

## Vocabulary 1

### Crime and criminals

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

3 shoplifting 10 burglary 2 armed robbery  
4 hijacking 7 vandalism 9 bullying  
1 hacking 6 theft 5 murder 8 mugging



## RECYCLE

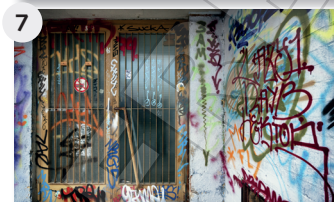
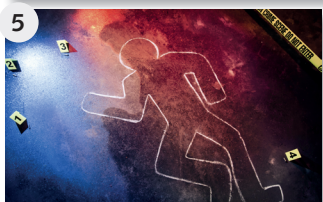
Look at the list of verbs. Which of them are a criminal's actions?

chase steal arrest investigate escape hide go to prison



## 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



## USEFUL PHRASES

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

serve get break commit

- break the law
- commit petty crimes
- serve a prison sentence
- get into trouble



## WORD FORMATION

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

thief - theft murderer - murder hijacker - hijacking  
shoplifter - shoplifting vandal - vandalism  
armed robber - armed robbery hacker - hacking  
burglar - burglary mugger - mugging bully - bullying

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 vandalism 2 armed robbery 3 burglary 4 mugging 5 bullying

1

Neighbours complain about graffiti in a shopping centre

3 THIEVES TUNNEL INTO A CELEBRITY'S HOME

4

Two teenagers attacked outside school

5

New rules to protect schoolchildren from violence

2

BANK WORKERS  
THREATENED WITH A GUN

## 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. **NI**
- 2 Eliza started her charity after her friend's death. **T**
- 3 People told her that her charity would soon become successful. **NI**
- 4 There are 100 models working for 'Lives Not Knives'. **F**
- 5 Eliza knew that her charity would be a success. **F**

### 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 <b>h</b>     | 4 prevent from <b>a</b> | 7 young offenders institution <b>e</b> |
| 2 set up <b>b</b>          | 5 role model <b>c</b>   | 8 offence <b>f</b>                     |
| 3 raise awareness <b>g</b> | 6 vulnerable <b>d</b>   |  |
- 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?  
*She was under 13.*
- 2 When did she realise that things were getting dangerous?  
*When she noticed many young people committing crimes and carrying knives.*
- 3 How did she start LNK? *By printing T-shirts with 'Lives Not Knives'.*
- 4 How can young people find out about LNK? *Through talks in schools.*
- 5 Why did Mikey Giwa serve a prison sentence?  
*Because he committed public order offences.*

### 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' <sup>1</sup> <u>started</u> when Eliza printed some T-shirts. Some people <sup>2</sup> <u>began</u> breaking the law with petty crimes.
NEGATIVE -	Giwa <sup>3</sup> <u>didn't want</u> to return to his old ways.
QUESTIONS ?	Did Mikey <sup>4</sup> <u>serve</u> a prison sentence?
SHORT ANSWERS	Yes, he <sup>5</sup> <u>did</u> . / No, he <sup>6</sup> <u>didn't</u> .
WH- questions ?	When <u>did</u> Eliza <sup>7</sup> <u>set</u> 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 *the day before yesterday, the week/month/year before last* and which about the indefinite past? *in the distant past, ages ago, long ago, the other day* 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 before yesterday.
- The other day somebody stole my uncle's car.
- Long ago, detectives didn't use computers to investigate crimes.
- The week before 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 <sup>1</sup> broke (break) into a house in Leicester and <sup>2</sup> stole (steal) more than £1,000 worth of jewellery and computer equipment. After the burglary, they <sup>3</sup> called (call) a taxi to pick them up from the scene of the crime. As soon as the taxi <sup>4</sup> arrived (arrive), they <sup>5</sup> got (get) into the back of the car and <sup>6</sup> told (tell) the driver to drive them home. They <sup>7</sup> didn't know (not know) that their driver <sup>8</sup> was (be) the woman who <sup>9</sup> lived (live) in the house. Luckily, they <sup>10</sup> didn't hurt (not hurt) her and she <sup>11</sup> managed (manage) to call the police, who soon <sup>12</sup> arrested (arrest) the burglars.

## Speaking

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

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

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

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

- |                |               |              |
|----------------|---------------|--------------|
| 1 returned /d/ | 3 relaxed /t/ | 5 ended /ɪd/ |
| 2 started /ɪd/ | 4 walked /t/  | 6 called /d/ |

### 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 <sup>1</sup> were beginning to get dangerous.

NEGATIVE - Eliza <sup>2</sup> wasn't expecting that.

QUESTIONS ? <sup>3</sup> Were Eliza's friends carrying knives?

SHORT ANSWERS Yes, they <sup>4</sup> were . / No, they <sup>5</sup> weren't .

WH- questions ? Why <sup>6</sup> was Eliza getting into trouble?

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

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

- 1 How many people / travel / on the plane?

*How many people were travelling on the plane?*

- 2 Where / the hijacker / sit? *Where was the hijacker sitting?*

- 3 What / he / wear? *What was he wearing?*

- 4 What / the passengers / do / last night?

*What were the passengers doing last night?*

- 5 What / detectives / do? *What were detectives doing?*

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

- |                          |   |
|--------------------------|---|
| 1 Forty-two people.      | 4 Helping police with their inquiries.  |
| 2 In seat 18C.           | 5 Searching the area where the hijacker |
| 3 A smart business suit. | had jumped from the plane.              |

### 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. **c**
- He **turned on** the radio to listen to the news. **a**
- The hacker downloaded the program and **turned off** the computer. **b**

- a make something start working  
b make something stop working by pressing a button  
c 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?

crimes: break into, run off with, beat someone up

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.

not used: beat up



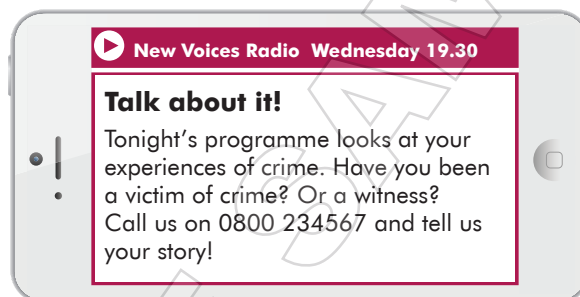
- So he told the neighbours and they wanted to talk to the girl, but she <sup>1</sup> ran away when they went to her house.
- It was quite serious because she <sup>2</sup> broke into her neighbours' living room and <sup>3</sup> ran off with a PlayStation.
- Eddie didn't want to <sup>4</sup> turn her in to the police, but believed that she couldn't <sup>5</sup> get away with such a serious crime.
- About two weeks ago, my brother, Eddie, <sup>6</sup> found 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 <sup>7</sup> let 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. 1 d 2 b 3 c 4 a 5 e

## Listening

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

It's about people's experiences of crime.



### 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. <sup>1</sup> D 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.' <sup>2</sup> C 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. <sup>3</sup> A 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. <sup>4</sup> E 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 scroll down   EMMA go through, sign up to  
A CYBERBULLY show off, set up

- 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.  
*Less than half of teenagers have suffered from cyber bullying.*
- Cyber bullying is a crime. ✓
- Emma trusted only friendly people at school.  
*Emma didn't trust anyone at school.*
- Dan thinks that it's easier to avoid punishment online.  
*Dan says that people believe that it's easier to avoid punishment online.*
- It's impossible to stop online trolling. *It's difficult 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 <i>c</i>   | 3 offensive <i>g</i> | 5 culprit <i>d</i>  | 7 suffer from <i>e</i> |
| 2 threaten <i>b</i> | 4 witness <i>f</i>   | 6 overcome <i>a</i> |                        |

- to successfully deal with a problem
- to tell someone you will hurt them
- to say negative things about a person
- a person who does something wrong or illegal
- to go through something bad or unpleasant
- to see somebody commit a crime
- 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?

## TEST TRAINER

- 2 1.21** 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.

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

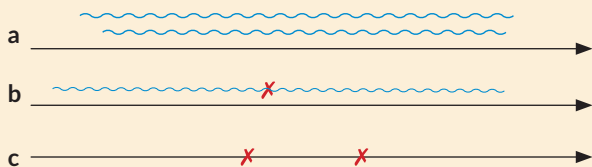
## Language Focus 2

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**. **c**
- While he **was scrolling** down the school website, he **found** a lot of silly comments about him. **b**
- While she **was suffering** from bullying, the teenager **was feeling** terribly depressed. **a**



### 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**? *After when we usually use past simple, and after while past continuous.*
- Which expression means *right after*? *as soon as*

- 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. **c**
  - The criminal was hiding the money when the police officer arrested his friend. **b**
  - 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.
  - While the criminal was doing a longer activity, the police officer did an activity which was shorter.
  - 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 **were you studying** (you, study) when school finished yesterday?
- What was your mum doing while you **were getting** (get) ready for school today?
- What **were you wearing** (you, wear) when you had breakfast today?
- Who **did you see** (you, see) first when you came to school today?
- What **did you do** (you, do) as soon as the teacher arrived?
- Did you use a computer while you **were doing** (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 **turned her life** (turn / life) around.
  - While James **was chasing the culprit** (chase / culprit), Jason was helping the victim.
  - We **signed up to** (sign up) a site to raise awareness of the problem among our friends.
  - As soon as the robbers **(had) left the bank** (leave / bank), we called the police.
  - They caught the hijacker when **the plane (had) landed** (plane / land) safely in Boston.
  - While the **shoplifter was running away** (shoplifter / run away), he lost his wallet with his ID in it.
  - We called the police as soon as we **(had) found out** (find out) about the crime.
  - The thief was arrested while he **was stealing an/the expensive** (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.

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

Witness statement		London Transport Section
Name Chris Jones Tel. 01768 34760		Crime number 23987
<p>1 <u>b</u></p> <p>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.</p>		
<p>2 <u>c</u></p> <p>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.</p>		
<p>3 <u>a</u></p> <p>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!</p>		

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

Example answers:

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



### 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 <u>a bit</u>	2 <u>not very</u>	4 <u>so</u>
	3 <u>quite</u>	5 <u>very</u>
		6 <u>really</u>
		7 <u>such</u>

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.

# Language in Action

## Asking for directions

**Chris** Excuse me. I'm <sup>1</sup> looking for Madame Tussauds. Is it near here?

**Man** Yes, it's just <sup>2</sup> down the road.

**Chris** What's the best way to <sup>3</sup> go?

**Man** Go <sup>4</sup> straight on here for about 100 metres, then <sup>5</sup> turn left onto Marylebone Road.

**Chris** Straight on, then left?

**Man** Yes, that's right. Madame Tussauds is <sup>6</sup> on the left, just after the Planetarium.

**Chris** Great. How <sup>7</sup> far is it?

**Man** Oh, it isn't far. It'll <sup>8</sup> take about five minutes to walk there.

**Chris** OK. Thanks very much.

**Man** No problem.

**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?  
*Marylebone Road*
- 2 What is the nearest tube station? *Baker Street*
- 3 What other places could Chris and Luis visit nearby?  
*The Planetarium and the Sherlock Holmes Museum.*



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

- a Excuse me. <sup>1</sup> *Szukam* I'm looking for Camden Market.  
<sup>2</sup> *Czy to gdzieś w pobliżu?* Is it near here?
- b Camden Market? Hmm, it's <sup>3</sup> *dość daleko* quite far from here ...
- c <sup>4</sup> *Jesteś pieszo?* Are you walking?
- d OK. Go <sup>5</sup> *prosto* straight on here, then <sup>6</sup> *skręć w lewo* turn left. Keep walking and then <sup>7</sup> *skręć w trzecią ulicę* take the third street on the right, I think.
- e Oh, it'll probably <sup>8</sup> *zajmie ci* take you about 20 minutes to walk there.
- f Yeah, or you could <sup>9</sup> *podjechać autobusem* get the bus. 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.

*Example answers:*

**You** Excuse me. I'm <sup>1</sup> looking for Baker Street tube station. Is it <sup>2</sup> near here?

**Man** Baker Street tube station? Hmm, it's quite <sup>3</sup> far from here.

**You** What's the best way <sup>4</sup> to go?

**Man** Are you walking?

**You** Yeah.

**Man** OK. Go <sup>5</sup> straight on here, then <sup>6</sup> turn right.

**You** Straight on, then right?

**Man** Yes, that's right. Baker Street tube station is <sup>7</sup> on the right.

**You** Great. <sup>8</sup> How far is it?

**Man** Oh, it'll probably <sup>9</sup> take you about 25 minutes to walk there.

**You** 25 minutes?

**Man** Yeah, or you <sup>10</sup> could get the bus. There's a bus stop just over there.

**You** OK. Thanks very much.

**Man** No <sup>11</sup> problem.

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

**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.

**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? *Camden Market.*
- 2 Is it near? *No, it's quite far.*
- 3 How long will it take to walk there? *About 20 minutes.*







# Test Practice

Poziom podstawowy

## 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? **B**
- 2 committed a crime more than once? **A**
- 3 was a witness of a crime? **B**

- 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. **F**
- 2 Natalie May has changed for the better. **T**
- 3 She hacked into the security software of a bank. **T**
- 4 The police let her off. **F**

## 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 wskazuje 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? **B**
- 2 likes films about illegal car races? **C**
- 3 enjoys films that show how the law works? **B**
- 4 likes looking at expensive cars? **A**

- 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. *Antisocial aggressive behaviour of teenagers can be connected with the fact that the parts of their brain responsible for emotions are smaller than other people's.*

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.

A – *We don't know this, we only know that the part of the brain which helps feel the pain of others is smaller in case of aggressive, antisocial teenagers.*

C – *Only those teenagers who show antisocial behaviour have smaller parts of the brain.*

- 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**

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**

## 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 **D**

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 **B**

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 **A**

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.



## Self Check

### Crime and criminals

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

- Hijacking is a crime which involves taking control of an aeroplane.
- Mugging is a crime which involves stealing and using violence.
- A shoplifter is someone who steals things from shops.
- Hacking is a crime which involves stealing or destroying computer data.
- A vandal is a person who damages buildings, breaks windows, or paints graffiti.



### Phrasal verbs

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

- The bullies beat the boy **b**
  - Josh turned **d**
  - The burglars ran **c**
  - Nine out of ten muggers get **e**
  - The police decided to let her **a**
- 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!



### 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 <sup>1</sup> looking for the Loop-the-Bloop Theatre.  
B Well, it's not <sup>2</sup> far from here. Take <sup>3</sup> the second street on the left and <sup>4</sup> go straight on until you see the theatre.  
A Great, thanks a lot.



### Past simple

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

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



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

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

- When did she steal it? She stole it yesterday.
- How did he get away? He got away in a pizza delivery car.
- Where did they escape to? They escaped to their secret cottage.
- What did you find out? I found out the truth.



### Past continuous

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

- My brother / watch / a programme about crime.  
My brother was watching a programme about crime.
- I / not make fun of / you. I wasn't making fun of you.
- She / serve / a prison sentence / at that time.  
She was serving a prison sentence at that time.
- They / show off / their new phones?  
Were they showing off their new phones?



### 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.

- When Sam scrolled/was scrolling (scroll down) the page, he read (read) a lot of offensive comments.
- We were having (have) a party when the neighbours phoned (phone) the police.
- What was the woman doing (the woman, do) when she saw (see) the robbers?
- Frank was serving (serve) a prison sentence while his wife was going through (go through) depression.
- Was it raining (it, rain) when the vandals broke into (break into) the supermarket?
- Did you phone (you, phone) the police when you saw (see) the shoplifter?



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



Total: 40

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

20 – 29 Good  
12 – 19 Fair

0 – 11 Poor ☹

# Wordlist

**T** słownictwo obowiązujące na teście

account (n)	/ə'kaʊnt/	konto (np. na portalu społecznościowym)	prevent from (v)	/prɪ'vent frɒm/	zapobiegać, powstrzymać przed
antisocial (adj)	/ˌæntɪ'səʊʃ(ə)l/	aspoleczny, przestępczy	provide (v)	/prə'vaɪd/	dostarczać
<b>T</b> armed robber (n)	/ˌɑː(r)mɪd 'rɒbə(r)/	uzbrojony bandyta/ złodziej	public order offence (n)	/ˌpʌblɪk ɔː(r)də(r) ə'fens/	naruszenie porządku publicznego
<b>T</b> armed robbery (n)	/ˌɑː(r)mɪd 'rɒbəri/	napad z użyciem broni	purse (n)	/pɜː(r)s/	portmonetka (BrE), torebka (AmE)
basis (n)	/ˈbeɪsɪs/	podstawa	raise awareness	/reɪz ə'weə(r)nəs/	uwrażliwiać na coś
<b>T</b> beat someone up	/ˌbi:t ˌsʌmwʌn 'ʌp/	pobić kogoś	research (n)	/ri'sɜː(r)tʃ/	badania naukowe
behaviour (n)	/bi'hɛvɪə(r)/	zachowanie	return to your old ways	/rɪ'tɜː(r)n tə jər əʊld 'weɪz/	powrócić do dawnego życia
<b>T</b> break into (v)	/ˌbreɪk 'ɪntə/	włamywać się do	role model (n)	/ˈrəʊl ˌmɒd(ə)l/	wzór do naśladowania
<b>T</b> break the law	/ˌbreɪk ðə 'lɔː/	łamać prawo	<b>T</b> run away (v)	/ˌrʌn ə'weɪ/	uciekać
briefcase (n)	/ˈbrɪ:fkeɪs/	aktówka, teczka	<b>T</b> run off with (v)	/ˌrʌn ɒf wɪð/	uciec z
<b>T</b> bully (n)	/ˈbuli/	gnębiel (zncyjający się nad słabszymi)	scroll down (v)	/ˌskrəʊl ˈdaʊn/	przewijać w dół
<b>T</b> bullying (n)	/ˈbulɪŋ/	zncyjanie się nad słabszymi	search (v)	/sɜː(r)tʃ/	przeszukiwać, szukać
<b>T</b> burglar (n)	/ˈbɜː(r)glə(r)/	włamywacz	security (n)	/sɪ'kjʊərəti/	bezpieczeństwo
<b>T</b> burglary (n)	/ˈbɜː(r)gləri/	włamanie	<b>T</b> serve a prison sentence	/ˌsɜː(r)v ə 'prɪz(ə)n ˌsentəns/	odsadywać karę więzienia
CCTV camera (n)	/ˌsiː siː tiː 'viː ˌkæm(ə)rə/	kamera monitoringu	set up (v)	/set 'ʌp/	zakładać (np. konto)
chase someone	/ˌtʃeɪs ˌsʌmwʌn/	gonić/ścigać kogoś	<b>T</b> shoplifter (n)	/ˌʃɒpˌlɪftə(r)/	złodziej sklepowy
clue (n)	/kluː/	wskazówka, trop	<b>T</b> shoplifting (n)	/ˌʃɒpˌlɪftɪŋ/	kradzież sklepowa
commit a crime	/kəˌmɪt ə 'kraɪm/	popęlnić przestępstwo	show off (v)	/ˌʃəʊ ɒf/	popisywać się, afiszować
<b>T</b> commit petty crimes	/kəˌmɪt ˌpetɪ 'kraɪmz/	popęlniać drobne przestępstwa	sign up to (v)	/ˌsaɪn 'ʌp tuː/	zarejestrować się (np. na portalu społecznościowym)
complain (v)	/kəmˈpleɪn/	narzekać, skarżyć się	silly (adj)	/ˈsɪli/	głupi, niemądry
conduct (v)	/kənˈdʌkt/	przeprowadzać (np. badania)	smart (adj)	/smɑː(r)t/	elegancki
crew (n)	/kruː/	załoga	solve a crime	/ˌsɒlv ə 'kraɪm/	wyjaśnić zbrodnię
culprit (n)	/ˈkʌlprɪt/	sprawca, winowajca	statement (n)	/ˈstetmənt/	oświadczenie, zeznanie
deal with (v)	/ˈdiːl wɪð/	radzić sobie z	steal (v)	/stiːl/	kraść
escape (v)	/ɪ'skeɪp/	uciekać	suffer from (v)	/ˌsʌfə(r) frɒm/	cierpieć na
fake (adj)	/feɪk/	falszywy	suspect (n)	/ˌsʌspekt/	podejrzany
fear (n, v)	/fiə(r)/	strach; bać się	suspicious (adj)	/sə'spiʃəs/	wyglądający podejrzanie
feed (v)	/fiːd/	karmić	take action	/teɪk ˈækʃ(ə)n/	podejmować działania
<b>T</b> find out (v)	/ˌfaɪnd ˈaʊt/	dowiedzieć się	<b>T</b> theft (n)	/θeft/	kradzież
fingerprint (n)	/ˈfɪŋgə(r),prɪnt/	odcisk palca	<b>T</b> thief (n)	/θiːf/	złodziej
frightened (adj)	/ˈfraɪt(ə)nd/	przerażony	threaten (v)	/ˈθret(ə)n/	grozić
<b>T</b> get away with	/ˌget ə'weɪ wɪð/	uniknąć kary	tube station (n)	/ˈtjuːb ˌsteɪʃ(ə)n/	stacja metra
<b>T</b> get into trouble	/ˌget ɪntə ˈtrʌb(ə)l/	wpaść w tarapaty	<b>T</b> turn someone in	/ˌtɜː(r)n ˌsʌmwʌn ɪn/	donieść na kogoś
go through	/ˌɡəʊ ˈθruː/	przechodzić przez coś	turn your life around	/ˌtɜː(r)n jə ˌlaɪf ə'raʊnd/	zmienić swoje życie
go to prison	/ˌɡəʊ tə ˈprɪz(ə)n/	iść do więzienia	<b>T</b> vandal (n)	/ˈvænd(ə)l/	wandal
<b>T</b> hacker (n)	/ˈhækə(r)/	haker	<b>T</b> vandalism (n)	/ˈvændəˌlɪz(ə)m/	wandalizm
<b>T</b> hacking (n)	/ˈhækɪŋ/	hakerstwo	victim (n)	/ˈvɪktɪm/	ofiara
headline (n)	/ˈhedˌlaɪn/	nagłówek prasowy	vulnerable (adj)	/ˈvʌln(ə)rəb(ə)l/	bezbронny, podatny na coś
hide (v)	/haɪd/	ukrywać (się)	witness (n, v)	/ˈwɪtnəs/	świadek; być świadkiem
<b>T</b> hijacker (n)	/ˈhaɪˌdʒækə(r)/	porywacz (samolotu)	X-ray machine (n)	/ˈeksreɪ məˌʃiːn/	aparat rentgenowski
<b>T</b> hijacking (n)	/ˈhaɪˌdʒækɪŋ/	porwanie, uprowadzenie (samolotu)	young offenders institution	/ˌjʌŋ ə'fendə(r)z ˌɪnstɪ'tjuːʃ(ə)n/	zakład poprawczy
in the meantime	/ɪn ðə ˈmiːntaɪm/	w międzyczasie			
initiative (n)	/ɪnɪʃɪətɪv/	inicjatywa			
insult (v)	/ɪnˈsʌlt/	obrażać kogoś			
investigate (v)	/ɪnˈvestɪgeɪt/	przewodzić dochodzenie			
<b>T</b> let someone off	/ˌlet ˌsʌmwʌn ɒf/	darować komuś			
mentor (n)	/ˈmentə(r)/	mentor			
missing (adj)	/ˈmɪsɪŋ/	zaginiony, zagubiony			
<b>T</b> mugger (n)	/ˈmʌgə(r)/	rabuś, zbór			
<b>T</b> mugging (n)	/ˈmʌgɪŋ/	rozbój, napaść			
<b>T</b> murder (n)	/ˈmɜː(r)də(r)/	morderstwo			
<b>T</b> murderer (n)	/ˈmɜː(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)	/ˈfəʊnɪn ˌprəʊgræm/	program radiowy z udziałem słuchaczy			

## **T** 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.