8A

Caught in the act

IN THIS LESSON, YOU:
- have conversations about crimes
- practise listening to conversations about crimes and retell the stories
- practise commenting on the stories you hear
- speculate about what happened and why in different incidents

VOCABULARY Crimes

1 Complete the sentences with the pairs of verbs. You may need to use the verbs in a different order.

doing / caught	got hold of / gone	grabbed / came up to
killed / went off	raided / seized	set / smashed
stolen / broken into		vanished / came back

1 I got a phone call from the bank saying I'd _____ $1,000 into debt. Someone must've _____ my card details.
2 I was _____ on camera and had to pay a €100 fine. I was only _____ about 65!
3 She went out to the shops and never _____ . She just completely _____ .
4 They made such a mess. They _____ shop windows, threw rocks at police and _____ fire to cars.
5 When we got back, we found the house had been _____ . Fortunately, they hadn't _____ much.
6 I was standing outside the cathedral and this guy _____ me, _____ my bag and ran off.
7 Apparently, the police _____ this café near us and _____ five million dollars' worth of elephant ivory.
8 Luckily, it was very quiet when the device _____ so no one was _____ .

2 Work in pairs. Match these crimes with the situations (1–8) in Exercise 1. There is one extra crime.

a bombing	a burglary	a disappearance	fraud / identity theft
murder	a riot	smuggling	speeding
a street robbery			

3 Work in groups. How many real examples can you think of for the crimes in Exercise 2? Explain what happened using some of the new vocabulary in Exercise 1. The crime might be:
- something that's been in the news recently.
- a famous or historic crime.

LISTENING

4 Listen to three conversations and answer the questions.
1 What crimes from Exercise 2 do the speakers talk about?
2 How do the speakers know about the crime?
3 What happened?



Mounted police in London. UK.

LIVEWORKSHEETS

5 ▶ **Work in pairs. Decide which conversation each group of words comes from and how each word was used. Then listen again and check.**

1 swipe / trainers / relief
2 stuffed / shock / drugged
3 directions / fortunately / spoil

6 Which of the three crimes from Exercise 4 is the most serious? Explain your reasons.

DEVELOPING CONVERSATIONS

Comments and questions

When listening to stories, we often make a comment and then follow it with a question.

Oh you're joking! What happened?

That's terrible! Did it have much in it?

7 ▶ **Look at the Developing conversations box. Write the words in the correct order to make comments and questions. Then listen and check your ideas.**

1 Was / dreadful / killed / That's / anyone
That's dreadful! Was anyone killed?
2 been / must've / That / you / awful / Were / OK
3 anything / very / no / valuable / they / Oh / take / Did
4 parents / What / thinking / were / dreadful / That's / the
5 insured / a / What / shame / you / Were
6 police / Did / you / That's / terrible / report / to / the / it
7 did / joking / they / know / Do / who / it / You're

8 Work in pairs. Take turns to start a conversation using one of these sentences. Respond to your partner's statement with a comment and a question. Continue each conversation for as long as you can.

1 I had my camera stolen while I was on holiday.
2 We got caught in the middle of a riot.
3 We had our house broken into last night.
4 I had my bag snatched in the street.
5 Did you read about that guy who was murdered near here?

GRAMMAR

Showing degrees of certainty with modal verbs

We often use modal verbs (*must, can't, might* or *could*) to show degrees of certainty when we are giving opinions and speculating about what's true.

a *It* ***can't have been*** *very nice.*
b *Someone* ***must have got hold*** *of my card details.*
c *It* ***could have been*** *when I bought those new trainers on the internet, but then again it* ***might*** *equally* ***have been*** *in the local supermarket.*
d *That* ***must be*** *a relief.*

9 Look at the examples in the Grammar box. Then answer these questions.

1 Which two modals show the speaker is uncertain about what happened?
2 Which two modals show the speaker is almost certain about what happened?
3 How does the speaker show they're referring to a past event or feeling rather than the present?

10 Read about the situation and complete the sentences with one or two words.

A 17-year-old boy has disappeared after having an argument with his parents. He's been gone for three days and they've just reported it to the police.

1 They must _____ a very serious argument for him to run away like that.
2 It can't _____ the first time it's happened or they would've reported him missing sooner.
3 His parents must _____ really worried, but they should've said something earlier.
4 He might _____ to a friend's house and he's too angry to get in touch.
5 Or he might _____ too embarrassed to phone because he thinks he's in trouble.

11 Work in pairs. Use *might, must, can't* or *should* to speculate about these situations.

1 Your neighbours have been buying a lot of expensive things recently. You've seen a man acting suspiciously outside their house.
2 You're walking past a shopping centre near where you live and you hear some shouting, then when you're nearer home you see several police cars speed past.

G **See Grammar reference 8A.**

CONVERSATION PRACTICE

12 Work in pairs. Follow the instructions.

- Choose a crime you discussed in Exercise 3 or another real one you know about.
- Think of some extra details and write down five key words on a piece of paper.
- Swap your paper with your partner and think of two comments and questions.
- Take turns to start the conversation.

Did you hear I got robbed / about that murder?

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LIVEWORKSHEETS

8B

Rise and fall

IN THIS LESSON, YOU:
- relate and discuss recent trends including their causes and results
- discuss the crime rate where you are and ways of reducing it
- recognize arguments and supporting evidence in a report about falling crime
- describe statistics and trends

READING

1 Read the first two paragraphs of the article on page 79. Discuss these questions with your partner.

1 Does anything surprise you? Do you believe it? Why? / Why not?
2 How would you answer the question at the end of the second paragraph?

2 Discuss how falling crime might be connected to these topics. Read the rest of the article to check your ideas.

- education
- distraction
- population changes
- environment
- technology
- prison and policing

3 Match the missing sentences (a–h) with the gaps in the article (1–8).

a The more confidence the public has in the police, the more likely they are to help with enquiries.
b Increased levels in the blood and brain are known to be associated with violence.
c Remove the opportunity to start a life in crime and you reduce the number of criminals.
d Education, it is argued, makes us more civilized.
e This has resulted in less theft, which had previously been carried out to feed addictions.
f Once identified, police focused on these small areas to arrest criminals and discourage incidents.
g Essentially, when people are absorbed in a task, they are less likely to cause trouble.
h While Latvia fits the pattern, neighbouring Estonia reduced its prison population and still saw a similar fall in murders.

4 Work in pairs. Discuss the questions.

1 Which of the suggested causes for the fall in crime are seen in Riga and Latvia?
2 Do you agree with all the suggested causes? Why? / Why not? Which do you think plays the biggest role?
3 Which of these suggested causes have you seen in your country? Have they had the same results?
4 Are there any other factors that you think affect levels of crime?

VOCABULARY Trends and statistics

5 Replace the words in bold in the sentences with these words and phrases.

account for	coincided with	correlation	decline
declined	led to	peak	played a role
plunged	ranks	rise	soared
stems from			

1 During the 2000s, the number of cars that were stolen **fell sharply** by 70%.
2 The prison population hit a **high** of 450,000 in 2006 and has **slowly dropped** since then.
3 The fall in crime has **happened at the same time as** an increase in the numbers entering university.
4 There's a clear **link** between poor reading skills and crime.
5 As smartphone use has **increased sharply**, it has **resulted in** a similar rise in street crime.
6 It's argued that the **fall** in violent crime **is the result of** longer prison sentences.
7 The economic recession may have **been a factor** in the slight **increase** in the overall crime figures this year.
8 The fact that China **comes** second for billionaires may **be the reason for** the huge increase in sales of luxury cars there.

6 P ▶ Listen to the phrases from Exercise 5 and practise saying them. Which phrases do you find hard to say? Practise saying them again.

7 Work in pairs. Discuss the statements in Exercise 5 and answer the questions.

1 Are these trends true for where you live?
2 Do the trends have any other causes or results?

SPEAKING

8 Work in groups to discuss recent trends.

- Individually, think of some recent trends or do a search of trends in the news using terms like *has soared, has plunged, a link between*, etc.
- Report your ideas to the other people in your group.
- Discuss what you think might be the causes of the trend and what it might lead to.



Riga, Latvia.

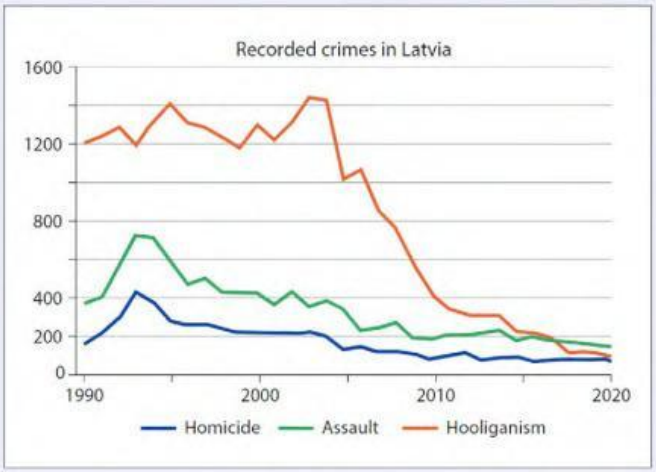
LIVEWORKSHEETS

READING

Riga-rous policing brings down crime

Jonas Grauza, a police officer from Riga in Latvia, gets out of his car to stretch his legs. While the nightlife in the old town is as lively as ever, for him it's been a quiet night. He's had to break up an argument and take a report of a stolen phone, but that's about it. He smiles when asked if it's a typical night. 'It's generally like this, yes, but I'm told 30 years ago it was very different. In the 90s, there were many more problems. Crime and policing has changed a lot.' And the statistics tell the tale. Although by EU standards, Latvia's crime rates are relatively high, they have been falling fairly steadily and violent crime has plunged, with the country seeing a 70% decrease in murders from their peak in 1993.

Similar trends have happened in many countries and it's led to a debate about the causes of falling violent crime and if it'll continue. Are people simply getting nicer?



EDUCATION

Some argue that through increasing awareness of issues, people are being turned off crime. Campaigns against drug and alcohol abuse have been successful in that young people are less likely to try illegal drugs than previous generations. [1] _____ Some have also pointed out that the fall in crime has coincided with an increase in the number of people going on to further education. [2] _____

DISTRACTION

However, it is not clear that education is the main cause. The vast majority of criminals are young and male. There is an argument that if young men are kept busy, they are less likely to commit crime. Involvement in education is one factor, the same argument may also explain recent findings that the popularity of video games may account for a percentage of the drop in crime. [3] _____

DEMOGRAPHICS AND ENVIRONMENT

The point that crime is fundamentally a young person's activity has also made researchers speculate that population changes have played a role. It is argued that crime peaked in the 1990s as a result of the children of the 1960s and 70s baby boom reaching their twenties. More controversially, it has been claimed that the banning of lead in petrol in the 70s is a factor, as previously the lead particles were released into the atmosphere and breathed in. [4] _____

TECHNOLOGY

While such environmental theories are not widely accepted, there is more agreement that technology and prevention have played an important role in the fall in certain crimes. For example, with more sophisticated locking systems installed in cars, it's far more difficult to steal them. Furthermore, in the past, car crime acted as a gateway crime – an easy first crime to commit, which might lead to further involvement in more serious things. [5] _____ Having said that, technology is also facilitating new types of crimes such as identity theft, though perhaps these attract a different kind of criminal.

PRISON AND POLICING

Other researchers argue that the fall in crime stems from jailing more people for longer, and from better policing. They point to the success of programmes in Los Angeles and New York, where police used statistical analysis to identify crime hotspots. [6] _____

THE RIGA EXPERIENCE

Proving causal links when assessing crime is always problematic, not least because correlations are rarely consistent. For example, in several countries, an increase in the prison population has coincided with the fall in crime, but this is not always the case. [7] _____

In the case of Riga, police targeted key establishments and drove out criminals. Their success allowed legitimate businesses to return as well as wealthier local people to move in. In addition, Latvia has experienced falling birth rates, while numbers of university students have almost tripled. More police and better training have also improved relations with the community and a multilingual section has been established to work with the increasing numbers of tourists. [8] _____

More recently, as people have worked more at home, there's also been a reduction in property crime. Not that everything is perfect: pickpocketing and internet fraud have increased and the police themselves receive more complaints. However, Jonas Grauza is happy. 'If people complain, it shows the public trust us – and less violence means my wife worries about me less.'



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8C

Behind bars

IN THIS LESSON, YOU:
- debate different statements about crime and society
- explain different punishments and how prisoners are treated
- practise listening to a radio programme for facts on prisons in different places
- practise hearing and using prepositions in context

VOCABULARY Crime and punishment

1 Complete the sentences with these words and phrases. You may need to change the verb form.

appeal be convicted be given be released be treated cells fine offence rehabilitation served

1 Prisoners share / have tiny / are let out of their / are locked in their _____ .
2 He was jailed after _____ of fraud / murder / robbery / assault.
3 He _____ early / for good behaviour / after an appeal / for the day.
4 They need to place more emphasis on / undergo / try new approaches to _____ .
5 The prisoners _____ well / very harshly / with respect / like animals.
6 He _____ a small fine / a short sentence / life / the death penalty.
7 He only _____ half his sentence / eight years of a twelve-year sentence / a year in prison.
8 She's launched an / lost her / going to / won her _____ .
9 He committed a serious / his first / a minor / a repeat _____ .
10 She got a £50 / huge / small / €10,000 _____ .

2 Underline any other words that are new for you in Exercise 1. Where possible, notice the grammar they are used with.

3 Work in pairs. Discuss the questions.

1 What kind of crimes do you think should be punished with fines?
2 What do you think is more important – punishment or rehabilitation?
3 Do you know what the criminal justice system is like in your country? Is it effective?

LISTENING

4 FS ▶ Prepositions often merge with words around them in fast speech. Listen and write down the phrases you hear (1–8).

5 ▶ Listen to part of a radio programme. Take notes. Find out at least one piece of information about each of the following.

- Aniello Arena
- The Fortezza theatre company
- Crime and punishment in Norway
- Bastøy prison, Norway

6 Work in groups and compare your notes. How many different pieces of information do you have?

7 ▶ Work in pairs. Are the sentences true (T) or false (F) according to the programme? Listen again and check.

1 Aniello Arena is still in prison.
2 *Reality* is a crime film.
3 Arena admitted murdering three people.
4 Arena did acting before he was convicted.
5 The Fortezza theatre company provides prisoners with therapy through drama.
6 The public in many countries wouldn't support initiatives like Fortezza.
7 In Norway, reoffending after one year is around 50% less than in the UK.
8 Prisoners have often left school early because of problems with reading.
9 In Bastøy, inmates may learn a new profession.
10 In Norway, members of the public may talk or work with prisoners.

8 Work in pairs. Choose two sets of questions to discuss.

1 Do you think it's a good idea for prisoners to get involved in drama groups and acting? Should any prisoner be let out on day release to film and tour? Why? / Why not?
2 How do you feel about the Norwegian approach to crime and prisons? Would it work in your country? Why? / Why not? Can you think of any other ways to help rehabilitation?
3 Do you like any TV shows or films about crime? Which ones? Why? Why do you think crime shows and films are so popular around the world?

GRAMMAR

Nouns with prepositions

Nouns are often followed by a preposition and a noun, pronoun or noun phrase.

have ***access to*** *classes*

important ***exceptions to*** *this*

the ***focus on*** *what's important*

his ***conviction of / for*** *killing three people*

9 Look at the examples in the Grammar box. Work in pairs. Read this extract from the radio programme and answer the questions.

The Norwegian prison system has some ***similarities*** _____ *what the Fortezza theatre company does. Rather than placing an* ***emphasis*** _____ *punishing inmates, both give more* ***attention*** _____ *rehabilitation.*

1 What prepositions go after the nouns in bold?
2 What form of a verb follows a preposition?
3 What word means 'the thing(s) that' when it follows a preposition?

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10 Complete the sentences using the correct form of the words in brackets and one or two other words.

1 In our country, we don't have a **problem** _____ (drugs).
2 The government has no **interest** _____ (improve) prisons.
3 There's a strong **focus** _____ (teach) citizenship at school.
4 I have great **respect** _____ (the police do).
5 There's never any **excuse** _____ (commit) crime.
6 There's no **point** _____ (try) rehabilitate some criminals.
7 We need a **return** _____ (the values / the past).
8 There's no **need** _____ (more investment / the police).

11 Work in pairs. Take turns to say a new sentence using the nouns in bold in Exercise 10. Does your partner agree with the new statement?

A: There's never any excuse for dropping litter.

B: I agree.

G See Grammar reference 8C.

SPEAKING TASK

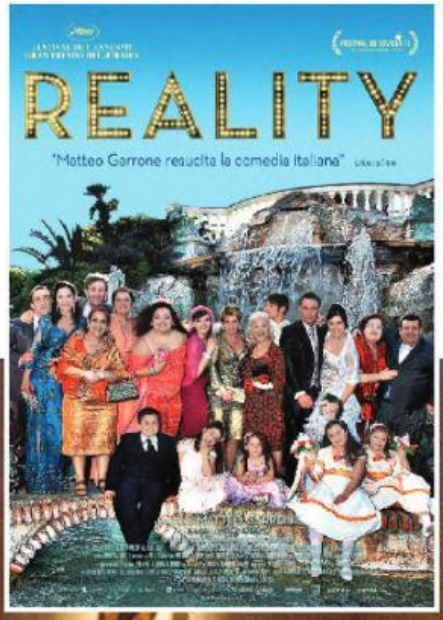
12 M Look again at the statements in Exercise 10 and follow the instructions.

- As a class, take a vote on each statement to find out who agrees / disagrees / is not sure.
- Choose the three statements where there is most disagreement.
- Individually, spend five minutes thinking about the reasons for your point of view for each statement – including why you are unsure.
- Work in groups with at least one person who has a different view of the first statement. Try to persuade your partners to change their view. Ask questions to encourage your partners to explain and justify their ideas.
- Change partners to discuss the second and third statements.
- Take a vote again to see what the class thinks after the discussions.

MY OUTCOMES

Work in pairs. Discuss the questions.

1 What interesting or surprising details about the topic of crime and punishment did you learn?
2 What sorts of conversations or discussions are you better at now? What phrases might you use?
3 Was this unit more or less difficult than earlier units? In what way?
4 What language do you need to revise from this unit?





Aniello Arena on the set of *Reality*.

LIVEWORKSHEETS

WRITING 4

Formal emails

IN THIS LESSON, YOU:
- write a formal email requesting information on an event
- talk about different types of formal writing
- recognize and practise using formal expressions
- decide on a good team-building event

SPEAKING

1 Work in groups. Discuss the questions.

1 In what kind of situations would you need to write in more formal language?
2 Have you received or sent any communications in more formal language? What were they about?
3 How much difference is there between formal writing in your language compared to speech? In what ways might it be different? How confident are you writing in that style?
4 Do you think communication with businesses, banks, customers, etc. is becoming less formal? Why? / Why not? Is that change a good thing?

WRITING

2 Read the email enquiring about a team-building event and answer the questions.

1 Why does Kathrin address the person she is writing to as *Ms*?
2 What kind of team-building event do they want to do? Why?
3 Do they have a fixed idea of how the event will be?
4 What information do they need to make their decision?
5 Why does she end with *Yours sincerely* instead of using a different closing phrase?

To: pennylee99@thehautecuisineschool.org
Subject: Corporate team-building event

Dear Ms Lee,

I am writing to **enquire** about the cookery demonstrations you **currently** offer at your school and whether they might be adapted to a team-building event.

We are a medium-sized design company and are planning an away day for 30 staff early next year. **Previously**, we have run a cake-baking competition in-house with some success, so we thought our staff would enjoy a cookery-related activity.

We **envisage** an all-day event where staff members can learn some new techniques and recipes and **have the opportunity to** practise them. However, we are very open to your suggestions.

I would be most grateful if you could send me details of what you would be able to offer, potential dates and an estimate of the cost. **In addition, I would appreciate it if you could** give me some information **with regard to** facilities for holding an informal reception or coffee breaks as part of the event.

Finally, **should there be** any issues **regarding** wheelchair access, please highlight these as one of those who will be attending is a wheelchair user.

I **look forward to hearing** from you soon.

Yours sincerely,
Kathrin Jacobson

3 Work in pairs. Discuss the questions.

1 What do you think of the suggested idea for the team-building day? Would you like to do it? Why? / Why not?
2 Can you think of any ways you could improve the event?
3 Have you ever had any away days with co-workers or classmates? What did you do? Did it help you all bond?

USEFUL LANGUAGE

Formal and informal language

The degree of formality that we use when writing depends on who we are writing to, how well we know them, and why we are writing. Generally speaking, more formal writing involves more multisyllable words of Latin origin, fewer phrasal verbs, fewer contractions (*I've*, *you're*, etc.) and fewer abbreviations. We also often join ideas in more complex sentences.

4 The email in Exercise 2 is quite formal. Match these informal expressions with the words or expressions in bold in the email.

about (x2)	are thinking of	ask	at the moment
before	can you (x2)	get to	hope to hear
if there are	on top of that		

5 Choose the more formal options to complete these sentences.

1 Thank you for *giving us a call / contacting* us and bringing this *matter / thing* to our attention.
2 *We are looking to / We want to* expand our team and currently have *lots of / a number of* vacancies available.
3 *We are sorry to tell you / We regret to inform you* that the item you *asked for / requested* is no longer in stock.
4 *If you need / Should you require* further *assistance / help*, please do not *hesitate / wait* to ask.
5 I *trust / hope* that this will not *be / prove* too much of *a pain / an inconvenience*.
6 *Is there any chance I can get / Would it be possible to obtain* a copy of your *newest / most recent* catalogue?
7 *In the event of / If there's going to be* a delay, we will contact you *ASAP / as soon as possible*.
8 If you *want to / wish to* create your own menu, I am sure we can *accommodate your needs / sort something out*.
9 *Do let me know / Tell me* if I can offer you any *more / further* information.
10 While I *appreciate / understand* the problems were partly due to external factors, I *feel / think* I should still expect to *receive / get* a full refund.

6 Complete Penny Lee's reply on page 83 using language from Exercise 2 and Exercise 5. Use one word in each gap. The first letter is given.

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To: k.jacobson@topdesign.eul

Subject: Re: Corporate team-building event

Dear Ms Jacobson,

Thank you for [1]c _____ us, we very much [2]a _____ it. Although we have never specifically run a corporate team-building event, we have [3]p _____ organized demonstrations for closed groups and feel we could certainly [4]a _____ your needs.

In [5]a _____ to our cooking rooms, which each allow twenty people to share ten stoves, we have a special demonstration room which can seat up to 60 people. Furthermore, chairs can be removed to create a more open space.

I [6]t _____ that you are planning to do the event on a weekday, in which case we have a [7]n _____ of days available in January as well as good availability in February.

While we have disabled access to the building and demonstration area, I [8]r _____ to say that the cooking rooms are not [9]c _____ fully adapted. However, please [10]d _____ let us know the specific needs and we may be able to make suitable adjustments.

With [11]r _____ to cost, the basic hire would be £4,000, but the final estimate will depend on the options you choose for the day. I suggest we discuss this in more detail by phone.

I am actually on annual leave from tomorrow till Monday. However, [12]s _____ you [13]w _____ to talk through the details before then, do not [14]h _____ to contact me on the mobile number below.

I [15]l _____ forward to discussing this [16]f _____ . Thank you once again for considering us.

Yours [17]s _____
Penny Lee

7 Work in pairs. Would you go ahead with this organization or not? Why?

PRACTICE

8 Work in groups. Discuss which activity would best encourage team-building skills among your group. Choose from the list or add your own idea. Then decide how you think the day would be organized.

- sword-fighting
- mountain climbing
- art classes
- ballroom dancing classes
- doing a quiz / treasure hunt
- sailing a large yacht

9 Individually, write a formal email to a company that might offer the activity you have chosen. Explain what you have in mind and ask for any relevant information such as:

- which day the activity is available on
- what time it starts / finishes
- how much it costs (and if there are any discounts)
- if you can have a brochure
- if there are any age limits
- how you can book
- disabled access

10 Share your emails in groups. Discuss:

- how well other students in the group presented the ideas you discussed.
- if they have asked for enough information.
- if they have used appropriately formal language.

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REVIEW 4 Video





VIDEO Out and about

1 Work in pairs. Discuss the questions.

1 Do you think it's good to spend time in nature?
2 How much time do you spend in nature? Where? Doing what?

Understanding accents

Some accents replace an /eɪ/ sound with /æ/, so lake /leɪk/ may sound like lack /læk/; rain /reɪn/ like ran /ræn/; and fate /feɪt/ more like fat /fæt/.

2 Watch the video. Which person has the closest views to you? What do they say?

3 Work in pairs. Match the statements with the speakers and explain your choices. You may match statements with more than one speaker. Then watch again to check.

a I don't get out to the countryside much.
b It's important to get away from social media.
c It gives you a moment to gather your thoughts and relax.
d The best way to keep fit is by hiking in the mountains.
e Not being out in nature can be bad for your mental health.

4 Discuss the questions with your partner.

1 Have you ever done anything challenging? How did it go?
2 What are other good ways to maintain your mental health?
3 How easy is it for people to access nature where you live?

VIDEO Developing conversations

5 You are going to watch two people talking about a trip to a city and two crimes. Watch and take notes on what they say.

6 Work in pairs. Compare what you understood with a partner. Watch again if you need to.

7 Discuss the questions with your partner.

1 Does the place sound like somewhere you'd like to go?
2 What do you know about the artwork?
3 Have you heard of any similar crimes? What happened?

8 FS Watch again. Complete the sentences with three to five words in each gap.

1 Northern Lights were there as well, _____ see the Northern Lights.
2 _____ comedy.
3 _____ he wrote 'thanks for the bad security'!
4 And then they _____ .
5 I think _____ in north Oslo.
6 They literally went into the gallery in broad daylight, while it was busy – _____ . They cut the painting out of the frame.
7 Apparently, it wasn't too damaged _____ salvage it and put it back up.
8 Yeah honestly, it's, um, _____ and there's so much in that gallery as well.

CONVERSATION PRACTICE

9 Work in pairs. You are going to practise a conversation.

1 Choose a Conversation practice from either Lesson 7A or Lesson 8A.
2 Look at the language in that lesson.
3 Check the meaning of anything you've forgotten with your partner.
4 Have the conversation. Try to improve on the last time you did it.

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Grammar and Vocabulary

GRAMMAR

1 Read the first sentence in each pair. Complete the second sentence so that it has a similar meaning. Use between three and five words, including the word in bold.

1 I find politics totally boring.
I have _____ politics at all. **INTEREST**

2 I imagine she didn't hear you. She wouldn't ignore you.
She _____ you. She wouldn't ignore you. **HEARD**

3 It's possible that they're waiting for us outside.
They _____ for us outside. **MIGHT**

4 They should ban advertising which targets children.
Advertising _____ should be banned. **AIMED**

5 Destroying much of the forest led to increased flooding.
There was increased flooding because they _____ many trees. **DOWN**

6 I'm sure climate change is one cause of the increased number of storms.
Climate change must be _____ the increased number of storms. **ROLE**

2 Complete the text with the correct form of the verbs.

On Saturday 14th August at around 10 p.m., I [1]_____ (sit) in my living room watching TV with a couple of friends. It was unbearably hot, so we [2]_____ (open) all the windows. Suddenly, we heard some loud bangs outside and I [3]_____ (look) out of the window to see what was happening. A nearby car [4]_____ (burn). I realized that someone must [5]_____ (throw) some fireworks at it and it [6]_____ (catch) fire. Just down the street I saw a group of youths acting suspiciously. I went out with a friend to see what they [7]_____ (do), but they ran off. I [8]_____ (chase) after them, but I couldn't keep up. Unfortunately, the number of teenagers [9]_____ (cause) trouble like this has increased. It's coincided with a fall in the amount of support and activities [10]_____ (provide) by the government.

3 Complete the sentences with the correct preposition.

1 There's no excuse _____ not being able to cook.
2 A return _____ old-fashioned values would be no bad thing.
3 We need to place more emphasis _____ staff development.
4 We haven't paid enough attention _____ the destruction of plant habitats.
5 Fraud accounted _____ 15% of all crimes in the UK last year.
6 Young people here generally have a lot of respect _____ their elders.
7 There are many similarities now _____ what happened in the seventies.
8 There needs to be a big decline _____ carbon emissions over the next few years.

4 ▶ Listen. Write the six sentences you hear.

VOCABULARY

5 Complete the pairs of phrases with one of these words.

bomb	commit	fog	lift	plunge
rank	sentence	snow	undergo	wind

1 the ~ didn't settle / the ~ has melted
2 there was thick ~ / the ~ eventually lifted
3 the ~'s easing off / the ~ blew away our parasol
4 the ~ was planted in a busy street / the ~ didn't go off
5 he's ~ing rehabilitation / the system's ~ing reform
6 they agreed to ~ the ban / they may ~ restrictions
7 the city ~s highly for safety / we ~ ahead of most places
8 prices have ~d / the country ~ed into a crisis
9 he ~ a minor offence / a major error
10 his ~ was reduced for good behaviour / he was given a life ~

6 Complete the sentences with the correct form of the words.

1 Violent crime such as armed _____ has fallen _____ in recent years. **rob / sharp**
2 The prison has been accused of _____ because prisoners are treated so _____ . **cruel / harsh**
3 The heat can be _____ in the summer if you don't have air conditioning, but then in the winter you might also freeze to _____ . **bear / die**
4 The _____ of attending football matches shows no sign of declining even though _____ offences at grounds have increased. **popular / crime**
5 It was a highly _____ decision to build the factory there because it _____ the habitat of several _____ species that are close to _____. **controversy / threat / danger / extinct**

7 Complete the text with one word in each gap. The first letters are given.

Pirates have [1]s _____ another ship off the east coast of Africa. Ten crew members are locked in a cabin on the ship and the pirates are demanding ten million dollars to [2]r _____ the men and [3]r _____ the ship to its owners.

A man is being questioned over the [4]di _____ of a prize-winning dog. The dog [5]v _____ without trace from the owner's garden and police believe it will have already been sold to another breeder. [6]T _____ of pets is on the increase as the price of pedigree animals has [7]s _____ over the last few years.

The government has agreed to give a [8]su _____ to a company producing plant-based meat. It is hoped that it will help the company break out into new markets and keep prices low for consumers. Encouraging a vegetarian diet could [9]l _____ _____ reductions in greenhouse gases that [10]s _____ _____ the meat industry.

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