

2 Criminal records

- Grammar** ▶ Past simple ▶ Past continuous
Vocabulary ▶ Crimes ▶ Criminals
 ▶ Phrasal verbs connected with investigating and finding
Speaking ▶ Reporting a past event
Writing ▶ An informal letter

▶ Vocabulary

Crimes

1a Znajdź osiem nazw przestępstw w poniższym diagramie wyrazowym.

g	n	m	r	a	a	v	p	s	b	c	l	l	t
a	t	v	e	k	p	r	d	d	n	e	p	r	s
o	e	i	t	c	s	o	e	m	t	w	i	h	a
r	b	t	n	r	p	b	e	r	e	i	r	o	o
i	c	w	o	a	d	b	u	r	g	l	a	r	y
w	i	t	m	n	d	e	t	h	c	a	c	o	i
j	h	m	u	t	f	r	r	r	r	m	y	e	s
e	u	g	g	r	t	y	h	a	s	b	r	g	t
s	z	e	g	n	c	a	r	t	h	e	f	t	d
n	r	l	i	h	w	n	l	m	e	r	d	q	r
h	v	a	n	d	a	l	i	s	m	c	t	v	d
t	t	t	g	o	d	h	o	t	e	e	l	e	s
e	n	i	n	w	i	s	m	u	r	d	e	r	i
c	f	y	s	h	o	p	l	i	f	t	i	n	g
e	e	a	h	a	a	t	n	n	f	w	v	s	t
f	s	h	p	o	v	m	r	d	k	e	e	g	r
t	t	e	i	u	q	f	f	l	o	w	v	f	t

1b Wpisz w kolumnę A wyrazy z ćwiczenia 1a w kolejności alfabetycznej.

	A: crimes	B: verbs
1	<i>burglary</i>	
2		
3		
4		
5		
6		
7		
8		

2 Wpisz czasowniki z ramki w kolumnę B tabeli z ćwiczenia 1b. Jednego z czasowników użyj dwukrotnie.

burgle kill mug pirate rob steal vandalise

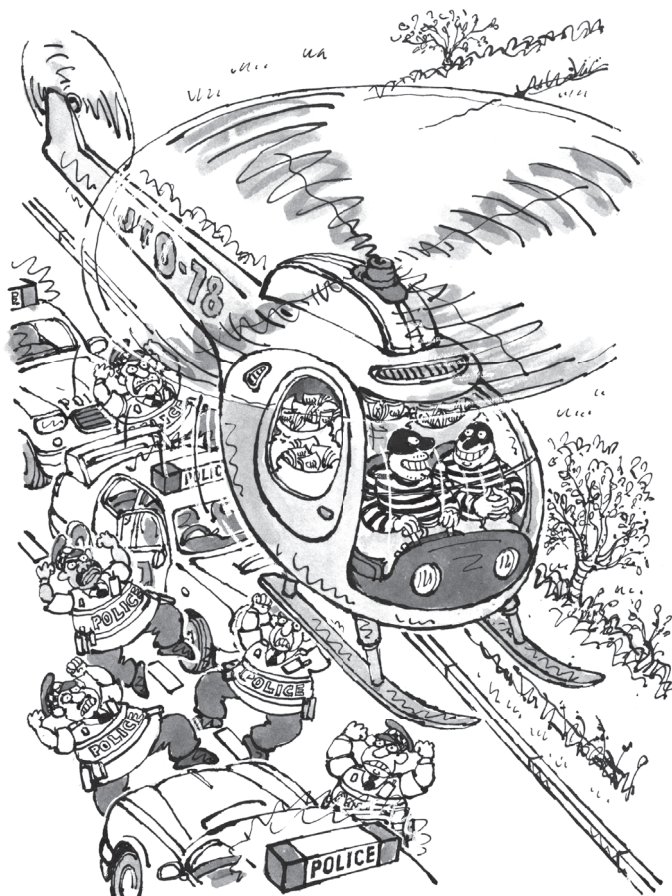
Criminals

3 Z podanych liter ułóż nazwy osób popełniających przestępstwa.

- 1 ruggem *mugger* 5 redrumer
 2 fieth 6 boerbr
 3 tripea 7 fitposherl
 4 lavand 8 blagrur

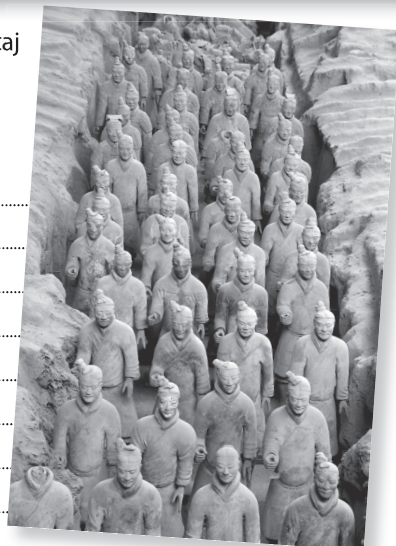
***4** Uzupełnij zdania wyrazami z ćwiczeń 1, 2 i 3 w odpowiedniej formie.

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



- 1 Popatrz na zdjęcie, przeczytaj tytuł tekstu w ćwiczeniu 2 i spróbuj zgadnąć, o czym będzie on opowiadał.

I think



- 2 Przeczytaj tekst. Czy twoje przypuszczenia w ćwiczeniu 1 były słuszne?

A German student, the Chinese police and a 2000-year-old army

- 1 In 1974 two local farmers accidentally discovered the world-famous Terracotta Army near the ancient city of Xian in China. There were thousands of brown terracotta soldiers. They were there to guard the ancient emperor Xian Shi Huang, a job they began 2200 years ago. Archeologists immediately called the Terracotta Army the find of the century.
- 2 Thousands of people visit the Terracotta Army each day in the museum in Xian. On 18th September 2006 one of those visitors was a German art student called Pablo Wendel. Pablo, 26, looked like a normal tourist when he walked into the museum. But he was carrying a bag with something special in it. Inside was a brown costume that looked very old. It was an exact copy of the uniform that the terracotta soldiers were wearing.
- 3 Pablo quickly put on his soldier's uniform, covered his face in brown paint and jumped down into the area where the Terracotta Army was standing. Security officers saw him, but Pablo was well prepared and knew exactly what to do. He found a space in the lines of soldiers and stood completely still. The police arrived, but now that he wasn't moving, the officers didn't know which was the real person and which were the statues.
- 4 However, after two minutes, one of the policemen finally found him. Still Pablo didn't move a muscle. In the end, the police officers had to pick him up like a statue and carry him away. The officers asked Pablo a lot of questions to find out why he was there. He told them that he loved the Terracotta Army and wanted to be part of it for just one day.
- 5 The police decided not to arrest him, probably because Pablo didn't actually touch or break any of the terracotta soldiers. But they took away his uniform, told him not to do it again and sent him back to the eastern Chinese city of Hangzhou where he was studying.

- 3 Przeczytaj ponownie tekst i wybierz prawidłowe zakończenie zdań.

- 1 Pablo Wendel wanted to
 - A join the modern Chinese army.
 - B be part of an ancient Chinese army.
 - C be an expert in Chinese armies.
- 2 The Terracotta Army began their work
 - A 100 years ago.
 - B 30 years ago.
 - C over 2,000 years ago.
- 3 It was difficult to find Pablo Wendel because
 - A he was a good statue.
 - B he was behind the soldiers.
 - C the police weren't paying attention.
- 4 When the police found him, Pablo
 - A started running.
 - B didn't do anything.
 - C attacked the police officers.
- 5 The police
 - A said Pablo could stay in Xian.
 - B carried Pablo away and questioned him.
 - C thought the incident was funny and unimportant.

- 4 Odpowiedz na pytania.

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

- *5 Jakie znaczenie mają podane wyrazy w tekście w ćwiczeniu 2? Napisz definicję, parafrazę lub synonim do każdego z nich. Jeśli potrzebujesz, użyj słownika.

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

- *6 Odpowiedz na pytania.

Do you think that what Pablo did was right or wrong? Why?

.....

.....

.....

.....

.....

Past simple

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

bought (buy)

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

- 2 Uzupełnij fragmenty tekstu formami przeszłymi czasowników podanych w ramkach.

be become catch go not do steal



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

change escape leave see work

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

come fly live make sing

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

- 3 Ułóż pytania dotyczące Ronniego Biggsa, korzystając z podanych zaimków pytających i czasowników.

1 When/be born?

When was he born?

2 What crime/commit?

3 How much/steal?

4 police/catch him?

5 Where/go in 1970?

6 Why/fly to Brazil?

7 sing with/the Rolling Stones?

8 When/come back to England?

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

1 Ronnie Biggs was born in 1919.

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

2 Ronnie Biggs committed a murder.

3 Biggs stole 2.6 million dollars.

4 He ran away to Madrid.

5 A police officer saw him in Australia.

6 After Australia, Biggs flew to the USA.

Grammar extension

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

He was born in 1929.

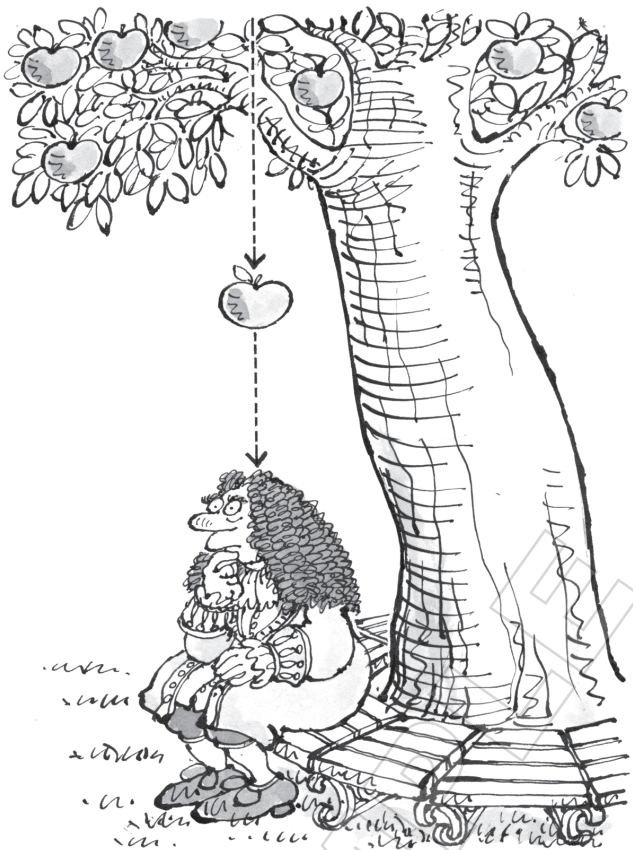
Phrasal verbs connected with investigating and finding

- 1 Połącz podane przyimki z czasownikami z ramki, tak aby powstały zdefiniowane czasowniki złożone.

come find look look turn work

- 1 out = discover
- 2 into = investigate
- 3 for = try to find
- 4 up = arrive or appear unexpectedly
- 5 across = find by accident
- 6 out = solve a problem by considering the facts

- 2 Wybierz poprawne uzupełnienie zdań.



- 1 Sir Isaac Newton saw an apple falling from a tree. He thought about it and worked out/turned up his theory of gravity.
- 2 When I lost a contact lens, I looked for/looked into it everywhere.
- 3 The maths problem was really difficult but after thinking hard, they worked out/came across the answer.
- 4 Nobody usually went to her house but one Saturday one of her friends turned up/came across.
- 5 He wanted an original name for his new dog but he couldn't think of one. Then he came across/looked into the name Torak in a novel and he liked it.
- 6 When she looked into/found out that he was lying, it was a terrible shock.
- 7 They can't take a decision about this question yet. They need to look for/look into the facts in more detail.

Vocabulary extension: more phrasal verbs with look

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

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

- 4 Uzupełnij zdania odpowiednimi przyimkami z ramki.

after ahead back forward out round

- 1 Let's look this museum slowly. I think it will be interesting.
- 2 I'm looking to the football match tomorrow. I'm really excited about it.
- 3 We need to look and see what problems there could be in the next few years.
- 4 Mum and I are going out now. Look your little sister until we get back.
- 5 Stop spending your time looking The past is the past. It's time to carry on with your life.
- 6 When you go to the party, look for Helen and Kate because they said they were going too.

- * 5 Odpowiedz pełnymi zdaniami na pytania.

- 1 Do you ever look after anybody? If so, who?
.....
- 2 Do you spend more time looking ahead or looking back?
.....
- 3 What are you looking forward to doing this weekend?
.....
- 4 Is there a house, building or museum that you would like to look round? Which one(s)?
.....
- 5 When you go to a party, who is the first person you look out for?
.....

Past continuous

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

do (x2) feel have not feel sit talk visit

HELEN: I rang you at 8:00 pm last night but there was no answer. What (a) you

LUKE: My mum and I (b) my grandmother in hospital.

HELEN: Why was she in hospital?

LUKE: Yesterday morning she (c) well so we called the doctor and he said that she needed to go to hospital.

HELEN: What (d) she last night when you visited her?

LUKE: She (e) on a chair, not lying in bed. All the patients (f) dinner and they (g) and laughing. She looked OK. When my mum phoned the hospital this morning, she (h) much better.

HELEN: That's good news.

- 2 Uzupełnij tekst czasownikami podanymi w nawiasach w odpowiedniej formie czasu *past simple* lub *past continuous*.



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

- * 3 Ułóż pytania do podanych odpowiedzi.

1 *What were you doing at 7:00 pm last night?*

I was listening to my MP3 player at 7:00 pm last night.

2

My family was watching a film at 7:00 pm.

3

Later I took the dog out for a walk.

4

No, I wasn't sleeping at 9:00 pm.

5

At 11:00 pm I was reading.

6

I went to sleep at about 12:00 pm.

- * 4 Napisz swoje odpowiedzi do pytań z ćwiczenia 3.

1

2

3

4

5

6

Grammar extension

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

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

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

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

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

Reporting a past event – a crime

1 Uzupełnij dialog wyrazami podanymi w ramce.

after at first in the end later suddenly then

- AMY:** Last night my friends and I went out to that new restaurant in Bank Street.
- ADAM:** Did you have a good time?
- AMY:** No, not really.
- ADAM:** Why not? What happened?
- AMY:** Well, we wanted to see if it was good or not. (a), we didn't like it because the waiter was really slow. But (b) we started eating and we loved it. When we were finishing our meal, a man (c) started shouting at the waiter. He was really angry and became violent. A few minutes (d) the manager of the restaurant called the police.
- ADAM:** Then what happened?
- AMY:** (e) that the man stopped shouting and sat down. (f) he paid and left.

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



- YOUR FRIEND:** Did you have a good time last Saturday?
- YOU:** (a)
- YOUR FRIEND:** Why not? What happened?
- YOU:** (b)
.....
.....
- YOUR FRIEND:** So what happened in the end?
- YOU:** (c)
.....

Describing photos

3 Popatrz na zdjęcie i odpowiedz na pytania. Jeśli nie jesteś czegoś pewien/pewna, używaj zwrotów: *I think ...* lub *I imagine ...*



- 1 Who can you see in the photo?
.....
- 2 Where is this person?
.....
- 3 What is this person doing?
.....
- 4 What do you think of this crime? Why?
.....

- * 4 Pomyśl, jak opisać poniższe zdjęcie, używając pytań z ćwiczenia 3 jako odpowiedzi. Zrób notatki, a następnie przeciwicz opis zdjęcia ustnie.



An informal letter

1 Przeczytaj list Georginy. Jakie niezwykle zdarzenie opisuje?

.....

.....

.....

.....

.....

(a) _____

(b) _____

(c) _____

(d) _____

It was great to hear from you.

Something really unusual happened to me yesterday. I was walking home after hockey practice when I saw a little boy on his own. He was crying because he was lost. He was only about four or five years old and he didn't know how to get home.

I didn't know what to do, but I couldn't just leave him there. I decided to take him to the police station. We were walking along the road when we got to some shops. Suddenly, a woman came running out of one of the shops. She looked very worried and was crying too. The boy shouted 'Mummy!' The woman was his mum! They both looked so happy, and I was happy for them.

(e) _____ and tell me about
your week.

(f) _____

Georgina

2 Uzupełnij list w ćwiczeniu 1 poniższymi fragmentami.

- 1 Thanks for your letter.
2 Dear Phil,
3 28th April 2013
4 Love,
5 70 Baxter Street,
Birmingham,
B03 4RG.
6 Write back soon

***3** Wyobraź sobie, że niedawno znalazłeś/znalazłaś zwierzątko. W liście do kolegi/koleżanki napisz:

- jakie to było zwierzątko i co robiłeś/robiłaś gdy je znalazłeś/znalazłaś,
- dlaczego zdecydowałeś/zdecydowałaś się zabrać je do domu i jak zareagowali na nie pozostali członkowie rodziny,
- jaki problem miałeś/miałaś ze zwierzątkiem i jak go rozwiązałeś/rozwiązałaś,
- w jaki sposób zwierzątko zmieniło twoje życie.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. A large, semi-transparent watermark with the word "FREE" is oriented diagonally from the bottom-left towards the top-right. The watermark is composed of several large, outlined letters. The paper appears to be part of a notebook or a set of stationery.

4 Przeczytaj swój list z ćwiczenia 3 i przyznaj sobie ocenę od 0 (niezadowolająca) do 5 (bardzo dobrą) w podanych kategoriach.

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

***5** Popatrz na swoje oceny w ćwiczeniu 4 i popraw list z ćwiczenia 3, tak aby wpłynął na poprawę tych ocen.

1a Przyjrzyj się zdjęciu i przeczytaj opisy 1–3 dotyczące osoby, czynności i miejsca. Zdecyduj, która wersja w każdym z trzech opisów jest lepsza, A czy B.

1. A. The policeman in the foreground is tall and has got short hair. He's wearing a uniform, sunglasses and a belt with a gun.

- B. The picture shows a handsome policeman who looks a bit like the actor, Bruce Willis. I think he was great in *Die Hard*.

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

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

3. A. One policeman is on the street. The other is walking on, er, I don't know *chodnik* in English. There is, er, *taśma* between them.

- B. One policeman is on the street. The other is walking on the, er, side of the road for people on foot. There is something like, er, a rope between them.



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

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

- a. wygląd, ubiór i uczucia osoby, którą widzisz;
b. czynności przez nią wykonywane, wraz z uzasadnieniem lub powodem ich wykonywania.



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



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

3a Dopisz odpowiednie słowa do podanych definicji.

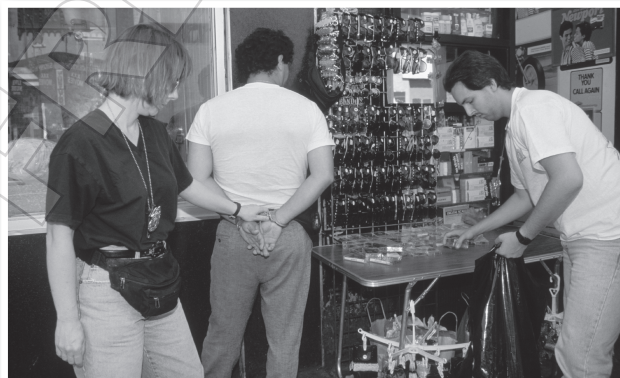
1. someone who steals things from a shop –
2. someone whose job is to serve people in a shop –
3. someone whose job is to look after a place so that no one causes any damage or steals anything –
4. to take a person to a police station because he or she is believed to have committed a crime –

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

bodyguard thief security man keep burglar catch salesperson

1.
2.
3.
4.

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



3d Przyjrzyj się ponownie zdjęciu z ćwiczenia 3c i zdecyduj, które z poleceń/pytań A–C:

1. związane jest bezpośrednio z ilustracją
2. generalizuje temat ilustracji
3. odwołuje się do twoich doświadczeń związanych z tematyką ilustracji
 - A. Describe the last theft committed by teenagers you've heard about.
 - B. What do you think the man has stolen?
 - C. What kind of punishment should teenagers get for shoplifting?

► Zadanie maturalne

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

.....
.....
.....
.....
.....
.....



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

Revision: Units 1–2

Grammar

1 Uzupełnij zdania czasownikami podanymi w nawiasach w odpowiedniej formie czasu *present simple*.

- Elizabeth (watch) the news twice a day.
- My friends (not read) magazines.
- Sunny weather (make) me feel happy.
- A: it (rain) a lot in your country?
B: Yes, it
- My brother usually (study) in his bedroom.

/ 5 points

2 Uzupełnij dialog czasownikami podanymi w ramce w odpowiedniej formie czasu *present continuous*.

begin carry come not stay put

KATIE: Why (a) you your books in your bag? The lesson (b) now.

LUCY: I (c) because I have an appointment at the doctor's.

KATIE: Where's the teacher anyway?

LUCY: He (d) now. He's walking slowly because he (e) the CD player and some dictionaries.

/ 5 points

3 Uzupełnij tekst przedimkami: *a/an, the* lub wstaw – tam, gdzie przedimek nie jest potrzebny.

I've got (a) sister called Polly. My sister loves (b) Italian food. She's got (c) Italian friend who has (d) restaurant. (e) restaurant is near our house.

/ 5 points

4 Uzupełnij tekst czasownikami podanymi w nawiasach w odpowiedniej formie czasu *past simple* lub *past continuous*.

One day, when I (a) (walk) to school, I (b) (see) something unusual. A woman (c) (sing) and a lot of people (d) (watch) her. I didn't recognise her, so I (e) (continue) on my way to school but when I (f) (arrive), nobody (g) (be) there. Half an hour later all the other students (h) (come). They (i) (talk) about a surprise concert by our music teacher in the street and I was the only person who (j) (not see) it!

/ 10 points

Total

/ 25 points

Vocabulary

1 Napisz definicje podanych wyrazów.

- birth
- adolescence
- senior citizen
- single
- only child

/ 5 points

2 Napisz wyrazy oznaczające opisanych członków rodziny.

- the brother of your father
- the brother of your husband or wife
- your father's new wife
- your sister's daughter
- the man a woman is married to

/ 5 points

3 Połącz czasowniki z przyrostkami, tak aby powstały rzeczowniki.

- | | |
|-------------|-------|
| 1 protect | |
| 2 different | -ion |
| 3 improve | -ment |
| 4 equip | -ence |
| 5 invent | |

/ 5 points

4 Napisz wyrazy oznaczające opisane przestępstwa i przestępców.

- somebody who steals from houses
- the crime when you kill someone
- somebody who attacks another person to steal from them
- the crime of breaking and destroying public things for no reason
- the crime of copying software, films, etc
- the person who steals from a bank

/ 6 points

5 Uzupełnij tekst czasownikami z ramki w odpowiedniej formie czasu *present simple*.

look (x2) turn work

In this story, there is a mysterious theft. A detective (a) into the crime. He asks lots of questions and, by using logic, he (b) out that a man called Ron Carter is the criminal. He (c) for physical evidence that Carter did it. The detective can't find anything but when he suddenly (d) up at Carter's house, Carter admits he is the thief.

/ 4 points

Total

/ 25 points

Reading

1 Przeczytaj tekst i wybierz tytuł, który najbardziej do niego pasuje.

- 1 School children and violent crime
- 2 Global solutions to the problem of absent students
- 3 Who is responsible for you travelling to school – you, your parents or the police?



1 **T**HE LAW IN Britain and many other countries says that children under 16 need to go to school. When they don't go to school, it's a crime. It's called 'truancy' and many different countries take truancy very seriously.

In a group of private schools in Tokyo, students put out their hands for examination every morning. A special computer looks at each student's fingers to check their fingerprints. Prison officers use the same technique with criminals in prison. It means that teachers know exactly who is in class and who isn't.

In some countries, truancy is the parents' problem and responsibility. At 5:00 am one morning in Miami, two policemen arrived at the house of Mindy Pearl

Viera. They arrested her and took her to the police station because her teenage daughters didn't go to school more than 100 times that year.

In the Malaysian town of Seremban, when the police find a student who is in the street and not at school, they take them to the police station where there is now a special 'reading room'. The students read books while they are waiting for their parents to come and take them home. Students who don't finish the book take it home and then write a summary of it.

A school in Scotland uses an American system called Phonemaster. It automatically telephones parents when a student is 30 minutes late for school. The phone doesn't stop ringing until someone answers it.

2 Przeczytaj ponownie tekst. Zdecyduj, czy poniższe zdania są zgodne z jego treścią (T – true), czy nie (F – false). Zanotuj, w którym wersie tekstu znalazłeś/znalazłaś odpowiedź.

- 1 Truancy is when children under 16 miss school for no reason.
- 2 Prison officers check fingerprints to know if criminals are present in the prison or not.
- 3 Mindy Pearl Viera had problems with the police because there were many times when she didn't go to school.
- 4 There are books at the Seremban police station.
- 5 All students in Seremban have to write a summary of their book.
- 6 With the Phonemaster system a person phones parents again and again until they pick up the phone.

/ 7 points

Writing

3 W zeszłym tygodniu byłeś/byłaś świadkiem przestępstwa. Napisz list do kolegi, w którym opisziesz:

- rodzaj popełnionego przestępstwa,
- co robiłeś/robiłaś, gdy do niego doszło,
- kim był przestępca,
- czy policja złapała przestępcę,
- jak zakończyła się opisywana sytuacja.

/ 8 points

Hi Luke,

Let me tell you what happened to me last week. I ...

Total

/ 15 points