

**QUICK REVIEW Agreeing and disagreeing** What is your opinion of: social networking sites, graffiti, mobile phones, reality TV? Work in pairs. Take turns to give your opinions. Agree or disagree with your partner and give your reasons.

## Vocabulary and Speaking

### Crime

- 1 a** Work in pairs. Which of these words do you know? Check new words in **VOCABULARY 3.1** p132.

robbery theft burglary mugging  
shoplifting smuggling kidnapping  
fraud bribery murder arson  
vandalism looting terrorism

- b** Write the criminals and the verbs for the crimes in **1a** if possible. Check in **VOCABULARY 3.2** p132.

robbery → robber, rob

- c** Work in groups. Discuss these questions.

- In your opinion which five of the crimes in **1a** are the most serious? Give reasons.
- Which crimes are common in your country? Which aren't very common?
- Which crimes are currently in the news?

## Reading and Speaking

- 2** Read the opening paragraph of the article. Answer these questions.

- What rules and laws are often ignored in the UK?
- Do you have the same rules and laws in your country? If so, do you think a similar questionnaire would produce the same results?

- 3 a** Read the questionnaire. Choose the best answers for you.

- b** Work in pairs. Compare answers. Check on p114. How law-abiding are you and your partner?

## MR AVERAGE BREAKS THE LAW EVERY DAY

THE AVERAGE PERSON breaks the law at least once a day. Many may not know they have done anything wrong, while others simply may not care. Speeding, eating or using mobiles whilst driving, not wearing seatbelts, illegally downloading music or films, smoking in no-smoking areas, dropping litter, cycling on pavements – these are just a few of the rules and regulations constantly flouted in the UK. Even though some of these crimes can have fatal consequences, according to a recent survey, 58% of people say they are not important. Only 5% say they never break the law.

## How law-abiding are you?

- 1** Imagine you were driving and you were late for an appointment, would you exceed the speed limit?
- No way. It's irresponsible and dangerous.
  - I'd go over the speed limit if there weren't any speed cameras around.
  - I'd definitely break the speed limit. Everyone would, wouldn't they?

If someone asked you if you were law-abiding, you'd probably say yes. But are you really? Answer these questions and find out!



- 2** Suppose a cash machine gave you twice as much money as you asked for, would you keep it?
- Yes, I would. If the bank found out, I could say I didn't count it.
  - No, I wouldn't. That would be theft.
  - If I really needed it, I might keep it.

- 3** Imagine you saw a ten-year-old boy shoplifting, would you tell a security guard?

- Yes, I certainly would. It might stop the boy doing it again.
- I'd tell a security guard **as long as** he/she agreed not to call the police.
- If no one else saw the boy, I'd just tell him to return the things he'd stolen.



## HELP WITH GRAMMAR

Second conditional; alternatives for *if*

### SECOND CONDITIONAL

**4 a** Look at the sentences in bold in the questionnaire. Answer these questions.

- 1 Are these sentences about real or imaginary situations?
- 2 Are they about: a) the past? b) the present/the future?
- 3 How do we make second conditionals?
- 4 Which modal verbs can we use instead of *would* in the main clause?

**TIP** • *Even if* = it doesn't matter whether the situation in the *if* clause exists or not: *No, I wouldn't, even if he/she got angry with me.*

### ALTERNATIVES FOR *IF*

**b** Look at the alternatives for *if* in blue in the questionnaire. Fill in these gaps with *provided*, *assuming* and *as long as*.

- 1 \_\_\_\_\_ and \_\_\_\_\_ mean 'only if (this happens)'.
- 2 \_\_\_\_\_ means 'accepting that something is true'.

**c** Choose the correct words in these rules.

- *Imagine* and *suppose* have the **same meaning/different meanings**.
- We can use *imagine* and *suppose* as an alternative for *if* in **questions/positive sentences**.

**TIP** • We can say *provided* or *providing* and *suppose* or *supposing*.

**d** Check in **GRAMMAR 3.1** p133.



**4** Supposing your friend asked you to download a film illegally for him/her, would you do it?

- a Assuming** I didn't want to see it, I'd say no.
- b** No, I wouldn't, even if he/she got angry with me. I wouldn't even do it for myself.
- c** Yes, I would. It's not up to me to judge others.

**5** If you were driving and your mobile phone rang, would you answer it?

- a** I'd answer it, but then I'd pull over and stop the car.
- b Provided** there weren't any police cars around, of course I would.
- c** No, I wouldn't. Too many accidents are caused by drivers talking on their mobiles.



**5 a** Fill in the gaps with the correct form of the verbs in brackets.

- 1 If someone \_\_\_\_\_ (offer) you a job in the USA, \_\_\_\_\_ you \_\_\_\_\_ (accept) it?
- 2 I \_\_\_\_\_ (not take) the job if my family \_\_\_\_\_ (not want) me to.
- 3 If the pay \_\_\_\_\_ (be) really good, I \_\_\_\_\_ probably \_\_\_\_\_ (accept) the job.
- 4 I \_\_\_\_\_ (might go) even if the money \_\_\_\_\_ (not be) very good.
- 5 If they \_\_\_\_\_ (not offer) me full medical insurance, I \_\_\_\_\_ (not take) the job.
- 6 If I \_\_\_\_\_ (get) there and I \_\_\_\_\_ (not like) it, I \_\_\_\_\_ (come) straight home.

**b** Work in pairs. Compare answers.

**6 a** Read these questions and answers. Are both words/phrases possible? If not, choose the correct one.

- 1 **A** *Suppose/Provided* you found a lottery ticket and it had the winning number, would you collect the money?  
**B** Yes, I would, *imagine/assuming* I couldn't find the owner.
- 2 **A** *Imagine/As long as* you saw a man being attacked in the street, would you try to help him?  
**B** Yes, I might, *suppose/provided* I wasn't alone.
- 3 **A** *If/Suppose* some friends asked you to look after their four cats for a month, would you agree to do it?  
**B** No, I wouldn't, *even if/provided* they offered to pay me!
- 4 **A** *Imagine/If* your best friend had nowhere to live, would you let him/her come and live with you?  
**B** I'd let him/her stay with me *as long as/provided* it wasn't for too long.

**b** Work in pairs. Compare answers. Then take turns to ask each other the questions. Answer for yourself.

## Get ready ... Get it right!

**7** Work in groups. Group A p104. Group B p107.

**QUICK REVIEW Alternatives for if** Answer these questions. Assuming you had enough money, which three countries would you visit and why? Imagine you had all the time in the world, what three new hobbies or sports would you choose? Work in pairs. Tell your partner your answers. Ask follow-up questions.

## Vocabulary

### Crime and punishment collocations

1 a Work in pairs. Match a verb in A to a word/phrase in B. Check in **VOCABULARY 3.3** p132.

<b>A</b> commit arrest charge take give	<b>B</b> someone to court evidence someone for a crime a crime someone with a crime
find acquit/convict send sentence fine	someone (£500) someone to prison (for 10 years) someone (not) guilty someone of a crime someone to (10 years) in prison

b Work in pairs. Who normally does the things in 1a: a criminal, the police, the judge, the jury or a witness?

*A criminal commits a crime.*

## Listening and Speaking

2 a Look at pictures A and B. What do you think is happening in each picture?

b **CD1** 23 Listen to three friends discussing what happened. Check your answers.

3 a Work in pairs. Student A, retell story A. Student B, retell story B. Use these words/phrases to help you. Include as much detail as you can remember.

**Story A**  
shopping four men wrong car not charged

**Story B**  
car alarm tyres arrested charged a fine

b **CD1** 23 Listen again and check. Were your versions of the stories correct?



A

4 Work in groups. Discuss these questions.

- 1 Is gun crime a problem in your country?
- 2 Are people allowed to own guns to protect themselves and their property? Do you think they should? Why?/Why not?
- 3 Are people allowed to own guns for hunting? Do you think they should? Why?/Why not?
- 4 Do police officers carry guns? What are the reasons for/against this?

## HELP WITH GRAMMAR

### Third conditional

5 a Look at this sentence from the conversation. Answer these questions. Then choose the correct words in the rule.

*If she'd shot the men, she'd have been in serious trouble.*

- 1 Did the woman shoot the men?
- 2 Did she get into serious trouble?

• We use the third conditional to talk about *real/imaginary* situations in the *present/past*.

b Look again at the sentence in 5a. Which verb form is in the *if* clause? Which verb form is in the main clause?

c Look at sentences a–d from the conversation. Then answer the questions.

- a If the men hadn't run away, she could have killed them.
- b I wouldn't have been too happy if the alarm had woken me up.
- c If it had been me, I might have left a note on the car.
- d What would he have done if he'd actually seen the owner of the car?

- 1 Which modal verb can we use in the main clause to mean:  
a) 'would perhaps'? b) 'would be possible'?
- 2 Is the *if* clause always first in the sentence?
- 3 How do we make questions in the third conditional?

d Check in **GRAMMAR 3.2** p133.



- 9 a Read about an unsuccessful robbery. Answer the questions.

NEWS

## Unsuccessful robbery

Some years ago in Poulsbo, Washington, two men tried to rob a gas station. They told the salesgirl to empty all the money from the cash register into a bag, but they didn't realise that there were only eight dollars in it. They drove away with the money, but soon got lost because they weren't from that town and they didn't have a map. They finally drove into a gas station to get directions. Unfortunately for them they'd driven back into the same gas station. The salesgirl had already called the police, who were interviewing her when the robbers returned.

### HELP WITH LISTENING

Third conditional

- 6 a **CD1** → 24 Listen to these sentences. Notice the contractions (*I'd, you'd, etc.*) and the weak forms of *have* and *had*.
- If I'd known about it, I'd have /əv/ come.
  - If you'd told me, I could have /əv/ helped you.
  - She wouldn't have /əv/ been upset if you'd called her.
  - If Fred had /əd/ studied harder, he might have /əv/ passed.
- b **CD1** → 25 Listen and write five sentences. You will hear each sentence twice.
- 7 **CD1** → 26 **PRONUNCIATION** Listen and practise. Copy the contractions and weak forms.
- I wouldn't have /əv/ mɛt her.*  
 → *If I hadn't gone to the party, I wouldn't have /əv/ mɛt her.*
- 8 a Read about Jim's terrible evening. Fill in the gaps with the correct form of the verbs in brackets.
- It \_\_\_\_\_ (might be) better if I \_\_\_\_\_ (take) the bus to Juliet's party last night.
  - If Mary \_\_\_\_\_ (tell) me she was going, I \_\_\_\_\_ (could ask) her for a lift.
  - I \_\_\_\_\_ (not park) in the street if I \_\_\_\_\_ (know) there were car thieves in the area.
  - If I \_\_\_\_\_ (not leave) my car unlocked, the thieves \_\_\_\_\_ (might not steal) it.
  - If Mary \_\_\_\_\_ (not give) me a lift home, I don't know where I \_\_\_\_\_ (stay).
  - My parents \_\_\_\_\_ (be) very worried if I \_\_\_\_\_ (not come) home last night.
- b Work in pairs. Compare answers. What happened to Jim last night? How did he get home?

- How much money did the robbers steal?
  - Why did they get lost?
  - Where did they end up?
  - Why had they gone there?
  - What do you think happened to the robbers?
- b Look at the text in 9a again. Write four sentences about what would, could or might have happened if things had turned out differently.
- If the salesgirl hadn't opened the cash register, the robbers might have hurt her.*
- c Work in pairs. Compare sentences. Are your partner's sentences correct?

### Get ready ... Get it right!

- 10 a Make notes on six interesting things that have happened in your life. Write them in the order they happened.
- 2011 – passed my law exams*  
*2012 – met Marek when I was on holiday*
- b Make third conditional sentences to describe how life would have been different if these things hadn't happened.
- If I'd failed my law exams, I might have become a teacher.*
- 11 Work in pairs. Take turns to tell each other about the things you wrote in 10a. Ask follow-up questions if possible.

**QUICK REVIEW Third conditional** Think of one thing that you did: last year, last month, last weekend, yesterday. Decide what would have happened if you hadn't done these things. Work in pairs. Take turns to tell each other your sentences: *I sold my car last year. If I hadn't, I couldn't have gone away on holiday.*

**Speaking and Listening**

- 1** Work in groups. Discuss these questions.
- 1 What do you know about the prison system in your country?
  - 2 When criminals leave prison, do they often re-offend? If so, why do you think this happens?
  - 3 For which crimes do you think a prison sentence is an effective deterrent?
- 2 a** **CD1** → 27 Listen to a discussion from a news programme about the prison population in the UK. Answer the questions.
- 1 What are Margaret Bolton's and David Gilbert's jobs?
  - 2 What do they agree on? What don't they agree on?
  - 3 What is the 'three strikes law' and where did it originate?
- b** Work in pairs. Listen again. Student A, what do the numbers in A refer to? Student B, what do the numbers in B refer to?

A		B	
£40,000	£3.8 billion	95,000	60,000
£4,000	2.3 million	60%	\$68 billion

**c** Tell your partner what the numbers refer to.

**HELP WITH LISTENING**

Weak forms

- 3 a** Work in pairs. How do you say the strong and weak forms of these words?

can was were has have are do you at  
the a(an) for of to from as and that  
them your but

**b** **CD1** → 28 Listen and check. The strong form of each word is said first. Notice the schwa /ə/ in the weak forms.

**c** Work in pairs. Look at the first part of the radio programme. Which words do we hear as weak forms?

*Government figures out today show (that) the cost of keeping a person in prison for one year has risen to £40,000 and all our prisons are overcrowded. So what can we do to reduce the prison population?*

**d** Look at Audio Script **CD1** → 27 p160. Check your answers.

**e** Read and listen to the conversation again. Notice how the weak forms and sentence stress give English its natural rhythm.

**Reading and Speaking**

- 4** Read the answers for the frequently asked questions (FAQ). Then choose the best questions from a–e for paragraphs 1–3.
- a Does the three strikes law work as a deterrent?
  - b In which state has this law been the least effective deterrent?
  - c Where does the term 'three strikes law' come from?
  - d Is this law always interpreted in the same way?
  - e Why are prisoners encouraged to play baseball?



**FAQ**

- 1** \_\_\_\_\_ ?  
They **named** the law after the three strikes rule in baseball where the person batting is allowed two strikes (he can miss two balls), but on the third strike he is out. The three strikes law is **based** on the same principle – three convictions and you're taken out of society.
- 2** \_\_\_\_\_ ?  
Twenty-six states in the USA have the three strikes law, but each state has its own interpretation of what it means. Some states say the three convictions must all involve violent crimes for the three strikes to apply. However, California is different from most other states – they **insist** on giving life sentences for any third conviction.
- 3** \_\_\_\_\_ ?  
Some studies found that nationally there has been very little difference in the number of re-offenders since the laws were first used in the early 90s. Other studies suggest that it does stop criminals from re-offending. The number of murders in Los Angeles, California, fell from 1,000 in 1992 to 297 in 2010. But these figures do not **convince** everyone of the law's effectiveness.

**5 a** Work in groups of three. Student A read about Leandro Andrade. Student B read about Jerry Williams. Student C read about Santos Reyes. Answer these questions.

- 1 In which US state did the crimes happen?
- 2 What was the criminal's third conviction for?
- 3 Did the crime involve any violence?
- 4 What previous crimes had the person committed?
- 5 Is the person still in prison?

**b** Work in your groups. Ask and answer the questions in **5a**. Give more information if possible. Then discuss these questions.

- 1 Whose sentence do you think was the most unfair and why?
- 2 Do you think the three strikes law is a good deterrent? Why?/Why not?

## Controversial 'Three Strikes' cases

**CASE 1**

**Leandro Andrade** stole five children's video tapes from a K-Mart store in Ontario, California. Two weeks later he was caught stealing four more video tapes from a different store. Such offences would normally be seen as quite minor, but because Andrade had previous convictions for theft and burglary he was sentenced to 25 years to life, twice! Each theft of video tapes counted as a separate 'strike'. His family have **protested** against his punishment and **worry** about how he'll **cope** with his sentence. To date Andrade has lost every appeal he's made.

**CASE 2**

**Jerry Williams** and a friend stole a slice of pepperoni pizza from a group of children on the Redondo Beach pier, Los Angeles. The friend got away but Williams was arrested after the pizza shop owner called the police.

Because Williams had previous convictions for robbery and car theft he was sentenced to 25 years to life. Williams's lawyers **complained** to the State Supreme Court about the severity of the sentence and **succeeded** in persuading the judges to **reduce** the sentence to six years, which he served.

**CASE 3**

**Santos Reyes** was sentenced to 26 years to life for taking the written part of a Californian driving test for his cousin, who could drive but couldn't read. Reyes's cousin desperately needed the licence to help him find work. When Reyes **apologised** to the court for falsifying the name on the test, he had no idea the judge was about to sentence him to life. Reyes had two previous strikes – a juvenile burglary charge for stealing a radio and later a robbery charge. Reyes's lawyer **applied** to the court for a retrial. Reyes lost this appeal.

## HELP WITH VOCABULARY

### Verbs and prepositions

**6 a** Look at the verbs in **pink** in both articles. Fill in the gaps with the correct prepositions.

- 1 name sb/sth **after** sb/sth
- 2 base sth \_\_\_\_\_ sth
- 3 insist \_\_\_\_\_ sth
- 4 convince sb \_\_\_\_\_ sth
- 5 protest \_\_\_\_\_ sth
- 6 worry \_\_\_\_\_ sb/sth
- 7 cope \_\_\_\_\_ sb/sth
- 8 complain \_\_\_\_\_ sb \_\_\_\_\_ sb/sth
- 9 succeed \_\_\_\_\_ sth
- 10 reduce sth \_\_\_\_\_ sth
- 11 apologise \_\_\_\_\_ sb \_\_\_\_\_ sth
- 12 apply \_\_\_\_\_ sb/sth \_\_\_\_\_ sth

**b** Look at the verbs in **6a** again. Which have an object before the preposition? Which have two prepositions?

**c** Check in **VOCABULARY 3.4** p132.

**7 a** Fill in the gaps with the correct form of the verbs in brackets and the correct prepositions.

- 1 Have you ever \_\_\_\_\_ something in a public demonstration? (protest)
- 2 Have you \_\_\_\_\_ a new job in the last six months? (apply)
- 3 Have you \_\_\_\_\_ anyone recently? If so, what did you \_\_\_\_\_? (apologise)
- 4 How do you usually \_\_\_\_\_ people who annoy you? (cope)
- 5 When was the last time you \_\_\_\_\_ something? Who did you \_\_\_\_\_? (complain)
- 6 Are you \_\_\_\_\_ a relative? (name)
- 7 What was the last thing you \_\_\_\_\_ doing that you're proud of? (succeed)
- 8 Do you usually \_\_\_\_\_ paying when you and a friend go out for a meal? (insist)
- 9 What was the last thing you read or watched that was \_\_\_\_\_ a true story? (base)
- 10 Have you ever bought something that was \_\_\_\_\_ half price? (reduce)
- 11 In discussions are you usually able to \_\_\_\_\_ people \_\_\_\_\_ your ideas? (convince)

**b** Work in pairs. Choose six questions from **7a** to ask your partner. Ask follow-up questions if possible.

**8** Work in groups of four. Student A p104. Student B p107. Student C p110. Student D p111.

**QUICK REVIEW Verbs and prepositions**

Write four verbs that are often followed by prepositions. Don't write the prepositions. Work in pairs. Swap papers. Take turns to make a sentence with each of your partner's verbs and a preposition. Are your partner's prepositions correct? *A name B I was named after my grandfather.*

**1** Work in groups. Discuss these questions.

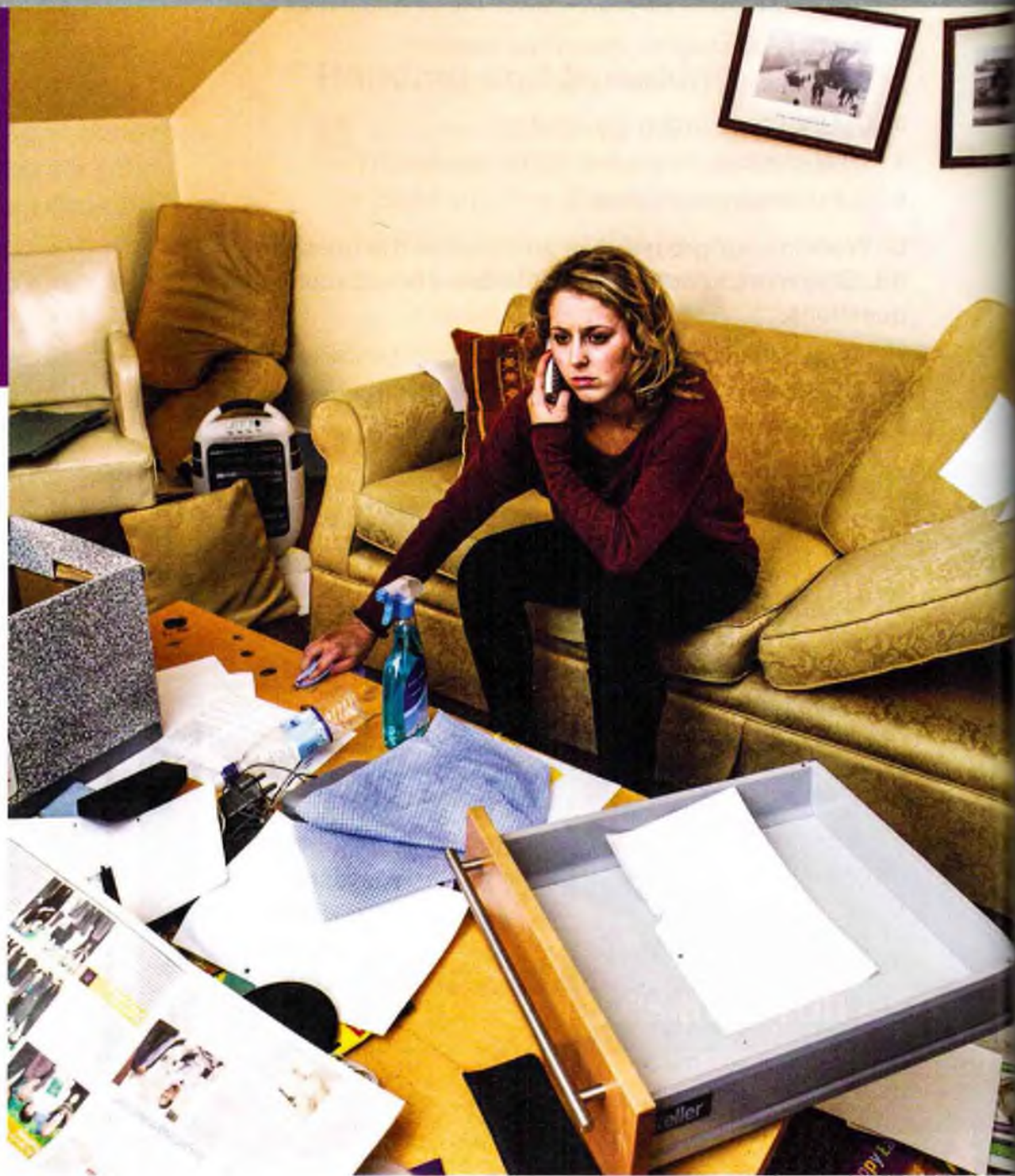
- 1 If you have a problem, who do you usually ask for help?
- 2 When was the last time you offered to help someone? What was the problem? Did the person accept your help?

**2 a** VIDEO 3 CD1 29 Watch or listen to Tina talking to her friend, Chloe. Then put these topics in the order in which they are first talked about.

- a pet
- a computer
- fingerprints
- the police
- Prague
- home security

**b** Watch or listen again. Make notes on the topics in **2a**.

**c** Work in pairs. Compare notes.



**REAL WORLD** Making, refusing and accepting offers

**3 a** Fill in the gaps with the words in the boxes.

What Let Would like don't help

better manage easier offering

mind be don't could

**MAKING OFFERS**

- 1 \_\_\_\_\_ you like me to (come round)?
- I'll (get those for you), if you <sup>2</sup> \_\_\_\_\_.
- <sup>3</sup> \_\_\_\_\_ me (sort that out for you).
- Would it <sup>4</sup> \_\_\_\_\_ if I (did that for you)?
- Why <sup>5</sup> \_\_\_\_\_ I (do that for you)?
- <sup>6</sup> \_\_\_\_\_ if I (picked up the keys on Thursday)?

**REFUSING OFFERS**

- No, it's OK, but thanks for <sup>7</sup> \_\_\_\_\_.
- No, thanks. I'd <sup>8</sup> \_\_\_\_\_ (get them myself).
- No, that's OK. I can <sup>9</sup> \_\_\_\_\_.
- No, don't worry. It'd be <sup>10</sup> \_\_\_\_\_ if (I brought them to you).

**ACCEPTING OFFERS**

- Thanks. That'd <sup>11</sup> \_\_\_\_\_ a great help.
- Are you sure you wouldn't <sup>12</sup> \_\_\_\_\_?
- Well, it'd be wonderful if you <sup>13</sup> \_\_\_\_\_.
- As long as you <sup>14</sup> \_\_\_\_\_ mind.

**b** Look at the sentences in **3a** again. Which verb forms follow these phrases: *Let me ...*, *Would it help if I ... ?*, *Why don't I ... ?*, *What if I ... ?*, *Thanks for ...*, *I'd better ...* and *It'd be easier if I ... ?*

**c** Check in **REAL WORLD 3.1** p133.



- 4 **CD1** → 30 **PRONUNCIATION** Listen and practise. Copy the stress and polite intonation.

*Would you like me to come round?*

- 5 **a** Because of the burglary Chloe has decided to move house. Her colleague Mark offers to help. Work in pairs. Write conversations using these prompts. Use language from 3a.

**PHONE CALL**

1

MARK / like me / help / move tomorrow?

*Would you like me to help you move tomorrow?*

CHLOE / sure / not / mind?

M No, of course not.

C Thanks. That / great help.

M Why / I come over this evening and help you pack?

C It / wonderful / could.

M What / I / come / about seven?

C Yeah. That's good for me.

M I've got some old packing cases. / like me / bring some round / you?

C No, / OK, I've got plenty. / thanks / offering.

**AT CHLOE'S PLACE**

2

M Let / help / pack those files.

C No, / worry. I / better do those myself.

M Well, what if / carry / these heavy things downstairs for you?

C / long / you / mind.

M Not at all. Then I / pack up the computer and printer, if / like.

C Great. Then let's have something to eat and a cup of coffee.

M Good idea. I / help / make something / like.

C No, it's OK. I've packed up all my kitchen stuff already. It / easy / I / get / a takeaway from the café.

- b** Work in pairs. Compare answers. Then practise the conversation.

- 6 Work in pairs. Student A p104. Student B p107.

**HELP WITH PRONUNCIATION**

Stress and rhythm (1): conditionals

- 1 **CD1** → 31 Listen and practise these sentences. Copy the stress, weak forms and any contractions.

- 1 Suppose you w<sup>o</sup>n the l<sup>o</sup>ttery, wh<sup>a</sup>t would you /wʊdʒə/ d<sup>o</sup> with the m<sup>o</sup>ney?
- 2 Im<sup>a</sup>gine you could m<sup>e</sup>et a f<sup>a</sup>mous p<sup>e</sup>rson, wh<sup>o</sup> would you /wʊdʒə/ ch<sup>o</sup>ose?
- 3 If you could have /kʊdəv/ ch<sup>o</sup>sen your f<sup>i</sup>rst n<sup>a</sup>me, wh<sup>a</sup>t would it have /wʊdɪtəv/ b<sup>e</sup>en?
- 4 If you h<sup>a</sup>dn't c<sup>o</sup>me to c<sup>l</sup>ass t<sup>o</sup>day, wh<sup>e</sup>re would you have /wʊdʒu:wəv/ g<sup>o</sup>ne inst<sup>e</sup>ad?

- 2 **a** **CD1** → 32 Listen and write the answers to questions 1–4 in 1. You will hear each answer twice.

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

- b** Work in pairs. Compare answers. Then decide which words are stressed in the answers. Check in Audio Script **CD1** → 32 p160.

- c** Listen again and practise.

- 3 Work in pairs. Practise the questions and answers in 1 and 2a.

**continue2learn**

**Vocabulary, Grammar and Real World**

- **Extra Practice 3 and Progress Portfolio 3** p117
- **Language Summary 3** p132
- **3A–D Workbook** p15
- **Self-study DVD-ROM 3** with Review Video



**Reading and Writing**

- **Portfolio 3** Advice leaflets Workbook p68  
**Reading** a police leaflet about personal safety  
**Writing** leaflets: giving advice



## VOCABULARY

### 3.1 Crime 3A 1 a p24

- robbery** stealing from people and banks
- theft** stealing money and things
- burglary** /'bɜ:gləri/ stealing from houses and flats
- mugging** using violence to steal from somebody in a public place (a street, a park, etc.)
- shoplifting** stealing things from a shop while it is open
- smuggling** taking things illegally from one country to another
- kidnapping** taking a person by using violence, often in order to get money for returning them
- fraud** /frɔ:d/ obtaining money illegally, usually by using clever and complicated methods
- bribery** /'braɪbəri/ trying to make somebody do something you want by giving them money, presents, etc.
- murder** /'mɜ:də/ killing somebody intentionally
- arson** starting a fire in a building in order to damage or destroy it
- vandalism** intentionally damaging public property, or property belonging to other people
- looting** stealing from shops or homes that have been damaged in a war, natural disaster, etc.
- terrorism** the use of violence such as bombing, shooting, etc. for political purposes

### 3.2 Criminals and crime verbs 3A 1 b p24

crime	criminal	verb	crime	criminal	verb
robbery	robber	rob	fraud	fraudster	defraud
theft	thief	steal	bribery	-	bribe
burglary	burglar	burgle	murder	murderer	murder
mugging	mugger	mug	arson	arsonist	-
shoplifting	shoplifter	shoplift	vandalism	vandal	vandalise
smuggling	smuggler	smuggle	looting	looter	loot
kidnapping	kidnapper	kidnap	terrorism	terrorist	terrorise

#### TIPS

- The plural of *thief* is *thieves* /θi:vz/.
- We can say *commit fraud*, *commit arson* and *commit an act of terrorism/vandalism*.
- We usually use *shoplift* in its verb+ing form: *I saw some boys shoplifting. My neighbour was caught shoplifting.*



They're **robbing** a bank and **stealing** all the money.



He's just **burgled** a house and **stolen** a laptop.

### 3.3 Crime and punishment

#### 3B 1 p26

- commit a crime
- arrest somebody for a crime
- charge somebody with a crime
- take somebody to court
- give evidence
- find somebody (not) guilty
- acquit/convict somebody of a crime
- send somebody to prison (for ten years)
- sentence somebody to (ten years) in prison
- fine somebody (£500)

**charge sb with a crime** when the police charge somebody with a crime, they formally accuse them of committing that crime: *Three men were charged with shoplifting.*

**take sb to court** take legal action against somebody: *My landlord is taking me to court for not paying my rent.*

**give evidence** tell a court of law what you know about a crime: *Three witnesses of the mugging gave evidence in court today.*

**guilty** /'gɪlti/ responsible for committing a crime: *The jury had to decide if he was innocent or guilty.*

**acquit** /ə'kwɪt/ decide in a court that somebody is not guilty of a crime: *They were acquitted of all charges.* (opposite: convict)

**sentence** when a judge decides what a person's punishment should be after they have been convicted of a crime: *The two men were sentenced to six months in prison.*

**fine** make somebody pay money as a punishment for a crime they have committed: *He was fined £1,000.*

#### TIPS

- *Arrest*, *charge*, *sentence* and *fine* are also nouns.
- A *court* is a large room where lawyers formally present all the evidence about a crime: *He's appearing in court today.*

### 3.4 Verbs and prepositions 3C 6 p29

name sb/sth <b>after</b> sb/sth	cope <b>with</b> sb/sth
base sth <b>on</b> sth	complain <b>to</b> sb <b>about</b> sb/sth
insist <b>on</b> sth	succeed <b>in</b> sth
convince sb <b>of</b> sth	reduce sth <b>to</b> sth
protest <b>against</b> sth	apologise <b>to</b> sb <b>for</b> sth
worry <b>about</b> sb/sth	apply <b>to</b> sb/sth <b>for</b> sth

**base sth on sth** use one thing or idea and develop it into something else

**insist on sth** say strongly and forcefully that you want to do something

**cope with sb/sth** deal with a difficult person, problem or situation