

Listening

2 🎧 **Listen to Robin and Susie discuss cyber-bullying on a radio news programme. Circle the three topics they talk about.**

- A The sorts of cyber-bullying that exist.
- B How cyber-bullying has affected schools and colleges.
- C What parents are doing to prevent cyber-bullying.
- D The consequences cyber-bullies have to deal with.
- E The effects cyber-bullying has on its victims.

3 🎧 **Listen again. Are the sentences true (T) or false (F)?**

- 1 According to Robin, cyber-bullying happens to about a third of teenagers every day. ____
- 2 Susie mentions putting an embarrassing photograph on a social networking site as an example of cyber-bullying. ____
- 3 Susie describes illegally accessing another person's online account as a more serious example of cyber-bullying. ____
- 4 Susie says that, fortunately, it is easy to remove negative comments from internet accounts. ____
- 5 Robin says that cyber-bullies usually fail to understand how serious their offence is. ____
- 6 Susie suggests that you may have problems getting into university if you're a cyber-bully. ____
- 7 Robin says that the message for cyber-bullies is that they won't avoid the consequences of their offence. ____

Mark: ____ / 10

Reading

Making vandals pay

In South Australia, the local government is reviewing the laws governing graffiti and is trying to come up with ideas about how to punish young vandals more effectively. Currently, people under eighteen don't have to pay costs for any damage they cause and courts are very reluctant to send them to prison for what is considered a minor offence. Consequently, many young offenders escape punishment and go on to commit further crimes. The government has to find a solution, but isn't sure what that might be.

The police force in the area has suggested making offenders pay compensation. The idea is that if a young person spray-paints a wall, he or she will be responsible for the cleaning bill, and will have to pay it sooner or later. This plan gets round the problem that many young vandals aren't earning any money. They won't have to pay the compensation immediately. However, if they get a job or start claiming benefits, the government will subtract money from their income to cover the costs of cleaning up the walls they've vandalized.

While a majority of people in the community welcome the idea, there are some experts who aren't sure that it is either fair or practical. A legal advisor to the government is worried that it would be impossible to start subtracting money from people's wages unless the tax authority was involved, and this could prove costly and complicated. If the amount of money owed by the vandal was less than it cost to take the money out of his or her pay packet, then what would be the point of forcing the offender to pay for the crime?

A spokesperson for youth support groups has also criticized the plan. She argues that a majority of young people who cover walls with graffiti won't be put off by being told to pay for their crime. In her opinion, young offenders commit these crimes because they are bored or angry with society, or because they are part of gangs, so they simply don't think of the consequences. As a result, she believes that introducing a payback scheme won't reduce the number of crimes. In contrast, she proposes a scheme in which vandals have to clean up their graffiti themselves and meet members of the public who have been affected by their vandalism. She argues that if we educate young people to understand the consequences of their actions, they will stop committing crimes.

The last word goes to one of the leading politicians in South Australia's government. He admits that the amount of graffiti is unlikely to go down if the government forces criminals to pay compensation. However, he points out that the cost to the tax payer of cleaning up graffiti is huge, and that forcing criminals to foot the bill has to be a good thing.

4 Read the text. Circle the correct answers.

- 1 The local government in South Australia wants to
 - a find new ways to make vandals responsible for their crimes.
 - b make vandals pay costs in court when they damage property.
 - c punish vandals by sending them to prison.
 - d make vandalism a serious, not a minor, offence.
- 2 The local police force is suggesting that vandals will
 - a eventually pay for the damage they cause.
 - b lose all of their income if they commit an offence.
 - c have to clean up all the graffiti they put on walls.
 - d have to get a job until they've paid for their crime.
- 3 The police force's suggestion is
 - a similar to the idea of the government's legal advisor.
 - b probably not going to be accepted.
 - c impractical and unfair in most people's opinion.
 - d popular with most people in the local area.
- 4 The spokesperson for youth support groups says that the best way to stop vandalism is to
 - a adopt the police force's plan.
 - b make vandals do the cleaning up.
 - c stop people from joining gangs.
 - d make vandals pay for the damage.
- 5 According to the leading politician, the police's plan is a good idea because it will
 - a save money for the government.
 - b reduce vandalism in the area.
 - c mean that they'll clean up more graffiti.
 - d be popular with vandals.

Mark: ____ / 10

Vocabulary and Grammar Test Unit 5 Test A

Name: _____

Vocabulary

1 Complete the headlines with the correct noun form of the words below.

shoplifter armed robber thief vandal offender mugger

1 _____ IN CITY CENTRE

Yesterday, two youths hit an old lady, took her handbag and escaped on their bikes.

2 RISE OF TEENAGE _____

At the weekend, teenagers destroyed telephone boxes in the city centre!

3 _____ AT BINKLEY'S

Two men entered Binkley Bank on Saturday carrying guns.

4 PRISON FOR COMMITTING REPEAT _____

On Tuesday, police arrested a young man who had committed hundreds of minor crimes.

5 _____ COMMITTED BY PENSIONER

An elderly lady stole two packets of biscuits from Pesto Supermarket last weekend.

6 _____ IN SCHOOL GYM

The school has caught a student who took money from students' lockers while they were doing sport.

Mark: ____ / 12

2 Complete the sentences by adding the prefixes *mis-* or *dis-* to the words in brackets.

1 We oppose the _____ (treatment) of prisoners in our jails.

2 There was a _____ (agreement) between campaigners and the government.

3 When they arrested the leaders, most of the crowd stared in _____ (belief).

4 It was Adam's _____ (fortune) that he worked with someone who belonged to a criminal gang.

5 The young people were rude and there was a lot of _____ (behaviour) on the school trip.

6 I can't believe Laura's _____ (honesty). She never tells the truth.

Mark: ____ / 6

3 Complete each sentence with two of the prepositions listed below. Words can be used more than once.

away up out to with

- 1 My brother has fallen _____ his girlfriend. He isn't talking to her!
- 2 Nobody caught the vandals. They got _____ damaging the building.
- 3 Amy is full of good ideas. She's always coming _____ brilliant plans.
- 4 Wendy's owned _____ stealing the lunch money. I'm glad she's admitted it.
- 5 My sister was top of the class at school. It's hard to live _____ her high standards!
- 6 I don't know why you put _____ John's bad behaviour. You should tell him to be more responsible.

Mark: ____ / 12

4 Complete the text. Replace the words in bold with the words below.

optional legal prohibited restrictive obligatory fair

At my school, it is **compulsory**¹ _____ for boys to wear their school jackets. Even on hot days, it is **against the rules**² _____ to take it off. I think this is very **limiting**³ _____ because some students would prefer to wear more interesting clothes. I'm also not sure that it is **within the law**⁴ _____, as forcing people to wear a jacket when they're hot is against human rights! For girls, it is **not compulsory**⁵ _____ to wear a jacket. They can wear any top they like! This isn't **just**⁶ _____! Boys and girls should follow the same rules!

Mark: ____ / 6

Grammar

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 If you tell lies most of the time, nobody _____ (believe) you when you actually tell the truth.
- 2 What _____ (you / say) if you met the vandals who damaged your bike?
- 3 I _____ (not tell) the teacher if you give back the books you stole.
- 4 If I _____ (not read) the newspaper, I wouldn't know about all the crime in this area.
- 5 Emily _____ (go) to prison if she's guilty.
- 6 If I _____ (be) a police officer, I'd arrest them.
- 7 If John had lots of money, he _____ (not need) to steal.
- 8 Where _____ (they / go) if they lose their home?
- 9 The policeman _____ (not arrest) you if you say you're sorry.
- 10 Samantha would tell her parents if she _____ (think) they'd understand.
- 11 I _____ (leave) my bike here if you keep an eye on it for me.
- 12 If people didn't steal from supermarkets, prices _____ (not be) so high.

Mark: ____ / 12

6 Circle the correct words to complete the text.

In our local park, you ¹**mustn't / don't have to** drop litter. If you do, you ²**'d get / 'll get** a large fine. Of course, you ³**should / must** always pick up other people's litter when you see it, although no-one can force you to do that! You ⁴**can't / don't have to** cycle in the park either. It's against the rules. Personally, I ⁵**'d allow / 'll allow** cycling if it was my decision because I don't think it's dangerous. In fact, if they ⁶**make / made** me park manager, I'd permit football in all areas of the park, too. Of course, this will never happen!

Mark: ____ / 6

7 Complete the sentences with the modal verbs below. Use each modal verb once.

must mustn't have to can don't have to doesn't have to

- 1 You _____ drive on the left in Britain and Japan. It's the law.
- 2 My brother _____ wear a helmet when skiing. It's optional when you're over eighteen!
- 3 I _____ buy some flowers for my mum's birthday. She'll be upset if I don't!
- 4 You _____ steal stationery from school. Although they're small things, it's still a crime.
- 5 You _____ wear jeans in this restaurant if you want to. They don't have strict rules.
- 6 I've finished my exams, so I _____ do any more work!

Mark: ____ / 6

TOTAL MARKS: ____ / 60