

Unit 6

Behind bars

UNIT OBJECTIVES

- find out about crime
- read and understand a text on crime
- topic words: crime
- listen to the radio news
 - grammar: passives; *To have something done*
 - word building: verb, adjective, noun + preposition
 - speaking: talking about a TV drama
 - writing: a TV drama
 - life skill: judging right from wrong



Look at the photo. Talk to your partner for one minute about what you think has happened.

Think about these questions:

- what can you see?
- what sounds do you think you would hear?
- what is the yellow tape for?

Have you ever seen anyone commit a crime?

VIDEO 1

VIDEO 2





Tip

Look at the title or headline and pictures before reading a text. Predict what you think it's going to be about before you read.

1 Read the headline and look at the photo. How do you think this happened? Compare with a partner.

2 Find these words in the text. What do they mean? Translate them into your language.

- 1 arrested (v) 2 evidence (n)
- 3 lie (n) 4 spread (v) 5 victims (n)

3 Read the text quickly – in about three minutes! Was your answer to Exercise 1 correct?

4 Choose a new heading for the text. Explain your choice to a partner.

- 1 An astonishing adventure
- 2 Crime never pays
- 3 How to make easy money
- 4 Portrait of a crime

Tip

Use synonyms and pronouns to follow information in the text:
the Mona Lisa – it – the picture – the painting...

5 What do the words and pronouns highlighted in blue refer to?

the building – the Louvre Museum

6 **2.18** Read the text again and listen. Put the notes about the people in the table. One of the pieces of information goes into two columns.

- arrested 1913
- published article in 1932
- stole painting
- wanted to sell six copies of the *Mona Lisa*
- in Morocco in 1914
- went to prison

Vincenzo Peruggia	Karl Decker	Eduardo de Valfierno
worked at the Louvre	American journalist	Argentinian

7 Compare your answers to Exercise 6 with a partner and add one more piece of information for each person.

8 Choose the best answer according to the text. Only one answer is possible.

- 1 In August 1911, the *Mona Lisa* ...
 - a was protected by bulletproof glass.
 - b was the world's most famous painting.
 - c was sold by an art dealer in Italy.
 - d disappeared for two years.
- 2 According to Decker, Valfierno ...
 - a had six copies of the *Mona Lisa* made after the original painting was stolen.
 - b told buyers that the copies were the original painting.
 - c kept the original painting for himself.
 - d took the original painting to Argentina.

9 Answer the questions according to the information in the text. Use your own words.

- 1 Why was there a mystery surrounding the *Mona Lisa* for two years?
- 2 How was the *Mona Lisa* found?
- 3 Did Peruggia make money out of the *Mona Lisa*?
- 4 Name one fact which suggests Decker's story isn't true?
- 5 According to the author, why is the *Mona Lisa* a celebrity?

10 Find words or phrases in the text that match the definitions. Check in your dictionary.

- 1 control that severely limits what can happen (adj, paragraph 1)
- 2 a search for something (n, paragraph 2)
- 3 a change in the way in which something happens (n, paragraph 5)
- 4 someone who deceives other people (n, paragraph 5)
- 5 an illegal plan for making money (n, paragraph 5)

11 Why would Valfierno tell Decker about his crime (if Decker's story were true)? Discuss in pairs or small groups.

Phrasal verbs

shut down: if a business or large piece of equipment shuts down or someone shuts it down, it stops operating

get away with: to succeed in avoiding punishment for something

show up: to arrive somewhere in order to join a group of people, especially late or unexpectedly

turn out: to be known or discovered finally and surprisingly

hold onto: to keep something you have

turn up: if something that you have been looking for turns up, you find it unexpectedly


Streetwise
whereabouts

whereabouts can be a noun, meaning the place where a person or thing is:

The exact whereabouts of the Mona Lisa was a mystery for a few years.

OR it can be an adverb, meaning *in what part or area*.

Whereabouts in Madrid do you live?

Get it right **We say:**

✓ He wasn't interested in keeping the painting.

✗ He wasn't interested on keeping the painting.

WHO STOLE THE MONA LISA?

Leonardo da Vinci's *Mona Lisa* is perhaps the most closely-guarded work of art in the world. It is protected from visitors at the Louvre Museum in Paris by a guard rail and bulletproof glass. However, security was not so tight on August 21, 1911, when it was stolen from **the building** in the early hours of the morning. Once the theft was discovered, the museum was **shut down**, and the police searched trains and ships and had border crossings closed, but it was no use. The painting had disappeared.

The publicity surrounding the case spread around the world, and the *Mona Lisa* became the world's most famous painting. When the Louvre reopened, people queued just to see the empty space where the picture had been. However, despite the massive police hunt, the whereabouts of the *Mona Lisa* remained a mystery.

Two years later, there was still no sign of the painting, and it seemed that the thief had **got away with the crime**. But then, in December 1913, a man got in touch with an art dealer in Italy offering to sell him the painting. The art dealer contacted the police and when the man **showed up** with the picture, he was arrested, and the *Mona Lisa* was rescued.

So who was the mystery art thief? It **turned out** that he was Vincenzo Peruggia, a workman

who had been employed at the Louvre. **He** had simply taken the picture off the wall, hidden it under his coat and taken it home to his tiny Paris apartment. Peruggia was convicted and sent to prison, but the story does not end there.

In 1932, an American journalist named Karl Decker published an article which added a new twist to the story. According to Decker, Peruggia had been working in collaboration with an Argentinian con man called Eduardo de Valfierno. Before the *Mona Lisa* was stolen, Valfierno had six very good forged copies of the painting made, with the intention of selling them. **He** then paid Peruggia to steal the original. Once news of the theft had spread all over the world, it was much easier for Valfierno to convince his victims that his copies of the painting were the original. Valfierno made millions from the scam, but he wasn't interested in keeping the original himself - he let Peruggia **hold onto** it. Valfierno revealed this whole story to Decker at a chance meeting in Morocco in 1914.

However, it seems that this story may itself be another lie. There has never been any evidence to support Decker's claims, and none of the six forged copies has ever **turned up**. The Valfierno story might have been invented by Decker in order to sell a magazine story. Whatever the truth is, the *Mona Lisa* is now not only a work of art, **she** is also a celebrity.

Crime



- 1 Look at the words and pictures. Use them to complete the phrases.
- 1 to commit a *crime*
 - 2 to arrest a ...
 - 3 to forge a ...
 - 4 to hijack a ...
 - 5 to kidnap a ...
 - 6 to receive a ... (two words)
 - 7 to rescue a ...
 - 8 to rob a ...
 - 9 to steal a ...
 - 10 to witness a ...

- 2 2.19 Listen and check your answers.
- 3 Match the verbs from Exercise 1 with their meanings.
- 1 When the police take someone away to ask them about a crime that they might have committed. *arrest*
 - 2 To take a person away illegally by force usually in order to demand money in exchange for releasing them.
 - 3 To see something happen, especially a crime.
 - 4 To violently take control of a plane during a journey.
 - 5 To make an illegal copy of something.
 - 6 To help someone out of a dangerous situation safely.
 - 7 To do something illegal or wrong.
 - 8 To take money or property illegally. The person or place that it was taken from comes after this verb.
 - 9 To get or be given something.
 - 10 To take money or property illegally. The thing taken comes after this verb.

Get it right

We say:
 ✓ They stole the painting. ✗ They ~~stole~~ the bank.

Tip

Verbs are often the same or similar to nouns with a related meaning. Learn these words together.

4 Complete the table. You may use a dictionary.

Verb	Noun: the criminal	Noun: the crime
to burgle	1 <i>burglar</i>	2
to hijack	3	4
5	kidnapper	kidnapping
to murder	6	7
to rob	8	robbery
to steal	9	theft
to vandalise	10	vandalism

- 5 Complete the sentences with the correct form of words from Exercise 4.
- 1 There are a lot of *burglaries* in this area, so some of my neighbours have alarms.
 - 2 A plane was _____ during a transatlantic flight from New York to London.
 - 3 The _____ kept their victim locked in a cellar.
 - 4 Shoplifting is _____.

Pronunciation: stress in verbs

6 Look at the verbs and decide which box they go in.

arrest burgle commit escape hijack
 kidnap murder receive record rescue

<i>arrest</i>	<i>burgle</i>

- 7 2.20 Listen and check your answers.
- 8 Tell your partner about a TV or newspaper report you have seen about one of the crimes on this page.

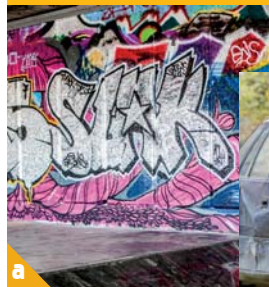
PV

9 Complete the sentences with the words in the box.

get held show shut turned turned away
 down onto out up up with

- 1 The witness didn't *show up* in court.
- 2 The airport was _____ after a terrorism alert.
- 3 Not many people _____ murder.
- 4 In the end, the murderer _____ to be the servant.
- 5 The stolen jewels _____ in Italy.
- 6 Perugia _____ the painting.

Radio news



1 Work with a partner and discuss the questions.

Think of two crime stories which have been in the news recently. What can you remember about them (clues: *who? what? where? why? when? how?*)?

Tip

Before you listen, think about the specific topic and the words which are often used with that topic.

2 You will hear some local crime stories on the radio. Work with a partner, look at the photos and write four words you think you'll hear in each story.

3 2.21 Listen and match the news reports (1–4) with the photos (a–d) in Exercise 2.

4 2.21 Listen again and make a note of the key words in each story. Compare with a partner. Then compare with your answers to Exercise 2.

Story 1	Story 2	Story 3	Story 4

5 2.21 Listen again and choose the best answer to complete 1–4.

- The armed robber is also charged with attempted murder because ...
 - he escaped in a stolen car.
 - he forged a passport.
 - he shot a security guard.
 - he killed a security guard.
- Witnesses saw some young men ...
 - painting graffiti.
 - setting fire to some cash machines.
 - riding in supermarket trolleys.
 - causing £15,000 of damage.
- The person arrested for dangerous driving ...
 - was going too fast.
 - stopped by a tree.
 - was above the legal limit for alcohol.
 - failed to appear in court.
- The burglaries were all committed ...
 - in the Newton area of the city.
 - during the night.
 - by builders.
 - while the owners were in their homes.

6 2.22 Listen to the final part of the news report and answer the questions.

- Where have new security cameras been installed?
- Why have they been installed?
- What does the first member of the public think?
- How does the second member of the public feel?

Idioms

7 Read these extracts from the listening. Match the idioms in **bold** with their meanings.

- It's like the police **have got their eye on you** all the time
 - It must have **cost an arm and a leg!**
 - I think they're all just **lining their own pockets!**
 - If it helps **keep some of these kids on the straight and narrow**, so much the better
- to be very expensive
 - to stop someone from breaking laws
 - to take money for your own personal use
 - to watch carefully

8 Work with a partner and discuss the questions.

- What do you think about security cameras, are they a good or bad thing? Why?
- Would security cameras have helped in any way in the stories in Exercise 3?

Reflection

9 What helped you understand the listening?

- Thinking about the topic and words associated with the topic before listening.
- Listening for key words.
- Listening for gist.
- Guessing the meaning of words and phrases you didn't understand.



Passive; To have something done

Passive



1 Look at this pair of sentences. Answer the questions.

active: Edward Hopper **Painted** this picture.

passive: This picture **was painted** by Edward Hopper.

- 1 What tense are the two sentences?
- 2 What is the form of the **main verb** in the passive?
- 3 What other verb is used in the passive?
- 4 Which sentence focuses on the artist?
- 5 Which sentence focuses on the painting?
- 6 Which preposition has been added in the passive?

See Language reference on page 139.

2 Complete the sentences with the correct form of the verbs in the box.

abandon ~~build~~ build buy cut
give murder sell paint use

The life story of a house

- 1 The house was *built* in beautiful woodland.
- 2 It was _____ by a rich businessman.
- 3 Many years later, it was _____ to a railway company.
- 4 The trees were _____ down and the house was _____. No one lived there anymore.
- 5 A railway was _____ in front of the house.
- 6 It was _____ by Edward Hopper in 1925.
- 7 It was _____ as the model for the house in Hitchcock's film *Psycho*.
- 8 In the film, someone was _____ in the house.
- 9 The painting was _____ to the Museum of Modern Art in New York.

3 2.23 Listen and check your answers.

4 The sentences below are related to the *Mona Lisa* story in the reading text on page 69. Put the words in the correct order.

- 1 from / it / protected / visitors / is
It is protected from visitors.
- 2 building / stolen / was / it / from / the
- 3 shut / museum / down / the / was
- 4 trains / searched / ships / and / were
- 5 the / might / Decker / invented / story / been / by / have

5 Complete the questions about the *Mona Lisa*. Use the past simple passive.

- 1 *When was it stolen?*
It was stolen in 1911.
- 2 _____ from?
From the Louvre Museum.
- 3 _____ by?
Vincenzo Peruggia.
- 4 _____ again?
It wasn't found again until 1913.
- 5 _____
In Italy.

6 Work with a partner. Ask and answer the questions in Exercise 5.

7 Complete the sentences with the verbs in brackets in the tense shown.

- 1 The incident *was recorded* on the bank's security camera. (*record*: past simple passive)
- 2 The robber _____ to leave the country. (*not allow*: future simple passive)
- 3 His condition _____ as stable. (*describe*: present perfect passive)
- 4 The damage to the supermarket _____ to be worth £15,000. (*estimate*: present simple passive)
- 5 The woman _____ for dangerous driving before. (*not arrest*: past perfect passive)
- 6 You feel like you _____ all the time. (*watch*: present continuous passive)
- 7 The guards realised that the painting _____. (*must steal*: present perfect passive)
- 8 The painting _____ by then. (*sell*: future simple passive)
- 9 The twins _____. The others were trying to play with them. (*not exclude*: past continuous passive)

To have something done

- 8 Look at the sentences below and answer the questions.
Valfierno **had** six very good forged copies of the *Mona Lisa* **made**.
- 1 Who made the copies? (Valfierno? Somebody else?)
 - 2 Who ordered the copies? (Valfierno? Somebody else?)
 - 3 How do you form the causative? (to have something done)

See Language reference on pages 139 – 140.

Streetwise

get something done

We can say *get something done* as well as *have something done*, mainly in informal spoken English.
Where did you get your hair cut?

Get it right

We say:

- ✓ I had my hair cut at the weekend.
- ✗ I cut my hair at the weekend.

- 9 Complete the sentences using the information in brackets. Use the causative *have*.



After my house was burgled, the place was a real mess.

- 1 First of all, we *had new glass put in the windows*. (put new glass in)
 - 2 Then we _____ . (change locks)
 - 3 We also _____ . (paint living room)
 - 4 We _____ . (repair television)
 - 5 We _____ . (wash sofa covers)
 - 6 And finally, we _____ . (clean curtains)
- It cost a fortune!

- 10 2.24 Listen and check your answers.

- 11 Work with a partner. Look at the photo and imagine the 'life story' of this car. Describe it using the passive and/or the causative *have/get*. Here are some verbs you could use.

buy drive make paint repair
sell steal take use for

This car was made in a factory in Russia ...



Verb, adjective, noun + preposition

Tip

When you learn new verbs, adjectives and nouns, notice if they are usually followed by any particular prepositions.

- 1 Make sentences from the table below. Use a dictionary if necessary.

Dr Watson works with Sherlock Holmes.

Verbs

1 Dr Watson works	as	the <i>Mona Lisa</i> .
2 The film's based	with	aggressive behaviour.
3 The painting is known	with	a true story.
4 Police officers are trained to deal	on	Sherlock Holmes.

Adjectives

5 The gang was involved	of	his future.
6 Vandals are responsible	to	theft.
7 Emile was ashamed	about	anything.
8 I'm not accustomed	for	several armed robberies.
9 He was worried	at	stealing from his mother.
10 I was wrongly accused	for	your attitude.
11 I'm surprised	in	life in the city.
12 You must be ready	of	a lot of damage to public property.

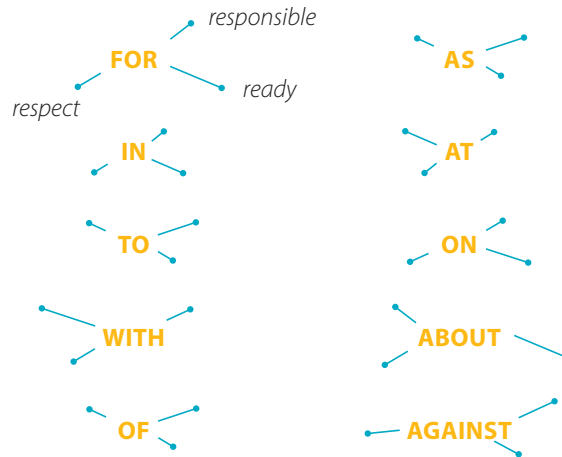
Nouns

13 We have a duty	for	humanity.
14 Thieves have no respect	against	report crimes.
15 Genocide is a crime	to	other people's property.



- 2 2.25 Listen and check your answers.

- 3 Complete the word spiders using the words in Exercise 1.



- 4 Add more verbs, adjectives and nouns to the word spiders.

See Language reference on page 140.

Pronunciation: joining prepositions

- 5 In some of the sentences in Exercise 1, it sounds as if the preposition is joined to the end of the word before it like this:

worry **dabout** cry **magainst** involve **din** accuse **dof**
surprise **dat** **ashame dof** base **don** know **nas**

- 6 2.26 Listen to the sentences. Match the 'sounds like' words with the sentences. Then practise saying them.

sounds like:

dat din fon sagainst sin sof tabout

- Be honest about your feelings.
about
 - I won my case against my employer.
 - We were alarmed at the price.
 - I'm not interested in law.
 - Be suspicious of emails like this.
 - There's been an increase in burglary.
 - We should be tough on crime.
- 7 Work with a partner. Think of at least seven new sentences using the words in bold in the table in Exercise 1.

I wasn't responsible for the damage to the computer.

Talking about a TV drama

1 Look at the photo. What do you think this TV drama series is about? Discuss with a partner.

2 2.27 Read and listen to the conversation. What does Laura say to Jim to make him want to watch the series?

Laura: Have you seen the TV series *Sherlock*?

Jim: No, I haven't. What's it about?

Laura: It's about the detective, Sherlock Holmes, but it's set in modern times.

Jim: Is it any good?

Laura: Yes, it's great. I love the Sherlock character. He's brilliant at solving crimes, but he's really rude to people, especially when he's dealing with his friend, Watson. It's quite funny to watch the two of them together, especially when they have an argument.

Jim: So how has it changed to make it modern?

Laura: Well, for example, one episode is called *The Hounds of Baskerville*. It tells the story of Baskerville, which is a military research base. The gigantic hound is a vision and is caused by a chemical weapon. Watson is an ex-soldier who has returned from Afghanistan, so he is able to help solve the crime.

Jim: Wow. It sounds great. I'm sorry I've never seen it.

Laura: I've got the box set on DVD. I'll lend it to you when I've finished with it.

Jim: OK, great. Thanks!



3 Find phrases in the conversation for the following functions:

- | | |
|--------------------------------|----------------------------------------------------|
| 1 asking about the topic | 4 introducing the main event or sequence of events |
| 2 saying where/when it happens | 5 reacting to a description |
| 3 asking for an opinion | |

Useful language

Talking about a film, book or TV Drama	Giving general information	Talking about a specific episode	Giving your opinion
What's it about?	It's set in / It takes place in ...	It tells the story of ...	I enjoyed / didn't enjoy it because ...
Is it any good?	It's about ...	It starts ... / At first ...	It's quite funny to watch because ...
		At the beginning / end ...	It sounds (great).
		Eventually ...	



When you're talking about a TV drama, give general information about the series and also talk about a specific episode.

- 4 Practise the conversation in Exercise 2 with a partner.
- 5 Work with a partner. Make notes about a TV drama you've watched or know about.
- 6 Work with a different partner and have a conversation like the one between Laura and Jim. Take turns to tell your partner about the TV drama in Exercise 5.

Life skill

Judging right from wrong

Identifying the problem

Discuss with a partner.

- 1 Read the situation below and decide what you would do.
- 2 Compare and discuss with a partner.

You see your classmate stealing something from school. They are alone and don't know



you're there. You leave quietly and think about your options. What will you do?

- a Nothing. (Later, the teacher asks, 'Did anybody see anything?'. What will you say?)
- b Tell the thief what you saw. (What will you say, exactly?)
- c Report what you saw to a teacher. (How will you explain the delay in reporting it?)
- d Write a note and put it in the thief's locker. (What will you write in the note?)

Suggesting a solution

Compare with a partner.

- 3 In what other ways could you respond to the situation?

What about you?

Tell your partner or the class.

- 4 Have you ever seen anyone doing anything wrong? What did you do or say?

Judging right from wrong

Nobody's perfect, we all make mistakes, but there are different degrees of right and wrong.

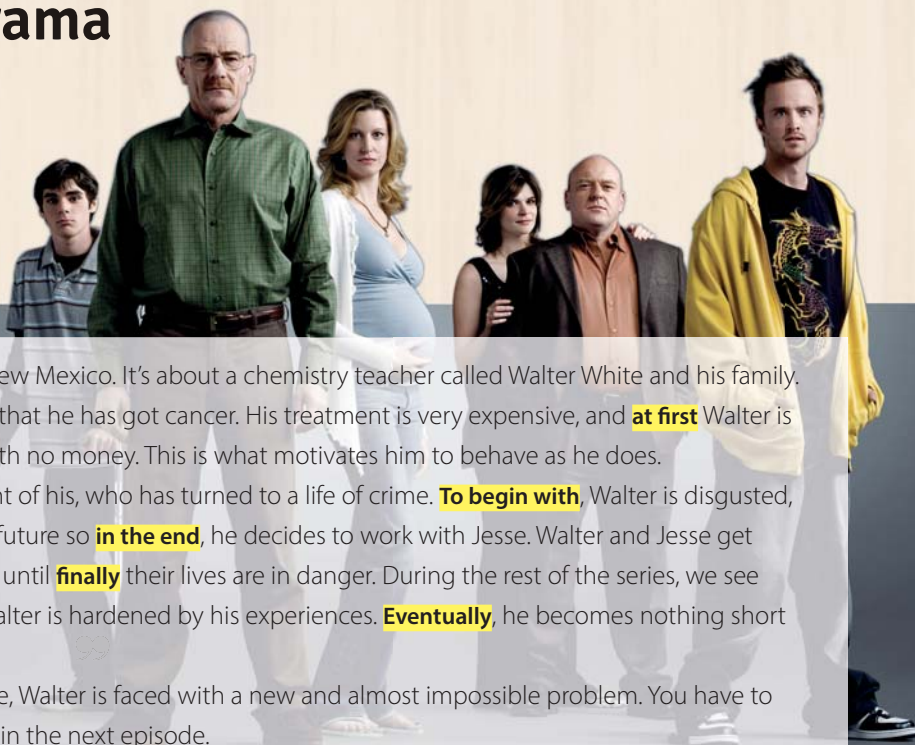
Remember: give people a chance to right a wrong for themselves.



A review of a TV drama

Writing task: write a review (100 – 150 words) on a TV drama you watch and like.

BREAKING BAD



Breaking Bad is an American TV series set in New Mexico. It's about a chemistry teacher called Walter White and his family.

At the beginning of the series, Walter is told that he has got cancer. His treatment is very expensive, and **at first** Walter is worried about dying and leaving his family with no money. This is what motivates him to behave as he does.

By chance, Walter meets Jesse, an ex-student of his, who has turned to a life of crime. **To begin with**, Walter is disgusted, but he wants to be able to secure his family's future so **in the end**, he decides to work with Jesse. Walter and Jesse get involved in all sorts of awful criminal activities until **finally** their lives are in danger. During the rest of the series, we see how his personality changes. **Little by little**, Walter is hardened by his experiences. **Eventually**, he becomes nothing short of a tough criminal.

I enjoyed the series because in each episode, Walter is faced with a new and almost impossible problem. You have to keep watching to see how he will deal with it in the next episode.

- 1 Read the review. How would you describe this series? Choose from the words in the box and compare with a partner. You can use a dictionary.

action comedy crime fantasy
mystery romance science fiction

- 2 Find the following phrases and decide in which paragraph they occur in the review.

- 1 You have to keep watching to see ...
- 2 ... set in New Mexico.
- 3 Eventually he becomes ...
- 4 At the beginning of the series ...
- 5 I enjoyed the series because ...
- 6 During the rest of the series ...

- 3 Decide which part of a review, A–D, these sentences belong in.

A The context	(paragraph 1)
B The problem	(paragraph 2)
C The development	(paragraph 3)
D My opinion	(paragraph 4)

- 1 The people work together to destroy the evil dragon.
C – the development
- 2 It was a long time ago in a place far from here.
- 3 I thought the story was really exciting.
- 4 The town was dominated by a cruel dragon.

Tip

Organising your ideas in a logical paragraph order helps your reader follow the review.

Writing builder

- 4 Complete the text with the words in the box.

setting book recommendation
plot opinion main events

A review explains the **1** *main events* in the plot of a film, TV series or **2** . It should provide the writer's **3** on the topic. The first paragraph should give information on the title, the characters, the author or director and the **4** . The second paragraph should describe the **5** and the characters and explain which are the strong or weak points of the story. The last paragraph should contain the writer's opinion on the topic and could even give a **6** .

Signpost

Writers use signposts to describe the development of a story, for example, the highlighted words and phrases in the review **to begin with**, **little by little** and **eventually**.

5 Match situations 1, 2 and 3 in the box.

Frank was poor. He got richer. He became a millionaire.

Situation 1	Situation 2	Situation 3
Frank was poor.	It got bigger.	It became an enormous city.
The criminal gang was big.	It got colder.	He became a millionaire.
The town was small.	Members of the gang were arrested.	It was freezing.
The weather was warm.	He got richer.	There was only one left.

Get it right

We say:

- ✓ He got richer.
- ✗ He got ~~more~~ richer.

Improve your writing

6 Link the situations in Exercise 5 with the signposts in the box.

at first at the beginning to begin with
eventually finally in the end little by little

See Writing guide on page 152.

Useful language

Context	Problem	Development	Opinion
It's about ...	At first ...	During the rest of the series ...	I enjoyed (the series) because ...
It's filmed in ...	At the beginning of the series ...	Eventually, he / she / it becomes ...	I recommend ...
It revolves around ...		Finally ...	In my opinion, ...
It's set in ...		In the end ...	You have to keep watching to see / find out.
		It ends with ...	
		Little by little ...	
		To start/begin with ...	

Write!

7 Write a review of a book, a film or a TV series (100 – 150 words).

Steps

STEP 1: Getting ideas

- Work with a partner. Choose a book, film or TV series you have seen or know of. Make sure you understand exactly what type of book, film or TV series it is!
- Brainstorm your ideas on the book/film/TV series.
- Write notes in a table like the one in Exercise 3.

STEP 2: Organising your ideas and writing a first draft

- Write a first draft of your review.
- Follow the structure A–D that you have created in the table.
- Think about the language you need to use for your review – both the useful language and the signposts.

STEP 3: Reviewing your writing

Re-read your first draft and answer these questions:

- 1 Have you followed the plan?
- 2 Have you used some signposts to show the development of the story?
- 3 Have you used the appropriate language for a review?
- 4 Is your grammar, spelling and punctuation correct?
- 5 Does each sentence lead smoothly to the next?

STEP 4: Writing a final draft

- Recheck your work before handing it in.
- Write a brief note to your teacher about why you chose this book, film or TV series.



Crime

1 Complete the story with the words in the box.

arrested forged hijacked hostages
kidnapped sentence thieves witness

The news today was nearly all bad. A plane was 1 *hijacked* in Africa and all of the passengers were taken as 2 . A tourist was 3 in Central America by a gang who wanted ransom money. The mafia killed a 4 . A criminal gang were selling 5 World Cup tickets, and a millionaire received a two-week prison 6 for not paying any tax. And finally, some 7 stole a cheque from an old lady. They were 8 when they tried to cash it!

Verb, adjective, noun + preposition

2 Match the beginnings of the sentences with their endings.

1 – b

- | | |
|-------------------------------------|-------------------------------------|
| 1 Don't be upset ... | a for killing many innocent people. |
| 2 Holmes was often very rude ... | b by his behaviour. |
| 3 Criminals have no respect ... | c for the law. |
| 4 He was not accustomed ... | d in a court case before. |
| 5 The police often have to deal ... | e with violent criminals. |
| 6 The terrorist was responsible ... | f to prison life. |
| 7 I've never been involved ... | g to people |

Passive

3 Change the sentences into the passive.

- They've shown photos of the murderer on TV.
Photos of the murderer have been shown on TV.
- They are taking the burglars to the police station.
- They didn't guard the *Mona Lisa* 24 hours a day.
- They arrested a suspect last night.
- They didn't see the vandals entering the building.
- Have they rescued the hostages yet?
- Are they replacing the damaged cash machines?
- Do they keep your fingerprints on record?

To have something done

4 Put the words in the correct order.

- did / cut / have / hair / you / where / your?
Where did you have your hair cut?
- eyes / your / have / yet / had / tested / you?
- made / curtains / I / got / new / some
- repaired / to / that / need / TV / you / get!
- our / cleaned / we've / had / windows / never

Pronunciation awareness

5 Choose the verb with the different stress pattern.

- | | | | |
|-----------|----------|---------------|---------|
| 1 escape | arrest | <u>hijack</u> | commit |
| 2 receive | burgle | murder | rescue |
| 3 enter | record | kidnap | witness |
| 4 protect | visit | open | offer |
| 5 copy | remain | contact | publish |
| 6 invent | convince | support | kidnap |

Signposts in writing

6 Put the sentences in order and use the signposts in the box to help the reader.

at first at the beginning eventually finally
in the end little by little to begin with

- I got better and better. I could speak fluently. I couldn't speak any English.
At first, I couldn't speak any English. Little by little, I got better and better. In the end, I could speak fluently.
- She was poor. Amanda was rich. She spent all her money.
- He became more corrupt. The leader was good. He became an evil dictator.
- It was an ecological disaster area. It grew more polluted. The planet was green and pleasant.

Grammar

Will, going to, present continuous, present simple

- 1 Complete the sentences using *will*, *going to* or the present continuous of the verbs in brackets.
- 1 *I'm having* a party on Friday. Would you like to come? (I / have)
 - 2 I can't carry this table on my own. _____ me? (you / help)
 - 3 _____ anything this evening? I fancy going out for a meal. (you / do)
 - 4 Donna's pregnant - _____ a baby. (she / have)
 - 5 What time does their _____? (plane / arrive)

Future continuous, future perfect

- 2 Complete the text using the future continuous or the future perfect of the verbs in brackets.
- I've got the new *Call of Duty*. Do you want to play it this evening? I could come round at about seven.
- I **1** *'ll be having* dinner at seven. (have)
- How about 7:30?
- Better make it eight. We **2** _____ our dinner by then. (finish)
- Can we use the *Playstation* on your big screen?
- No, my parents **3** _____ television. (watch)
- That's a pity.
- We could start at eleven. They **4** _____ to bed by then. (go)
- It's a bit late. Why don't you come round to my place?
- No, your brother **5** _____ his drums - we won't be able to hear a thing. (play)
- No, he's got a band practice tonight. He **6** _____ before you arrive. (leave)
- Well, OK then.
- Right, so I **7** _____ you around about eight o' clock then. (expect)

Ability, obligation, possibility

- 3 Rewrite the sentences using the words in brackets.
- 1 I couldn't get online last night. (ABLE)
I wasn't able to get online last night.
 - 2 Is it necessary for you to leave so soon? (HAVE TO)
 - 3 You aren't allowed to use your phone on the plane. (MUSTN'T)
 - 4 It's possible that Martin borrowed your bike. (MIGHT)
 - 5 It's not possible that it's eight o'clock already! (CAN'T)
 - 6 I advise you to be more careful next time. (OUGHT)

Passive

- 4 Complete the sentences of this news article with the passive of the verb in the tense given in brackets.
- 1 An empty ship *has been found* by the coastguard in the Bay of Biscay. (find/present perfect)
 - 2 The ship _____ in any way. (not/damage/past simple)
 - 3 There was no evidence that anything _____. (take/past perfect)
 - 4 The ship's owners _____ by police. (contact/present continuous)
 - 5 Apparently, the ship _____ to Lisbon for maintenance work. (take/past continuous)
 - 6 The families of all crew members _____ later today. (inform/will future)
 - 7 Any information about this ship _____ as soon as possible. (report/should)
 - 8 French and Spanish naval vessels _____ to join in the search. (ask/present continuous)

To have / get something done

- 5 Complete the advertising brochure with the noun and verb given in the *have / get something done* form.

Fancy a healthy break? Come to the Wellbeing Spa Resort!

- **1** *have/get your hair cut* and styled to the highest standards. (hair/cut)
- **2** _____ by our trained manicurists. (nails/do)
- **3** _____ in our unique fish spa. (feet/massage)
- **4** _____ at our beautiful poolside tables. (food/serve)
- **5** _____ by our expert personal trainers. (fitness needs/assess)
- **6** _____ by hand during your stay. (car/wash)

Book now for a few days of total relaxation!



Vocabulary

Sport

1 Complete the conversations with the words in the box.

clubs course court goggles golf
racket rink skates skiing slopes

- My mother bought a new set of **1** *clubs* at the weekend. She can't wait to go the **2** tomorrow.
- I just don't understand what people like about **3** – one of the most boring games to watch.
- I want to go **4** in Andorra next winter.
- I went there last year – it was brilliant. There was lots of snow and the **5** were in good condition. Don't forget your **6**, to protect your eyes from the sun.
- Fancy a game of badminton at the weekend? I could book the **7** for an hour on Saturday.
- I'd like to, but my **8** is broken at the moment.
- No problem, I can lend you one.
- Have you ever been ice skating?
- No, I haven't got any **9**. Why?
- There's a new **10** opening next week. Let's go!



Adjective suffixes -ive, -ful, -able, -ous

2 Make words with the beginnings and endings below and make any necessary spelling changes. Match the words with meanings 1–4.

beginnings: attract compare fame skill wonder

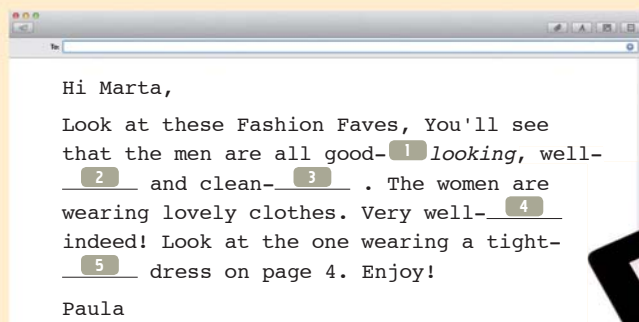
endings: -ive -ful -able -ous

- | | |
|---------------------------------------|------------------------|
| 1 very good – <i>wonderful</i> | 3 beautiful |
| 2 similar in size, amount or quantity | 4 known by many people |

Compound adjectives

3 Complete the email with the adjectives in the box.

built dressed fitting looking shaven



Crime

4 Choose the best of the three words in brackets.

- The police (*robbed / stole / arrested*) a (millionaire / hostage / thief) at the scene of the crime.
- The (*hijackers / thieves / kidnappers*) kept their (*theft / fine / hostage*) locked up in a dark room.
- The bank was (*stolen / robbed / vandalised*) in the late afternoon, and the (*kidnappers / robbers / burglars*) were caught before dark.
- They decided to (*receive / forge / commit*) new passports before they (*stole / hijacked / rescued*) the plane.
- People who (*commit / witness / murder*) a crime often receive a (*thief / prison sentence / charge*).

Phrasal verbs

5 Complete the sentences with the phrasal verbs in the box.

added up to broke down called off dressed up
get away with goes with going out hold onto
paid out put off ~~put on~~ put up with
showed up shut down switch off

- Why don't you *put on* that green shirt again? I think it really suits you and it _____ really well _____ your black trousers.
Oh no! I'd feel more _____ with a new jacket.
- Pablo eventually _____ at the party last night with a friend. He was about four hours late.
- The company _____ last month. I do hope they don't _____ not paying their workers' wages.
- Make sure you wear your coat if you are _____. It's absolutely freezing now.
- The exercise machines _____ yesterday, so last night's training session was _____.
- The hijackers managed to _____ the cabin door alarm _____, and the passengers had to _____ a terrifying situation for hours before the plane landed.
- Ella _____ - a lot of money for the ticket. I hope she enjoys the concert.
- His uncle _____ paying the bills because he didn't have any money. He said that all the bills _____ at least £500.
- George said he was going to _____ his old computer for another year or two, and then buy a new one.

