

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 murder



c robbery



d burglary



h vandalism



e shoplifting



f piracy



g mugging



- 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.

To *rob* means to take money or property from someone illegally.
To *steal* means to take something that belongs to someone else without permission.

- 5 1.07 Listen to four radio news items. What are the crimes? Write the answers in your notebook.

- robbery
- vandalism
- piracy
- shoplifting

a theft



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 *c*

2 And this photo is me stealing your car *a*

3 The perfect police officer *-*

4 Burglar in a box *d*

5 Let me back in! *b*

- 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 <i>5</i>	Picture <i>b</i>
Story B	Title <i>1</i>	Picture <i>c</i>
Story C	Title <i>2</i>	Picture <i>a</i>
Story D	Title <i>4</i>	Picture <i>d</i>



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.

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.

- 4 Read the stories again and answer the questions.

- Why were the prison guards in Vienna surprised by Detlef Federsohn? *Because he had been released from prison and was trying to get back in.*
- Why didn't Detlef Federsohn want to live with his mum? *Because his mum didn't give him meals, wash his clothes or let him watch TV, like they do in prison.*
- Who attacked David Copperfield? *A gang of robbers.*
- Why didn't they steal anything from Copperfield? *Because he made objects disappear.*
- What photos did Lee Hoskins take? *They identified him from the photos that were on the camera in his car.*
- How did the police catch Lee Hoskins? *Photos of himself and his girlfriend next to the stolen car.*
- How did the Colombian burglar get into the rich man's house? *He got inside a box and his friend sent him by post to the rich man's house.*
- Why wasn't the burglar's plan successful? *The rich man didn't think it was normal to receive a big parcel and called the police.*

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

- stopped and took to the police station *arrested*
- people who look after a place or person *guards*
- a box or package that you send by post *parcel*
- breakfast, lunch, dinner *meals*
- how you feel when you think something is not normal and could be bad or dangerous *suspicious*
- crime, incident *case*
- using the postal service *by post*
- let somebody see something *showed*

- 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.

GRAMMAR GUIDE

Past simple

1a Read these sentences. Which sentences are in present simple and which are in past simple?

Past simple: a, b, d, e, g, h

Present simple: c, f

- Four young people attacked him.
- What did he do?
- They give you your meals.
- He was outside the prison.
- He had money in his pockets.
- My mother doesn't do that.
- He didn't think about it.
- The objects weren't there.

1b When do we use past simple?

We use past simple to describe actions or situations that started and finished in the past.

1c In 1a find a sentence with ...

- a form of *be* in the past simple affirmative *d*
- a form of *be* in the past simple negative *h*
- a regular verb in the past simple affirmative *a*
- an irregular verb in the past simple affirmative *e*
- a past simple question *b*
- a verb in the past simple negative *a*

1d Complete the sentences in your notebook with the correct past simple forms of *be*, *walk* and *go*.

Affirmative: He *was/walked/went* there yesterday.

Negative: He *wasn't/didn't walk/didn't go* there yesterday.

Question: *Was he/Did* he *walk/go* there yesterday?

GRAMMAR REFERENCE ► str. 28

2a PRONUNCIATION Look at the three lists. How do we pronounce the -ed ending in each list?

List A: /t/	List A:	finished	watched	liked	passed
List B: /ɪd/	List B:	wanted	needed	painted	started
List C: /d/	List C:	stayed	arrived	discovered	planned

2b LISTENING 1.08 Listen, check and repeat.

2c In which list is the -ed ending pronounced /ɪd/? Which letters come just before -ed in the words in this list?

In List B, *d* or *t* always come before the -ed ending.

3 Work in pairs. Write an A to Z of irregular past simple forms in your notebook. How many can you think of in five minutes?

A – ate, B – bought, C – ...

4 Complete the text with the past simple form of the verbs. Write the answers in your notebook.

One night a girl and her boyfriend (a) *were* (be) in the middle of a long phone conversation about their future. Suddenly the boyfriend (b) *stopped* (stop) talking. The girl (c) *became* (become) very worried. She (d) *began* (begin) to shout but he (e) *didn't reply* (not reply). She (f) *thought* (think) that her boyfriend (g) *was* (be) in some kind of danger. At first, the girl (h) *didn't know* (not know) what to do. But then she (i) *made* (make) a decision and (j) *called* (call) the police. Officers (k) *ran* (run) to her boyfriend's house in Nuremburg, Germany. They (l) *expected* (expect) to find a murderer or a burglar, but they (m) *didn't find* (not find) any criminals. They just (n) *found* (find) the boyfriend sleeping next to the phone!



5 In your notebook, complete these questions about the text in 4 with the past simple form of the verbs.

- What *were* (be) the boy and girl in the middle of?
- What *did* the boy *do* (do)?
- Why *did* the girl *start* (start) shouting?
- What *did* she *think* (think)?
- What *did* she *decide* (decide) to do?
- What action *did* the police *take* (take)?
- *Did* they *find* (find) any criminals?

6 SPEAKING Work in pairs. Take it in turns to ask and answer the questions in 5.

7a Work in pairs. Student A: look at the information below. Student B: turn to page 165. Prepare questions to ask your partner to find the missing information. Write them in your notebook.

1 When was Bonnie Parker born?

7b SPEAKING Interview your partner.

Student A

Bonnie and Clyde were a pair of notorious criminals. Bonnie Parker was born in (a) 1910 in Rowena, Texas. She was very intelligent.

Clyde's full name was (b) Clyde Barrow. He was born in 1909 in Ellis County, Texas.

Bonnie (c) met Clyde in 1930. They committed many crimes in the next four years. They robbed (d) 15 banks, although generally they preferred small shops and petrol stations. They often stole cars too. Once Clyde sent a letter to Henry Ford to thank him. He told him that (e) his cars were his favorite cars to steal! But Clyde also had a violent side. He probably killed ten or eleven people.

In January 1934, (f) Clyde helped some friends to escape from a Texas prison. But the Texas police decided that it was time to stop Bonnie and Clyde. (g) Six police officers killed the pair of criminals when they were in their car.

Bonnie and Clyde were so famous that many people went to see the car and tried to steal their clothes!



Phrasal verbs connected with investigating and finding

1 Find the phrasal verbs in the stories on page 21 and match them to the definitions below. Write the answers in your notebook.

come across	find out	look for
look into	turn up	work out

- investigate look into (non-separable)
- find by accident come across (non-separable)
- solve a problem by considering the facts work out (separable)
- try to find look for (non-separable)
- discover find out (separable)
- arrive or appear unexpectedly turn up (non-separable)



2 Rewrite these sentences in your notebook using the correct form of the phrasal verbs in 1.

- Detectives are trying to find the murderer.
Detectives are looking for the murderer.
- The CIA began to investigate the case.
The CIA began to look into the case.
- They found the knife by accident in the garden.
They came across the knife in the garden.
- The knife appeared unexpectedly in the garden.
The knife turned up in the garden.
- Sherlock Holmes used logic to solve crimes.
Sherlock Holmes worked out the crimes.
- After their investigation, they soon discovered where the thief was.
After their investigation, they found out where the thief was.

3 How many sentences can you make with the words in the table? Write them in your notebook. Your sentences must include the phrasal verbs in 1.

I looked for the key.

I	looked	out	the key.
	found	for	the answer.
	came	across	the identity of the criminal.
	worked		

*I looked for the key / the answer.
I found out the answer / the identity ...
I came across the key / the answer.
I worked out the answer / the identity ...*



1 SPEAKING Work in pairs and discuss these questions.

- 1 What can you see in the photo?
We can see two people in a shop.
- 2 What type of objects do people steal from shops?
People steal things they can easily hide.

2 LISTENING **1.09** You are going to hear two teenagers talking about a shoplifting incident. Listen and decide if each statement is true (T) or false (F). Write the answers in your notebook.

- 1 The boy stole a pair of sunglasses when he was five. T/F
- 2 The boy was staying with his uncle at the time. T/F
- 3 The boy's mum was looking for a pair of sunglasses too. T/F
- 4 The sunglasses were cheap. T/F
- 5 An old man saw the boy when he was stealing the sunglasses. T/F
- 6 A policeman arrested the boy while he was leaving the supermarket. T/F
- 7 The boy had to pay for the sunglasses. T/F

3 Compare your answers with your partner.

- 4** Listen again and check your answers. What did the boy decide to do after this crime?
The boy decided never to steal again.

GRAMMAR GUIDE

Past continuous

1a Read sentences 1–4 and match them to the explanation of their uses in a–d. Write the answers in your notebook.

- 1 My mum was looking for something. *c*
 - 2 While I was waiting for my mum, I saw some sunglasses. *d*
 - 3 I just put the sunglasses in my pocket. *a*
 - 4 She took me back to the supermarket and I gave the sunglasses back. *b*
- a A completed action in the past.
b Two completed actions in the past that happened one after the other.
c An activity in progress in the past.
d An activity in progress in the past interrupted by a sudden action.

1b Complete the rule and write it in your notebook.

We make past continuous with the past simple of *be* + verb -ing. *(was/were)*

GRAMMAR REFERENCE ▶ str. 28

- 2 SPEAKING** This supermarket needs a new security officer. Have you got good powers of observation and memory? Look at the scene for two minutes. Then work in pairs. Take it in turns. One of you closes the book and the other asks questions.



- 3 Work individually. Write complete sentences in your notebook to answer the questions about the story.



One afternoon a young girl was sitting in a café drinking coffee.

- 1 What else was she doing?
She was checking her emails.

Suddenly a man ran into the café and shouted her name.

- 2 What was the girl's name?
3 What was the man wearing?
4 What was the man carrying?

The young girl didn't appear to be very happy to see the man. She immediately started to look inside her bag.

- 5 What was she looking for?
6 What did she take out of her bag?

The man ran quickly towards the girl.

- 7 Then what did he do?
8 What did the girl do and why?
9 How did the story end?

- 4 Work in pairs. Read your complete story to your partner. Are your stories similar or different? Which story do you prefer?

One afternoon a young girl was sitting in a café drinking coffee. She was talking on her mobile phone. Her name was ...



- 5 Complete the dialogue by putting the verbs in the correct form of past continuous or past simple. Write the answers in your notebook.



POLICE OFFICER: So, can you tell us, sir? What (a) *were* you *doing* (do) at 10 pm last night?

ROBIN BANKS: Let's see. I think I (b) *was helping* (help) my mum with the shopping at 10:00 pm.

POLICE OFFICER: Really? When we (c) *rang* (ring) your mum last night at 10:00 pm she (d) *wasn't doing* (not do) the shopping. She (e) *was watching* (watch) TV at home.

ROBIN BANKS: Ah, now I remember. I (f) *was running* (run) at that time.

POLICE OFFICER: (g) *Did* anybody (h) *see* (see) you while you (i) *were running* (run)?

ROBIN BANKS: Erm. Yes, my friend Jack Door saw me.

POLICE OFFICER: Jack Door? Impossible. Didn't you know? He's in prison.

ROBIN BANKS: Oops! Anyway, why are you asking me all these questions?

POLICE OFFICER: Well, Mr Banks, our cameras (j) *caught* (catch) you running last night. You (k) *were running* (run) out of the National Bank and you (l) *were carrying* (carry) a bag with ten thousand pounds in it.

- 6a What were you doing at these times? Think of three things that are true and three that are false. Write the answers in your notebook.

- | | |
|-----------------------------|---------------------------|
| 1 at 8:00 am last Saturday | 4 at 7:00 pm yesterday |
| 2 at 10:00 pm last Saturday | 5 at midnight last night |
| 3 at 9:00 am on Sunday | 6 at 7:30 am this morning |

- 6b **SPEAKING** Interview your partner. Which information do you think is false? Look at this example.

What were you doing at 8:00 am last Saturday?

I was revising English.

Why were you revising English at 8:00 am?

Because I had an exam last week and I didn't have any other time to study.

Why not?

Because at ten o'clock I went away with my friends for the weekend.

I think it's false!

1 SPEAKING Work in pairs. Say what you can see in each picture.

a pizza restaurant



PLACES

b disco/nightclub



c house

mobile phone **d**



OBJECTS

money **f**



jacket **e**



mugging **g**

CRIMES



h burglary



shoplifting **i**



2 LISTENING **1.10** Listen to two teenagers talking about last weekend. Which pictures from 1 appear in the story?

Pictures a, d and g

3 Work in pairs. Student A: complete the gaps in Sophie's dialogue. Student B: complete the gaps in Jake's dialogue. Write the answers in your notebooks.

SOPHIE: Hi there. How are you? Did you have a good **(a)** *weekend*?

JAKE: No, not really.

SOPHIE: Why not? What was the **(b)** *problem*?

JAKE: Well, I went out with my friends on Saturday night and something terrible **(1)** *happened*.

SOPHIE: **(c)** *What*?

JAKE: We were in the town centre. We went to that new **(2)** *pizza place*, Gino's. We had a great time but when we were leaving, a boy and a girl suddenly came up to me and asked me the time. I told them and then we left. A few minutes later, when we were going home on the bus, I wanted to call my parents. I looked for my **(3)** *mobile* everywhere but I couldn't find it.

SOPHIE: **(d)** *So* what did you do next?

JAKE: We went back to look for it but it wasn't there. I think the boy and girl **(4)** *stole* it when they were asking me the time.

SOPHIE: Oh no! So what happened **(e)** *in the end*?

JAKE: After that, I called the **(5)** *phone company* to block the number. But now I haven't got a **(6)** *mobile phone*.

SOPHIE: That's **(f)** *awful*!

4 Listen again and check your answers.

5 Work in pairs. Practise reading the dialogue aloud.

6 Read the words and expressions in the Speaking Bank. Which of them appear in the dialogue?

► **Speaking Bank**

Useful words and expressions of sequence and time

- At first ...
- In the end ... ✓
- First of all ...
- Finally ...
- Then ... ✓
- Suddenly ... ✓
- Next ... ✓
- A few minutes/hours/days later ... ✓
- After that ... ✓
- The next day ...

Practice makes perfect

7a Choose a place, object and crime from 1. In your notebook, make notes to invent what happened to you last weekend.

7b SPEAKING Work in pairs. Student A: Ask Sophie's questions from 3. Student B: Answer the questions. Use the Speaking Bank and your notes to help you. Now change roles.



- 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.

There's a big bag in the picture story, but in the letter there is a handbag. The friends in the picture story took the bag to the police station. In the letter, the friends opened the bag.

In the picture story, there is an identification card in the bag. In the letter, there is a mobile phone and money, but no identification.

In the picture story, the bag belongs to the boy's dad.

In the letter, the bag belongs to his mum.

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

- 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

Grammar reference Unit 2

Past simple of be

Forma

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

Past simple of regular and irregular verbs

Forma

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

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

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

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.

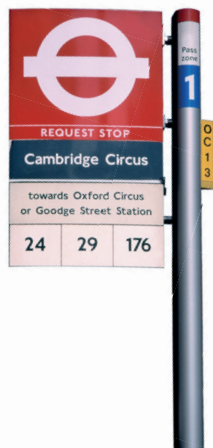
Self-check Unit 2

► 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.
Richard and I were students at this school.
- What's the problem?
What was the problem?
- We leave school at 5 o'clock.
We left school at 5 o'clock.
- She catches the bus at that stop.
She caught the bus at that stop.
- What time do you finish work?
What time did you finish work?
- She doesn't teach English.
She didn't teach English.
- Running makes me tired.
Running made me tired.
- They've got a problem.
They'd 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 *was reading* a detective novel.
- Which CD *were* you *listening* to?
- He *wasn't writing* a letter, it was an email.
- Was* the baby *sleeping* at 2:00 am?
- I *was riding* my bike this morning.
- They *weren't waiting* for the bus, it was a taxi.
- Which chair *were* you *sitting* in?
- My grandmother *was crying* 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 *mug* someone, you attack them to steal from them.
- When you *steal* from a person or a place, you take money or objects illegally.
- Burglary* is the crime of entering a house or building illegally to take things.
- When you *kill* someone, you take their life.
- Theft* is when you take something illegally.

/ 5 points

Criminals

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

- A *pirate* is someone who makes and sells illegal copies of software, for example.
- A *shoplifter* is someone who steals from a shop.
- A *vandal* is someone who damages and destroys things for no reason.
- A *murderer* is someone who takes another person's life.
- A *thief* 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) *for* my keys yesterday but I couldn't find them anywhere. I hope they turn (b) *up* soon. If you come (c) *across* them, could you tell me?
- They can't find the murderer, so a new detective is going to look (d) *into* the case. If they use logic, they can probably work (e) *out* who the criminal is. It's urgent to find (f) *out* 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. Szkoła czasu na nieistotne szczegóły, bo na całą wypowiedź, nie licząc przygotowania, masz tylko trzy minuty.

The man is in his early 20s. He is wearing jeans and a black hooded top. He looks suspicious. I think he is waiting for the street to become empty, so that he can break into a car.

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 piece of metal with which a burglar may try to open the locked door*
 a burglar – *a person that breaks into someone else's flat/house in order to steal things*
 a torch – *a small battery-powered light which you can hold in your hand*
 a mask – *a piece of material that a thief may want to use to cover his/her face*

3c Describe the photo in exercise 3a.

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

4 LISTENING 1.11 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. Statement 2 is the best

TIP Oprócz opisanie 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 LISTENING 1.12 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

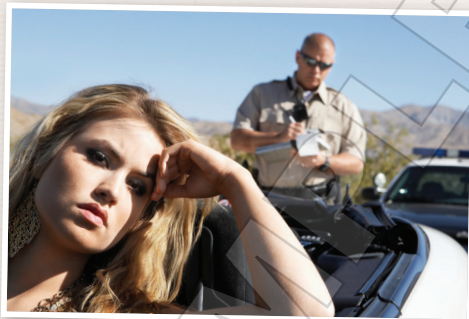
Jesteś Brytyjczykiem/Brytyjką. Twój znajomy/Twoja znajoma z Polski opowiada Ci o kradzieży w sklepie, której był/była ostatnio świadkiem. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- 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.

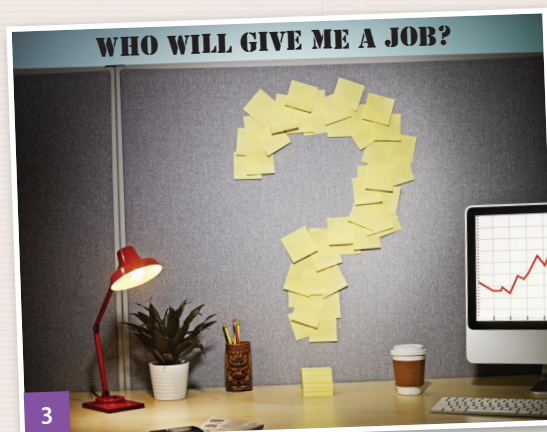


► Zadanie 3. (5 minut)

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 recenzujesz 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 across the road, look there.
I came across 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 find the missing jewels.
How did you find 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 block the number.
The police asked the driver to move his car away so as not to block the entrance to the station.
A. reserve **B. block** C. stop
- My friend Bob says that he always pirates software such as music or TV series from the Internet because they're too expensive to buy.
Although people think that pirates 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 show me where the entrance to the cinema is, please?
Have you ever been to a fashion show? No, but I'd like to.
A. tell **B. show** C. explain
- Shoplifting is taking things from a shop without paying for them.
I love taking a lot of pictures when I'm on holiday.
A. stealing B. making **C. taking**

Parafraza 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 **villain**
- someone who steals money **–**
- someone who deliberately starts fires, especially inside buildings **arsonist**
- someone who is noisy and violent in public places **hooligan**
- someone who makes copies of valuable works of art or documents to make money selling them **forger**

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

Names of people	Names of crimes
¹ <u>arsonist</u>	arson
² <u>smuggler</u>	smuggling
thief	³ <u>theft</u>
robber	⁴ <u>robbery</u>
⁵ <u>forger</u>	forgery
pirate	⁶ <u>piracy</u>
⁷ <u>hooligan</u>	hooliganism
mugger	⁸ <u>mugging</u>

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 turned up unexpectedly? He said that he came across her sister who invited him there.
- A: Mark, could you turn off the music? I'm trying to work!
B: Are you doing your homework?
A: No, I'm trying to work 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 looking into a case of huge dogs attacking people. He is looking for clues, talking to witnesses, you know, the usual kinds of things.
A: And he's going to find 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

★ = dosyć 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) ★★★	/dɪ'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 'fɔ:(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)	/sɪn 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'spiʃəs/	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) ★★★	/'br'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/	rozbić (się)
detail (n) ★★★	/'di:teɪl/	szczegóły

disappear (v) ★★★	/dɪsə'piə(r)/	znikać
escape (v)	/ɪ'skeɪp/	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) bæɡ/	torebka damska
happen (v) ★★★	/'hæpən/	zdarzać się, dziać się
headlights (n)	/'hed,lɑ:ts/	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/	kieszeń
property (n) ★★★	/'prɒpə(r)ti/	własność
quickly (adv) ★★★	/'kwɪkli/	szybko
regular (adj) ★★★	/'regjʊlə(r)/	stały, normalny
reply (v) ★★★	/'rɪ'plai/	odpowiadać
revise (v) ★	/'rɪ'vaɪz/	powtarzać (lekcje)
show (v) ★★★	/ʃəʊ/	pokazywać
side road (n)	/'saɪd 'rəʊd/	boczna droga
software (n) ★★★	/'sɒf(t)weə(r)/	oprogramowanie komputerowe
soldier (n) ★★★	/'sɒldɪə(r)/	żołnierz
solve (v) ★★★	/sɒlv/	rozwiązywać
speed (v) ★★★	/spi:d/	pędzić
successful (adj) ★★★	/sək'sesf(ə)l/	udany
suddenly (adv) ★★★	/'sʌd(ə)nli/	nagle
sunglasses (n)	/'sʌn glɑ:sɪz/	okulary przeciwsłoneczne
surprise (n) ★★★	/sə(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) ★★★	/'wʌrɪd/	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
forger (n)	/'fɔ:(r)dʒəri/	falszerstwo
hooligan (n)	/'hu:lɪɡən/	chuligan
hooliganism (n)	/'hu:lɪɡənɪzəm/	chuliganizm
smuggler (n)	/'smʌg(ə)lə(r)/	przemysłownik
smuggling (n)	/'smʌg(ə)lɪŋ/	przemysł
villain (n) ★	/'vɪlən/	czarny charakter, przestępca