



## Lead-in

**1 a** Look at the photos. Which aspects of crime/the law do they show?

Law court	Crime	Criminal	Evidence	Punishment
<i>a judge</i>	<i>a robbery</i>	<i>a thief</i>	<i>fingerprints</i>	<i>a fine</i>

**b** Look at the words in the table. Can you think of more words and expressions connected with crime and the law? Write them in the appropriate columns.

**2** Work in pairs and check you know the meaning of the underlined words/phrases.

- 1 They say it helps the victims of crimes like burglary if the criminals apologise to them face to face.
- 2 People benefit much more from punishments like community service than from going to prison.
- 3 It is right that a suspect in a criminal case should be regarded as innocent until he/she is proved guilty.
- 4 Witnesses of crimes are right to feel nervous about giving evidence to the police.
- 5 People who commit petty crimes like traffic offences should get a suspended sentence but not go to prison.
- 6 Graffiti and vandalism are the main problems in my local area.
- 7 I'd like to be a forensic scientist and help solve serious crimes.

**3** Work in pairs. How far do you agree/disagree with the statements from exercise 2? Give reasons.





## Vocabulary | law and insurance

1 Work in pairs and discuss the questions.

- 1 Which TV crime dramas have you watched/heard about?
- 2 What types of crimes are usually involved in dramas of this kind?
- 3 Why do you think they are so popular?

2 Match the verb phrases from the box with the definitions (a–j) below.

commit arson    commit fraud    be arrested  
convict someone of    sentence someone to  
get away with something    sue someone  
be insured/insure something    make a claim  
pay a premium

- a to be taken to a police station because the police think you've done something illegal
- b to commit the crime of deliberately making something burn, especially a building
- c to officially decide in a court of law that someone is guilty of a crime
- d when you pay money to a company and they pay the costs if you are ill, have a car accident, etc.
- e to pay an amount of money for insurance
- f to give a legal punishment to someone who is guilty of a crime
- g to request that an insurance company pays you for something that has happened
- h to commit the crime of deceiving people to get money
- i to start a legal process to get money from someone who has harmed you in some way
- j to not be caught or punished when you have done something wrong

3 Complete the sentences with the correct form of the verb phrases from exercise 2.

- 1 She plans to \_\_\_\_\_ the hospital after they gave her the wrong operation.
- 2 Bailey was \_\_\_\_\_ to three years in prison for his part in the robbery.
- 3 The cost of the annual \_\_\_\_\_ has gone up again because of the number of claims last year.
- 4 My neighbour has been \_\_\_\_\_ of shoplifting but luckily he doesn't have to go to prison.
- 5 I decided to \_\_\_\_\_ after my camera was stolen, and the insurance company paid for a new one.
- 6 I'd like to be \_\_\_\_\_ to cover things that are stolen from me while I'm on holiday.
- 7 They don't think the fire was an accident. They think someone \_\_\_\_\_.
- 8 He tries to \_\_\_\_\_ not paying on buses whenever he can.
- 9 He was \_\_\_\_\_ and taken to the police station for playing loud music all night every night.
- 10 He \_\_\_\_\_ by pretending that an expensive painting had been stolen to get the insurance money.

4 Work in groups and discuss these questions.

- 1 Imagine someone buys a coffee in a fast food restaurant. They then spill the hot coffee on themselves and are burned. Should they sue the fast food company?
- 2 What different things do people insure? Have you ever heard about anyone insuring something strange?
- 3 Do you know any famous cases of fraud? If so, what happened?

## Listening

5 a You are going to listen to a story about a crime. Before you listen, work in pairs and predict what the story might be about using ...

- 1 the words *cigar*, *lawyer* and *fraud*.
- 2 the verb phrases from exercise 2.

b 2.29 Listen to the story and compare your ideas.

6 a Put the sentences below in the order they happened in the story.

- 1 The lawyer was arrested and charged with arson.
- 2 The insurance company refused to pay.
- 3 He made a claim against the insurance company.
- 4 The lawyer was sentenced to prison.
- 5 He smoked the cigars.
- 6 The insurance company paid the lawyer.
- 7 Next, he insured the cigars against fire.
- 8 The lawyer sued the insurance company.
- 9 First, a lawyer bought some rare cigars.

b 2.29 Listen and check your ideas.

## Pronunciation | consonant clusters (2)

7 a 2.30 Listen to the words ending with two or three consonant sounds and write them in the correct place in the table.

-st	-xt	-nce
<i>first</i>		<i>evidence</i>
-nst	-nts	-cts

b Listen again and repeat the words.

## Grammar | participle clauses for sequencing

8 a Look at the participle clauses used as sequencing devices in examples 1 and 2 in the Active grammar box. Then complete examples 3 and 4 with *cashing* or *cached*.

b Choose the correct options in the rules (A–E).

### Active grammar

- 1 *The lawyer made a claim, having smoked all his cigars.*
- 2 *The lawyer made a claim, after smoking all his cigars.*
- 3 *Having \_\_\_\_\_ the cheque, the lawyer was arrested.*
- 4 *After \_\_\_\_\_ the cheque, the lawyer was arrested.*

We can use participle clauses to describe the order of events in a story.

- A *Having* is followed by the *present participle/past participle*.
- B *After* is followed by the *present participle/past participle*.
- C The participle clause can come *before/after/* either *before* or *after* the main clause.
- D The event described in the participle clause happens *first/second*.
- E In the main clause, we use the *Present Simple/Past Simple*.

see Reference page 131

9 Complete the sentences (1–6) by writing the correct form of a verb from the box below.

stay    read    promise    do    go    win

- 1 After \_\_\_\_\_ to the bank a number of times, the robbers felt they understood all the security systems.
- 2 Having \_\_\_\_\_ to pick his friend up from the police station, Terry completely forgot.
- 3 After \_\_\_\_\_ extremely well in his first year law exams, we were surprised when he decided to leave the course.
- 4 Having \_\_\_\_\_ some excellent reviews of that new murder mystery, I wanted to get a copy to take on holiday with me.
- 5 Having successfully \_\_\_\_\_ her case against her old employer, she decided to go out and celebrate.
- 6 After \_\_\_\_\_ at the office until midnight to prepare her report for the judge, she took the next day off.



**10 a** Think about three things that happened to you last week and what you did after each one.

**b** Work in pairs and take turns to tell each other what happened, using a participle clause. See if your partner can guess what you did next.

A: *After doing my English homework ...*

B: *... you watched a film on TV?*

A: *No. I collapsed on the sofa and fell asleep!*

## Speaking

**11** Work in two groups. Look at some pictures and work out the stories.

**Student As:** look at the pictures below.

**Student Bs:** look at the pictures on page 148.



**12** Check your ideas by reading the story.

**Student A:** read story 1 on page 149.

**Student B:** read story 2 below.

### Story 2

An ambitious burglar broke into a vast mansion on Millionaires' Row at Bel Air, Los Angeles. He went through the house room by room, putting anything of value that he could see and carry in the large bag he'd brought with him. Having completely filled his bag, he decided it was time to leave.

He started to realise that he wasn't sure of the way out but moved on quickly, through a large dining room, past an indoor gym and through another room filled with exotic parrots. By now, he was beginning to panic. Then, having run through a large library and a small room full of art, he began to get quite desperate.

He ran up a small circular staircase to what seemed to be a large bedroom. He knocked on the door and went in. The owners of the house had been asleep in bed, but sat up in fright only to find a traumatised burglar desperate to find his way out of the maze of rooms. After giving him detailed directions, they phoned the police, who arrived minutes later and escorted the relieved burglar to the safety of a nearby police station.

**13 a** Prepare to tell another student your story. Read the How to... box and make notes about the story you read in exercise 12.

### How to... tell a short anecdote

Check you remember all the important information : A lawyer bought some rare cigars.  
: He insured them against fire.

Check you know the key vocabulary : cigar  
: to make a claim

Introduce the story : Did I tell you about this really funny story ... ?  
: Have you heard the story about the robber who fell asleep?

Involve the listener : So, can you believe it? He was sentenced to 24 months in jail!  
: You'll never believe what happened in the end ... he was fined \$24,000!

**b** Work in pairs and take turns to tell each other your stories. Use your notes and the pictures. Include structures with participle clauses for sequencing, as appropriate.

## 9.2 It's a mystery!

Grammar deduction: past and present

Can do speculate about past and present events

### Reading

**1** Work in pairs. Look at the picture of some campers in a national park in the US and discuss the questions.

- 1 Have you ever been camping in a place like this? If so, did you like it? If not, would you like to?
- 2 What sort of petty crimes do you think are committed in parks like this?

**2** Read about the mystery below and answer the questions.

- 1 What crime was committed?
- 2 How many possible suspects were there?
- 3 How confident is the park ranger that he knows who committed the crime?

## Can you solve the mystery?

### #235 The Yellow Park Campers

Reg Trimble had been the Park Ranger at Yellow Park, Ohio for nearly 20 years. In that time, he had seen many crimes committed by campers and other park users. Most of the crimes were petty, including dropping litter, parking illegally and picking wild flowers.

One day, however, Reg drove up to the ranger's cabin just in time to see two intruders walking out through the door and into the woods at the edge of the park. He saw them from a distance, and couldn't even see if they were men or women. They both had backpacks on their backs and one of them was carrying a tent. When he got inside the cabin, he saw that it had been completely trashed. The intruders had eaten the food, broken the furniture and left the place in a complete mess. Reg knew that he had to catch them, or he would lose his job.

Reg predicted that finding the intruders would be a difficult task. The park was huge and although it had been a dry and warm week, a cold wind had brought rain at around midday and it was getting chilly and wet. He set off through the park, hoping that he would be lucky and find the trespassing vandals quickly. He didn't, however, and it was early evening before he found any campers who even fitted a rough description of the two he had seen.

The first couple Reg spoke to were Jan Wysocki and his brother Marek who were camping in a tent by a small river. They were

rather tongue-tied at first, but explained they had been hiking for two days and had spent the whole day fishing. Reg looked at the two fish they were cooking on their fire and asked if they had fished in the rain. The brothers admitted they had.

A while later, Reg came across a second pair of campers – a middle-aged, well-dressed couple called Adam and Jean Wiseman, who also fitted the description. He joined them for a quick chat, sitting on a backpack to avoid the wet ground inside the tent. They told Reg that they had set up camp the previous night. They said they had spent the day walking in the park and when it started raining, they had taken shelter in a small cave.

An hour later, Reg found Lara and Pia – a pair of friends in a campervan. He noticed them because their campervan was new and was parked in a place where vehicles were prohibited. Lara apologised for being there and explained that the van wasn't registered in her name because a friend had lent it to them. She offered to give Reg her friend's phone number so he could check.

But he didn't need to check. He already knew who was lying.


**Who do you think is lying: Jan & Marek, Adam & Jean or Lara & Pia?**

[Click here for the solution](#)





## Listening

- 3 a** Work in pairs and discuss this question. Who do you think committed the crime on page 123 and why?
- b**  2.31 Listen to the first part of a discussion between two friends about the story.
- Who do you think is better at solving the crime? Why?
  - How close do you think they are to working out who did it?
- 4** Work in pairs and discuss the questions.
- Do you think you are any closer to solving the crime?
  - Do you think you would be a good detective? Why/Why not?

## Grammar | deduction: present and past

- 5** Look at the examples (1–7) in the Active grammar box and complete the rules (A–F).

### Active grammar

- He **must have** a good reason to be so sure.*
- It **might be** a big lie – don't just believe everything you hear.*
- They **can't be** guilty because they would never do something like that.*
- They **must have committed** the crime because now they are lying to cover their tracks!*
- They **might have done** it, but I'm not sure.*
- They had spent the whole day fishing so they **couldn't have committed** the crime.*
- The middle-aged couple **can't have stolen** the food.*

When we are certain about something (based on some kind of evidence):

- A in the present, we use **must** + infinitive without *to*  
 B in the past, we use \_\_\_\_\_ + \_\_\_\_\_ + past participle

When we think something is possible (based on some kind of evidence):

- C in the present, we use \_\_\_\_\_ + infinitive without *to*  
 D in the past, we use \_\_\_\_\_ + \_\_\_\_\_ + past participle

When we think something is not possible (based on some kind of evidence):

- E in the present, we use \_\_\_\_\_ + infinitive without *to*  
 F in the past, we use \_\_\_\_\_ / \_\_\_\_\_ + \_\_\_\_\_ + past participle

- 6** Choose the correct word in *italics*.
- He *must/might/couldn't* have arrived yet because he promised to phone us the minute the plane landed.
  - He *must/might/can't* have told my parents I was caught shoplifting, but I hope he didn't.
  - That *must/might/can't* be Rob on the phone. Only he knows my new number.
  - The judge *must/might/can't* have liked you. It's unusual to only get a suspended sentence in this kind of case.
  - He *must/might/can't* be happy about losing his job. He really loved working in the police force.
  - She *must/might/can't* have left very quietly. I didn't hear her go.
  - Don't be negative. She *must/might/can't* pass her English test. We will only know when we get the results.
  - The burglar *must/might/couldn't* have got in through a window. They were all locked.



- 7** Complete the sentences using *must/might/can't/couldn't (have)* and the correct form of the verb in brackets.
- Pete didn't turn up to do his community service. He \_\_\_\_\_ (forget) about it. I reminded him yesterday.
  - You knew it was illegal to park there. You \_\_\_\_\_ (see) the notice – it was very clear.
  - I'm not sure where Jo is. She \_\_\_\_\_ (go) round to Sally's. They're working on a school project together.
  - How did you know about the surprise party? Someone \_\_\_\_\_ (tell) you!
  - She's just run a marathon. She \_\_\_\_\_ (be) completely exhausted now!
  - You \_\_\_\_\_ (spend) all your birthday money already. You got nearly £100!
  - We don't know who took the money. There were lots of people in the office during the day and any of them \_\_\_\_\_ (be) the thief.
  - I \_\_\_\_\_ (leave) my keys at home. I remember feeling them in my jacket pocket when I got on the bus.

- 8 a** Work in pairs. Think again about the crime story on page 123 and discuss the questions.
- For what reasons might the crime have been committed by ...  
 a Jan and Marek?  
 b Adam and Jean?  
 c Lara and Pia?
  - Who do you think must have committed the crime? Why?
- b** Check your ideas with the solution on page 147.

## Vocabulary | compound adjectives

- 9** Complete the sentences below with the correct compound adjective, combining a word from box A and a word from box B.

A


middle- well- far- tongue-  
 colour- pig- gift- red- fire-

B

fetchd proof headed  
 dressed handed wrapped  
 aged coded tied

- Adam and Jean were a \_\_\_\_\_ couple – probably in their 40s.
- They were \_\_\_\_\_ in smart, clean clothes which looked new.
- Jan and Marek were rather \_\_\_\_\_ and couldn't answer the ranger's questions clearly.
- The explanation for the crime story is either something really simple or really \_\_\_\_\_.
- The thief was caught \_\_\_\_\_ as he walked out of the shop holding a laptop he hadn't paid for.
- They were saved by the fact that the building has \_\_\_\_\_ doors.
- A bag full of \_\_\_\_\_ presents were stolen from my car.
- The thief was determined to do things his own way and was so \_\_\_\_\_ that he didn't listen to anyone's advice.
- The books are \_\_\_\_\_ according to genre. Crime is red, science-fiction is blue, etc.


## Pronunciation | stress: compound adjectives

- 10**  2.32 Listen and write down six questions.


- 11 a** Some compound adjectives have the main stress on the first part and some on the second part. Listen to the questions from exercise 10 again and underline which part of each compound adjective has the main stress.
- b** Choose the correct option to complete the rules below.
- Compound adjectives which are 'noun + past participle' generally have the main stress on the *first/second* part.
  - Compound adjectives which are 'adjective + past participle' generally have the main stress on the *first/second* part.
- c** Listen to the questions again and repeat.

- 12** Work in pairs and choose five of the questions to ask and answer together. Give details in your answers.

## Speaking

- 13 a** Work in pairs. Look at the pictures and discuss the questions.
- Who do you think the person might be?
  - Where do you think he might be?
  - What do you think he might be doing?
- b**  2.33 Listen to the conversation and check your answers.



- 14 a** Work in pairs and discuss the questions.
- How do you think they managed to take pictures of the burglar?
  - Do you think the burglar realised he was being caught on camera?
  - How do you think the police got the photos of him?
- b**  2.34 Listen and check your answers.
- c** Work in pairs and discuss the questions.
- How do you think the burglar felt when he was caught?
  - Have you heard of any good ways of preventing crimes such as burglary, vandalism or graffiti?



Reading

- 1 a Work in small groups and discuss the questions.
- 1 What do you know about Sherlock Holmes?
  - 2 Was he a real person?
  - 3 Why and when was he famous?
- b Check your ideas with the article.

Was Sherlock Holmes a real person?



Not exactly, but Dr Joseph Bell, the man who inspired the character of Sherlock Holmes, shared many qualities with the famous detective. Arthur Conan Doyle, the writer and creator of Holmes, met Dr Bell in 1877 at the University of Edinburgh Medical School. Conan Doyle was studying to be a doctor and Bell was one of his professors.

Bell was 39 years old when Conan Doyle first attended one of his lectures. He is said to have walked with great energy. His nose and chin were angular and his eyes twinkled with intelligent humour. Bell, who was a brilliant doctor, liked writing poetry, playing sport and bird-watching.

By the end of Conan Doyle's second year, Bell had selected him to serve as his assistant. Being on a ward with Bell, where he had plenty of opportunity to observe, only increased Conan Doyle's admiration for the great doctor. Amongst other things he was able to witness Dr Bell's remarkable ability to quickly deduce a great deal about the patient.

Dr Bell observed the way a person moved. The walk of a sailor, who had spent many years at sea, varied greatly from that of a soldier. If he identified a person as a sailor, he would look for any tattoos that might assist him in knowing where their travels had taken them. He trained himself to listen for small differences in his patients' accents to help him identify where they were from. Bell studied the hands of his patients because calluses or other marks could help him determine their occupation.

Conan Doyle published the first Holmes story in 1887. His innovation in creating a character that would appear over and over in a series of self-contained stories meant that Holmes's popularity grew with each instalment. Perhaps the most famous story was *The Hound of the Baskervilles*, which has been made into several films. Soon the character was so beloved that people refused to believe he wasn't a real person; letters addressed to 'Sherlock Holmes, Consulting Detective' arrived daily at Baker Street and Scotland Yard, each begging him to take on a real case.

- 2 Complete the notes. Read the article again if necessary.

Person who Sherlock Holmes was based on: [Dr Joseph Bell](#)  
 Relationship to Conan Doyle:  
 (1) \_\_\_\_\_  
 Where/When met Conan Doyle:  
 (2) \_\_\_\_\_, (3) \_\_\_\_\_  
 Dr Bell's hobbies: poetry, (4) \_\_\_\_\_, (5) \_\_\_\_\_  
 Things Dr Bell observed about patients: the way they moved, (6) \_\_\_\_\_, their accents, (7) \_\_\_\_\_  
 Date first Holmes story published:  
 (8) \_\_\_\_\_  
 Letters for Sherlock Holmes sent to:  
 (9) \_\_\_\_\_

- 3 Read the article again and find words that mean ...
- 1 good at understanding ideas and thinking clearly (adj - para. 2)
  - 2 a feeling of great respect and liking for someone or something (noun - para. 3)
  - 3 unusual or surprising and therefore deserving of attention or praise (adj - para. 3)
  - 4 new idea, method, etc. that is used for the first time (noun - para. 5)
  - 5 when a lot of people like someone or something (noun - para. 5)
- 4 Work in pairs and discuss the questions.
- 1 What new information have you learned about Sherlock Holmes?
  - 2 Do you think you are observant like Dr Bell? Would you be a good witness in a crime situation?

Grammar | relative clauses

- 5 Read the Active grammar box and decide which examples (1-6) contain 'defining relative clauses' and which contain 'non-defining relative clauses'.

Active grammar

- 1 *Dr Joseph Bell was the man who inspired the character of Sherlock Holmes.*
- 2 *Bell, who was a brilliant doctor, liked writing poetry, playing sport and bird-watching.*
- 3 *Bell was 39 years old when Conan Doyle first attended one of his lectures.*
- 4 *Being on a ward with Bell, where he had plenty of opportunity to observe, only increased Conan Doyle's admiration for the great doctor.*
- 5 *Conan Doyle, whose Sherlock Holmes novels were enormously popular, died in 1930.*
- 6 *Perhaps the most famous story was The Hound of the Baskervilles, which has been made into several films.*

Defining relative clauses

The **bold** part of the sentence is essential to the meaning of the sentence.

Commas are not used to separate the clauses. *Who* and *which* can both be replaced by *that*.

Non-defining relative clauses

The **bold** part of the sentence gives us extra information. This clause can be removed without affecting the central meaning of the sentence.

Use commas at the beginning and end of these clauses unless they end the sentence.

*Who* and *which* cannot be replaced by *that*.

see Reference page 131

- 6 Rewrite the pairs of sentences to make one sentence. The police have found the man. He stole my bag.
- The police have found the man who stole my bag.*
- 1 John's been my best friend since school. He's helping me start a new business.
  - 2 My current flat needs redecorating. I've been in it for a couple of years.
  - 3 Tamsin's going to Australia for the winter. Her parents emigrated there last year.
  - 4 My neighbour has given me his old computer. I've always liked him.
  - 5 The family at the end of the road are thinking of moving. Their dog barks constantly.
  - 6 Her car is for sale. She's had it for years.



- 7 a Complete five of these sentences to make them true for you.
- 1 I'd like to live in a place where ...
  - 2 My best friend is someone who ...
  - 3 My favourite food is something which ...
  - 4 The person whose ...
  - 5 The busiest time in my life was when ...
- b Work in pairs and compare your sentences.

Listening

- 8 a You are going to listen to an interview with an ordinary American whose name is 'Sherlock Holmes'.
- 1 Why do you think he has this name?
  - 2 What do you think are the possible consequences of having a name like this?
- b 2.35 Listen and check your ideas.
- 9 Listen again and explain the significance of the following topics from the interview.
- 1 the name 'Holmes'
  - 2 the Sherlock Holmes books
  - 3 unusual and special
  - 4 the question 'Where's Dr Watson?'
  - 5 TV magicians
- 10 Work in small groups. Discuss the questions.
- 1 How do you feel about your name? Does it mean something?
  - 2 What reasons do people have for changing their names? Do you know anyone who did this? If so, why?
  - 3 Do you know anyone who has been a victim of identity theft? How and why do you think it usually happens?



## Speaking

11 a Read the descriptions of the four people below and their crimes.

b Work in pairs and discuss the questions.

Who do you think is:

- the person who committed the most serious crime?
- the person who committed the least serious crime?

**Paolo** is 23 and unemployed. He has hacked into someone's bank account details online and stolen their identity. He has used their details to buy goods (e.g. a new TV and a holiday) worth thousands of euros.



**Jenny** is 35 and married with two children. She has been shoplifting from a supermarket over a period of a few months. She has stolen a few items on a regular basis, adding up to more than 1,000 euros' worth of food.



**Akio** is 19 and living with his parents. He has been going out late at night with his friends and spraying graffiti on public and private property (e.g. bridges, train stations and people's garden walls). His graffiti is well-done and quite artistic.



**Teresa** is 27 and a successful doctor. Recently, she has been speeding regularly. The speed limit is 30 mph and most days she drives at 40 or 45 mph. She says it's important that she gets around as quickly as possible for her job.



12 Listen to two friends discussing the same questions. Do you agree with them?

13 Listen again and complete the phrases in the How to... box.

### How to... start, move on and finish a discussion

Start a discussion : *So, what do we have to decide?*  
 : *Why don't we \_\_\_\_\_ by talking about them individually perhaps, first?*  
 : *Shall we start with Paolo?*  
 : *Let's \_\_\_\_\_ for it. Any thoughts?*

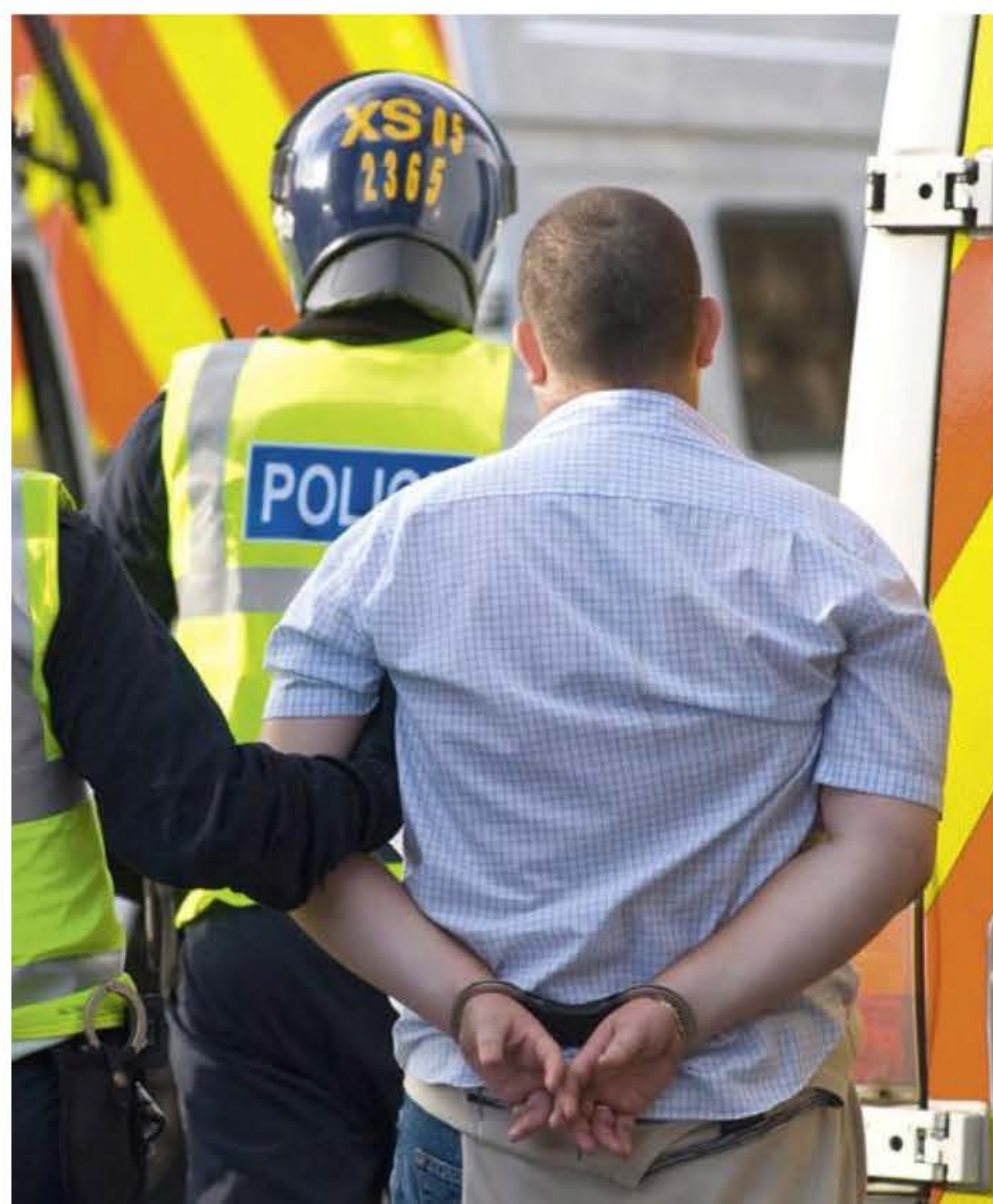
Move on a discussion : *So, \_\_\_\_\_ on to Jenny ...*  
 : *Shall we come back to this one? \_\_\_\_\_ come back to this one later.*  
 : *I'd like to go back to Jenny.*  
 : *What \_\_\_\_\_ do we have to decide?*

Finish a discussion : *I think we've agreed on everything.*  
 : *I think that's \_\_\_\_\_.*

14 Work in pairs. Discuss the questions below and try to reach an agreement.

For each of the people described in exercise 11a, should he/she ...

- be let off with no punishment?
- be fined? How much?
- given community service? What and for how long?
- go to prison? For how long?



## 9 Vocabulary | News headlines



1 a Match the words which are often found in news headlines (1–12), with the meanings (a–l).

- |         |                     |
|---------|---------------------|
| 1 drama | a strong request    |
| 2 quit  | b affect badly      |
| 3 back  | c explosion         |
| 4 bid   | d leave, resign     |
| 5 blast | e essential, vital  |
| 6 blaze | f cut, remove       |
| 7 axe   | g dispute, conflict |
| 8 clash | h attempt           |
| 9 aid   | i tense situation   |
| 10 hit  | j support           |
| 11 key  | k help              |
| 12 plea | l serious fire      |

b Work in pairs and discuss what you think the headlines below might mean.

A **Hollywood star in bank drama**

B **Top sports star to quit**

C **MP spy drama**

D **Prince and shop assistant to wed**

2 Choose the most likely word in *italics*.

- Key/Plea* witness receives death threat
- Toyota *axes/bids* top managers
- Guests escape hotel *clash/blaze*
- School governors *back/quit* teacher
- Chat show host fight *drama/key*
- Police and students *clash/hit*
- Vodafone *bids/pleas* for US communications network
- General *quits/aids* top job

3 Work in pairs. Would you be interested in reading articles with the following headlines? Why/Why not? What do you think each one might be about?

- Man Utd crash to defeat in Cup match
- Riddle of 2nd Van Gogh painting
- Bomb blast in northern India
- Votes scandal in California

4 Work in pairs. Look at the Lifelong learning box. Read the tip and discuss the questions.

### Understanding the news

! Keeping up with the news is a very good way of improving your English.

- How do you keep up with news in English: online, on TV, on the radio, by reading newspapers?
- Which of those ways do you think you could do more? Why?
- Which parts of the news are you most interested in?
- How do you think you could use the news to improve your vocabulary in English?



Can do solve problems with other people

1 A police officer was sitting on his motorcycle at a red traffic light when two teenagers in a sports car drove by him at 50 mph. He did not chase them or try to apprehend them. Why not?



2 A man was driving alone in his car when he came off the road at high speed. He crashed through a fence and went down a steep slope before the car plunged into a fast-flowing river. As the car slowly settled in the river, the man realised that his arm was broken and that he could not release his seat belt and get out of the car. He was trapped in the car. Rescuers arrived two hours later, yet they found him alive. How come?



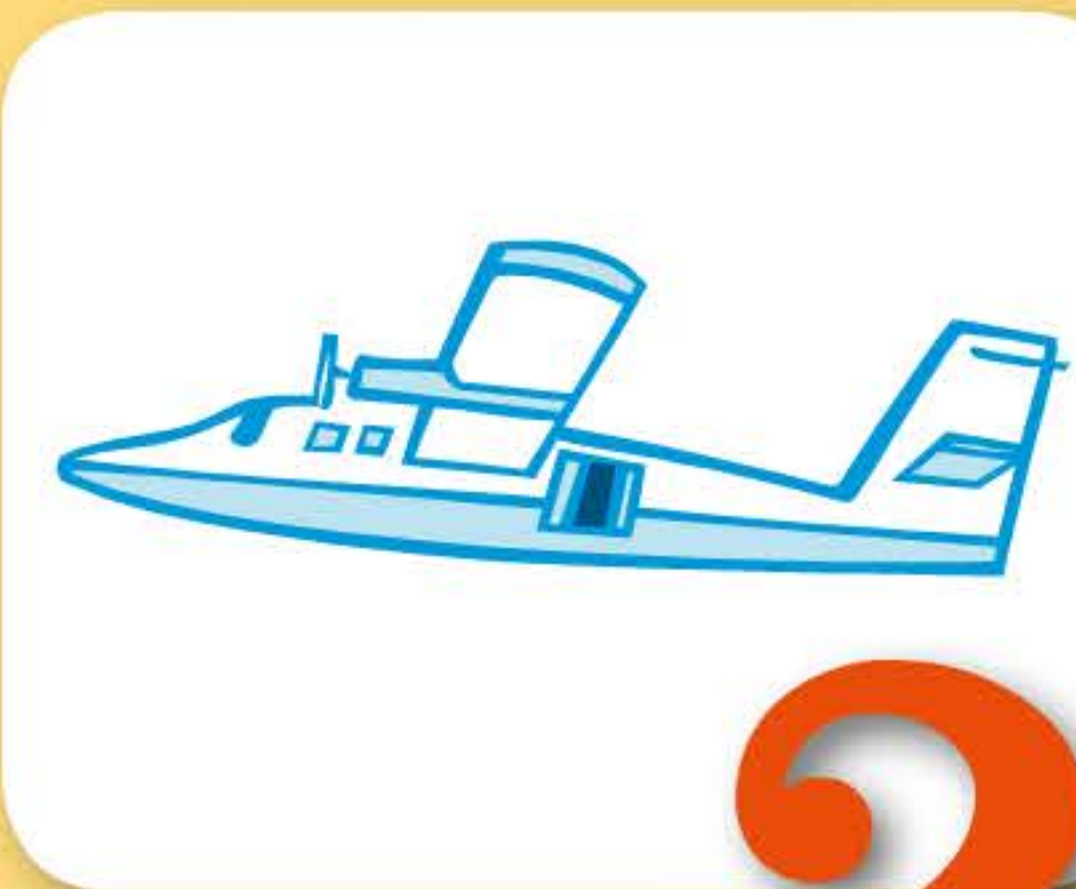
3 A man rode into town on Friday. He stayed for three nights and then left on Friday. How come?

4 Bobby lives with his parents in London. Last week, while his parents were out, Bobby's neighbour Susie came round to spend the evening. At 8 o'clock precisely she went out to buy some cigarettes from the corner shop five minutes walk away. One minute after she left, two men burst into the house and, ignoring Bobby, took the TV set, the stereo and a computer. Bobby had never seen the men before and they had no legal right to remove the equipment – yet he did nothing to stop them. In fact, he didn't even act surprised by their behaviour. How come?



5 A man leaves hospital and begins to walk home. On his journey he passes a phone box which begins to ring. Instead of answering it he punches the air and runs all the way home cheering. Why?

6 When a fire broke out in an airplane, a panicking passenger opened the emergency hatch and threw himself out, even though he had no parachute. How was it that when the rescue services found him, he was alive and well and without injury?



1 Try and solve the lateral thinking problems above. Follow the instructions.

- 1 Read each problem and make a note of any vocabulary which stops you understanding them.
- 2 Ask other students and/or check in a dictionary to find out the meaning of the unknown vocabulary.
- 3 Work in pairs. Discuss ideas you have to explain each of the problems.

2 Work in six groups (1–6) and read the explanation for your story. (group 1, look on page 147; group 2, page 149; group 3, page 148; group 4, page 147; group 5, page 149; group 6, page 149).

- 1 Make two Yes/No questions to ask about each of the other problems.  
*Was the policeman asleep? Were the teenagers invisible in some way?*
- 2 Take turns to ask about and suggest explanations for the problems.  
*The teenagers might have been the policeman's children.*

## Participle clauses for sequencing

We can use *after* + present participle or *having* + past participle to show the order of events when telling a story or describing a series of events. We often use *having* + past participle in written form or in more formal situations.

*After explaining to her boss why she needed a raise, she told him that she was thinking of leaving the company.*

*Having planned the robbery for months, the thieves entered the building unseen.*

Other examples with a similar structure:

*Before painting the room, she had to strip off the old wallpaper.*

*On entering the room, he noticed that all the windows were open.*

*While cleaning the room, she discovered a locked diary.*

## Deduction: present and past

We use *must* when we are certain about something (based on some kind of evidence).

We use *might* when we think something is possible (based on some kind of evidence).

We use *can't* when we think something is not possible (based on some kind of evidence).

In the present, we use *must/might/can't* + infinitive.

We can also use *may/could* + infinitive.

This is the same for *I/you/he/we/they*.

*Her plane didn't arrive until 1 a.m. last night. She must be exhausted.*

*John might know what to do. He's an experienced doctor.*

*That can't be Sally downstairs. She went to bed about two hours ago.*

In the past, we use *must/might/can't/couldn't have* + past participle.

This is the same for *I/you/he/we/they*.

*You must have enjoyed your holiday in Australia.*

*I think I might have left my wallet in that shop.*

*She hasn't phoned me so she couldn't have got my message.*

We can use *may* instead of *might*.

*She may have stopped to get some petrol*

## Relative clauses

### Defining relative clauses

Defining relative clauses define or identify the person, thing, time, place or reason. They cannot be left out.

*Tim is the teacher who I told you about.*

*That's the street where I grew up.*

No commas are used before and after the defining relative clause.

*That* can be used instead of *who* or *which*.

*The woman that/who I share an office with has been in the company for years.*

The relative pronoun can be left out if it is the object of the verb in the relative clause.

*Simon bought the jacket (that/which) we saw when we went shopping last weekend.*

### Non-defining relative clauses

Non-defining relative clauses give extra information which can be left out.

Commas are used before and after non-defining relative clauses unless they end a sentence.

*Who* and *which* cannot be replaced by *that*.

*I've lent my new bike, which I really like, to my brother.*

*Joe, who I've known for years, is a great singer.*

## Key vocabulary

### Crime

judge robbery thief fingerprints fine victim criminal punishment community service suspect innocent guilty witness evidence petty crime suspended sentence prison graffiti vandalism forensic scientist

### Law and insurance

commit arson commit fraud be arrested convict someone of sentence someone to get away with something sue someone be insured/insure something make a claim pay a premium

### Compound adjectives

middle-aged well-dressed far-fetched red-handed tongue-tied pig-headed gift-wrapped fire-proof

### News headlines

aid axe back bid blast blaze clash drama hit key plea quit



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 158



## 9 Review and practice

- 1** Rewrite the pairs of sentences to make one sentence with *After* + present participle or *Having* + past participle.

She arrived at the office early. She worked hard and fast all morning.

*Having arrived at the office early, she worked hard and fast all morning.*

- 1 She travelled for hours to get to the village. She thought she should stay there for at least a couple of days.
- 2 He saw his neighbour struggling with a lot of heavy bags. He offered to help her.
- 3 She came first in her university exams. She was approached by a top firm of lawyers.
- 4 She took home an injured cat she had found by the side of the road. She felt she had to keep it.
- 5 He saw a young man take a CD without paying. He told the security staff.
- 6 He spoke to his father. He told his boss he wanted a raise.
- 7 They got a long letter from their cousin. They decided to go and see him.

- 2** Complete the second sentence so that it means the same as the first. Use *must/might/can't (have)* with the appropriate form of the verb in brackets.

I don't believe she got an 'A' in her exam. (get)

*She can't have got an 'A' in her exam.*

- 1 It is possible he stayed late at the office. (stay)  
He ...
- 2 There's no chance that I left my gloves in the car. (leave)  
I ...
- 3 It's possible that she is at the station already. (be)  
She ...
- 4 I'm sure she's shown me her holiday photos at least ten times. (show)  
She ...
- 5 It's not possible that she's finished all her homework already. (finish)  
She ...
- 6 I have no doubt that they are really pleased to be the winners. (be)  
They...
- 7 There's a chance my letter got lost in the post. (got)  
My letter ...
- 8 There's no chance that he is serious about getting a dog. (be)  
He ...

- 3** Add commas to the sentences as necessary.

Jakob Dylan who is Bob Dylan's son is performing in London this weekend.

*Jakob Dylan, who is Bob Dylan's son, is performing in London this weekend.*

- 1 I'm afraid I lost the book which she lent me.
- 2 I'm going to spend a few days in Seville where I first met Raquel.
- 3 These are the apples which I picked from the tree in my garden.
- 4 The young man who I spoke to has promised to give me a refund.
- 5 We decided to stay at the Regina Hotel which some friends had recommended to us.
- 6 Tim whose job involves a lot of travelling has offered to let us use his flat for a few weeks.

- 4** Find the mistakes in four of the sentences and correct them.

- 1 Steve works for a small company makes kitchen equipment.
- 2 I think the name of the film that I'd like to see is *Avatar*.
- 3 Did you hear exactly that he said?
- 4 The demonstration, had been going on for several days, is finally over.
- 5 Isn't that the place where you grew up?
- 6 My sister, that speaks French and Italian fluently, wants to be an interpreter.

- 5** Choose the correct words in *italics*.

- 1 There was one *victim/witness* to the crime and he saw everything that happened.
- 2 The fire wasn't an accident. They think someone committed *arson/fraud* and started it deliberately.
- 3 When he was caught shoplifting, he told the police a *far-fetched/red-handed* story which nobody believed.
- 4 It's sometimes difficult for courts to decide on an appropriate *punishment/evidence* for criminals.
- 5 After she had an accident at work, she *insured/sued* the company and got £1 million.
- 6 He had to do 150 hours of a *suspended sentence/community service* for vandalising thirty bus stops in the area.
- 7 I felt nervous and completely *tongue-tied/pig-headed* when I had to give evidence in court.
- 8 He was *committed/convicted* after the forensic scientist found his fingerprints all over the stolen car.