

## Vocabulary

## A

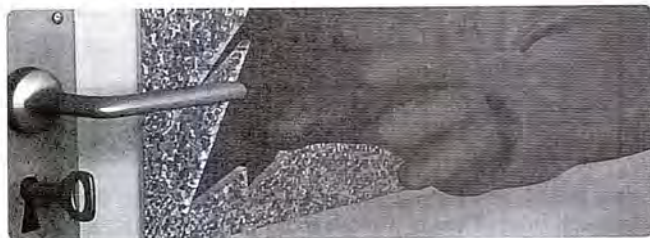
## Crimes and criminals

*I can describe different crimes.*

1 Complete the table with the correct words.

Crimes	Criminals
1 _____	drug dealer
murder	2 _____
3 _____	robber
shoplifting	4 _____
5 _____	smuggler
theft	6 _____ plural: 7 _____

2 Label the pictures with the name of the crime and the type of criminal.



1 b \_\_\_\_\_



2 v \_\_\_\_\_



3 a \_\_\_\_\_



4 m \_\_\_\_\_

3 Complete the sentences with the correct form of the verbs below.

break deal kill mug rob set  
smuggle steal vandalise

- Arsonists \_\_\_\_\_ fire to a shop in the town centre last night.
- Two teenagers \_\_\_\_\_ into a house in Kings Road and stole a TV.
- There's a man who \_\_\_\_\_ drugs on the street near our house.
- Police arrested two men who tried to \_\_\_\_\_ a million cigarettes into the country.
- An armed robber shot and \_\_\_\_\_ a security guard at a bank last Saturday.
- Three men tried to \_\_\_\_\_ a bank, but customers chased them away.
- My sister \_\_\_\_\_ some make-up from a cosmetics store when she was fifteen.
- Last night two boys \_\_\_\_\_ a drinks machine near the park. The drinks machine is now out of order.
- Two men \_\_\_\_\_ my uncle in the street and took his phone and wallet. Luckily, they didn't hurt him.

4 2.08 Listen to two crime reports. What are the crimes?

- \_\_\_\_\_
- \_\_\_\_\_

5 Complete the verb + noun collocations in the sentences using the nouns below.

the area arrest CCTV footage the culprits a house  
an investigation suspects witnesses

- Police have launched \_\_\_\_\_.
  - The police are studying \_\_\_\_\_ of the area.
  - They hope to identify \_\_\_\_\_ and have appealed for more \_\_\_\_\_ to contact them.
- They were patrolling \_\_\_\_\_ and became suspicious.
  - The police are interviewing two \_\_\_\_\_.
  - They have also searched \_\_\_\_\_ nearby and made another \_\_\_\_\_.

# Reported speech (1)

*I can report what other people have said.*

**1 What did the people say? Rewrite the reported speech as direct speech.**

- 1 She said that she wasn't going out.  
*'I'm not going out.'*
- 2 He said that he wanted to go to bed.  
\_\_\_\_\_
- 3 They said they were arriving at six o'clock.  
\_\_\_\_\_
- 4 She said that she didn't like cheese.  
\_\_\_\_\_
- 5 He said he had been to Italy in 2009.  
\_\_\_\_\_
- 6 She said that she was reading a good book.  
\_\_\_\_\_
- 7 They said they had received a lot of good advice.  
\_\_\_\_\_
- 8 He said that he wasn't going to do the washing-up.  
\_\_\_\_\_

**2 Complete the reported speech.**

- 1 'Somebody stole my wallet,' said James.  
James said somebody *had stolen* his wallet.
- 2 'The suspect is at the police station,' said Alex.  
Alex said that the suspect \_\_\_\_\_ at the police station.
- 3 'The police are appealing for witnesses,' said the reporter.  
The reporter said the police \_\_\_\_\_ for witnesses.
- 4 'I'm going to search the house,' said the officer.  
The officer said she \_\_\_\_\_ the house.
- 5 'The police launched an investigation into the muggings,' said George.  
George said that the police \_\_\_\_\_ an investigation into the muggings.
- 6 'In London the police make hundreds of arrests every day,' said the TV announcer.  
The TV announcer said the police \_\_\_\_\_ hundreds of arrests every day.
- 7 'I think arson is worse than burglary,' said Jane.  
Jane said she \_\_\_\_\_ that arson \_\_\_\_\_ worse than burglary.

**3 Rewrite the direct speech as reported speech. You may have to change pronouns and references to time or place.**

- 1 'We arrested the culprits last Tuesday,' said the police inspector.  
*The police inspector said that they had arrested the culprits the Tuesday before.*
- 2 'Somebody broke into our house last night,' said Mike.  
\_\_\_\_\_

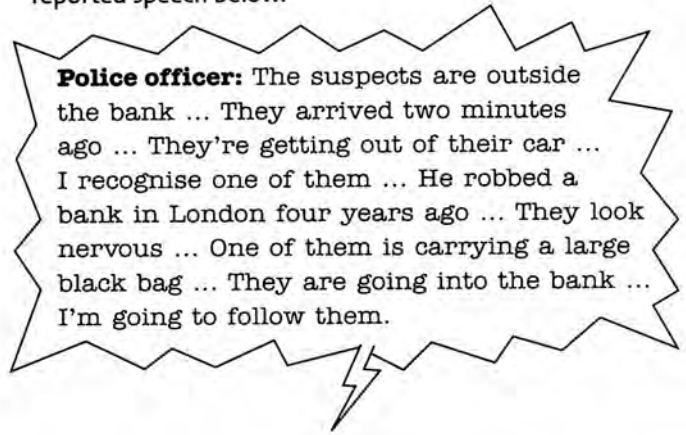
3 'People sometimes sell drugs outside my school,' said Kate.  
\_\_\_\_\_

4 'We are going to study the CCTV footage today,' said the police officer.  
\_\_\_\_\_

5 'Jack stole a camera from a shop yesterday,' said Fred.  
\_\_\_\_\_

6 'The police are looking for the thief who stole my car,' said Sam.  
\_\_\_\_\_

**4 Read the police officer's radio report. Then rewrite it as reported speech below.**



1 The police officer said that the *suspects were outside* the bank.

2 She said \_\_\_\_\_

3 She said \_\_\_\_\_

4 She said \_\_\_\_\_

5 She said \_\_\_\_\_

6 She said \_\_\_\_\_

7 She said \_\_\_\_\_

8 She said \_\_\_\_\_

9 She said \_\_\_\_\_

## Listening Strategy

The information that you need to understand in the recorded text may be expressed differently in the task. Listen out for synonyms (e.g. *hate / can't stand*) and antonyms (e.g. *win / lose*), and also for information and ideas that are paraphrased (worded differently).

## 1 Read the sentences and choose the best synonym or paraphrase for the underlined words (a, b or c).

- The image of an outlaw appeals to a lot of people.
  - is attractive to
  - is similar to
  - annoys
- Members of the gang made large amounts of money.
  - were very short of money
  - needed a lot of money
  - became very rich
- They stole rings and necklaces from shops.
  - treasure
  - jewellery
  - clothes
- Many people were unemployed at that time.
  - didn't have jobs
  - were working
  - were poor
- The robbery did not last very long.
  - was not successful
  - was short
  - was the first of many
- She told the police that she didn't own the car.
  - she disliked the car
  - she didn't use the car
  - the car didn't belong to her



2 **2.09** Listen to six short monologues. Answer the questions about each speaker.

- Does speaker 1 usually buy clothes or jewellery for his wife's birthday?  
\_\_\_\_\_
- Did speaker 2 have a long or short illness after a holiday in Africa?  
\_\_\_\_\_
- Does speaker 3 like or dislike the idea of going BASE jumping?  
\_\_\_\_\_
- Did speaker 4's computer company make her rich?  
\_\_\_\_\_
- Did speaker 5's parents own the house he lived in when he was a child?  
\_\_\_\_\_
- When speaker 6 lived in Greece, was her father employed or unemployed?  
\_\_\_\_\_

## 3 Choose the word which makes sentence b mean the same as sentence a.

- They were like celebrities.
  - They **were / weren't** very well-known.
- We made up some of the stories about them.
  - All / Not all** of the stories about them were true.
- He was a good student.
  - He did **badly / well** at school.
- They were always in trouble with the law.
  - The police **often / never** caught them committing crimes.
- We rarely argued.
  - We **often had / did not often have** disagreements.
- Neither of them got out of the castle alive.
  - They both died **inside / outside** the castle.
- He never killed anyone.
  - He **was / was not** a murderer.

4 **2.10** Listen to a radio programme about a famous criminal called Ma Barker and her sons. Complete the fact file.

Born:	 <p><b>WANTED</b> US DEPARTMENT of JUSTICE DIVISION of INVESTIGATION FUGITIVE FROM JUSTICE</p> 
Real name:	
Husband:	
Number of sons:	
Died:	

5 **2.10** Listen again. Choose the correct answer, a or b. Sometimes both answers are correct.

- During her own lifetime, Ma Barker was
  - a very well-known criminal.
  - the only well-known criminal in the USA.
- The newspapers printed some stories about Ma Barker which were
  - true.
  - invented.
- At school, Ma Barker's sons
  - were not good students.
  - behaved well most of the time.
- George Barker argued with his wife because
  - she did not support their sons.
  - he did not want their sons to be criminals.
- In 1935, the police killed
  - Ma Barker.
  - Ma Barker's son, Fred.

## Reported speech (2)

*I can report what other people have said.*

## 1 Read the direct speech and complete the reported speech.

- 'I haven't told the police about the vandalism,' said Adrian.  
Adrian said that \_\_\_\_\_  
\_\_\_\_\_ the vandalism.
- 'I can't find my passport,' said Julia.  
Julia said that she \_\_\_\_\_  
\_\_\_\_\_ passport.
- 'I'll be at the park at 7 o'clock,' said Daniel.  
Daniel said that \_\_\_\_\_  
\_\_\_\_\_ 7 o'clock.
- 'Somebody has stolen my new bike,' said Joanna.  
Joanna said that \_\_\_\_\_  
\_\_\_\_\_ new bike.
- 'My dad will lend me some money for the train,' said Tina.  
Tina said that \_\_\_\_\_  
\_\_\_\_\_ the train.
- 'I can speak French, but I can't speak Spanish,' said Sara.  
Sara said that \_\_\_\_\_  
\_\_\_\_\_ Spanish.
- 'I've invited all of my friends to a barbecue at my house,'  
said Michael.  
Michael said that \_\_\_\_\_  
\_\_\_\_\_ house.
- 'I won't tell anybody about the surprise party,' said Anna.  
Anna said that \_\_\_\_\_  
\_\_\_\_\_ surprise party.

2 Complete the sentences with *said* or *told*.

- Chloe \_\_\_\_\_ she would enjoy visiting the castle.
- Jack \_\_\_\_\_ you his sister couldn't swim.
- Evie \_\_\_\_\_ the teacher that she had finished the exercise.
- Emma \_\_\_\_\_ James would be home soon.
- Max \_\_\_\_\_ everyone that he had met a famous actor.
- Amelia \_\_\_\_\_ her dad she'd get home by 10 o'clock.
- Steve \_\_\_\_\_ his cousins couldn't speak English.
- Jess \_\_\_\_\_ Lily had always been her best friend.

## 3 Change the reported speech in exercise 2 into direct speech.

- Chloe: 'I'll enjoy visiting the castle.'
- Jack: '\_\_\_\_\_'
- Evie: '\_\_\_\_\_'
- Emma: '\_\_\_\_\_'
- Max: '\_\_\_\_\_'
- Amelia: '\_\_\_\_\_'
- Steve: '\_\_\_\_\_'
- Jess: '\_\_\_\_\_'



## 4 Read the dialogue. Then rewrite it as reported speech. Remember to change pronouns and time references if necessary.

- Joe** I've seen two crimes this week. On Monday, I saw a robbery in the shopping centre.
- Freya** I heard about that on the news!
- Joe** I was there. I took lots of photos of the robbers on my phone.
- Freya** You'll probably get a reward!
- Joe** I won't get a reward because I can't show the photos to the police.
- Freya** I don't understand ...
- Joe** Yesterday, I was the victim of another crime. A thief stole my phone on the bus!

Joe said he had seen two crimes that week. He said that on Monday, he \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5 Complete the sentences with reported speech, using your own ideas.

- Our teacher told us we'd \_\_\_\_\_
- My best friend said that \_\_\_\_\_  
\_\_\_\_\_ soon.
- I once told my friend that \_\_\_\_\_

# Adjective suffixes

I can understand and use different adjective suffixes.



1 Complete the adjectives with all the possible suffixes below.

-able -al -ful -ish -less -ly -ous -y

- 1 furious \_\_\_\_\_
- 2 peace \_\_\_\_\_
- 3 luck \_\_\_\_\_
- 4 economic \_\_\_\_\_
- 5 enjoy \_\_\_\_\_
- 6 self \_\_\_\_\_
- 7 week \_\_\_\_\_
- 8 taste \_\_\_\_\_

2 Complete the text with the correct suffixes from exercise 1. Use one suffix three times.



This is the story of three <sup>1</sup>mysteri\_\_\_\_\_ documents and a box of buried treasure. The treasure, worth \$64 million in today's money, belonged to an American man called Thomas Beale. He got it by risking his life on a <sup>2</sup>danger\_\_\_\_\_ adventure in New Mexico and he buried it somewhere near the <sup>3</sup>snow\_\_\_\_\_ mountains of Virginia. He then wrote three messages in secret code to describe the exact location. Later, Beale became <sup>4</sup>friend\_\_\_\_\_ with a man called Robert Morriss. He believed that Morriss was a <sup>5</sup>reli\_\_\_\_\_ person so he left the three messages with him when he had to go away in 1822. He never returned. Morriss could not solve the secret messages and, years later, gave them to a friend. The friend used an important <sup>6</sup>nation\_\_\_\_\_ document (the Declaration of Independence) to solve one of the messages, but the other two remain a mystery to this day. Some historians are very <sup>7</sup>suspici\_\_\_\_\_ of the whole story. They think people are <sup>8</sup>fool\_\_\_\_\_ to waste their time hunting for treasure that might not exist. But thousands of code-breakers and treasure-hunters are still <sup>9</sup>hope\_\_\_\_\_ that they can find the treasure.

3 Complete the adjectives by adding them to the table below. You can make more than one adjective from some of the words.

afford beauty care child coward drink green help magic pain

_____	-ful
_____	-less
_____	-ish
_____	-able
_____	-ly
_____	-al

4 Complete the sentences with words from exercise 3.

- 1 This coffee isn't very nice, but I suppose it's \_\_\_\_\_.
- 2 I bruised my arm playing basketball and it's still very \_\_\_\_\_.
- 3 The receptionist was very \_\_\_\_\_ and suggested lots of good restaurants near the hotel.
- 4 There isn't much to do on this island, but the scenery is \_\_\_\_\_.
- 5 We can't eat this bread – the edges look \_\_\_\_\_.
- 6 More people go abroad for holidays now that flights are more \_\_\_\_\_.

**VOCAB BOOST!**

Some words seem long and difficult only because they include prefixes and suffixes. Dividing them into their parts can make them easier to understand and learn.

- unhelpfulness → un|help|full|ness
- unenjoyable → un|enjoy|able

5 Read the *Vocab boost!* box. Then draw lines to divide these words into parts (e.g. prefix, main word, suffix). Remember, some words have more than one suffix and some have only prefixes or only suffixes.

- 1 carelessness
- 2 courageous
- 3 reusable
- 4 understandable
- 5 uncomfortable
- 6 unhappiness
- 7 homelessness
- 8 invisibility

## THE LOCALITY OF THE VAULT.

71, 194, 38, 1701, 89, 76, 11, 83, 1629, 48, 94, 63, 132, 16, 111, 95, 84, 341, 975, 14, 40, 64, 27, 81, 139, 213, 63, 90, 1120, 8, 15, 3, 126, 2018, 40, 74, 758, 485, 604, 230, 436, 664, 582, 150, 251, 284, 308, 231, 124, 211, 486, 225, 401, 370, 11, 101, 305, 139, 189, 17, 33, 88, 208, 193, 145, 1, 94, 73, 416, 918, 263, 28, 500, 538, 356, 117, 136, 219, 27, 176, 130, 10, 460, 25, 485, 18, 436, 65, 84, 200, 283, 118, 320, 138, 36, 416, 280, 15, 71, 224, 961, 44, 16, 401, 39, 88, 61, 304, 12, 21, 24, 283, 134, 92, 63, 246, 486, 682, 7, 219, 184, 360, 780, 18, 64, 463, 474, 131, 160, 79, 73, 440, 95, 18, 64, 581, 34, 69, 128, 367, 460, 17, 81, 12, 103, 820, 62, 116, 97, 103, 862, 70, 60, 1317, 471, 540, 208, 121, 890, 346, 36, 150, 59, 568, 614, 13, 120, 63, 219, 812, 2160, 1780, 99, 35, 18, 21, 136, 872, 15, 28, 170, 88, 4, 30, 44, 112, 18, 147, 436, 195, 320, 37, 122, 113, 6, 140, 8, 120, 305, 42, 58, 461, 44, 106, 301, 13, 408, 680, 93, 86, 116, 530, 82, 568, 9, 102, 38, 416, 89, 71, 216, 728, 965, 818, 2, 38, 121, 195, 14, 326, 148, 234, 18, 55, 131, 234, 361, 824, 5, 81, 623, 48, 961, 19, 26, 33, 10, 1101, 365, 92, 88, 181, 275, 346, 201, 206, 86, 36, 219, 324, 829, 840, 64, 326, 19, 48, 122, 85, 216, 284, 919, 861, 326, 985, 233, 64, 68, 232, 431, 960, 50, 29, 81, 216, 321, 603, 14, 612, 81, 360, 36, 51, 62, 194, 78, 60, 200, 314, 676, 112, 4, 28, 18, 61, 136, 247, 819, 921, 1060, 464, 895, 10, 6, 66, 119, 38, 41, 49, 602, 423, 962, 302, 294, 875, 78, 14, 23, 111, 109, 62, 31, 501, 823, 216, 280, 34, 24, 150, 1000, 162, 286, 19, 21, 17, 340, 19,

## A mysterious disappearance

*I can understand a text about a mystery.*

Revision: Student's Book page 90

### 1 Match the two parts of the compound nouns.

chewing dental finger murder open-top  
secret train telephone

- 1 \_\_\_\_\_ records
- 2 an \_\_\_\_\_ car
- 3 a \_\_\_\_\_ number
- 4 a \_\_\_\_\_ code
- 5 a \_\_\_\_\_ investigation
- 6 a \_\_\_\_\_ ticket
- 7 \_\_\_\_\_ gum
- 8 \_\_\_\_\_ prints

### 2 Read the text. Are the sentences true (T) or false (F)?

- 1 A man took a bomb onto a plane.
- 2 The man jumped out of the plane between Portland and Seattle.
- 3 No one knows where the man is now.

### Reading Strategy

When you do a multiple-choice task, try to predict the answers just by looking at the beginning of each question, not the options. (It is not always possible, but sometimes you can.) Then look at the options. If one of them matches your prediction, it is probably the correct one. However, you still need to check carefully.

### 3 Read the Reading Strategy. For questions 1–4, circle the correct option (a–d).

- 1 The man in the suit and raincoat
  - a wanted to fly to Portland.
  - b wanted a return flight to Seattle.
  - c used a false name when he checked in.
  - d got on the plane without a ticket.
- 2 In the note, Cooper
  - a ordered the plane to return to Portland.
  - b asked for a large amount of money.
  - c said he was hijacking the plane.
  - d said he would use the bomb if the passengers tried to leave the plane.
- 3 After leaving Seattle,
  - a Cooper became more nervous, but was always polite.
  - b the plane flew straight to Mexico.
  - c the pilot decided to fly as low as possible.
  - d only six people remained on the plane.
- 4 Since Cooper's jump from the plane,
  - a only one young boy has seen him.
  - b no one has found any of the money.
  - c the police have arrested a lot of suspects.
  - d the police have recovered a small part of the money.

## Where is DAN COOPER?



On 24 November 1971, at Portland Airport, a man wearing a suit and a raincoat bought a one-way ticket for the evening flight to Seattle. He checked in and got on the plane. The name on the ticket was Dan Cooper, but that wasn't his real name.

When the plane had taken off, he put on sunglasses and gave the flight attendant a note. The note said that Cooper had a bomb in his suitcase, that he would use it if necessary, and that he was hijacking the plane. He showed the flight attendant the bomb and told her that when the plane landed in Seattle, he wanted \$200,000 and four parachutes. He told her that he would let the passengers leave the plane.

When the plane landed, the police gave Cooper the money and the parachutes, and the plane took off again with just Cooper and five members of the crew. The flight attendant said that Cooper wasn't nervous, he didn't get angry, and he seemed to be a nice, polite man. Cooper ordered the pilot to fly low, at about 3,000 metres, towards Mexico. Twenty minutes after taking off, Cooper opened the back door and jumped out of the plane with a parachute and the money.

That was the last time anyone saw Cooper. The police launched an investigation and searched the area where Cooper had jumped – but they found nothing. Ten years later, an eight-year-old boy found some of the money (only \$6,000) on a beach nearby. The rest of the money is still missing. Over the years, the police have interviewed hundreds of suspects, but they haven't made any arrests. The real identity of Cooper and what happened to him remain a mystery to this day.

# Photo description and comparison

*I can describe and compare photos of crimes.*

1 Look at the photos of a house in Germany after a burglary and a shop in London after a riot. Complete sentences 1–4 with *must* or *can't*.

- 1 The owners \_\_\_\_\_ be away or at work.
- 2 The burglars \_\_\_\_\_ speak some English.
- 3 He \_\_\_\_\_ be the owner of the shop.
- 4 He \_\_\_\_\_ be very happy about the riot.

2 2.11 Listen to a student comparing the photos (A and B). Check your answers to exercise 1.

3 2.11 Listen again. Complete the sentences about the similarities and differences between the photos.

- 1 \_\_\_\_\_ photos show a place where a crime has happened.
- 2 So the \_\_\_\_\_ is crime.
- 3 In the second photo, there's a man in the shop, \_\_\_\_\_ the house in the first photo is empty.
- 4 Another \_\_\_\_\_ is that the first photo includes some graffiti.
- 5 \_\_\_\_\_ the first photo, there are no horrible messages in the second photo.

4 Look at the photos below and read the speaking task. Write notes for your answer.

Compare the photos and say what has happened in each one. What are the main similarities and differences?

Similarities: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Differences: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Speaking Strategy

When you answer questions, try to use a variety of phrases for introducing your opinions, not just *I think ...*. Use different phrases when you are less sure about your opinion.

5 2.12 Read the Speaking Strategy. Then listen to a student answering their teacher's question and complete the extract from her answer.

Well, <sup>1</sup> \_\_\_\_\_ mugging is a serious crime because muggers steal people's personal possessions. <sup>2</sup> \_\_\_\_\_, muggers often attack people and it must be terrifying. <sup>3</sup> \_\_\_\_\_, smuggling doesn't really affect ordinary people. <sup>4</sup> \_\_\_\_\_ it's true to say that it doesn't really harm anyone.

6 Read the teacher's questions. Write notes for your answers.

1 Which is worse, in your opinion: shoplifting or burglary? Why?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2 Tell me about a crime you heard about on the news.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7 Now do the task in exercise 4 using your notes from exercise 6.



## An email

I can write an email about a crime.

## Preparation

## Writing Strategy

Try to use a variety of phrases to move your narrative forwards. Choose ones which show that the next event happened immediately afterwards or some time later.

- 1 Read the Writing Strategy. Then complete the sequencing phrases and match the headings below with groups A and B.

Immediately after    Some time later

- A \_\_\_\_\_
- 1 s \_\_\_\_\_ y
  - 2 at t \_\_\_\_\_ m \_\_\_\_\_
  - 3 just t \_\_\_\_\_
  - 4 a few m \_\_\_\_\_ m \_\_\_\_\_ l \_\_\_\_\_
- B \_\_\_\_\_
- 5 shortly a \_\_\_\_\_
  - 6 a s \_\_\_\_\_ while l \_\_\_\_\_
  - 7 before l \_\_\_\_\_
  - 8 after a w \_\_\_\_\_
  - 9 soon a \_\_\_\_\_
  - 10 s \_\_\_\_\_

- 2 Read the task and the model text. Underline three sequencing phrases in the email.

Imagine you've just visited your French penfriend in Paris. Write an email to your English friend in which you:

- describe your penfriend's house.
- describe a crime you saw taking place in Paris.
- say how you and your friend reacted to the crime.
- ask for some information.

To: holly@email.com

Dear Holly,

Hope you're well. I stayed with my penfriend Cécile in Paris last week. She lives in a beautiful flat near the Canal Saint-Martin. It's a really trendy part of town. At weekends, lots of young people sit by the river, have picnics and play the guitar.

During my stay with Cécile, we saw a mugging in the centre of town, near the Eiffel Tower. A man grabbed a woman's handbag and ran off with it. Straight away, her boyfriend chased after him, but the street was very crowded. Soon, he gave up.

We both felt quite shocked at first, but the woman didn't seem too upset. After a while, we stopped worrying about it and the rest of the holiday was really enjoyable.

Really looking forward to visiting you next week. Are we going camping? What do I need to bring?

Best wishes,

Keira

- 3 Read the writing task. Then make brief notes following the structure in the table below.

Imagine you've just spent three days in New York with your family. Write an email to your English friend in which you:

- give a short description of the hotel you stayed at.
- describe a crime you saw taking place.
- say whether the crime changed how you feel about the city, and why.
- ask for some information.

What is your hotel like? ( <i>large / small, friendly / unfriendly, etc.</i> )
What crime did you see? ( <i>mugging / shoplifting / robbery, etc.</i> ) Where were you and what happened?
Did your feelings about New York change? ( <i>safe / dangerous, friendly / unfriendly, etc.</i> )
What information do you need?

## Writing Guide

- 4 Write an email using your notes from exercise 3. Remember to include and develop all four points in the task.

## CHECK YOUR WORK

Have you ...

- covered all four points in the task and added some extra details / information?
- used appropriate language (not formal)?
- checked your spelling and grammar?



### Vocabulary

#### 1 Complete the news summaries with the words below.

arson arsonist burglars burgled looters looting  
mugger muggings shoplifters shoplifting

- Someone set fire to an empty building early this morning. Police said it was \_\_\_\_\_ and that they haven't caught the \_\_\_\_\_ yet.
- Someone attacked a woman and stole her handbag. She did not see the face of the \_\_\_\_\_. There have been a lot of similar \_\_\_\_\_ in the area.
- \_\_\_\_\_ broke into five shops last night. They took money and goods. Someone had \_\_\_\_\_ two of the shops before.
- After a flood caused damage, \_\_\_\_\_ took food and tools from several buildings. All of the suspects had received fines for \_\_\_\_\_ before.
- Often young people's friends encourage them to steal from shops. It seems like a game, but \_\_\_\_\_ is a crime, and \_\_\_\_\_ can receive large fines.

Mark: /10

#### 2 Complete the sentences with the words below.

arrest CCTV footage culprit investigation  
patrol searched suspect witnesses

- As soon as a neighbour reported the murder, the police launched an \_\_\_\_\_.
- The police \_\_\_\_\_ the house for clues.
- Two detectives have arrested a \_\_\_\_\_, a man who has committed many crimes before.
- The police can't make an \_\_\_\_\_ until they have more evidence.
- The police chief was on the news appealing for \_\_\_\_\_.
- There are cameras in the area so the police have \_\_\_\_\_ to study.
- A witness came forward and identified the \_\_\_\_\_ from a photograph.
- Several guards \_\_\_\_\_ the area around the palace day and night to check that everything is secure.

Mark: /8

#### 3 Match the two parts of the compound nouns.

- |                     |                 |
|---------------------|-----------------|
| 1 a murder _____    | a car           |
| 2 a _____ ticket    | b chewing       |
| 3 _____ gum         | c secret        |
| 4 finger _____      | d dental        |
| 5 _____ records     | e investigation |
| 6 an open-top _____ | f number        |
| 7 a telephone _____ | g train         |
| 8 a _____ code      | h prints        |

Mark: /8

### Word Skills

#### 4 Complete the sentences with the correct form of the words in brackets.

- The criminal chose the most \_\_\_\_\_ way to travel – by bus. (economy)
- The food was disappointing: overpriced and \_\_\_\_\_. (taste)
- The witness said the suspect had \_\_\_\_\_ eyes: a mixture of brown and green. (brown)
- It was \_\_\_\_\_ that James wasn't carrying anything valuable when he was mugged. He only lost a cheap watch. (luck)
- The police are pleased when burglars are \_\_\_\_\_ and leave fingerprints behind. (care)
- They noticed the contrast between the \_\_\_\_\_ setting and the terrible crime. (peace)
- The mugging victim was \_\_\_\_\_ that the police hadn't arrested anyone. (fury)
- The lawyer didn't want to use him as a witness because he wasn't very \_\_\_\_\_ – his version of what happened kept changing. (rely)
- It's \_\_\_\_\_ to walk around on your own late at night. (danger)

Mark: /9

### Grammar

#### 5 Correct the mistakes in the reported speech.

- 'I'm not saying any more,' she told us.  
She said us she wasn't saying any more. **X**  
\_\_\_\_\_
- 'You took my phone,' the man said to me.  
The man said to me that I had taken my phone. **X**  
\_\_\_\_\_

- 3 'Everyone knows Jim,' the woman said.  
The woman said that everyone had known Jim. ✗
- 4 'These are the boys who broke in last night,' the man told the officer.  
The man told the officer that those were the boys who had broken in last night. ✗
- 5 'I am keeping you here until you answer my questions,' the detective told her.  
The detective told her that he is keeping her there until she answered his questions. ✗
- 6 'I don't believe a word you tell me,' the officer said to her.  
The officer said that he didn't believe a word she told her. ✗

Mark: /6

## 6 Rewrite the sentences in reported speech.

- 1 'Tell me everything you know about the suspect,' Inspector Morris said to her.  
Inspector Morris ordered her \_\_\_\_\_
- 2 'There is something in this flat we are not seeing,' the detective said to his partner.  
The detective \_\_\_\_\_
- 3 'Is this your phone?' the man asked her.  
The man \_\_\_\_\_
- 4 'The train has been late every morning this week,' the girl told us.  
The girl told \_\_\_\_\_
- 5 'How many times did he come into the shop?' the detective asked.  
The detective wondered \_\_\_\_\_
- 6 'I first realised that my car was missing last night,' the man told the officer.  
The man \_\_\_\_\_
- 7 'I won't tell you where my son was yesterday,' the woman said to the detective.  
The woman refused \_\_\_\_\_

Mark: /14

## Use of English

- 7 Complete the text with the words below. There are two extra words.

before described for on there when why

Witnesses to crimes are not always very good at remembering what they have seen. The appearance of a suspect is often <sup>1</sup>\_\_\_\_\_ differently by different witnesses. Part of the problem is that a crime usually happens very quickly, and people often feel very nervous while it is going <sup>2</sup>\_\_\_\_\_. They then can't remember what they have seen, even if it was just the day <sup>3</sup>\_\_\_\_\_. People also often imagine things when they don't have a clear picture of something or someone. For example, <sup>4</sup>\_\_\_\_\_ a witness says that she saw a man with blonde hair and blue eyes, it's often the case that she didn't actually see the eye colour at all, but she's guessed it because she knows the colour of the man's hair. Of course, this is very frustrating for the police. But now that <sup>5</sup>\_\_\_\_\_ are CCTV cameras in so many places, police officers often have real images to use when witnesses can't remember all the facts.

Mark: /10

Total: /65

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★★★ = No problem!

★★★ = I sometimes find this difficult.

	★	★★	★★★	★★★★
I can describe different crimes.				
I can report what other people have said.				
I can listen for paraphrase.				
I can report what other people have said.				
I can understand and use different adjective suffixes.				
I can understand a text about a mystery.				
I can describe photos of crimes.				
I can write an email about a crime.				