia osoby, którą widzisz;

b) czynności przez nią wykonywane, wraz z uzasadnieniem lub powodem ich wykonywania.

2b Popatrz ponownie na to samo zdjęcie, ale tym razem opisz w najwyżej trzech zdaniach miejsce, które ilustruje.

2c Przeczytaj swoje opisy w ćwiczeniach 2a i 2b i nanieś niezbędne poprawki, tak by uzyskać spójny opis całej ilustracji.

3a Dopisz odpowiednie słowa do podanych definicji (1–4).

1. someone who steals things from a shop –
2. someone whose job is to serve people in a shop –
3. someone whose job is to look after a place so that no one causes any damage or steals anything –
4. to take a person to a police station because he or she is believed to have committed a crime –

3b Do każdego wyrazu z ćwiczenia 3a dopasuj odpowiedni synonim z ramki. Trzy wyrazy z ramki zostały podane dodatkowo i nie pasują do żadnego ze słów z ćwiczenia 3a.

bodyguard thief security man keep burglar catch salesperson

1. ............................................. 3. .............................................
2. ............................................. 4. .............................................

3c Przyjrzyj się zdjęciu i opisz je, używając słownictwa z ćwiczeń 3a i 3b.

3d Przyjrzyj się ponownie zdjęciu z ćwiczenia 3c i zdecyduj, które z poniższych pytań (A–C):

1. związane jest bezpośrednio z ilustracją ..............
2. generalizuje temat ilustracji ..............
3. odwołuje się do twoich doświadczeń związanych z tematyką ilustracji ..............

A. Describe the last theft committed by teenagers you've heard about.
B. What do you think the young man has stolen?
C. What kind of punishment should teenagers get for shoplifting?

4 Opisz poniższe zdjęcie i odpowiedz na pytania (1–3).

1. What do you think the woman is going to do?
2. How can people protect themselves from being mugged?
3. Tell me about the most shocking crime you've heard about.