

2 Justice



Vocabulary

Crime

1 Order the letters to make crime words.

- 1 bbroery *r o b b e r y*
- 2 umggnig _____
- 3 bgrualry _____
- 4 mdurer _____
- 5 kdippaning _____
- 6 tfeht _____
- 7 fgroery _____

2 Complete the film description using the words in the box.

culprits suspect victim witness



Film: The Kidnapping

Sir Jack Taylor: the (1) _____
Sir Jack has been kidnapped.

The Bryant sisters: the kidnappers
The Bryants say they will release their hostage if they receive €1 million.

Bob Turner: the (2) _____
The police accuse Bob Turner of the kidnapping, because a (3) _____ saw him near Sir Jack's house.

Jane Smith: the informant
Jane knows all the local criminals. Her valuable information enables the police to catch the true (4) _____.

3 Read the dialogue. Circle the correct alternatives.

- Chris** What's going to happen to the pickpocket?
Bea He'll have to (1) **pay/spend** a (2) **fine/punishment** of £500.
- Chris** What about the corrupt politician?
Bea If the (3) **jury/trial** reaches a guilty (4) **verdict/sentence**, he'll have to (5) **make/serve** time in jail.
- Chris** And the woman accused of fraud?
Bea According to her police (6) **statement/declaration** she tried to pay back the money, so she might not receive a prison (7) **time/sentence**. But she may have to do (8) **military/community** service.
- Chris** And the woman accused of armed (9) **theft/robbery**?
Bea She'll get about ten years in jail.
- Chris** What about the officer accused of (10) **arresting/sentencing** innocent people?
Bea If the case goes to (11) **court/judge**, I think they'll declare him innocent. But if they do find him guilty, he'll probably just (12) **give/receive** a warning.

4 Complete the crime report with the prepositions in the box. You can use them more than once.

for of with

They arrested her (1) _____ stealing a handbag and they charged her (2) _____ armed robbery, too. She tried to get away (3) _____ it by saying she was very poor. However, the jury decided she was guilty (4) _____ both crimes.

Adjectives with prepositions

5 Write the correct preposition from the box after each adjective.

for (x2) about to of

- 1 Do you think I'm **capable** _____ playing in the concert?
- 2 I'm **ready** _____ the exam.
- 3 You're **addicted** _____ coffee.
- 4 The lawyer was **angry** _____ the jury's verdict.
- 5 This paint is **suitable** _____ the kitchen.

6 Circle the correct alternatives. Then answer the questions for you.

- Which members of your family are most sensitive **to/with** your feelings?

- What have you recently become aware **on/of**?

- What are you often late **for/at**?

- Who do you sometimes feel jealous **about/of**?

- Are you usually polite **to/for** people you don't like?

- What have you recently become capable **of/to** doing?

Compound adjectives

Compound adjectives

ANALYSE



Write compound adjectives with a hyphen.

They caught the cool-headed shoplifter in the end.

Remember: compound nouns are usually written as one word or as two words without a hyphen.

7 Make compound adjectives with the words in the box.

hitting	minded	spoken
hearted	spirited	headed

- public _____
- cool _____
- single _____
- cold _____
- hard _____
- plain _____

8 Complete the sentences with compound adjectives from Ex 7.

- She had to be tough and _____ to make it to her top-level position in the police force.
- Only a _____ person can deal with the aggressive people that police officers sometimes face on the street. You have to stay calm.
- Some crimes just seem so _____ that you wonder if the criminals are really human at all.
- He made a _____ speech about the dangers of buying drugs on the street.
- She's a _____ woman, so if she didn't like you, she would tell you!
- A group of teenagers cleaned up the park and made it nicer for everyone. How _____ of them!

Vocabulary in Action

9 Complete the dialogue with the words in the box.

about	arrest	culprits	get away
judge	of	sentences	victim

Wendy Have you made any decisions about what to study at university, Karl?

Karl You know, I might not go to university. I'm really interested in joining the police force.

Wendy Wow. Why? Do you want to patrol the streets and (1) _____ the bad guys?

Karl Don't laugh! Yes, I do. My mother was the (2) _____ of a mugging last month and nobody helped her. I get so angry (3) _____ it!

Wendy Oh, I'm sorry. That's terrible. But why don't you study law? Then you can become a (4) _____ and make sure that the (5) _____ of crimes like that receive more than just a warning.

Karl Actually, I just don't feel capable (6) _____ studying for years at the moment. I want to get out and work. And anyway, I don't really want to be the person who (7) _____ somebody to years in prison. Someone else can do that. I just want to make sure the criminals don't (8) _____ with it!

Wendy Well, then, go for it!

10 Listen and check your answers.

11 In pairs, talk about which jobs in the field of justice you would or wouldn't like to do.

PRONUNCIATION

- a Think about the pronunciation of the **-ed** endings of the words in the box. Complete the table.

cold-hearted	robbed	convicted
single-minded	unfocused	kidnapped
impressed	accused	dressed
charged	public-spirited	imprisoned

/d/	/t/	/ɪd/
<i>robbed</i>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- b Now listen, repeat and check.

Modals: obligation and necessity

1 Circle the correct alternatives.

You mustn't/don't have to park here. It's illegal.

- You **must/can't** ask Jim for permission before using his computer.
- You're not looking too well. Perhaps you **should/must** see a doctor.
- You have to dress smartly, but you **mustn't/needn't** wear a tie.
- You **shouldn't/mustn't** really take photos here, but there's no law against it.
- You **mustn't/don't have to** come to the party if you don't want to.
- You **have to/should** use a library card to take a book out. It's the rule.

2 Complete the dialogues with *must / mustn't, should / shouldn't or have to / don't have to*.

- A Can I borrow your bike, please?

B Yes, but my bike's really important to me. So you must look after it carefully and you definitely (1) _____ leave it anywhere without locking it.

- A What are you doing here? You (2) _____ be at school.

B I (3) _____ go to school today. It's a holiday.

A OK. But why are you indoors watching TV? If you want my advice, you (4) _____ go to the beach.

B My teacher told me to watch this documentary. I (5) _____ give a talk on it at school tomorrow.

3 Circle the correct alternatives.

- He **should have/has to** told the police if he knew about the burglary.
- He **doesn't have to/mustn't** play his guitar at night.
- She **had to/must** visit her dad in hospital.
- I **should had/should have** bought a new computer in the sales last year.
- Alan **should/must** have known we were coming. His house was tidy!

4 Complete the sentences with the modal verbs in the box.

should have	shouldn't have
needn't have	didn't need

- You _____ bought them so many presents. The flowers were enough.
- You _____ forgotten her birthday. I'm not surprised she's angry with you.
- Why's the house dirty? You _____ cleaned it this morning.
- My leg was a lot better, so the doctor said that I _____ to have an operation.

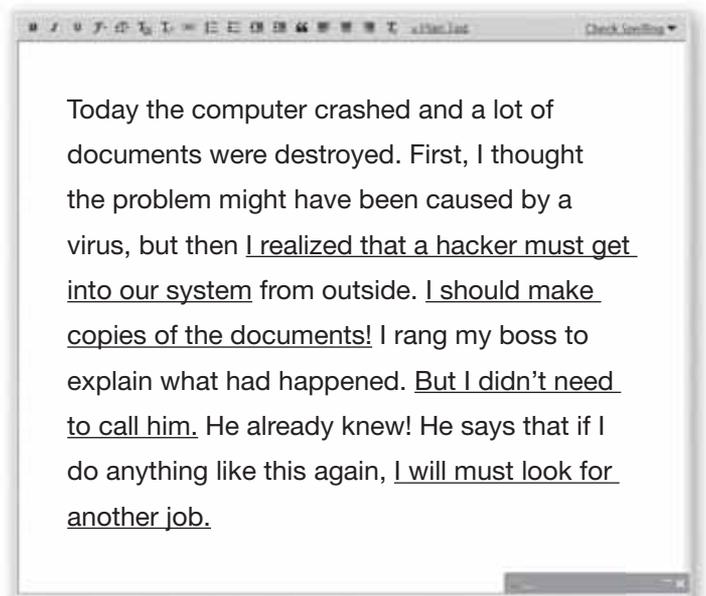
5 Rewrite the sentences using modal verbs.

He studied all night, but the exam was easy so it wasn't necessary.

He needn't have studied all night because the exam was easy.

- It was silly of you to forget your phone.
You _____
- We aren't permitted to leave school early.
We _____
- Luckily, it wasn't necessary for them to wait long.
Luckily, they _____
- I took an umbrella, but it didn't rain.
I _____

6 Correct the underlined sentences in the text below.



- _____
- _____
- _____
- _____

Possibility and certainty

7 Complete the sentences with the words in the box. In some cases more than one answer is correct.

can't could may might must

- Jane had a motive, so she _____ be the murderer.
- Nicola worked all night, so she _____ be exhausted.
- Sam likes detective stories, so she _____ have read this one.
- Rob occasionally visits his sister in the evenings, so he _____ be at her house.
- The office lights are off, so Tim _____ be at work.

8 Complete the sentences with a modal perfect and the correct form of the verbs in brackets.

- I'm not sure how the burglar entered, but he _____ (get in) through the window.
- The fridge was open and there was food on the floor. The burglar _____ (eat) some of our food.
- I'm amazed he didn't find our jewels! He _____ (look) very carefully for them.
- The police saw a man running away. It _____ (be) the burglar, but we're not sure.

Speculating about the past

ANALYSE



Use modal verb + *have* + past participle when speculating about the past.

He must have forgotten that it was my birthday.

9 Speculate about the past situations. Use the modal verbs in brackets.

A friend of yours, who normally walks to school, comes by bus today. (could)

He could have left home late.

- You leave your computer in the classroom. When you come back, it has disappeared. (must)

- It's 7pm and your mum isn't home from work. She normally takes the bus and gets home by 5pm. (could)

- Your sister's just got the results of an important exam. She looks quite depressed. (must)

- It wasn't John. He was with me all day. (can't)

10 Circle the correct alternatives.

- A** I failed the maths exam.
B But it was really easy. You ... studied very hard.
a can't have b might have c must have
- I'm not sure where Ali is. He ... with his sister.
a must be b might be c can't be
- A** Has she been living in England for long?
B Well, her English is excellent, so she ... been here for a long time.
a may had b must have c might
- A** This food's great!
B Really? You ... like it much because you've hardly eaten anything.
a mustn't b might not c can't
- Liz hasn't arrived yet. She ... got caught in traffic. The roads are busy today.
a can't have b must have c should have

11 CONSOLIDATE Complete the dialogue with appropriate modal verbs.

Mark I heard you
(1) _____ do jury service last year.
Is that right?

Tess Yes. Why do you ask?

Mark Because I'll have to do it next month.
Can you give me any advice?

Tess First of all, you
(2) _____ ask questions to make sure you understand everything. But you (3) _____ interrupt the judge.

Mark Right. And do I have to take notes?

Tess No, you (4) _____ take notes, but I think you (5) _____ take them because it will help you to remember things.

Mark What was the trial about?

Tess Well, it was a robbery trial and there were two suspects, a man and a woman. I knew the man (6) _____ committed the robbery, as there was lot of evidence against him. At first I thought the woman (7) _____ done it too, but I wasn't sure. Then, some new evidence showed that she (8) _____ committed the crime, as she wasn't in the town at the time.

Mark And weren't you nervous before the trial?

Tess Yes, I was, but I (9) _____ worried. Everything worked out fine in the end.



Grammar consolidation → pages 58–59

Listening

Teenage crime

1 Match the words and phrases to the definitions.

- 1 riot
- 2 offender
- 3 juvenile
- 4 release
- 5 cost a fortune

- a not yet adult
- b be very expensive
- c violence or disturbance by a crowd of people
- d someone who breaks the law
- e set free

2 Read the introduction to a radio debate. Which of the following arguments do you think will be made?

- 1 Prisoners often commit crimes again after they are released.
- 2 People who go to prison should stay there for their whole lives.
- 3 Imprisoning people makes our streets safer.
- 4 Imprisoning people doesn't make our streets safer.
- 5 It's not fair to non-criminals when criminals are given too much care and support.
- 6 Older prisoners can teach newer ones how to behave well and be released early.

Presenter: After the August riots in Britain in 2011, there was a sharp increase in young people in the prison system. Many of those who had become violent, or committed other crimes, spent time in Young Offenders' Institutions – which are basically prisons for 15-to-21-year-olds. While the number of imprisoned young people in Britain has since decreased, the debate about whether imprisonment is the best option continues. Here to debate it are social worker Marina Close and local politician Frank Walter.



3 **Listen and check your predictions.**

4 **Listen again and circle the correct answers.**

- 1 The number of young people in British prisons or similar institutions ...
 - a has increased steadily since the August riots.
 - b has decreased steadily since the riots.
 - c increased and then decreased again.
 - d decreased and then increased again.
- 2 Marina says that imprisonment doesn't work because ...
 - a most young people who have been imprisoned once will commit crimes again.
 - b it costs too much to put young offenders in prison.
 - c most young criminals live on the street and are happier in prison.
 - d there is nothing for young people to do in prison.
- 3 Frank thinks one good reason to imprison young offenders is that ...
 - a they get the care they need in Young Offenders' Institutions.
 - b it makes them better people.
 - c it gives them time to think about their difficult backgrounds.
 - d they can't commit more offences if they are in prison.
- 4 Marina thinks young people who have only committed one offence ...
 - a should pay £50,000 instead of being imprisoned.
 - b will meet the wrong people and become more likely to offend again.
 - c should have to take anger management courses.
 - d will learn to be tougher and stronger in life.

5 Answer the questions in your own words.

- 1 Why does Frank interrupt Marina almost as soon as she starts to speak?

- 2 Why does he seem angry with her again at the end of the conversation?

Dictation

6 **Listen and write the sentences.**

- 1 _____
- 2 _____
- 3 _____

Speaking

Describing and comparing photos

1 Look at the photos and answer the questions.

1 Where are the people in the photos?

2 Why do you think places like this attract so many tourists?

2 Complete the description of the two photos with the words in the box.

both first neither second whereas



(1) _____ photos show tourists at sites related to crime. In the first photo, we can see the tourists at the Sherlock Holmes Museum, so it must be in London. In the (2) _____ one, the people seem to be visiting a prison. We don't know which one but it could be Alcatraz, for example.

In the centre of the (3) _____ photo there's a police officer. The tourists are on the left. They all look young, so they could be a school group. The museum seems to be closed, so they might have arrived too early. In the foreground there are two women who I don't think are part of the group.

(4) _____ photo shows a tour guide but in the second one the tourists are wearing headphones, so they are probably getting lots of information about the prison. (5) _____ the people in the first photo are young, the ones in this photo are older, so they can't be a school group. They look like friends on holiday.

3 Find phrases in the text that mean ...

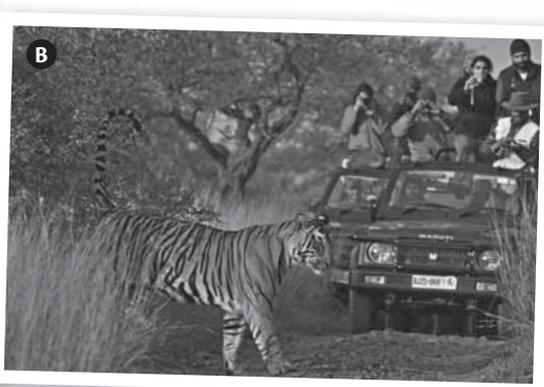
1 I'm sure it's in London _____

3 I'm guessing that they arrived too early _____

2 maybe it's Alcatraz _____

4 I'm sure they are not a school group _____

4 Make notes about the similarities and differences between these two holiday choices.



5 EXAM SKILLS Now prepare to describe and compare the two photos. Write a draft using the information in your notebook and phrases from Ex 2 and Ex 3.

Making guesses

Describe what you see as exactly as you can, but then feel free to make guesses about what is going on in the photos. Use your imagination! When you are deducting or guessing, show that you are no longer stating facts by using modal verbs and words such as *look*, *seem* and *probably*: He **looks** tired, so he **might have had** a hard day.



A magazine article

1 Read the text. Match the headings to paragraphs A–D.

- 1 Interesting online resources
- 2 Famous supporters help increase awareness
- 3 Surprising statistics
- 4 Educating against violence

2 Find words or phrases in the text that mean ...

- 1 harmful behaviour in a relationship. _____
- 2 statistics. _____
- 3 a programme designed to make people notice something. _____
- 4 encouraged (someone to do something). _____
- 5 objective. _____
- 6 saying that you are going to hurt someone if they don't do what you say. _____

3 Circle the best answers.

- 1 According to the study, one third of girls ...
 - a wouldn't go to the police if their boyfriend hit them.
 - b justify violence towards women in certain situations.
 - c have been hit by their boyfriend.
 - d know someone who has suffered dating violence.
- 2 Teenagers often don't realize that they are in a violent relationship until ...
 - a they are too old to perceive it.
 - b they use the website.
 - c they break up with their partner.
 - d their partner doesn't show their real character.
- 3 In the final paragraph the writer argues that awareness campaigns ...
 - a are very effective against dating violence.
 - b are less effective than news stories about celebrities.
 - c are no longer as important as they were in the past.
 - d should be conducted regularly.

4 Answer the questions in your own words.

- 1 Which statistic about dating violence does the writer consider to be most alarming?

- 2 What is the main objective of Expect Respect?

- 3 Is physical violence the only type of abuse discussed in the campaign?

Expect Respect



- A With the apparent emphasis on sexual equality in today's society, you could be forgiven for thinking that few teenagers would ever attempt to justify dating violence. Well, unfortunately, you'd be wrong. According to a recent study, 50% of boys and 33% of girls think that there are some circumstances where hitting a woman is acceptable. What's more, a shocking 36% of boys admit that they personally might hit a woman.
- B In response to these figures, the teen magazine *Bliss*, together with the charity Women's Aid, created an awareness campaign which urged teenagers to both give and expect respect in all their relationships. The main aim of the campaign was to challenge young people's assumptions about the roles of males and females and help them to reject all types of dating violence. This focused not only on physical violence, but also on the type of verbal abuse that can cause serious damage over time. This verbal abuse often takes the form of threats, which can lead a woman to be scared of what might happen in the future.
- C The campaign also led to the creation of a young people's website: thehideout.org.uk. On the website you can find information on abuse, links to helplines and quizzes about behaviour in families and relationships. Young people often have trouble admitting, or even believing, that their partner is abusive. However, if they do the website quizzes and find themselves ticking boxes that indicate risky behaviour, it helps them to see that something might be dangerously wrong in their relationship. Teachers can go to the Women's Aid website to download the 'Expect Respect Education Toolkit', which offers them really interesting ways to bring the issues The Hide Out addresses into the classroom.
- D Many celebrities have demonstrated their support. The Hide Out website boasts encouraging messages from, among others, singers Will Young and Beverley Knight, and Premier-League footballer Shaun Wright Phillips. Other celebrities, including Grammy-Award-winning rapper Missy Elliott, have even shared their own stories of domestic abuse, showing that it can happen to anyone. Campaigns such as Expect Respect are clearly important and still, unfortunately, very much needed.

An opinion essay (1)

1 Read the text and match gaps 1–5 to missing sentences a–e.

'Young offenders should be sent to prison.'

Since the riots in Britain in summer 2011, some people have become increasingly concerned about youth delinquency. As a result, there are many people who believe that 16- and 17-year-old delinquents should be sent to prison. Personally, I am against this measure, as I think it would be both unjust and ineffective.

Firstly, although 16- and 17-year-olds are undoubtedly responsible for their own actions, they are not yet fully-formed adults. (1) _____. Secondly, it does not seem fair to reduce the age of majority for prison sentences and not for other things. (2) _____. The threat of prison sentences will not stop most youth crimes, since juvenile delinquents do not normally think about the consequences of their actions. (3) _____. Finally, prison is definitely not the best place to rehabilitate young people, because they would fall under the influence of hardened adult criminals. (4) _____.

In conclusion, I feel strongly that people aged 16 or 17 should not be sent to prison. (5) _____.



- a They tend to commit crimes on impulse without worrying about what will happen to them afterwards.
- b They are more immature and easily influenced than older people and the judicial system must recognize this fact.
- c We need to look for more imaginative and effective ways of reducing juvenile delinquency.
- d Why should a person of 16 or 17 be considered old enough for jail, but too young to vote?
- e Consequently, going to prison would, in most cases, make them worse rather than better people.

2 Circle the correct alternatives.

- 1 Some people do not protect their computers adequately. **Therefore/Since** identity theft is not as difficult as it should be.
- 2 Some graffiti is obscene and ugly. **As a result/This is because** graffiti has a bad reputation.
- 3 More police officers have become computer experts. **Consequently/Due to** cyber crime is now better controlled.
- 4 Many people don't go out alone at night **as/because of** they are worried about muggings.
- 5 Discrimination in the workplace has reduced **because/so** people are more aware of it.

3 Match sentence halves 1–5 to endings a–e.

- | | |
|--------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> 1 I am absolutely | <input type="checkbox"/> 4 I definitely |
| <input type="checkbox"/> 2 I completely | <input type="checkbox"/> 5 I feel very |
| <input type="checkbox"/> 3 I firmly | |

- a think that inequality leads to crime.
- b strongly that we need to act together against crime.
- c convinced that prison sentences are the only solution.
- d agree with the measures our government is taking.
- e believe that crime can be reduced.

4 Write an opinion essay on this topic: *Victims of a crime should be involved in deciding on the criminal's punishment.* Use the points in the box to help you.

EXAM TASK An opinion essay

► Think

- Do you agree with the title?
- What are the reasons for your opinion?
- What would people with the opposite opinion say?

► Plan

- List the reasons for your opinion.
- Decide which reasons are the best justifications for your conclusion, and eliminate any that seem over-emotional.
- Decide what to say as an introduction, what belongs in the central paragraph and what your conclusion is.

► Write

- Start writing, and don't forget to use ...
- connectors of cause and effect: *since, consequently, due to ...*
 - expressions of opinion: *many people believe, it seems to me ...*
 - expressions including adverbs to give strong opinions: *I firmly believe, I completely agree ...*