

Vocabulary 1

Crime and criminals

1 Match the photos with the types of crimes. Write the answers in your notebook.

shoplifting burglary armed robbery
hijacking vandalism bullying
hacking theft murder mugging



GUESS

- When did British detectives first use fingerprints to solve a crime?
a in 1901 b in 1921 c in 1951
- Which was the first country to use X-rays at airports?
a the UK b Switzerland c the USA



RECYCLE

Look at the list of verbs. Which of them are a criminal's actions?
chase steal arrest investigate escape hide go to prison



USEFUL PHRASES

5 Complete the phrases with the words from the box. Write the answers in your notebook.

serve get break commit

- the law
- petty crimes
- a prison sentence
- into trouble



WORD FORMATION

2 Match the types of criminals with the crimes in exercise 1. Write the answers in your notebook.

thief murderer hijacker shoplifter vandal
armed robber hacker burglar mugger bully

thief – theft

3 1.15 Listen, check and repeat.

4 Match the news headlines with the crimes in exercise 1. Write the answers in your notebook.

1 Neighbours complain about graffiti in a shopping centre

2 BANK WORKERS THREATENED WITH A GUN

3 THIEVES TUNNEL INTO A CELEBRITY'S HOME

4 Two teenagers attacked outside school

5 New rules to protect schoolchildren from violence

Reading

LIVES not KNIVES

By the age of 13, Eliza Rebeiro was getting into trouble at her school in Croydon, near London. Many young people there were involved in gangs, and some began breaking the law with petty crimes like shoplifting and vandalism. Eliza realised that things were beginning to get dangerous. Some of her friends were carrying knives, and when a good friend of hers died in a knife attack, Eliza decided to take action. Aged 14, she set up 'Lives Not Knives' (LNK).

LNK aims to raise awareness of knife crime and prevent young people from joining gangs. It started when Eliza printed some T-shirts with the words 'Lives Not Knives'. In the beginning, she didn't imagine that the initiative would grow so quickly. Now, LNK's positive message gets to more than 10,000 young people every year through its talks in schools. The organisation also has 100 mentors who can be role models for vulnerable young people.



The LNK mentors are all volunteers who want to help others to turn their life around. For example, Mikey Giwa was in a gang and served a prison sentence for public order offences. Other members of the gang are now in young offenders institutions or prison for crimes including theft, burglary, armed robbery, and murder. After leaving prison, Giwa didn't want to return to his old ways and he became a mentor so that other young people could learn from his mistakes.

When Eliza Rebeiro set up the charity, she wasn't expecting it to have such an influence on gang crime, but now, thanks to 'Lives Not Knives', things are definitely changing for the better.

1 Look at the photos and say what the text might be about. Choose a, b or c.

- a An organisation that helps the victims of knife crime.
- b A charity that prevents young people from joining gangs.
- c Students who sell T-shirts to inform people about knife crime.

2 **1.16** Read and listen to the text to check if you were right.

3 Read the text again and decide if the following statements are true (T), false (F) or if there is no information (NI) given. Write the answers in your notebook.

- 1 When Eliza was 13, she was a member of a London gang.
- 2 Eliza started her charity after her friend's death.
- 3 People told her that her charity would soon become successful.
- 4 There are 100 models working for 'Lives Not Knives'.
- 5 Eliza knew that her charity would be a success.

4 **Words in context** Find words and phrases 1–8 in the text and match them with the correct definitions a–h. Write the answers in your notebook.

- | | | |
|-------------------|----------------|-------------------------------|
| 1 take action | 4 prevent from | 7 young offenders institution |
| 2 set up | 5 role model | 8 offence |
| 3 raise awareness | 6 vulnerable | |
- a to stop someone from doing something
 - b to start a business or an organisation
 - c a person who is a good example to follow
 - d easy to harm or hurt
 - e a kind of prison for criminals under 18 years old
 - f a crime or other illegal activity
 - g to make people conscious of a problem or an idea
 - h to start doing something

5 Read the text again and answer the questions.

- 1 How old was Eliza when she started getting into trouble?
- 2 When did she realise that things were getting dangerous?
- 3 How did she start LNK?
- 4 How can young people find out about LNK?
- 5 Why did Mikey Giwa serve a prison sentence?

6 **Your voice** Work in pairs. Ask and answer the questions.

- 1 Do you think that teenage gangs are also a problem among teenagers in Poland?
- 2 Why do you think young people commit crime?
- 3 How can we prevent teenage crime?

Language Focus 1

Past simple

1 Copy and complete the table with the correct verbs from the text on page 21.

PAST SIMPLE	
AFFIRMATIVE +	'Lives Not Knives' ¹ when Eliza printed some T-shirts. Some people ² breaking the law with petty crimes.
NEGATIVE -	Giwa ³ to return to his old ways.
QUESTIONS ?	Did Mikey ⁴ a prison sentence?
SHORT ANSWERS	Yes, he ⁵ . / No, he ⁶ .
WH- questions ?	When did Eliza ⁷ up 'LNK'?



LOOK

- The following time expressions are very often used with past tenses: *in the distant past, the day before yesterday, ages ago, long ago, the other day, the week/month/year before last.*

Which of them are used to talk about the definite past and which about the indefinite past? Write the answers in your notebook.

2 Complete the sentences with one word each. Write the answers in your notebook.

- Some hackers tried to break into my computer the day yesterday.
- The day somebody stole my uncle's car.
- Long , detectives didn't use computers to investigate crimes.
- The week last, a group of vandals destroyed the benches in our park.

3 Complete the text. Use the past simple form of the verbs in brackets. Write the answers in your notebook.

Two criminals ¹ (break) into a house in Leicester and ² (steal) more than £1,000 worth of jewellery and computer equipment. After the burglary, they ³ (call) a taxi to pick them up from the scene of the crime. As soon as the taxi ⁴ (arrive), they ⁵ (get) into the back of the car and ⁶ (tell) the driver to drive them home. They ⁷ (not know) that their driver ⁸ (be) the woman who ⁹ (live) in the house. Luckily, they ¹⁰ (not hurt) her and she ¹¹ (manage) to call the police, who soon ¹² (arrest) the burglars.

Speaking

4 In your notebook, write questions about your last holiday. Use the past simple tense.

- Where / you / go?
- Where / you / stay?
- How / you / travel?
- What / you / do?
- What / you / see?
- What / you / like best?

5 Work in pairs. Ask and answer the questions in exercise 4.

6 PRONUNCIATION: /d/ /t/ /ɪd/

a 1.17 Listen and repeat the past forms.

/d/	/t/	/ɪd/
refused	asked	arrested
inspired	watched	decided

b Look at some of the letters that come before the -ed endings.

/d/	/t/	/ɪd/
-y -n -r -l	-s -k -ch -ss -x	-t -d

c 1.18 What sound do these past forms have? Listen and check.

1 returned	3 relaxed	5 ended
2 started	4 walked	6 called

Past continuous

7 Read the rule and complete the examples below. Write the answers in your notebook.

PAST CONTINUOUS

- We use the past continuous to describe an action in progress in the past.

past of be ● verb ● + -ing

She was getting into trouble at her school.

AFFIRMATIVE + Things ¹ beginning to get dangerous.

NEGATIVE - Eliza ² expecting that.

QUESTIONS ? ³ Eliza's friends carrying knives?

SHORT ANSWERS Yes, they ⁴ . / No, they ⁵ .

WH- questions ? Why ⁶ Eliza getting into trouble?

8 In your notebook, write the questions in the past continuous.

Where / the plane / go? *Where was the plane going?*

- How many people / travel / on the plane?
- Where / the hijacker / sit?
- What / he / wear?
- What / the passengers / do / last night?
- What / detectives / do?

9 Read the newspaper article and answer the questions in exercise 8. Use the past continuous.

Hijacked!

A Northwest Orient Airlines plane was hijacked yesterday. The plane was travelling from Portland to Seattle with 36 passengers and six crew members. The hijacker, in seat 18C, bought his plane ticket under the name of 'Dan Cooper'. He was wearing a smart business suit and carrying a briefcase.

Last night, the passengers from flight 305 were helping police with their inquiries. Detectives were searching the area where the hijacker had jumped from the plane.

Vocabulary 2

Phrasal verbs



LOOK

Look at examples 1–3 and match the verbs in bold with their correct meanings a–c. Write the answers in your notebook.

- The shoplifter quickly **turned** left and escaped the policeman.
- He **turned on** the radio to listen to the news.
- The hacker downloaded the program and **turned off** the computer.

- make something start working
- make something stop working by pressing a button
- change the direction in which you are moving

Read the rule and choose the correct alternative. Write the rule in your notebook.

- The meaning of a verb changes when we use it with different **nouns / prepositions**.

- Check the meaning of the phrasal verbs below in a dictionary. Which actions are crimes?

get away with run away find out break into
turn someone in let someone off run off with
beat someone up

- 1.19 Listen and repeat.

- Complete the sentences with the verbs from exercise 1 in the correct form. Which phrasal verb is not used? Write the answers in your notebook.

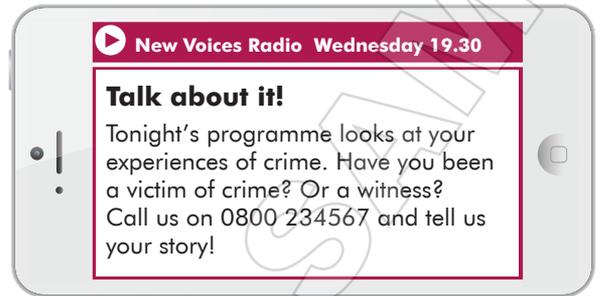


- So he told the neighbours and they wanted to talk to the girl, but she ¹ away when they went to her house.
- It was quite serious because she ² into her neighbours' living room and ³ off with a PlayStation.
- Eddie didn't want to ⁴ her in to the police, but believed that she couldn't ⁵ away with such a serious crime.
- About two weeks ago, my brother, Eddie, ⁶ out about a crime that a girl from our school had committed.
- She decided to visit the neighbours a few hours later. She brought the PlayStation back and apologised, so they ⁷ her off. Do you think they did the right thing?

- In your notebook, write the sentences from exercise 3 in the correct order to make a story. Then answer the question in pairs.

Listening

- Read the description of a radio phone-in programme. What is it about?



TEST TRAINER

- 1.20 Listen to the two texts twice. Choose the correct option: A, B or C. Write the answers in your notebook.

Tekst 1

Usłyszysz rozmowę słuchacza z prowadzącym program radiowy.

- Mandy was ... when she became the victim of a crime.
A at home B in a classroom C on the bus
- What did Mandy have in her bag?
A Her mobile phone and some money.
B Her mobile phone and some schoolbooks.
C Her schoolbooks and some money.
- The radio presenter
A gives some good advice.
B warns people against some dangerous buses.
C offers to help Mandy.

Tekst 2

Usłyszysz wypowiedź policjanta dotyczącą właściwego zachowania ofiary w przypadku napadu.

- The police officer thinks that muggers can ... if you fight them.
A run away
B let you off
C be dangerous
- The two teenagers
A got hurt in the mugging.
B didn't lose their phones during the mugging.
C tried to run away.
- The four muggers
A spent all the money they'd stolen.
B were arrested the next day.
C feel OK now.

- Your voice Work in pairs. Ask and answer the questions.

- Have you been a victim of crime? When? Where? What happened?
- Have you witnessed a crime? Where? What did you see?

Culture Today

BEAT THE CYBERBULLIES!

Internet trolls

In Internet slang, a troll is someone who insults or threatens people by posting offensive or controversial messages in an online community, such as a chat room or web forum. It's best to ignore these people - that's why you might see signs that say 'Please do not feed the trolls!'

With the increase in online forums and social networking sites, cyber bullying is now an international problem. A recent survey says that 43% of 13 to 17-year-olds have experienced cyber bullying and 95% have witnessed cruel behaviour on social networking sites. ¹ Well, although cyber bullying doesn't involve breaking into someone's house, running off with their possessions, or beating them up, it's still a serious offence!

For 15-year-old Emma Riley, her cyber bullying began as soon as she signed up to a social networking site. 'It's horrible because you can't just run away,' she says. 'I couldn't trust anyone because I found out that some of the people who were being friendly to me at school were also sending horrible messages online.' ² But in the end, she overcame this and became a voluntary mentor for an anti-bullying charity, and began to help others who were going through what she had suffered.

Dan Hardy, 17, was also a victim of cyber bullying. Someone at his school set up a fake account in his name. While he was scrolling down the school website, he found a lot of silly comments about him. He felt like everyone was making fun of him. ³ Because of his experience, Dan now thinks that social media sites should stop anonymous posting. 'People say things to show off, and they think it's easier to get away with it online,' he says.

Although some people say that everyone has the right to free speech, trolling is now a criminal offence in the UK. ⁴ It's difficult to control trolling unless the government forces Internet companies to monitor their websites, but the situation is improving with more moderators on online forums. In the meantime, be careful with your personal details online, and don't feed the trolls!



- 1** Read the text quickly and match the phrasal verbs to the people below. Write the answers in your notebook. Look at the text again to guess the meaning of the phrasal verbs you don't know.

scroll down show off go through
sign up to set up

DAN EMMA A CYBERBULLY

TEST TRAINER

- 2** Put sentences A-E in the correct places in the text. There is one extra sentence. Write the answers in your notebook. Then listen and check.

- A Eventually, when he spoke to a trusted teacher, the bullying stopped.
B Teenagers believe that social media encourage cyber bullying.
C While she was suffering from this kind of bullying, the teenager was feeling terribly depressed.
D If you experience this, should you turn the culprits in or let them off?
E Last year, at least two people were serving prison sentences for it.

- 3** Read the sentences, find mistakes and correct them. One sentence is correct. Write the answers in your notebook.

- More than half of teenagers have suffered from cyber bullying.
- Cyber bullying is a crime.
- Emma trusted only friendly people at school.
- Dan thinks that it's easier to avoid punishment online.
- It's impossible to stop online trolling.

- 4** Words in context Find words and phrases 1-7 in the text and match them with the correct definitions a-g. Write the answers in your notebook.

- 1 insult 3 offensive 5 culprit 7 suffer from
2 threaten 4 witness 6 overcome

- a to successfully deal with a problem
b to tell someone you will hurt them
c to say negative things about a person
d a person who does something wrong or illegal
e to go through something bad or unpleasant
f to see somebody commit a crime
g rude, unpleasant or aggressive

- 5** Your voice Work in groups. Ask and answer the questions.

- Which social media do young people use most often?
- What examples of trolling have you witnessed? How did you react?
- Have you ever made an online joke which made somebody angry or embarrassed? Why do you think your joke insulted the person?

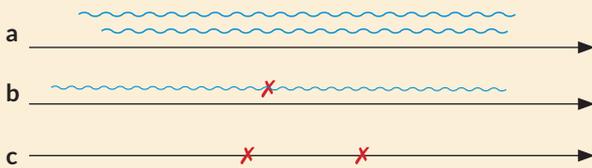
Language Focus 2

Past simple and past continuous

- 1 Read sentences 1–3 in the table and match them with timelines a–c. Write the answers in your notebook.

PAST SIMPLE AND PAST CONTINUOUS

- When he **spoke** to a trusted teacher, the bullying **stopped**.
- While he **was scrolling** down the school website, he **found** a lot of silly comments about him.
- While she **was suffering** from bullying, the teenager **was feeling** terribly depressed.



LOOK

when, while, as soon as

Read the examples and answer the questions.

While Dan was scrolling down the school website, he found a lot of silly comments about him. = Dan was scrolling down the school website *when* he found a lot of silly comments about him.

For 15-year-old Emma Riley, her cyber bullying began *as soon as* she signed up to a social networking site.

- Which tense usually comes after *while*, and which after *when*?
- Which expression means *right after*?

- 2 Match sentences 1–3 with descriptions a–c. Write the answers in your notebook.

- The criminal was hiding the money while the police officer was chasing his friend.
 - The criminal was hiding the money when the police officer arrested his friend.
 - The criminal hid the money as soon as the police officer arrested his friend.
- a The criminal did something right after the police officer did something else.
- b While the criminal was doing a longer activity, the police officer did an activity which was shorter.
- c The criminal and the police officer were doing two longer activities at the same time.

- 3 Choose the correct verb forms.

Write the answers in your notebook.

- They took CCTV pictures of the shoplifter while she **stole** / **was stealing** CDs.
- The FBI began an investigation as soon as the hackers **broke** / **were breaking** into their system.
- The robbers were trying to steal an enormous diamond when the police **arrived** / **were arriving**.

- He was walking in the forest when he **found** / **was finding** a gun.
- I phoned the police as soon as the vandals **were destroying** / **destroyed** my neighbour's car.
- The thieves entered the house while everyone **slept** / **was sleeping**.

- 4 Complete the questions with the past simple or the past continuous form of the verbs in brackets. Write the answers in your notebook.

- What subject  (you, study) when school finished yesterday?
- What was your mum doing while you  (get) ready for school today?
- What  (you, wear) when you had breakfast today?
- Who  (you, see) first when you came to school today?
- What  (you, do) as soon as the teacher arrived?
- Did you use a computer while you  (do) your homework last weekend?

- 5  **Your voice** Work in pairs. Ask and answer the questions in exercise 4.

Unit Grammar Check



USE OF ENGLISH

- 6 Copy and complete sentences 1–8 with the correct form of the words in brackets. Add any other words to make the sentences correct. You must use no more than four words, including the words given.
- Ivy was going through a difficult time when love  (turn / life) around.
 - While James  (chase / culprit), Jason was helping the victim.
 - We  (sign up) a site to raise awareness of the problem among our friends.
 - As soon as the robbers  (leave / bank), we called the police.
 - They caught the hijacker when  (plane / land) safely in Boston.
 - While the  (shoplifter / run away), he lost his wallet with his ID in it.
 - We called the police as soon as we  (find out) about the crime.
 - The thief was arrested while he  (steal / expensive) watch.

Speaking

- 7 Work in pairs. Student A – open your book on page 121. Student B – open your book on page 122.

Writing

A report of an event

1 Read Chris's witness statement and match headings a–c with paragraphs 1–3 in the text. Write the answers in your notebook.

- Describe the main suspect and anyone else who looked suspicious.
- Provide information about the time and place of the crime.
- Describe the crime you witnessed in detail.

Witness statement	London Transport Section
Name Chris Jones Tel. 01768 34760	Crime number 23987
1 It was about eleven o'clock in the morning on Saturday 15th October. I was travelling on the Underground – we were on the Piccadilly line just before King's Cross station. It wasn't very busy, so I sat down. I was listening to music when I saw a man who looked a bit suspicious.	
2 The man stood up and walked towards the door. Then a woman started shouting: 'My purse! My purse!' She looked so frightened. While everyone was looking for the purse, the doors opened and the man ran away. It all happened really quickly.	
3 He was quite tall, about 1.85 metres, and he had very short fair hair. He was wearing jeans and a blue jacket, and he was carrying a newspaper. I think he was about 18 years old. Such a young man!	

LOOK

Expressing degree

Copy the table into your notebook. Then look at the example sentences below and put the words in bold in the correct column.

✓ = small degree	✓✓ = average	✓✓✓ = high degree
1	2	4
	3	5
		6
		7

It wasn't **very** busy.
He looked **a bit** suspicious.
She looked **so** frightened.
He was **quite** tall.

He had **very** short fair hair.
It all happened **really** quickly.
Such a young man!

We use **such** + adjective + noun.

2 **Your voice** Copy and complete the sentences with words for expressing degree. Use your own ideas.

- My computer is safe from viruses and hacker attacks.
- In my opinion, cyber bullying is a serious problem in Poland.
- I think that bullying is unfair!
- In my class, there are nice students.
- People who take part in armed robberies should serve long sentences.
- Graffiti can sometimes be creative.

WRITING PLAN

1 Plan to write a witness statement about the crime in the picture. Answer the questions.



- When did it happen?
- Where did it happen?
- What were you doing at the time?
- What happened next?
- How did the suspect escape?
- Describe the suspect:
 - What was she wearing?
 - How old was she?

2 Write your report. Organise your statement into three paragraphs.

- Give information about the time, day, date and place. Describe what you were doing.
- Explain what happened, and how the suspect escaped.
- Describe the suspect's physical appearance, clothes and age.

TIP

Gdy pisziesz sprawozdanie, pamiętaj, aby zachować chronologię wydarzeń.

Check your writing:

- ✓ use the past continuous and the past simple correctly
- ✓ include at least two words for expressing degree
- ✓ use factual language and provide a complete description

Language in Action

Asking for directions

1 Luis and Chris are going to the Chamber of Horrors at Madame Tussauds. Look at the map and answer the questions.

- 1 What street is Madame Tussauds on?
- 2 What is the nearest tube station?
- 3 What other places could Chris and Luis visit nearby?



2 **1.22** Chris lives in London, but he's a bit lost and is asking for directions. Listen to the dialogue and complete it. Write the answers in your notebook.

Chris Excuse me. I'm ¹ for Madame Tussauds. Is it near here?

Man Yes, it's just ² the road.

Chris What's the best way to ³ ?

Man Go ⁴ here for about 200 metres, then ⁵ left onto Marylebone Road.

Chris Straight on, then left?

Man Yes, that's right. Madame Tussauds is ⁶ , just after the Planetarium.

Chris Great. How ⁷ is it?

Man Oh, it isn't far. It'll ⁸ about five minutes to walk there.

Chris OK. Thanks very much.

Man No problem.

3 Work in pairs and practise the dialogue.

4 **1.23** Listen to Luis asking for directions and answer the questions. Write the answers in your notebook.

- 1 What is Luis looking for?
- 2 Is it near?
- 3 How long will it take to walk there?



5 Look at the parts of the dialogue. Translate the highlighted fragments into English. Write the answers in your notebook.

- a Excuse me, ¹ Szukam Camden Market. ² Czy to gdzieś w pobliżu?
- b Camden Market? Hmm, it's ³ dość daleko from here ...
- c ⁴ Jesteś pieszo?
- d OK. Go ⁵ prosto here, then ⁶ skręć w lewo. Keep walking and then ⁷ skręć w trzecią ulicę on the right, I think.
- e Oh, it'll probably ⁸ zajmie ci about 20 minutes to walk there.
- f Yeah, or you could ⁹ podjechać autobusem. There's a bus stop over there ...

6 **1.23** Listen to the dialogue again. Check your answers to exercise 5.

7 Work in pairs. Prepare a new dialogue. Imagine you are in Camden Market and you want to get to Baker Street tube station. Complete the dialogue with the phrases from exercises 2 and 5. Write the answers in your notebook.

You Excuse me. I'm ¹ Baker Street tube station. Is it ² ?

Man Baker Street tube station? Hmm, it's quite ³ here.

You What's the best way ⁴ ?

Man Are you walking?

You Yeah.

Man OK. Go ⁵ here, then ⁶ right.

You Straight on, then right?

Man Yes, that's right. Baker Street tube station is ⁷ right.

You Great. ⁸ is it?

Man Oh, it'll probably ⁹ you about 25 minutes to walk there.

You 25 minutes?

Man Yeah, or you ¹⁰ the bus. There's a bus stop just over there.

You OK. Thanks very much.

Man No ¹¹ .

8 Work in pairs. Student A – open your book on page 121. Student B – open your book on page 122.

Rozumienie tekstów pisanych

1 Read the texts and answer the questions below.

BREAKING THE LAW

A
Last year, a friend of mine got a lot of really horrible comments from some people he didn't know. First, they were insulting him on Facebook, and then somebody started threatening him through horrible emails from an anonymous server. Some of them had dangerous viruses in them! My friend called the police and they found the guy who was responsible for this really quickly. I'm so glad that this cyberbully didn't get away with this!

B
I was standing in a queue in the bank with my dad the other day when one of the customers took out a gun and started screaming at everyone. He told us to put our hands up and said that he would kill anyone who tried to contact the police. I'd never been so scared in my whole life, but I managed to dial the emergency service number without taking my mobile out of my pocket. The police somehow located my phone, and within a few minutes a group of officers arrived and arrested the man!

Which story is about someone who

- 1 threatened to hurt others?
- 2 committed a crime more than once?
- 3 was a witness of a crime?

2 Work in pairs. Look at the texts again and find the parts that helped you answer the questions.

3 Read the article and sentences 1–4. Which sentences are true?

NEVER TOO LATE FOR A CHANGE!

A few years ago, Natalie May, a brilliant computer programmer, hacked into a bank's website and stole a lot of money from different people's accounts. One of her friends turned her in and she had to serve a two-year prison sentence. When she got out, she didn't really want to continue in her old ways, so she decided to use her skills to write antivirus and security software for different companies. Now Natalie ...



- 1 Natalie May turned her friend in.
- 2 Natalie May has changed for the better.
- 3 She hacked into the security software of a bank.
- 4 The police let her off.

Zadanie testujące

Przeczytaj opisy trzech filmów (A–C) oraz pytania ich dotyczące (1–4). Do każdego pytania dopasuj właściwy film. Zapisz odpowiedzi w zeszycie. **Uwaga!** Jeden z filmów pasuje do dwóch pytań.



TIP

Pamiętaj, że często więcej niż jedno słowo lub fragment w tekście wskazują poprawną odpowiedź.

A
Gone in Sixty Seconds is a fast-paced story about an ex-car thief Randall 'Memphis' Raines (Nicholas Cage), who has to go back to being a bad guy to save his brother's life. In order to do this, 'Memphis' has to steal 50 exotic, beautiful cars in one night. Car chases, thefts, break-ins and a love story make the film a good choice for a thrilling Friday evening at home.

B
12 Angry Men is an American drama. Twelve members of the jury have to decide if a young man murdered his father or not. Witnesses heard him scream that he would kill his father, so it seems he'll go to prison quickly. But one member of the jury is not sure, so he ... If you want to know what happens next, you'll have to watch the film.

C
Fast and Furious presents the story of an FBI agent who needs to become a member of a gang. His new mates are people who break the law by stealing trucks and taking part in street races. He quickly gains the trust of the Mafia boss, but the situation gets complicated when he falls in love with the boss's beautiful sister. The agent must decide where his loyalty lies – with the FBI or the gang.

Which film is best for somebody who

- 1 doesn't like action films?
- 2 likes films about illegal car races?
- 3 enjoys films that show how the law works?
- 4 likes looking at expensive cars?

4 In your notebook, write a review of a film which shows one of the crimes or offences from the list below.

VANDALISM

HIJACKING

BULLYING

HACKING

SHOPLIFTING

Test Practice

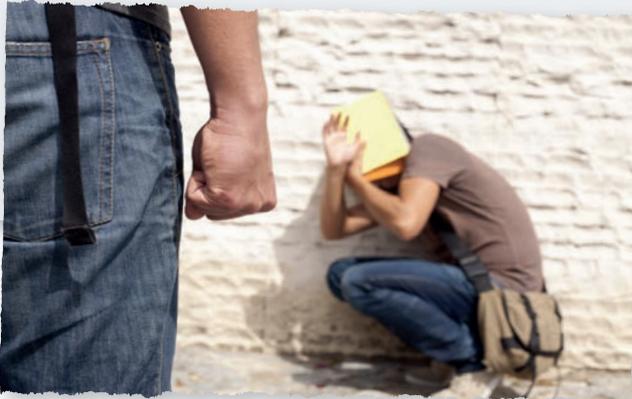
Poziom rozszerzony



Rozumienie tekstów pisanych

- 1 Read the text below. Then work in pairs and decide what the main idea of the text is.

Scientists have found that bad, antisocial behaviour of some teenagers may have a biological basis. It's been proved that teenagers who demonstrate such behaviour have smaller parts of the brain which deal with emotions like fear, and the ability to feel the pain of other people.



- 2 Decide which of headings A–C goes best with the text in exercise 1. Write the answer in your notebook.

- A TEENAGERS CAN'T FEEL THE PAIN OF OTHERS
- B BRAIN LINK TO ANTISOCIAL BEHAVIOUR
- C TEENAGERS' BRAINS SMALLER

- 3 Find words in the text which helped you to choose the correct heading. Explain why the other headings are wrong.
- 4 Read the rest of the text. For each paragraph 1–3 choose the correct heading: A or B. Write the answers in your notebook. Explain why you think the chosen option is correct. Find the right words in the text to justify your choice.

1

Scientists from Cambridge University wanted to explain why 5 per cent of school-age children have conduct disorder, a disease in which children show aggressive and antisocial behaviour.

- A LOOKING FOR THE ANSWER
- B CONDUCT DISORDER – DISEASE OF AGGRESSIVE KIDS

2

They looked at 65 boys of 18 years of age who had the disease and 27 healthy teenagers from similar families. They conducted brain scans which showed that two areas of the brain in affected boys were smaller.

- A ONLY BOYS GET SICK
- B BRAINS SHOW THE DIFFERENCE

Zadanie testujące

Przeczytaj tekst. Do każdego akapitu (1–3) dopasuj właściwy nagłówek (A–E). Zapisz odpowiedzi w zeszyte. **Uwaga!** Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu.

- A A BIG STAR IN MILLENNIUM
- B THE LEADING CHARACTERS
- C HOW TO ACHIEVE SUCCESS
- D THE THREE BEST-SELLERS
- E TOO MANY BOOKS?

TIP

Najpierw uważnie przeczytaj każdy fragment tekstu i zdecyduj, jaka jest jego główna myśl. Potem poszukaj takiego nagłówka, który najlepiej podsumowuje całość akapitu.

Do you know which series of books in the years 2003–2015 sold over 70 million copies worldwide? It's the *Millennium* series, written by the Swedish writer Stieg Larsson.

1

Originally, he had planned to write ten books, but he only completed three, published in 2005, 2006 and 2007. They appeared in many European countries and the USA.

2

There are two main characters in the book: Mikael Blomkvist, a journalist, and Lisbeth Salander, a computer hacker. She is young and uneducated. She has a perfect memory and is very good at computers, but she is also antisocial and does not like people.

3

All the books were made into films in Sweden and one of them, *The Girl with the Dragon Tattoo*, was made into a Hollywood box-office hit by David Fincher. It stars Daniel Craig, famous for playing the leading role in the James Bond movies.

- 5 Work in pairs. Talk to each other about different kinds of antisocial behaviour that you can observe in Poland.

3

In the past, scientists believed that this kind of antisocial and aggressive behaviour could be explained by teenagers wanting to be like their older friends. The latest research focused on the differences in the brain structure as it may help scientists find better ways to treat the disease.

- A 'THEY ALWAYS WANT TO BE LIKE THEIR FRIENDS'
- B THE REASONS BEHIND ANTISOCIAL BEHAVIOUR

Self Check

Crime and criminals

1 Copy and complete the sentences with words for crimes or criminals.

- 1 is a crime which involves taking control of an aeroplane.
- 2 is a crime which involves stealing and using violence.
- 3 A is someone who steals things from shops.
- 4 is a crime which involves stealing or destroying computer data.
- 5 A is a person who damages buildings, breaks windows, or paints graffiti.

5

Phrasal verbs

2 Match the sentence halves. Write the answers in your notebook.

- 1 The bullies beat the boy
 - 2 Josh turned
 - 3 The burglars ran
 - 4 Nine out of ten muggers get
 - 5 The police decided to let her
- a off as it was only a petty crime.
b up badly.
c away with a bag full of jewellery.
d in a very dangerous criminal yesterday.
e away with it!

5

Language in Action

3 Complete the dialogue with the expressions from the box. Write the answers in your notebook.

go straight looking for
the second street far from

- A Excuse me. I'm ¹ the Loop-the-Bloop Theatre.
B Well, it's not ² here. Take ³ on the left and ⁴ on until you see the theatre.
A Great, thanks a lot.

4

Past simple

4 Correct the mistakes in the sentences. Write the answers in your notebook.

- 1 Eliza begins to take action when her friend died.
- 2 Other day, I read an article about a group of cyberbullies.
- 3 The robbers didn't kept the money.
- 4 The thieves ran away as soon they saw the police.

4

5 Read the answers and complete the questions in your notebook.

What time *did you get up?* I got up at half past seven.

- 1 When ? She stole it yesterday.
- 2 How ? He got away in a pizza delivery car.
- 3 Where ? They escaped to their secret cottage.
- 4 What ? I found out the truth.

4

Past continuous

6 In your notebook, write the sentences in the past continuous.

- 1 My brother / watch / a programme about crime.
- 2 I / not make fun of / you.
- 3 She / serve / a prison sentence / at that time.
- 4 They / show off / their new phones?

4

Past simple and past continuous

7 Complete the sentences with the past simple or the past continuous form of the verbs in brackets. Write the answers in your notebook.

- 1 When Sam (scroll down) the page, he (read) a lot of offensive comments.
- 2 We (have) a party when the neighbours (phone) the police.
- 3 What (the woman, do) when she (see) the robbers?
- 4 Frank (serve) a prison sentence while his wife (go through) depression.
- 5 (it, rain) when the vandals (break into) the supermarket?
- 6 (you, phone) the police when you (see) the shoplifter?

6

Cumulative grammar 1 2 3 4 5 6 7 8 9

8 Choose the correct alternatives. Write the answers in your notebook.

CAR CLUE HELPS SOLVE CRIME!

A few years ago, there ¹*was / were* a lot of armed robberies in the south of England. While detectives were looking ²*down / for* clues, they ³*found / were finding* some gold paint on a tree. They ⁴*discover / discovered* that this colour ⁵*was / were* common on Austin Allegro cars. When the police visited Malcolm Fairley's house in London, he ⁶*was washing / washed* his car. It was a gold Austin Allegro! The police arrested Malcolm, and he ⁷*goes / went* to prison. Now he ⁸*is serving / serves* 15 years for armed robbery.

8

Total: 40

36 - 40 Excellent! ☺
30 - 35 Very good!

20 - 29 Good
12 - 19 Fair

0 - 11 Poor ☹

Wordlist

📖 słownictwo obowiązujące na teście

account (n)	/ə'kaʊnt/	konto (np. na portalu społecznościowym)	prevent from (v)	/prɪ'vent frɒm/	zapobiegać, powstrzymać przed
antisocial (adj)	/,æntɪ'səʊʃ(ə)l/	aspoleczny, przestępczy	provide (v)	/prə'vaɪd/	dostarczać
📌 armed robber (n)	/,ɑ:(r)mɪd 'rɒbə(r)/	uzbrojony bandyta/złodziej	public order offence (n)	/,pʌblɪk ɔ:(r)də(r) ə'fens/	naruszenie porządku publicznego
📌 armed robbery (n)	/,ɑ:(r)mɪd 'rɒbəri/	napad z użyciem broni	purse (n)	/pɜ:(r)s/	portmonetka (BrE), torebka (AmE)
basis (n)	/'beɪsɪs/	podstawa	raise awareness	/reɪz ə'weə(r)nəs/	uwrażliwiać na coś
📌 beat someone up	/,bi:t ,sʌmwʌn 'ʌp/	pobić kogoś	research (n)	/ri'sɜ:(r)ɪtʃ/	badania naukowe
behaviour (n)	/bi'heɪvjə(r)/	zachowanie	return to your old ways	/ri'tɜ:(r)n tə jər əʊld 'weɪz/	powrócić do dawnego życia
📌 break into (v)	/,breɪk 'ɪntə/	włamywać się do	role model (n)	/'rəʊl ˌmɒd(ə)l/	wzór do naśladowania
📌 break the law	/,breɪk ðə 'lɔ:/	łamać prawo	📌 run away (v)	/,rʌn ə'weɪ/	uciekać
briefcase (n)	/'brɪ:f'keɪs/	aktówka, teczka	📌 run off with (v)	/,rʌn 'ɒf wɪð/	uciec z
📌 bully (n)	/'buli/	gnębiciel (znęcający się nad słabszymi)	scroll down (v)	/,skrəʊl 'daʊn/	przewijać w dół
📌 bullying (n)	/'bʊlɪŋ/	znęcanie się nad słabszymi	search (v)	/sɜ:(r)tʃ/	przeszukiwać, szukać
📌 burglar (n)	/'bɜ:(r)glə(r)/	włamywacz	security (n)	/sɪ'kjʊərəti/	bezpieczeństwo
📌 burglary (n)	/'bɜ:(r)gləri/	włamanie	📌 serve a prison sentence	/,sɜ:(r)v ə 'prɪz(ə)n ,sentəns/	odsadywać karę więzienia
CCTV camera (n)	/,si: si: ti: 'vi: ,kæm(ə)rə/	kamera monitoringu	set up (v)	/set 'ʌp/	zakładać (np. konto)
chase someone	/'tʃeɪs ,sʌmwʌn/	gonić/ścigać kogoś	📌 shoplifter (n)	/'ʃɒp,lɪftə(r)/	złodziej sklepowy
clue (n)	/klu:/	wskazówka, trop	📌 shoplifting (n)	/'ʃɒp,lɪftɪŋ/	kradzież sklepowa
commit a crime	/kə'mɪt ə 'kraɪm/	popełnić przestępstwo	show off (v)	/,ʃəʊ 'ɒf/	popisywać się, afiszować
📌 commit petty crimes	/kə'mɪt ,petɪ 'kraɪmz/	popełniać drobne przestępstwa	sign up to (v)	/,saɪn 'ʌp tu:/	zarejestrować się (np. na portalu społecznościowym)
complain (v)	/kəm'pleɪn/	narzekać, skarżyć się	silly (adj)	/'sɪli/	głupi, niemądry
conduct (v)	/kən'dʌkt/	przeprowadzać (np. badania)	smart (adj)	/smɑ:(r)t/	elegancki
crew (n)	/kru:/	załoga	solve a crime	/,sɒlv ə 'kraɪm/	wyjaśnić zbrodnię
culprit (n)	/'kʌlprɪt/	sprawca, winowajca	statement (n)	/'steɪtmənt/	oświadczenie, zeznanie
deal with (v)	/'di:l ,wɪð/	radzić sobie z	steal (v)	/sti:l/	kraść
escape (v)	/ɪ'skeɪp/	uciekać	suffer from (v)	/'sʌfə(r) frɒm/	cierpieć na
fake (adj)	/feɪk/	falszowy	suspect (n)	/'sʌspekt/	podejrzany
fear (n, v)	/fiə(r)/	strach; bać się	suspicious (adj)	/sə'spɪʃəs/	wyglądający podejrzanie; podejrzliwy
feed (v)	/fi:d/	karmić	take action	/,teɪk 'ækʃ(ə)n/	podjąć działania
📌 find out (v)	/,faɪnd 'aʊt/	dowiedzieć się	📌 theft (n)	/θeft/	kradzież
fingerprint (n)	/'fɪŋgə(r),prɪnt/	odcisk palca	📌 thief (n)	/θi:f/	złodziej
frightened (adj)	/'fraɪt(ə)nd/	przerażony	threaten (v)	/'θret(ə)n/	grozić
📌 get away with	/,get ə'weɪ ,wɪð/	uniknąć kary	tube station (n)	/'tju:b ,steɪʃ(ə)n/	stacja metra
📌 get into trouble	/,get ,ɪntə 'trʌb(ə)l/	wpaść w tarapaty	📌 turn someone in	/,tɜ:(r)n ,sʌmwʌn 'ɪn/	donieść na kogoś
go through	/,gəʊ 'θru:/	przechodzić przez coś	turn your life around	/,tɜ:(r)n jə ,laɪf ə'raʊnd/	zmienić swoje życie
go to prison	/,gəʊ tə 'prɪz(ə)n/	iść do więzienia	📌 vandal (n)	/'vænd(ə)l/	wandal
📌 hacker (n)	/'hækə(r)/	haker	📌 vandalism (n)	/'vændə,lɪz(ə)m/	wandalizm
📌 hacking (n)	/'hækɪŋ/	hakerstwo	victim (n)	/'vɪktɪm/	ofiara
headline (n)	/'hed,lam/	nagłówek prasowy	vulnerable (adj)	/'vʌln(ə)rəb(ə)l/	bezbronny, podatny na coś
hide (v)	/haɪd/	ukrywać (się)	witness (n, v)	/'wɪtnəs/	świadek; być świadkiem
📌 hijacker (n)	/'haɪ,dʒækə(r)/	porywacz (samolotu)	X-ray machine (n)	/'eksreɪ məʃɪn/	aparatury rentgenowskiej
📌 hijacking (n)	/'haɪ,dʒækɪŋ/	porwanie, uprowadzenie (samolotu)	young offenders institution	/,jʌŋ ə'fendə(r)z ,ɪnstɪ'tju:ʃ(ə)n/	zakład poprawczy
in the meantime	/ɪn ðə 'mi:ntaɪm/	w międzyczasie			
initiative (n)	/ɪ'nɪʃətɪv/	inicjatywa			
insult (v)	/ɪn'sʌlt/	obrażać kogoś			
investigate (v)	/ɪn'vestɪgeɪt/	przewodzić dochodzenie			
📌 let someone off	/'let ,sʌmwʌn 'ɒf/	darować komuś			
mentor (n)	/'mentɔ:(r)/	mentor			
missing (adj)	/'mɪsɪŋ/	zaginiony, zagubiony			
📌 mugger (n)	/'mʌgə(r)/	rabuś, zbior			
📌 mugging (n)	/'mʌgɪŋ/	rozbój, napasć			
📌 murder (n)	/'mɜ:(r)də(r)/	morderstwo			
📌 murderer (n)	/'mɜ:(r)dərə(r)/	morderca			
offence (n)	/ə'fens/	przestępstwo, wykroczenie			
offensive (adj)	/ə'fensɪv/	obraźliwy			
overcome (v)	/,əʊvə(r)'kʌm/	przezwyciężyć, pokonywać			
phone-in programme (n)	/'fəʊnɪn ,prəʊgræm/	program radiowy z udziałem słuchaczy			

📌 USEFUL EXPRESSIONS

I'm looking for ...	Szukam...
It's just down the road.	Na końcu tej ulicy. / Kawalek dalej.
Go straight on.	Idź prosto.
Turn left/right.	Skręć w lewo/w prawo.
Is it far? How far is it?	Czy to daleko? Jak to daleko?
Take the third street on the right/left.	Skręć w trzecią ulicę w prawo/lewo.
You could get the bus.	Możesz podjechać autobusem.