

UNIT 22. LESSON 36

Get ready!

Before you begin the lesson, talk about these questions.

1. What types of cars stolen most often in your country?
2. What are some ways to discourage auto theft?

VOCABULARY

Task 1. Listen to new words and phrases and translate them into your language. Then, copy out them into your notebooks.

discourage - to prevent by creating difficulties

ignition - the action of setting something on fire or starting to burn

rental - amount of money paid to rent a car

run - leave the motor in operation mode

idle - not active or in use

joyride - steal a car and drive around in it at high speed

recover - find possession of something stolen

notify - inform typically in a formal manner

spike - a thin, pointed piece of metal

reckless - heedless of danger or the consequences of one's actions

operational - in or ready for use

combination - a joining of different parts

teenager - a person aged between 13 and 19 years

regarding - in respect of; concerning

incident - an event or occurrence



Reading

Task 2. Read the bulletin. Then, mark the statements as true (T) or false (F).

1. ___ The tourist owned the vehicle that was stolen.
2. ___ The keys were in the ignition when the car was stolen.
3. ___ The car was likely stolen so that it could be sold for parts.

	STOLEN VEHICLE BULLETIN
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	<p>Make: Charlotte</p> <p>Model: Impreza</p> <p>Year: 2009</p> <p>Color: White</p> <p>License Plate Number: CXR269</p> <p>Vehicle Plate Number (VIN): JH4NA1157MT061832</p> <p>Incident Information: At approximately 1:30 pm, a tourist driving a rental car arrived at the gas station on the corner of 3rd Street and Main. He left the engine running with the keys in the ignition and entered the building. While the car was idling, witnesses say two teenage boys entered the vehicle and drove off. It is believed the vehicle was taken for a joyride. If the vehicle is recovered, Sunset Rental Cars should be notified immediately. Do not use spike strips to stops the vehicle unless absolutely necessary.</p>
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Task 3. Complete the word or phrase with the same meaning as the underlined part.

1. The police got back Mr. Cole's car four days after it was stolen. _e_ _v_ _ _
2. People travelling away from home need to be aware of bad neighborhoods in the area. _ _u_ _s_ _
3. The sheriff used a device that has sharp points to stop the reckless driver. S_ _ _e_ _t_ _p
4. Leave the car in its operational mode while I run into the store. _ _n_ _ _g

Task 4. Match the words (1-6) with the definitions (A-F).

- | | |
|-----------------|--|
| 1 __ key | a. the mechanism that starts a vehicle's engine |
| 2 __ ignition | b. to let an engine run while the vehicle is not moving |
| 3 __ idle | c. the act of stealing a car and driving it at high speeds for entertainment |
| 4 __ VIN | d. a vehicle a person pays to use |
| 5 __ joyride | e. a piece of metal with grooves that operates a mechanism |
| 6 __ rental car | f. a combination of letters and numbers that identifies a vehicle |

Task 5. Listen and read the bulletin again. Why did the teenagers steal the car?

Listening

Task 6. Listen to a conversation between two patrol officers. Choose the correct answers.

- 1. What is the conversation mostly about?**
 - A. the increasing number of stolen cars in the area
 - B. the location of other patrol officers
 - C. the possibility of a high speed chase
 - D. the details regarding a stolen vehicle
- 2. What will the woman likely do next?**
 - A. get a spike strip ready
 - B. notify the car rental company
 - C. contact other police officers
 - D. recover the stolen vehicle

Task 7. Listen again and complete the conversation.

Officer 1: Wasn't that bulletin about a stolen Charlotte Impreza?

Officer 2: Yes. A tourist **1** _____ outside a gas station.

Officer 1: It was a white rental car, **2** _____?

Officer 2: I think so. Let me see. Yes. Why?

Officer 1: Doesn't the car in front of us **3** _____?

Officer 2: That's it! Do you think we can **4** _____ it without an incident?

Officer 1: As long as those kids don't start a high-speed chase.

Officer 2: I'll **5** _____ up the street to get a spike strip ready, **6** _____.

Speaking

Task 8. With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Wasn't that bulletin about a stolen...

Doesn't the car in front of us fit the description?

As long as those kids don't ...

Student A: You are a patrol officer. Talk to Student B about:

- a stolen car bulletin
- the make and model
- the car in front of you

Student B: You are a patrol officer. Confirm Student A's description of the stolen vehicle.

Writing

Task 9. Use the bulletin and the dialogue from Task 8 to fill out the bulletin.

Stolen Car Bulletin



Make and model: Charlotte Impreza

Year: 2009 Color: White

Description of accident:

_____ : JH4NA1157MT061832

Incident information: A _____ left a _____.

He left _____. It is believed two teenagers took the car for a _____. It is believed two teenagers took the car for a _____.

If the vehicle is _____, contact _____.