UNIT 8

Stealing from All of Us

In this unit, you will

- read about the theft of works of art from a museum.
- read about a famous art thief.
- review identifying steps in a sequence.
- increase your understanding of target vocabulary words.

READING SKILL Using a Dictionary

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
circumstance						
collection						
commit						
display						
AWL evidence						
initial						
AWL issue						
remove						
secure						
steal						

Outside the Reading What do you know about art theft? Watch the video on the student website to find out more.

AWL Academic Word List
Oxford 3000™ keywords

LIVEWORKSHEETS

Before You Read

In small groups or with the whole class, discuss the following questions.

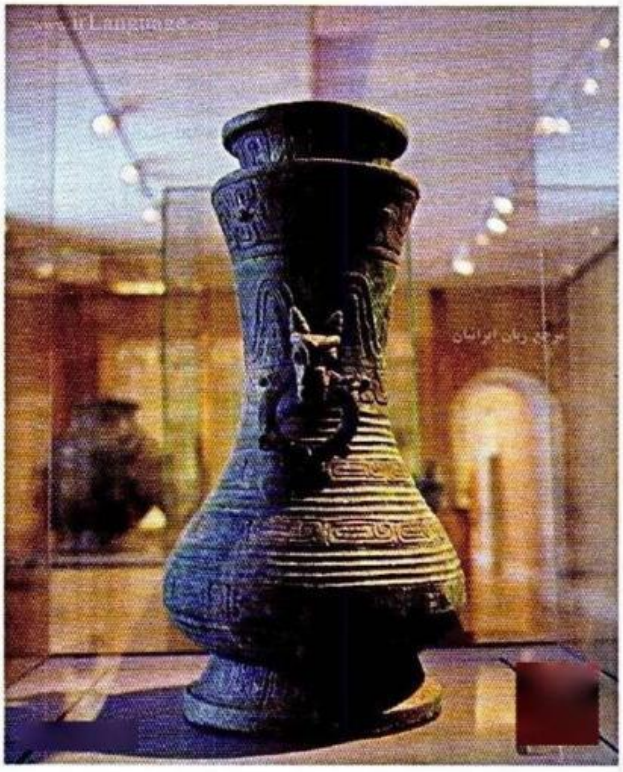
1. Do you ever visit museums? What kinds of things do you like to look at?
2. If someone offered to sell you a famous painting for $100, would you buy it?
3. Why are some works of art worth millions of dollars?

Read

The information in this article is from a newspaper report on art theft.

Museum Theft

People enjoy visiting museums to see **displays** of wonderful paintings and sculptures. They also enjoy seeing ancient artifacts such as pottery and tools. These works of art are a rich source of information about past civilizations. They teach us about the culture that all humans share. In this way, the works of art belong to all of us. Museums help preserve human history by **collecting** works of art. Museums **display** these items so visitors can see them and learn from them. Sometimes valuable works of art or ancient artifacts are **stolen** from museum **collections**. This means the thief is **stealing** a piece of our history and culture. The thief is **stealing** from all of us.



Museums display valuable artifacts.

THE VALUE OF MUSEUM ITEMS

Most items in a museum **collection** are valuable because they are unique. A small painting or ancient weapon can be worth millions of dollars. Therefore, museums try to prevent thefts. They use **security** guards and cameras to watch museum visitors. They **secure** paintings to the walls with strong wires that cannot be easily cut.

LIVEWORKSHEETS

They lock valuable objects in **display** cases. They use an alarm system that rings if someone **removes** a painting. If a visitor is caught **stealing**, police are called to arrest the thief.

A museum security guard

STEALING ART

Art thieves know that paintings and ancient artifacts are worth millions of dollars. They see the museum as a source of valuable objects to **steal** and sell. Art thieves know that large museums have good **security** systems. Under those **circumstances**, they may not try to **steal** from large museums. They also know that small museums do not have many guards. They often do not have **security** cameras or alarms. Art thieves believe they can easily **steal** something from a small museum without being seen. They also know that a painting or small artifact is easy to hide. A painting can be **removed** from its frame and hidden under a coat. An ancient bowl can be lifted from a **display** and put into a pocket.

Museums try to protect art in many ways.

SELLING STOLEN ART

Stealing a painting or small object may be easy **initially**. Selling it later is not easy. If a theft is **committed**, the museum **issues** a report to local police. The museum also **issues** a warning to nearby art dealers. It tells them to watch for the **stolen** object. However, thieves usually do not try to sell the **stolen** art right away. Depending on the **circumstances**, they might wait several years. They hope that art dealers will forget reports about the **stolen** art. However, if an art work is very famous, dealers will still recognize it. They will call the police. Often the thieves carry **stolen** art to another country. There they might pretend to be art dealers who buy and sell works of art. **Initially**, they might try to sell the **stolen** item to a small museum or to a person who **collects** art. They may finally have to sell an item worth millions for just a few hundred dollars.

LOOKING FOR THE ART

Meanwhile, the police try to identify the thieves. They check the museum for **evidence**, such as fingerprints or a camera photograph. Without **evidence**, the police do not know who **committed** the theft. To find the thieves, the police try to find the **stolen** art. However, most searches are not successful. Most **stolen** art works are never found. With each theft, we all lose a valuable piece of our history. Art theft is a crime that is **committed** against all of us. ■

LIVEWORKSHEETS

Reading Comprehension

Mark each statement *T* (True) or *F* (False) according to Reading 1.

___ 1. Museum displays include paintings and ancient artifacts.

___ 2. Most items in a museum collection are unique.

___ 3. Security guards steal works of art from museums.

___ 4. A thief could remove a painting from the wall and easily sell it.

___ 5. When a painting has been stolen, police look for evidence that will identify the thief.

___ 6. Museums issue a report to police when a theft is committed.

___ 7. In most circumstances of art theft, the police do not find the stolen art.

___ 8. Initially, stealing a work of art seems easy.

READING SKILL Using a Dictionary

LEARN

A dictionary can help you learn the meanings of unfamiliar words you read. Learning these new words can improve your understanding of what you read. It will also help increase your vocabulary.

After you find an unfamiliar word in a dictionary, decide which of its definitions fits the idea you were reading. For example, a word you may not know is *artifact*, which appears in the first paragraph of Reading 1.

> *They also enjoy seeing ancient* ***artifacts*** *such as pottery and tools.*

The writer includes two examples of this word (*pottery* and *tools*). The *Oxford American Dictionary for learners of English* gives this definition of *artifact* on page 38:

> *an object that is made by a person, especially something of historical or cultural interest*

Now you know that artifacts are objects that were made by people in the past. You know what *tools* are, but what is *pottery?* The *Oxford American Dictionary for learners of English* gives these definitions of *pottery* on page 544:

> *1. pots, dishes, etc. that are made from baked soft earth (clay)*
> *2. The activity or skill of making dishes, etc. from clay.*

Which meaning describes something in a museum? An activity or skill is not an object. Therefore, museum displays must include objects such as pots and dishes made of clay.

LIVEWORKSHEETS

APPLY

Work with a partner. The following sentences are from Reading 1. Look up the bold word in a dictionary. Then follow the directions after each sentence.

1. A small painting or ancient **weapon** can be worth millions of dollars.

   Circle the ancient weapons that might be in a museum.

spear	horse	knife	sword
basket	hat	blanket	gun

2. The museum also tells nearby art **dealers** to watch for the missing painting or object.

   Circle the activities that dealers take part in.

buying	hiding	stealing	selling
advertising	creating	collecting	copying

3. People enjoy visiting museums to see displays of paintings and **sculptures**.

   Circle the materials that a museum sculpture could be made of.

clay	rain	cows	wood
steel	happiness	stone	clouds

Vocabulary Activities STEP I: Word Level

A *circumstance* refers to the fact and condition that is related to a certain situation. The plural form, *circumstances*, is commonly used.

*He could not explain the **circumstances** of his business partner's disappearance.*

*In such a **circumstance**, the police suspect a crime has occurred.*

Under the circumstances is a common expression. It means "considering certain facts before taking action or making a suggestion."

*You look ill. **Under the circumstances,** I think you should stay home.*

Under any/no circumstances is another common expression. It is a strong suggestion to take no action.

*Your car is making odd noises. You should not drive it **under any circumstances**.*

*Your car is making odd noises. **Under no circumstances** should you drive it.*

(See Oxford American Dictionary for learners of English, p. 125)

CORPUS

LIVEWORKSHEETS

A. **Work with a partner. Match the person's comment on the left with the advice you might give. Take turns making sentences with the information.**

1. I feel sick. ___1___ a. you should stay home.

   Under the circumstances, *you should stay home.*

2. My term report is due next week. ___ b. you should not be buying concert tickets.
3. My shoes have holes in them. ___ c. you should buy some new ones.
4. My mother is coming tomorrow. ___ d. you should start working on it.
5. I have no money. ___ e. you should clean your apartment.

To collect things means "to gather things together for a particular purpose."

*I **collected** newspaper articles about the wedding and sent them to my sister.*

*Trucks **collect** our trash every Tuesday.*

When things *collect*, they come together in one place.

*Dust **collects** on my book shelves.*

*Neighborhood cats **collect** by my window and howl all night.*

To collect something means "to save items of the same type as a hobby." The noun form is *collection*.

*Anton **collects** foreign coins.*

*He has about 200 coins in his **collection**.*

A *collection* can also refer to a group of similar items that belong to an artist, a museum, an author, etc.

*The book includes a **collection** of poems by Walt Whitman.*

(See Oxford American Dictionary for learners of English, p. 136)

CORPUS

B. **Work with a partner. Match the people below with the item they purchased to add to their *collection*. Take turns making sentences with the information.**

*Katya bought an old dictionary to add to her **collection** of books.*

1. Lin bought a silk painting ___ a. pottery
2. Boris bought a U.S. silver dollar ___ b. weapons
3. Aisha bought an old violin ___ c. animal sculptures
4. Luis bought a stone elephant ___ d. Chinese art
5. Erin bought a Greek bowl ___ e. musical instruments
6. Yoko bought an ancient knife ___ f. coins

LIVEWORKSHEETS

The verb *to issue* means "to give something to a person or to the public." It is generally used to describe the action of a person in authority.

*The policeman **issued** a ticket to a car that was parked illegally.*

*Our office manager **issued** a warning about a possible computer problem.*

The noun form is also *issue*. It refers to a problem or a topic of concern.

*Schools are concerned about the **issue** of cheating.*

The noun *issue* also means a single printing of an ongoing publication.

*Have you read today's **issue** of the* Times?

(See Oxford American Dictionary for learners of English, p. 389)

C. **Work with a partner. Imagine a valuable painting was stolen from a museum. The museum director has called a staff meeting. Write an I in front of the *issues* she will probably discuss. Take turns making sentences with the information.**

*One **issue** of concern is how the thief entered the museum.*

___ how the thief entered the museum
___ installing new theft alarms
___ when to give painting lessons
___ colors in the Matisse painting
___ how paintings are secured to walls
___ changes in the weather
___ hiring more guards
___ how to improve security
___ the beauty of ancient art
___ why security cameras were off

Vocabulary Activities STEP II: Sentence Level

The noun *theft* and the verb *steal* are related in meaning. *Theft* is the action of secretly taking something from another person or place without permission. The verb *to steal* something is to secretly take something from another person or place without permission. A person who steals something is a *thief*. The plural is *thieves*.

*Every year, there are many **thefts** from supermarkets.*

*Last year **thieves stole** over ten million items from supermarkets.*

*The **stolen** items are often small, like bottles of shampoo.*

(See Oxford American Dictionary for learners of English, p. 712 and p. 756)

LIVEWORKSHEETS

D. Rewrite these sentences in your notebook with the given form of *steal*.

1. The theft of cars is a serious problem, especially in big cities. (stealing)
2. Car thieves look for unlocked cars to take. (steal)
3. It is easy to take an unlocked car. (steal)
4. Car thieves remove radios and other equipment from cars they have taken. (stolen)
5. They sell the taken equipment. (stolen)
6. One car thief took 40 cars before being caught by police. (stole)

The adjective *initial* refers to the beginning or first part of something. The adverb form is *initially*.

*My **initial** impression of the art display was disappointment.*

*I was **initially** disappointed in the art display.*

The noun *initial* or *initials* refers to the first letters of a person's full name or first letters of a name.

*The United States is commonly known by its **initials** U.S.*

*Artists often paint their **initials** in the corner of a picture.*

The noun *initiative* refers to the ability to recognize a need and to take action to fill the need. It is frequently used in the phrase *to take the initiative*.

*No one moved when the teacher fell. Then Eli **took the initiative** and helped her.*

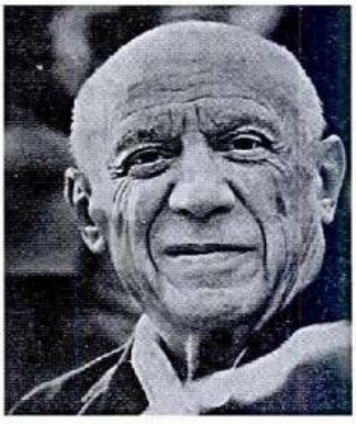
*Sher will never be a successful businessman. He has no **initiative**.*

(See Oxford American Dictionary for learners of English, pp. 375–376)

CORPUS

E. Complete this paragraph by using *initial, initially,* or *initiative* in each blank.

Pablo Picasso was a famous painter. He was born in 1881 in Spain. Even as a young child, he was a gifted artist. (1) _____ his art was realistic in style. In 1900 he made his (2) _____ visit to Paris, the center of art in Europe. By the (3) _____ years of the 20th century, his style had become more abstract. He was one of the (4) _____ artists to paint in the cubist style. Soon after arriving in Paris, he had the (5) _____ to begin an art magazine. The (6) _____ issue was printed in 1901. Picasso lived to be 92 years old. In his lifetime he produced many beautiful works of art.



Pablo Picasso

LIVEWORKSHEETS

Evidence refers to signs, objects, or other items that prove a certain event took place. The word is often used in connection with crimes.

*The police looked for **evidence** that someone had entered the house.*

The adjective *evident* describes something that is clear or easily seen. It is often used in the phrase "It is evident that..." or "It was evident that..."

*It was **evident** that you didn't enjoy the concert. You kept yawning.*

*She was in **evident** pain after the surgery.*

(See Oxford American Dictionary for learners of English, p. 249)

F. **Rewrite the sentences to include *evidence* or *evident*.**

Mr. Ahmada had paid a lot of money for the paintings in his collection. Then he wanted to sell some of his Picassos. He called an art dealer to help him.

1. The art dealer looked for proof that the paintings were real Picassos.
2. It was clear to the dealer that the paintings were worthless.
3. There was no proof that the paintings were painted by Picasso.
4. It was easy to see that Mr. Ahmada had been tricked.
5. Mr. Ahmada's surprise was clear to see.
6. Finally the art dealer found proof that the paintings were fake. He found a price tag from a local store on the back of the paintings.

G. **Use the following words to complete this paragraph.**

circumstances	committed	evidence	issued	secure
collections	display	initially	removed	stolen

Humans have been creating art since ancient times. Some of these paintings, sculptures, and artifacts exist today in museum (1) _____. Museums are (2) _____ to protecting works of art for people to enjoy. However, over the centuries, many works of art have been lost. No one knows the exact (3) _____ in which some of them disappeared. Some of the lost artworks were probably (4) _____ by thieves. Some of them were probably lost in fires, floods, and earthquakes. Others were probably lost during wars when museums (5) _____ orders to hide valuable artworks. As a result, many artworks were (6) _____ from public (7) _____ and put in (8) _____ locations to protect them. But when the wars ended, there was no (9) _____ of some of the artworks. Museums (10) _____ believed these missing artworks were lost forever. But later, people found some of the missing art in old houses.

LIVEWORKSHEETS

READING 2

Before You Read

In small groups or with the whole class, discuss the following questions.

1. Do you collect anything as a hobby, such as stamps or coins?
2. Why do people enjoy having collections?
3. If a friend or a relative asked you to help commit a crime, would you help?

Read

The information in this online article is based on a true story.

A BOLD THIEF

Police can solve many crimes by using science. For instance, they might find **evidence** such as fingerprints where the crime happened. If the fingerprints match prints in a computer file, the police can identify the criminal. The police can also look at pictures made by **security** cameras. The pictures might show who **committed** the crime. But sometimes there is no **evidence** to help the police solve the crime. This happened in one of the biggest art crimes of all time.

Stéphane Breitwieser

Stéphane Breitwieser loved art. He loved art so much that he **stole** valuable pieces of art while he was traveling in Europe. However, Breitwieser did not want to sell the **stolen** art for money. He wanted to add the items to his **collection**.

HOW IT STARTED

His **initial** theft was in 1995. He was 24 years old. He and a friend were visiting an ancient castle in Germany when he saw a beautiful painting. He wanted it. While his friend watched for **security** guards, Breitwieser **removed** the painting from the frame. He hid the painting inside his jacket and left the castle. Four months later, he **stole** an ancient weapon from a small museum.

He decided to keep his **collection** of art at his mother's house in France. Over the next six years, Breitwieser **committed** his life to increasing his **collection**. But he did not **steal** from large museums. Most of them had complex **security** systems that were able to notice thefts. Instead, he went to small museums and **displays** that had few visitors. Such places were not likely to have cameras

LIVEWORKSHEETS

taking pictures of visitors. They were not likely to have many **security** guards.

In 2001, he was seen **stealing** a 500-year-old musical instrument in Switzerland. A **security** guard saw Breitwieser run from the museum with it. Two days later Breitwieser returned to the same museum. The same guard saw Breitwieser. He called the police and Breitwieser was arrested.

Soon Breitwieser's mother heard of the arrest. Her **initial** reaction was to help her son. To help him, she destroyed many of the artworks in his **collection**. She cut up some paintings and put them into her kitchen garbage disposal. She chopped up other paintings and threw the pieces into a garbage can. A city garbage man emptied the garbage can the next day. She tossed objects such as weapons and sculptures into a nearby river. When the police came to search her house, they could not find any **evidence** of the missing art works.

A city garbage man emptied the garbage can the next day.

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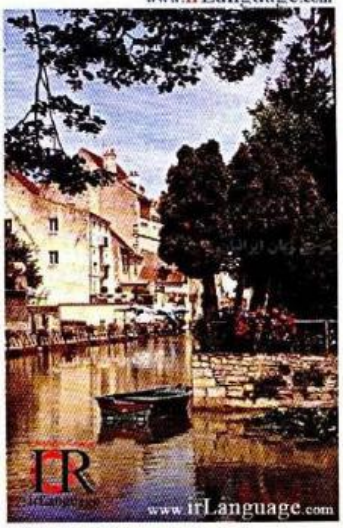

Police found some of the missing artwork in the river.

HOW IT ENDED

Breitwieser **stole** 239 art works from over 170 museums and **displays**. Together the artworks were worth about $1.4 billion. However, police had no **evidence** that he **stole** any of them. The **stolen** art was not at his house, and it was not at his mother's house. Under the **circumstances**, they could not arrest him. A few months later, some of the missing art objects were found near the river where Breitwieser's mother had tossed them. When the police searched the water, they found almost 100 more.

The police **issued** an order for Breitwieser's arrest. He confessed that he had **committed** the thefts. He faced trial in a court of law and was sent to prison for three years. His mother and his friend were also sent to prison. ■

Reading Comprehension

Mark each statement *T* (True) or *F* (False) according to Reading 2.

___ 1. Breitwieser was 24 years old when he committed his initial theft.

___ 2. Breitwieser created his collection of valuable art by stealing from small museums and displays.

___ 3. A security guard issued an order for his arrest.

___ 4. Breitwieser's mother removed the stolen art from her house and hid it in a secure place.

___ 5. At first, the police had no evidence that Breitwieser stole the art. Under those circumstances, they could not arrest him.

___ 6. Over 100 stolen pieces of art were found in the river.

LIVEWORKSHEETS

READING SKILL Using a Dictionary

APPLY

Using a dictionary to find a meaning sometimes requires some detective work. Here is an example of the kind of thinking you might have to do. An important part of the story in Reading 2 appears in the sentences below.

> *She cut up some paintings and put them into her kitchen garbage disposal. She chopped up other paintings and threw the pieces into a garbage can. A city garbage man emptied the garbage can the next day.*

Look up the underlined phrases. Which word below describes what each one is? Write the answers.

a tool	a machine	a worker	a building
a system	a container	a technique	

A garbage disposal is _____.

A garbage can is _____.

A garbage man is _____.

Now look up the word *garbage*. Underline the items that you would usually put in a garbage disposal. Circle the items that you would usually put in a garbage can.

rotten meat	a bent spoon	an old tomato	a cheese wrapper
apple skins	a broken egg	orange seeds	a used tissue
a broken dish	an empty milk carton		

REVIEW A SKILL **Identifying Steps in a Sequence** (See p. 100)

Number these sentences from 1–7 in the order the actions happened.

___ Breitwieser returned to the museum two days later.

___ The guard called the police.

___ Breitwieser stole a 500-year-old musical instrument.

___ Breitwieser was arrested.

___ The same guard saw Breitwieser.

___ A security guard saw Breitwieser run from the museum with it.

___ Breitwieser visited a museum in Switzerland.

LIVEWORKSHEETS

Vocabulary Activities STEP I: Word Level

To display something means "to show something." It is often used when referring to museums and to art.

*The museum will be **displaying** a collection of ancient pottery next month.*

To display something can also be used to describe the feelings of a person.

*Benito **displayed** great surprise when he heard he had won the prize.*

A *display* is an arrangement of related items for the public to see. *On display* means that items are available for people to see.

*I went to the **display** of modern art. Many of Picasso's early works were **on display**.*

(See Oxford American Dictionary for learners of English, p. 210)

A. **Work with a partner. Use a form of *display* to complete these advertising posters.**

Ancient Pottery _____

Moscow Museum

_____ from June 10th through 20th

4th floor _____ room.

Giant _____ of Student Art!

The Art Club will be

_____ student work.

Campus Art Gallery

Tomorrow and Friday

All art _____ will be for sale.

To remove someone means "to take someone away." The noun form is *removal*.

*I'm going to **remove** my child from this math class. The work is too hard for her.*

*Her **removal** will make things easier for her and the teacher.*

To remove something means "to take something off (such as clothing)" or "to take something away."

*After you **remove** your coat, please hang it in the closet.*

*A doctor **removed** a fish bone that was stuck in my throat.*

(See Oxford American Dictionary for learners of English, p. 597)

LIVEWORKSHEETS

B. Work with a partner. Match the person or business on the left with what was *removed* and where it was *removed* from. Take turns making sentences with the information. Follow the example.

*The customer **removed** some money from his pocket.*

1. A nurse	___ old magazines	___ from our table.
2. A waiter	___ dead leaves	___ from the shelf.
3. The laundry	___ a ring	___ from my arm.
4. The librarian	___ the bandages	___ from the display case.
5. My gardener	___ a coffee stain	___ from under the trees.
6. The jeweler	___ the dishes	___ from my sweater.

Vocabulary Activities STEP II: Sentence Level

The verb *commit* is most often used in connection with crime. In fact, *commit* is a common verb to talk about doing something illegal.

*You will be put in prison for life if you **commit** murder.*

*The court found him guilty of **committing** the bank robbery.*

If a man kills himself, he is said *to commit* suicide.

The verb *commit* can mean to send someone to prison or to a hospital.

*The thief was **committed** to prison for three years.*

Another meaning of the verb *commit* is to give money, time, or attention to something for a particular purpose. The noun form is *commitment*. It is used most often with *make/made*. *To* is used before the named action or item.

*I will **commit** the whole weekend **to** painting the kitchen.*

*I **made** a **commitment to** spend the whole weekend painting the kitchen.*

(See Oxford American Dictionary for learners of English, p. 141)

CORPUS

C. Rewrite the numbered sentences in your notebook with a form of *commit*.

Vincent van Gogh was a Dutch painter who lived from 1853 to 1890. He produced over 2,100 works of beautiful art in his lifetime.

1. As a child, Vincent spent many hours drawing and painting.
2. When he grew up, he made the decision to give his life to art.
   At first he was unable to earn much money. He suffered from terrible sadness.
3. His brother Theo gave both money and emotional support to help Vincent.
4. In 1889 he went to a hospital for help with his mental problems.
   He felt better for a while. Then, about a year later, Vincent was shot.
5. At the time, people believed that he killed himself.
   Recent evidence suggests that someone else probably shot him.
6. However, this person did not murder him.
   The shooting was accidental.

LIVEWORKSHEETS

When something is *secure*, it is safe from being lost or being harmed. When a person feels *secure*, he or she feels safe from harm or danger.

*Your jewelry is **secure** now. I've locked it in a wall cabinet.*

*The thunder and lightning is awful. But I feel **secure** inside our house.*

To secure something means "to fasten something so it is not likely to move or fall."

*I'll use this rope **to secure** my boat to the tree.*

To secure something also means "to get something after much effort."

*I was able **to secure** two tickets to the championship game.*

The noun *security* refers to feeling safe from worry.

*Children like the **security** of having a daily routine.*

The noun *security* also refers to the steps that a family, a company, a country, etc. can take to prevent danger or to protect themselves if danger occurs.

***Security** guards at the bank watch for signs of a robbery.*

*Airport **security** has become very strict recently.*

(See Oxford American Dictionary for learners of English, p. 643)

CORPUS

D. **Complete this paragraph with *secure* or *security*.**

Credit card theft is a serious problem. The thief wants your credit card so he or she can spend your money. There are many ways a thief can (1) _____ your credit card or the card number. For example, the thief can look through your garbage cans for papers with your credit card number on them. Keep this information (2) _____ by shredding important papers before throwing them away. The thief can also steal your wallet and credit card from your pocket. You can (3) _____ your wallet inside your pocket by wrapping a rubber band around it. Then it will not easily slip out of your pocket. He can also steal a new credit card from your mailbox. You can put a (4) _____ lock on your mailbox to prevent this. To (5) _____ your house from thieves, install a (6) _____ alarm. You will feel (7) _____ when you are asleep or away from home.

LIVEWORKSHEETS