



2

**Student's Book**

**David Spencer**

*plus*

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# 2 Criminal records

Państwo i społeczeństwo ▶ przestępczość

## ► Vocabulary

### Crimes

- 1 Work in pairs and match the pictures with these words. Write the answers in your notebook.

burglary    mugging    murder    piracy  
robbery    shoplifting    theft    vandalism

d burglary

- 2 1.06 Listen and repeat.

b



c



d



e



f



g



h



- 3 Complete the sentences in your notebook with the correct form of these verbs. You can use one word three times.

burgle    kill    mug    pirate    rob    steal    vandalise

- A murder is when somebody kills another person.
- A burglary is when somebody burgles a house and steals things from it.
- A robbery is when somebody robs a bank or a person.
- Vandalism is when somebody vandalises public property and damages it.
- Shoplifting is when somebody steals things from a shop.
- Piracy is when somebody pirates software such as CDs and DVDs by copying them illegally.
- Mugging is when somebody mugs another person and takes their money using violence.
- A theft is when somebody steals something.

- 4 What is the difference between *rob* and *steal*? Use your dictionary to check your answer.

- 5 Listen to four radio news items. What are the crimes? Write the answers in your notebook.

### Criminals

- 6 In your notebook, try to complete the table without using a dictionary. Then use your dictionary to check and complete the table.

Crime	Criminal
burglary	1 <u>burglar</u>
murder	2 <u>murderer</u>
robbery	3 <u>robber</u>
shoplifting	4 <u>shoplifter</u>
theft	5 <u>thief</u>
vandalism	6 <u>vandal</u>
piracy	7 <u>pirate</u>
mugging	8 <u>mugger</u>

- 7a All of these crimes are serious. In your notebook, put them in order of how serious you think they are, from 8 (very serious) to 1 (not so serious).

- 7b **SPEAKING** Work in pairs. Compare your ideas.

I think murder is very serious. I give it an 8.

I agree. What do you think about mugging?



- 1 Look at these pictures. They illustrate newspaper stories about crimes or criminals. Can you match the titles of the stories with the pictures? There is one title you do not need to use.

- 1 Now you see it, now you don't
- 2 And this photo is me stealing your car
- 3 The perfect police officer
- 4 Burglar in a box
- 5 Let me back in!

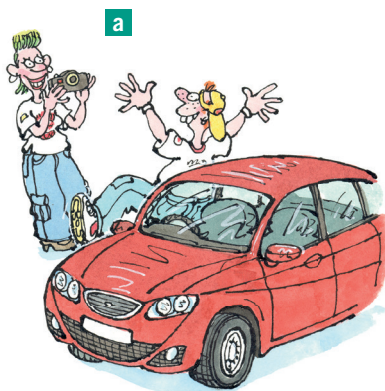
- 2 **SPEAKING** Work in pairs. From the titles and pictures, what do you think happens in each story? Guess.

What about the story with the car?

I think that somebody steals the car when the boy is taking a photo of it.

- 3 Read the stories and match the pictures, titles and texts. Write the answers in your notebook.

Story A	Title	Picture
Story B	Title	Picture
Story C	Title	Picture
Story D	Title	Picture



**C** A British car thief made a basic mistake. Lee Hoskins was stealing an Opel Astra when he came across a camera inside the car. So what did he do? He and his girlfriend took photos of each other next to the car. Soon afterwards, they crashed the car. They quickly ran away from the scene of the crime but they left the camera inside the car. The police soon worked out who the thief was! 'Some criminals can be really stupid,' said a police officer looking into the case.

**D** A Colombian criminal had an original idea for a burglary. He got inside a box and a friend sent him by post to the house of a rich businessman. But the businessman was surprised and suspicious when the large parcel turned up at his house. He didn't think it was normal to receive this big parcel and so he called the police. When the thief finally came out of the box, he saw ten police officers standing there waiting for him.

**A** Prison guards in Vienna got a big surprise yesterday. They discovered a young man just outside the prison. They thought that he was escaping. But they found out that the young man, Detlef Federsohn, was trying to get back in! Federsohn was in prison for two years for theft. When he left prison and lived on the outside, he decided that he preferred life inside. 'Life is great in prison,' said Federsohn. 'They give you your meals, wash your clothes and let you watch television. I can't do that with my mum.'

**B** A gang of robbers wanted to rob the famous magician David Copperfield last week. They learnt an important lesson: never mug a magician. Four young people attacked Copperfield after a show in Florida last week. Copperfield had money, his passport, and his mobile phone in his pockets. But when the robbers were looking for something to steal, he showed his pockets to the thieves and the objects weren't there! The thieves didn't wait to look for them. The police arrested the men when they were running away ... after a call from Copperfield on his disappearing phone.

- 4 Read the stories again and answer the questions.

- 1 Why were the prison guards in Vienna surprised by Detlef Federsohn?
- 2 Why didn't Detlef Federsohn want to live with his mum?
- 3 Who attacked David Copperfield?
- 4 Why didn't they steal anything from Copperfield?
- 5 What photos did Lee Hoskins take?
- 6 How did the police catch Lee Hoskins?
- 7 How did the Colombian burglar get into the rich man's house?
- 8 Why wasn't the burglar's plan successful?

- 5 Match the underlined words in the stories with their definitions. Write the answers in your notebook.

- 1 stopped and took to the police station arrested
- 2 people who look after a place or person
- 3 a box or package that you send by post
- 4 breakfast, lunch, dinner
- 5 how you feel when you think something is not normal and could be bad or dangerous
- 6 crime, incident
- 7 using the postal service
- 8 let somebody see something

- 6 **SPEAKING** What about you? Discuss in pairs. Which story do you prefer and why?

I like the story about the magician.

Why?

Because he's very clever. The criminals didn't steal anything from him.

## Past simple of be

### Forma

<b>Affirmative</b>	I/He/She/It <b>was</b> there. You/We/They <b>were</b> there.
<b>Negative</b>	I/He/She/It <b>wasn't (was not)</b> there. You/We/They <b>weren't (were not)</b> there.
<b>Question</b>	<b>Was</b> I/he/she/it there? <b>Were</b> you/we/they there?
<b>Short answers</b>	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> . Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

## Past simple of regular and irregular verbs

### Forma

<b>Affirmative</b>	I/You/He/She/It/We/They <b>walked</b> home. I/You/He/She/It/We/They <b>went</b> home.
<b>Negative</b>	I/You/He/She/It/We/They <b>didn't (did not) walk</b> home. I/You/He/She/It/We/They <b>didn't (did not) go</b> home.
<b>Question</b>	<b>Did</b> I/you/he/she/it/we/they <b>walk</b> home? <b>Did</b> I/you/he/she/it/we/they <b>go</b> home?
<b>Short answers</b>	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> .

### Użycie

Czasu przeszłego prostego używamy, gdy mówimy o:  
1 zakończonych czynnościach lub wydarzeniach z przeszłości, np.:

*I went to San Francisco in 2005.*

2 dwóch lub więcej rzeczach, które wydarzyły się tuż po sobie w przeszłości, np.:

*When the letter arrived, he opened it and read it.*

## Past continuous

### Forma

<b>Affirmative</b>	I/He/She/It <b>was</b> watching. You/We/They <b>were</b> watching.
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### Użycie

Czasu przeszłego ciągłego używamy, gdy mówimy o:

- 1 czynnościach trwających w danym momencie w przeszłości, np.:  
*At six o'clock I was watching a film.*
- 2 tle innych wydarzeń w przeszłości, np.:  
*The sun was shining and the birds were singing.*
- 3 czynnościach trwających w przeszłości, które zostały przerwane innymi, krótszymi zdarzeniami, np.:  
*I was crossing the road when I saw an accident.*

Określenia często używane z czasem *past continuous* to **while** i **as**.

*While/As I was crossing the road, I saw an accident.*

Pamiętaj, że niektórych czasowników zazwyczaj nie używamy w formie ciągłej (z końcówką *-ing*). Ich listę znajdziesz na stronie 14 podręcznika.

*I wanted to see the concert.*

*I was wanting to see the concert.*









- 1 Read the letter and look at the picture story. What differences can you find between the letter and the pictures?

*There are two friends in the letter, but only one in the picture story.*

- 2 Read again the letter in 1. In your notebook, complete the information in the Writing Bank.

### ► Writing Bank

#### Useful expressions and conventions in informal letters

- In informal letters, we write our address and  in the top right corner.
- Then we write Dear or  and the name of the person.
- We often begin with Thanks for your  or I'm writing to tell you about ...
- To end an informal letter we can use Write back soon and .

- 3 Imagine that you found something unusual last week. In your notebook, make notes to answer the questions.

- |                         |                                    |
|-------------------------|------------------------------------|
| 1 When did you find it? | 5 Why was it unusual?              |
| 2 Where were you?       | 6 What did you do with the object? |
| 3 Who were you with?    | 7 What happened in the end?        |
| 4 What did you find?    |                                    |

### Practice makes perfect

- 4 Look at the task and write the letter. Use your notes from 3 and the Speaking and Writing Banks to help you.

Last week you found something unusual. Write a letter to a friend telling them about what you found. Include:

- what you found and where,
- why the object was unusual,
- what you did next and what happened in the end.

6 Smithdown Road,  
Oldham,  
OL3 8RG.

10th January 2011

Hi Ellie,

Thanks for your letter. I thought about you yesterday. Do you remember when you lost your bag? Well, yesterday I was walking home from school with two of my friends when we found a handbag in the street. It looked new.

At first, we didn't know what to do. Our first idea was to take it to the police but my friend Luke thought we should open the bag to find out who it belonged to.

So I opened it. Inside there was a mobile phone and money, but no identification. I thought I recognised the mobile phone but I wasn't sure.

Suddenly my mum appeared at the end of the road. She was looking for something. When she saw me, she ran up to me and said, 'What are you doing with my bag?' I couldn't believe it - it was my mum's new bag!!

Write back soon and tell me all your news!

Love,

Josh

X



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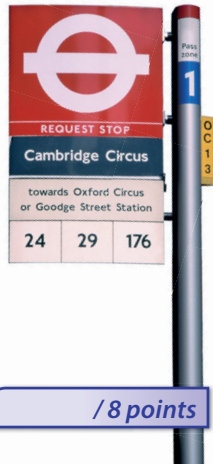
# Self-check Unit 2

## ► Grammar revision

### Past simple

#### 1 Rewrite these sentences in your notebook from present simple to past simple.

- Richard and I are students at this school.
- What's the problem?
- We leave school at 5 o'clock.
- She catches the bus at that stop.
- What time do you finish work?
- She doesn't teach English.
- Running makes me tired.
- They've got a problem.



/ 8 points

### Past continuous

#### 2 Complete the sentences in your notebook with the past continuous form of these verbs.

cry listen read ride sit sleep wait write

- At nine o'clock last night I  a detective novel.
- Which CD  you  to?
- He  a letter, it was an email.
- the baby  at 2:00 am?
- I  my bike this morning.
- They  for the bus, it was a taxi.
- Which chair  you  in?
- My grandmother  because she was very sad.

/ 8 points

### Past continuous and past simple

#### 3 Choose the correct alternatives and write them in your notebook.

- While I travelled/was travelling to work, my phone suddenly rang/was ringing.
- The boy stole/was stealing the apple while nobody looked/was looking.
- Craig drove/was driving home when he remembered/was remembering it was his mum's birthday.
- Sam broke/was breaking the window and then he ran/was running away.

/ 8 points

## ► Vocabulary revision

### Crimes

#### 1 Complete the sentences in your notebook with these words. There are more words than sentences.

burglary burgle kill mug mugger murderer piracy pirate rob shoplifter shoplifting steal theft thief vandal

- When you  someone, you attack them to steal from them.
- When you  from a person or a place, you take money or objects illegally.
- is the crime of entering a house or building illegally to take things.
- When you  someone, you take their life.
- is when you take something illegally.

/ 5 points

### Criminals

#### 2 Complete the sentences in your notebook with words from 1.

- A  is someone who makes and sells illegal copies of software, for example.
- A  is someone who steals from a shop.
- A  is someone who damages and destroys things for no reason.
- A  is someone who takes another person's life.
- A  is somebody who steals things in general.

/ 5 points

### Phrasal verbs connected with investigating and finding

#### 3 Complete the sentences in your notebook with these prepositions.

across for into out out up

- I was looking (a)  my keys yesterday but I couldn't find them anywhere. I hope they turn (b)  soon. If you come (c)  them, could you tell me?
- They can't find the murderer, so a new detective is going to look (d)  the case. If they use logic, they can probably work (e)  who the criminal is. It's urgent to find (f)  who did it.

/ 6 points

**Total**

/ 40 points



► Mówienie – zadanie 2

**TIP** Na pełny opis ilustracji składają się następujące elementy:

- opis wyglądu, ubioru, uczuć osoby/osób widocznej/widocznych na zdjęciu,
- opis wykonywanej czynności z uzasadnieniem jej wykonywania,
- opis miejsca, w którym ta osoba się znajduje (te osoby się znajdują).

Pamiętaj! Masz tylko trzy minuty na przygotowanie swojej wypowiedzi, opis zdjęcia i odpowiedź na trzy pytania do zadania!

**1a** Read the description of the photograph below and decide which elements have been covered in the description.



- A. Pełny opis osoby
- B. Pełny opis czynności
- C. Pełny opis miejsca

The picture shows a young man standing next to a car. He is holding a metal bar in his hands and is trying to break into the car. He must be a car thief. He is standing in the street in a housing estate district. There are many cars parked along the road and the thief wants to steal one of them.

**1b** In your notebook, complete the missing description elements in exercise 1a.

**TIP** Opisując ilustrację, skoncentruj się tylko na najważniejszych elementach. Szkoda czasu na nieistotne szczegóły, bo na całą wypowiedź, nie licząc przygotowania, masz tylko trzy minuty.

**2a** Read the description of the photograph below. Decide which elements have been covered in the description and which text parts are unnecessary.



In the picture, I can see four people: two men and two women. All the people are in a bank. One of the men is a robber. He is holding a gun in his right hand. The other people have their hands up. One of the women is sitting at a desk and the robber is standing in front of it. There's a computer, but it hasn't got a flat screen monitor, so it must be really old. Next to the computer, there's a printer. It looks old too. There's a bag filled with money on the desk.

- A. Pełny opis osoby
- B. Pełny opis czynności
- C. Pełny opis miejsca

**2b** Complete the missing description elements in exercise 2a.

**3a** Look at the photograph below. Do you know all the words needed for describing it?



**TIP** Jeśli zapomnisz lub nie znasz jakiegoś słowa, użyj synonimu lub definicji, np. *a man who steals* zamiast *a thief*.

**3b** In your notebook, write synonyms or definitions to the words below.

- |             |   |  |         |   |  |
|-------------|---|--|---------|---|--|
| a metal bar | – |  | a torch | – |  |
| a burglar   | – |  | a mask  | – |  |

**3c** Describe the photo in exercise 3a.

**TIP** Do opisu czynności przedstawionych na zdjęciu wykorzystaj konstrukcje z czasem *present continuous*.

**4** Listen to the three statements on a topic given below. Which one is the best in your opinion? Explain why you believe the other two are worse.

Describe a crime or a detective story that you have read recently.

**TIP** Oprócz opisanego zdjęcia musisz odpowiedzieć na trzy pytania do zadania. Pierwsze – bezpośrednio na temat zdjęcia, drugie – generalizujące temat zdjęcia, a trzecie – odwołujące się do twoich doświadczeń z danego tematu.

► Zadanie testujące

**5** Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie. Posłuchajcie modelowych odpowiedzi.

**TIP** Kiedy odpowiadasz na pytanie o Twoje doświadczenia, nie musisz mówić prawdy! Jeśli prawdziwa historia byłaby zdawkowa albo wymagała skomplikowanego słownictwa, użyj wyobraźni i opisz wymyślone zdarzenie.

Uczeń A



1. Why is the man smashing the car?
2. What is the most serious crime in your opinion? Why?
3. Describe the last crime you heard or read about.

Uczeń B



1. What do you think will happen to the arrested man?
2. Would you like to work as a police officer? Why?/Why not?
3. Tell me about the last crime committed by teenagers you heard about.



► Mówienie – zestaw zadań

► Zadanie 1. (4 minuty)

Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

**Uczeń A**

Rozmawiasz ze znajomym z Wielkiej Brytanii o kradzieży w sklepie, której byłeś/byłaś świadkiem. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Okoliczności zdarzenia

Opis przestępstwa

Wygląd i zachowanie złodzieja

Proponowany przez Ciebie wymiar kary dla złodzieja

**Uczeń B**

Jesteś Brytyjczykiem/Brytyjką. Twój znajomy/Twoja znajoma z Polski opowiada Ci o kradzieży w sklepie, której był/była ostatnio świadkiem. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o podanie większej liczby szczegółów odnośnie do wybranej kwestii,
- grzecznie nie zgódź się z uczniem A co do proponowanego wymiaru kary,
- zapytaj, dlaczego uczeń A wcześniej nie zwrócił uwagi na zachowanie lub wygląd podejrzanego,
- dowiedz się, jak czuł się uczeń A jako świadek zdarzenia.

► Zadanie 2. (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

**Uczeń A**



1. Why do you think the police officer has stopped the driver?
2. In what way(s) is a police officer's job dangerous?
3. Describe the last time you or your family had to deal with the police.

**Uczeń B**

1. What, do you think, is mother saying to her-son?
2. What do you think of corporal punishment?
3. Tell us about the last time you were punished at school or by parents.



► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na dwa pytania.

W twojej szkole organizowana jest kampania na rzecz zapobiegania przestępczości wśród młodzieży. Jej celem jest uświadomienie młodym ludziom konsekwencji wynikających z łamania prawa. Wraz z kolegami recenzujecie plakaty, które mają promować kampanię. Masz do wyboru trzy możliwości.

- Wybierz plakat, który uważasz za najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. Do you think your country is a safe place to live in? Why?/Why not?
2. Which of the following factors make people turn to crime: poverty, upbringing, unemployment, lack of education, or something else? Justify your opinions.



► Znajomość środków językowych

**Uzupełnianie par zdań brakującym wyrazem – wybór wielokrotny**

**1** For each pair of sentences choose one word (A, B or C) which best completes both the sentences. Write the answers in your notebook.

- There is a bus stop just the road, look there.  
I came some of my grandma's old clothes when I was cleaning up the attic.  
A. around B. over C. across
- It took the police two months to the missing jewels.  
How did you out the truth?  
A. search for B. find C. work
- When I realised that my mobile phone had been stolen, I called the company to tell them to the number.  
The police asked the driver to move his car away so as not to the entrance to the station.  
A. reserve B. block C. stop
- My friend Bob says that he always software such as music or TV series from the Internet because they're too expensive to buy.  
Although people think that belong to the past, they still attack, steal and rob ships off the coast of Africa.  
A. robs B. pirates C. thieves
- I'm sorry, could you me where the entrance to the cinema is, please?  
Have you ever been to a fashion ? No, but I'd like to.  
A. tell B. show C. explain
- Shoplifting is things from a shop without paying for them.  
I love a lot of pictures when I'm on holiday.  
A. stealing B. making C. taking

**Parafaza fragmentów zdań – wybór wielokrotny**

**2** Complete the sentences in your notebook with one of the options (A–C), which has the same meaning as the phrase/sentence in bold.

- Tim was reading a book **and he suddenly heard the phone ringing**.  
A. when the phone was ringing.  
B. when the phone rang.  
C. while the phone was ringing.
- Have you got any plans for** tomorrow? Why don't we go to the cinema?  
A. What do you do  
B. What are you doing  
C. What do you think of
- Finally**, Gloria realised how much she missed her family and decided to go back home.  
A. Suddenly  
B. After that  
C. In the end
- The man that the police **chased** was accused of stealing.  
A. ran after  
B. ran through  
C. go after
- I was doing my maths homework and couldn't **solve** one of the problems.  
A. come across  
B. find out  
C. work out
- As** I was crossing the road, I saw my neighbour.  
A. Before  
B. While  
C. After

► Vocabulary plus

**1** Match the names of people from the box to the definitions a–e. Write the answers in your notebook. There is one definition that does not match any word.

arsonist forger hooligan villain

- a bad person in general, a criminal
- someone who steals money
- someone who deliberately starts fires, especially inside buildings
- someone who is noisy and violent in public places
- someone who makes copies of valuable works of art or documents to make money selling them

**2** Complete the table and write the answers in your notebook.

Names of people	Names of crimes
1	arson
2	smuggling
thief	3
robber	4
5	forgery
pirate	6
7	hooliganism
mugger	8

**3** Complete the dialogues in your notebook with verbs from the box. Put the verbs in the correct form. Use two verbs twice.

come find look turn work

- A: How was the party at Chloe's place?  
B: It was great! Do you know that her ex-boyfriend up unexpectedly? He said that he across her sister who invited him there.
- A: Mark, could you off the music? I'm trying to work!  
B: Are you doing your homework?  
A: No, I'm trying to out how to organise my 18th birthday party. Just leave and shut the door behind you. Thanks!
- A: What are you watching, Tanya? Is it *Sherlock Holmes*?  
B: Yeah, it is, with Benedict Cumberbatch. He is into a case of huge dogs attacking people. He is for clues, talking to witnesses, you know, the usual kinds of things.  
A: And he's going to out who is guilty, as usual. Isn't he cute with dark hair and an angry look on his face?



# ► Wordlist Unit 2

(adj) = adjective – przymiotnik  
(adv) = adverb – przysłówek  
(conj) = conjunction – spójnik  
(det) = determiner – określnik (np.: a, an, the, that itp.)  
(n) = noun – rzeczownik

(phr) = phrase – wyrażenie  
(prep) = preposition – przyimek  
(pron) = pronoun – zaimek  
(v) = verb – czasownik

\*\*\* = słowo bardzo często używane

\*\* = często używane

\* = dość często używane

## Państwo i społeczeństwo – przestępczość

arrest (v) **	/ə'rest/	aresztować
burglar (n) *	/'bɜ:(r)glə(r)/	włamywacz
burglary (n) *	/'bɜ:(r)gləri/	włamanie
burgle (v)	/'bɜ:(r)g(ə)l/	włamywać się
(criminal) case (n) ***	/keɪs/	sprawa
catch (v) ***	/kætʃ/	łapać, chwycić
come across (v) ***	/'kʌm ə'krɒs/	trafić na, natknąć się
commit (v) ***	/kə'mɪt/	popęlniać
damage (v) ***	/'dæmɪdʒ/	niszczyć, uszkodzić
destroy (v) ***	/di'strɔɪ/	niszczyć
find out (v) ***	/'faɪnd 'aʊt/	odkryć, dowiedzieć się
gang (n) **	/gæŋ/	gang
guard (n) ***	/gɑ:(r)d/	strażnik
guard (v) **	/gɑ:(r)d/	strzec, pilnować
gun (n) ***	/gʌn/	pistolet
identification (n) **	/aɪ'dentɪfɪ'keɪʃ(ə)n/	identyfikacja
kidnap (v) *	/'kɪdnæp/	uprowadzać, porywać
kill (v) ***	/kɪl/	zabić
look into (v) ***	/'lʊk 'ɪntə/	badać, prowadzić dochodzenie
look for (v) ***	/'lʊk 'fə(r)/	szukać
mug (v) *	/mʌg/	napadać (na ulicy)
mugger (n)	/'mʌgə(r)/	rabuś, złodziej
mugging (n)	/'mʌgɪŋ/	napad, rozbój
murder (n) ***	/'mɜ:(r)də(r)/	zabójstwo, morderstwo
murderer (n) *	/'mɜ:(r)dərə(r)/	morderca
piracy (n)	/'paɪrəsi/	piractwo
pirate (n/v)	/'paɪrət/	osoba naruszająca prawa autorskie, kopiować nielegalnie
prison (n) ***	/'prɪz(ə)n/	więzienie
rob (v) **	/rɒb/	okradać
robber (n) *	/'rɒbə(r)/	rabuś, złodziej
robbery (n) *	/'rɒbəri/	rabunek, kradzież
scene of the crime (phr)	/'si:n əv ðə 'kraɪm/	miejsce zbrodni
shoplifter (n)	/'ʃɒp,lɪftə(r)/	złodziej sklepowy
shoplifting (n)	/'ʃɒp,lɪftɪŋ/	kradzież w sklepie
steal (v) ***	/sti:l/	kraść
suspicious (adj) **	/sə'spɪʃəs/	podejrzliwy
theft (n) ***	/θeft/	kradzież
thief (n) **	/θi:f/	złodziej
vandal (n)	/'vænd(ə)l/	wandal
violence (n) ***	/'vaɪələns/	przemoc
work out (v) ***	/'wɜ:(r)k 'aʊt/	rozwiązać (problem)

## Inne

afterwards (adv) ***	/'ɑ:ftə(r)wə(r)dz/	potem
ahead (adv) ***	/'ə'hed/	z przodu
basic (adj) ***	/'beɪsɪk/	podstawowy
behind (adv) ***	/'bi'hænd/	z tyłu
block (v) ***	/blɒk/	zablokować
box (n) ***	/bɒks/	pudełko, skrzynia
bunker (n)	/'bʌŋkə(r)/	bunkier
by post (phr)	/'baɪ 'pəʊst/	pocztą
camera (n) ***	/'kæm(ə)rə/	aparat fotograficzny
corner (n) ***	/'kɔ:(r)nə(r)/	róg
crash (v) **	/kræʃ/	rozbijać (się)
detail (n) ***	/'di:teɪl/	szczegóły

disappear (v) ***	/'dɪsə'piə(r)/	znikać
escape (v)	/'ɪskeɪp/	uciekać
everywhere (adv) ***	/'evri,weə(r)/	wszędzie
expect (v)	/'ɪk'spekt/	spodziewać się
fight (n/v) ***	/'faɪt/	walka, walczyć
gadget (n)	/'gædʒɪt/	gadżet
get ready (v)	/'get 'redi/	przygotować się
handbag (n) *	/'hæn(d)bæg/	torebka damska
happen (v) ***	/'hæpən/	zdarzać się, dziać się
headlights (n)	/'hed,laitz/	reflektory
jump out (v)	/'dʒʌmp 'aʊt/	wyskakiwać
logic (n) **	/'lɒdʒɪk/	logika
magician (n)	/'mæ'dʒɪʃ(ə)n/	iluzjonista
mission (n) **	/'mɪʃ(ə)n/	misja
neck (n) ***	/'nek/	szyja
note (n) ***	/'nəʊt/	notatka, pismo
outside (adv/n) ***	/'aʊt'saɪd/	na zewnątrz
pair (n) ***	/'peə(r)/	para
parcel (n) *	/'pɑ:(r)s(ə)l/	paczka
petrol station (n)	/'petrəl'steɪʃ(ə)n/	stacja benzynowa
pocket (n) ***	/'pɒkɪt/	kieszon
property (n) ***	/'prɒpə(r)ti/	własność
quickly (adv) ***	/'kwɪkli/	szybko
regular (adj) ***	/'regjʊlə(r)/	stały, normalny
reply (v) ***	/'ri'plai/	odpowiadać
revise (v) *	/'ri'vaɪz/	powtarzać (lekcje)
show (v) ***	/'ʃəʊ/	pokazywać
side road (n)	/'saɪd 'rəʊd/	boczna droga
software (n) ***	/'sɒf(t),weə(r)/	oprogramowanie komputerowe
soldier (n) ***	/'səʊldʒə(r)/	żołnierz
solve (v) ***	/'sɒlv/	rozwiązywać
speed (v) ***	/'spi:d/	pędzić
successful (adj) ***	/'sʌk'sesf(ə)l/	udany
suddenly (adv) ***	/'sʌd(ə)nli/	nagle
sunglasses (n)	/'sʌn,glɑ:sɪz/	okulary przeciwsłoneczne
surprise (n) ***	/'sʌ(r)'praɪz/	zaskoczenie
thick (adj) ***	/'θɪk/	gruby
try (v) ***	/'traɪ/	próbować
turn off (v) ***	/'tɜ:(r)n 'ɒf/	wyłączać
turn up (v) ***	/'tɜ:(r)n 'ʌp/	zjawiać się
unexpectedly (adv) **	/'ʌnɪk'spektɪdli/	niespodziewanie
urgent (adj) **	/'ɜ:(r)dʒ(ə)nt/	pilny
worried (adj) ***	/'wɒrɪd/	zmartwiony, zaniepokojony

## ► Vocabulary plus


arson (n)	/'ɑ:(r)s(ə)n/	podpalenie
arsonist (n)	/'ɑ:(r)s(ə)nɪst/	podpalacz
forgery (n)	/'fɔ:(r)dʒə(r)/	falszerz
forgery (n)	/'fɔ:(r)dʒəri/	falszerstwo
hooligan (n)	/'hu:lɪgən/	chuligan
hooliganism (n)	/'hu:lɪgənɪzəm/	chuliganizm
smuggler (n)	/'smʌg(ə)lə(r)/	przemytnik
smuggling (n)	/'smʌg(ə)lɪŋ/	przemyt
villain (n) *	/'vɪlən/	czarny charakter, przestępca



# ► Test checkpoint Units 1–2

## ► Rozumienie ze słuchu

### ► Pointer

 Pamiętaj, aby nigdy nie pozostawiać pytań bez odpowiedzi. Nawet jeśli nie udało Ci się wychwycić informacji niezbędnych do rozwiązania zadania, wybieraj te odpowiedzi, które wydają Ci się najbardziej prawdopodobne.


### Zadanie 1.

Usłyszysz dwukrotnie fragment audycji radiowej. Zdecyduj, które zdania (1.1.–1.5.) są zgodne z treścią nagrania (T – true), a które – nie (F – false). Zapisz odpowiedzi w zeszytcie.

- |  |     |
|--|-----|
| 1.1. Ms Stephenson was at home when everything started.  | T/F |
| 1.2. The burglars broke the glass in her back door.  | T/F |
| 1.3. There was nobody staying in the house next door because Ms Stephenson's neighbour and her family were away. | T/F |
| 1.4. Ms Stephenson lives in her house with a huge family.  | T/F |
| 1.5. Lady attacked the burglars.   | T/F |

## ► Znajomość środków językowych






### ► Pointer

 Zawsze upewnij się, że wybrana przez Ciebie odpowiedź pasuje do reszty dialogu gramatycznie (np. zastosowany czas) i znaczeniowo (np. użyte słowa), a także łączy się logicznie z resztą dialogu.



### Zadanie 2.

Uzupełnij poniższe dialogi (2.1.–2.5.), wybierając brakującą wypowiedź jednej z osób. Zapisz w zeszytcie literę A, B albo C.

- 2.1. X: What were you doing when you saw the accident?  
Y:  .....  
A. I crossed the street.  
B. I was crossing the street.  
C. I didn't do it.
- 2.2. X: Hi! How are you? Did you have a good time?  
Y:  .....  
X: Why not?  
A. No, not really.  
B. No, I was very busy.  
C. No, the film was really terrible.
- 2.3. X: I broke my leg during the winter break.  
Y:  .....  
X: I was snowboarding when I fell over.  
A. Really? How did it happen?  
B. Really? When?  
C. What was happening?
- 2.4. X: Why are you so sad?  
Y:  .....  
X: Really? Did they destroy anything?  
A. Someone robbed me yesterday.  
B. Someone mugged me yesterday.  
C. Someone burgled into our house.
- 2.5. X: My next door neighbour was arrested last week.  
Y:  .....  
X: He mugged elderly people.  
A. What does he do?  
B. What was he doing?  
C. What did he do?





## ► Wypowiedź pisemna

### ► Pointer



Jeśli nie możesz skorzystać ze słownika lub nie znasz albo nie pamiętasz jakiegoś słowa, nie trać czasu na próby przypomnienia go sobie. Spróbuj znaleźć jego synonim lub przeformułuj całą myśl.

### Zadanie 3.

Niedawno byłeś/byłaś świadkiem wypadku drogowego. Napisz list do kolegi z Anglii, w którym:

- poinformujesz go, gdzie wtedy byłeś/byłaś i co robiłeś/robiłaś,
- napiszesz, co się wydarzyło,
- opiszysz uczestników wypadku i pojazdy, które brały w nim udział,
- obiecasz, że zadzwonisz do niego i opowiesz o tym zdarzeniu ze szczegółami.

Message

From: XYZ@mailnet.com  
To: peter@mailpals.com  
Subject: accident

Hi Peter,  
I'm writing to tell you about a car accident I witnessed yesterday.  
(...)  
That's it for now. Look forward to speaking to you soon.  
XYZ

- długość wiadomości powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są już podane)
- umiejętność pełnego przekazania informacji – 4 punkty
- spójność i logika wypowiedzi – 2 punkty
- bogactwo językowe – 2 punkty
- poprawność językowa – 2 punkty

## ► Mówienie

### ► Pointer



Jeśli nie rozumiałeś/zrozumiałaś pytania, poproś o jego powtórzenie lub zasugeruj, by rozmówca mówił/rozmówczyni mówiła głośniejszym lub wolniejszym głosem. Możesz użyć następujących zwrotów: *Could you repeat, please? Could you say that again, please? Can you speak more slowly, please? Can you speak up, please?*

### Zadanie 4.

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

### Uczeń A



1. Are the people in the photo enjoying spending their time together? Why?/Why not?
2. How do you like to spend your leisure time with your family or friends?
3. Describe the best day you have spent with your family.

### Uczeń B



1. Why do you think the family are spending their leisure time in this way?
2. Do you prefer to spend your leisure time with your family or friends? Why?
3. Describe a recent day off you spent with your parents.

## ► 'Can Do' Progress Check



### 1 How well can you do these things in English now?

Give yourself a mark from 1 to 4.

- |                             |
|-----------------------------|
| 1 = I can do it very well.  |
| 2 = I can do it quite well. |
| 3 = I have some problems.   |
| 4 = I can't do it.          |

- a I can talk about routines and what's happening now using the present simple and present continuous.
- b I can ask for and give basic personal information.
- c I can make nouns using the suffixes *-ment*, *-ion*, *-ence*.
- d I can understand conversations about families and family life.
- e I can write a basic informal email about myself or somebody I know well.
- f I can report past events using the past simple and past continuous.
- g I can explain sequences of events in the past using expressions of sequence and time.
- h I can understand written and spoken texts about crimes and the police.
- i I can talk about different crimes and investigations.
- j I can write a basic informal letter about a past event.

### 2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
- 3 Other?