

# Vocabulary 1

1

shoplifting   burglary   armed robbery  
hijacking   vandalism   bullying  
hacking   theft   murder   mugging

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

## WORD FORMATION

2

- thief - \_\_\_\_\_  
murderer - \_\_\_\_\_  
hijacker - \_\_\_\_\_  
shoplifter - \_\_\_\_\_  
vandal - \_\_\_\_\_  
armed robber - \_\_\_\_\_  
hacker - \_\_\_\_\_  
burglar - \_\_\_\_\_  
mugger - \_\_\_\_\_  
bully - \_\_\_\_\_

4

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## USEFUL PHRASES

5

serve   get   break   commit

- 1 \_\_\_\_\_ the law
- 2 \_\_\_\_\_ petty crimes
- 3 \_\_\_\_\_ a prison sentence
- 4 \_\_\_\_\_ into trouble

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Reading

### 3

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

### 4

- 1 take action \_\_\_\_\_
  - 2 set up \_\_\_\_\_
  - 3 raise awareness \_\_\_\_\_
  - 4 prevent from \_\_\_\_\_
  - 5 role model \_\_\_\_\_
  - 6 vulnerable \_\_\_\_\_
  - 7 young offenders institution \_\_\_\_\_
  - 8 offence \_\_\_\_\_
- 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

# Language Focus 1

## 1

### PAST SIMPLE

<b>+</b>	'Lives Not Knives' <sup>1</sup> _____ when Eliza printed some T-shirts. Some people <sup>2</sup> _____ breaking the law with petty crimes.
<b>-</b>	Giwa <sup>3</sup> _____ to return to his old ways.
<b>?</b>	Did Mikey <sup>4</sup> _____ a prison sentence?
<b>ANS</b>	Yes, he <sup>5</sup> _____. / No, he <sup>6</sup> _____.
<b>WH-?</b>	When did Eliza <sup>7</sup> _____ 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.* definite past: \_\_\_\_\_

indefinite past: \_\_\_\_\_

## 2

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

## 3

Two criminals <sup>1</sup> \_\_\_\_\_ (break) into a house in Leicester and <sup>2</sup> \_\_\_\_\_ (steal) more than £1,000 worth of jewellery and computer equipment. After the burglary, they <sup>3</sup> \_\_\_\_\_ (call) a taxi to pick them up from the scene of the crime. As soon as the taxi <sup>4</sup> \_\_\_\_\_ (arrive), they <sup>5</sup> \_\_\_\_\_ (get) into the back of the car and <sup>6</sup> \_\_\_\_\_ (tell) the driver to drive them home.

They <sup>7</sup> \_\_\_\_\_ (not know) that their driver <sup>8</sup> \_\_\_\_\_ (be) the woman who <sup>9</sup> \_\_\_\_\_ (live) in the house. Luckily, they <sup>10</sup> \_\_\_\_\_ (not hurt) her and she <sup>11</sup> \_\_\_\_\_ (manage) to call the police, who soon <sup>12</sup> \_\_\_\_\_ (arrest) the burglars.

## Speaking

### 4

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 7

#### 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.

**+** Things <sup>1</sup> \_\_\_\_\_ beginning to get dangerous.

**-** Eliza <sup>2</sup> \_\_\_\_\_ expecting that.

**?** <sup>3</sup> \_\_\_\_\_ Eliza's friends carrying knives?

**ANS** Yes, they <sup>4</sup> \_\_\_\_\_. / No, they <sup>5</sup> \_\_\_\_\_.

**WH-?** Why <sup>6</sup> \_\_\_\_\_ Eliza getting into trouble?

## 8

- How many people / travel / on the plane?  
\_\_\_\_\_

- Where / the hijacker / sit? \_\_\_\_\_

- What / he / wear?  
\_\_\_\_\_

- What / the passengers / do / last night?  
\_\_\_\_\_

- What / detectives / do?  
\_\_\_\_\_

## Vocabulary 2



### LOOK

- 1 The shoplifter quickly **turned** left and escaped the policeman. \_\_\_\_\_
  - 2 He **turned on** the radio to listen to the news. \_\_\_\_\_
  - 3 The hacker downloaded the program and **turned off** the computer. \_\_\_\_\_
    - a make something start working
    - b make something stop working by pressing a button
    - c change the direction in which you are moving
- The meaning of a verb changes when we use it with different **nouns** / **prepositions**.

### 3

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

not used: \_\_\_\_\_

### 4

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ |         |

## Listening



### TEST TRAINER

### 6

#### Tekst 1

Usłyszysz rozmowę słuchacza z prowadzącym program radiowy.

- 1 Mandy was ... when she became the victim of a crime.
  - A at home
  - B in a classroom
  - C on the bus
- 2 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.
- 3 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.

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

# Culture Today

1

scroll down show off go through  
sign up to set up

DAN \_\_\_\_\_

EMMA \_\_\_\_\_

A CYBERBULLY \_\_\_\_\_

## TEST TRAINER

2

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

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> \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_ 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!

3

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

4

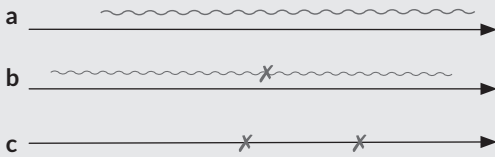
- 1 insult \_\_\_\_\_
  - 2 threaten \_\_\_\_\_
  - 3 offensive \_\_\_\_\_
  - 4 witness \_\_\_\_\_
  - 5 culprit \_\_\_\_\_
  - 6 overcome \_\_\_\_\_
  - 7 suffer from \_\_\_\_\_
- a to successfully deal with a problem
  - b to tell someone you will hurt them
  - c to say negative things about a person
  - d a person who does something wrong or illegal
  - e to go through something bad or unpleasant
  - f to see somebody commit a crime
  - g rude, unpleasant or aggressive

## Language Focus 2

### 1

#### PAST SIMPLE AND PAST CONTINUOUS

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



### 2

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

### 3

- 1 They took CCTV pictures of the shoplifter while she **stole** / **was stealing** CDs.
- 2 The FBI began an investigation as soon as the hackers **broke** / **were breaking** into their system.
- 3 The robbers were trying to steal an enormous diamond when the police **arrived** / **were arriving**.
- 4 He was walking in the forest when he **found** / **was finding** a gun.
- 5 I phoned the police as soon as the vandals **were destroying** / **destroyed** my neighbour's car.
- 6 The thieves entered the house while everyone **slept** / **was sleeping**.

### 4

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

## Unit Grammar Check

### USE OF ENGLISH

### 6

- 1 Ivy was going through a difficult time when love \_\_\_\_\_ (turn / life) around.
- 2 While James \_\_\_\_\_ (chase / culprit), Jason was helping the victim.
- 3 We \_\_\_\_\_ (sign up) a site to raise awareness of the problem among our friends.
- 4 As soon as the robbers \_\_\_\_\_ (leave / bank), we called the police.
- 5 They caught the hijacker when \_\_\_\_\_ (plane / land) safely in Boston.
- 6 While the \_\_\_\_\_ (shoplifter / run away), he lost his wallet with his ID in it.
- 7 We called the police as soon as we \_\_\_\_\_ (find out) about the crime.
- 8 The thief was arrested while he \_\_\_\_\_ (steal / expensive) watch.

## Writing

1

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

Witness statement		London Transport Section
Name <i>Chris Jones</i> Tel. 01768 34760		Crime number 23987
1 _____ <i>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.</i>		
2 _____ <i>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.</i>		
3 _____ <i>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!</i>		

2

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

### WRITING PLAN

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## LOOK

### Expressing degree

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

It wasn't **very** busy.

He looked **a bit** suspicious.

She looked **so** frightened.

He was **quite** tall.

He had **very** short fair hair.

It all happened **really** quickly.

**Such** a young man!

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

## Language in Action

### 2

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

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

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

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

**Chris** Straight on, then left?

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

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

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

**Chris** OK. Thanks very much.

**Man** No problem.

### 4

1 What is Luis looking for?  
\_\_\_\_\_

2 Is it near?  
\_\_\_\_\_

3 How long will it take to walk there?  
\_\_\_\_\_

### 5

a Excuse me. <sup>1</sup>Szukam \_\_\_\_\_  
Camden Market. <sup>2</sup>Czy to gdzieś w pobliżu?  
\_\_\_\_\_

b Camden Market? Hmm, it's <sup>3</sup>dość daleko \_\_\_\_\_  
from here ...

c <sup>4</sup>Jesteś pieszo? \_\_\_\_\_

d OK. Go <sup>5</sup>prosto \_\_\_\_\_  
here, then <sup>6</sup>skręć w lewo \_\_\_\_\_.  
Keep walking and then <sup>7</sup>skręć w trzecią ulicę \_\_\_\_\_  
\_\_\_\_\_ on the right, I think.

e Oh, it'll probably <sup>8</sup>zajmie ci \_\_\_\_\_  
about 20 minutes to walk there.

f Yeah, or you could <sup>9</sup>podjechać autobusem  
\_\_\_\_\_. There's a bus stop over  
there ...

### 7

**You** Excuse me. I'm <sup>1</sup>\_\_\_\_\_ Baker Street tube station.  
Is it <sup>2</sup>\_\_\_\_\_?

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

**You** What's the best way <sup>4</sup>\_\_\_\_\_?

**Man** Are you walking?

**You** Yeah.

**Man** OK. Go <sup>5</sup>\_\_\_\_\_ here, then <sup>6</sup>\_\_\_\_\_ right.

**You** Straight on, then right?

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

**You** Great. <sup>8</sup>\_\_\_\_\_ is it?

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

**You** 25 minutes?

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

**You** OK. Thanks very much.

**Man** No <sup>11</sup>\_\_\_\_\_.



# Test Practice

Poziom podstawowy

## Zadanie testujące

Which film is best for somebody who

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

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## Test Practice

Poziom rozszerzony

2

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

4

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

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

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

1 \_\_\_\_\_

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

2 \_\_\_\_\_

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

3 \_\_\_\_\_

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

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## Self Check

1

- 1 \_\_\_\_\_ 4 \_\_\_\_\_  
 2 \_\_\_\_\_ 5 \_\_\_\_\_  
 3 \_\_\_\_\_

5

2

- 1 The bullies beat the boy \_\_\_\_\_  
 2 Josh turned \_\_\_\_\_  
 3 The burglars ran \_\_\_\_\_  
 4 Nine out of ten muggers get \_\_\_\_\_  
 5 The police decided to let her \_\_\_\_\_

- a off as it was only a petty crime.  
 b up badly.  
 c away with a bag full of jewellery.  
 d in a very dangerous criminal yesterday.  
 e away with it!

5

3

go straight looking for the second street far from

A Excuse me. I'm <sup>1</sup> \_\_\_\_\_  
 the Loop-the-Bloop Theatre.

B Well, it's not <sup>2</sup> \_\_\_\_\_ here.  
 Take <sup>3</sup> \_\_\_\_\_ on  
 the left and <sup>4</sup> \_\_\_\_\_ on until you  
 see the theatre.

A Great, thanks a lot.  4

4

- 1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 4 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4

5

1 When \_\_\_\_\_?  
 She stole it yesterday.

2 How \_\_\_\_\_?  
 He got away in a pizza delivery car.

30

3 Where \_\_\_\_\_?  
 They escaped to their secret cottage.

4 What \_\_\_\_\_?  
 I found out the truth.  4

6

- 1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 3 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 4 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4

7

1 When Sam \_\_\_\_\_  
 (scroll down) the page, he \_\_\_\_\_  
 (read) a lot of offensive comments.

2 We \_\_\_\_\_ (have) a party  
 when the neighbours \_\_\_\_\_ (phone)  
 the police.

3 What \_\_\_\_\_  
 (the woman, do) when she \_\_\_\_\_  
 (see) the robbers?

4 Frank \_\_\_\_\_ (serve)  
 a prison sentence while his wife \_\_\_\_\_  
 \_\_\_\_\_ (go through) depression.

5 \_\_\_\_\_ (it, rain)  
 when the vandals \_\_\_\_\_  
 (break into) the supermarket?

6 \_\_\_\_\_ (you, phone)  
 the police when you \_\_\_\_\_ (see)  
 the shoplifter?  6

8

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.

8

Total:  40

# Wordlist

**T** słownictwo obowiązujące na teście

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

## T USEFUL EXPRESSIONS

I'm looking for ...

It's just down the road.

Go straight on.

Turn left/right.

Is it far? How far is it?

Take the third street on the right/left.

You could get the bus.

Szukam...

Na końcu tej ulicy. / Kawałek dalej.

Idź prosto.

Skręć w lewo/w prawo.

Czy to daleko? Jak to daleko?

Skręć w trzecią ulicę w prawo/lewo.

Możesz podjechać autobusem.



FREE SAMPLE

FREE SAMPLE