

Crime scene

12

Listening

Sentence completion (Part 2) ▶ CB page 120

1 Underline the correct alternatives to complete sentences 1–6.

- 1 I read crime novels because I love *solving/working* problems.
- 2 It's important to *make/do* research before writing a book.
- 3 It's useful when tips are *passed on/given on* by successful writers.
- 4 People love *going through/getting out* clues to a crime.
- 5 Writers can waste a lot of time waiting for inspiration to *hit/strike*.
- 6 A good cover will *grab/take* people's attention and make them pick up the book.

2 ▶ 24 You will hear a young crime writer called Carrie Thomas talking to a group of students about her life and work. For questions 1–10, complete the sentences.

Carrie believes that writing crime fiction is a (1) that anyone can learn.

Carrie uses the word (2) to describe writer's block.

Carrie advises would-be crime writers to be sure of their personal (3) for wanting to be a writer.

Before she started writing, Carrie spent a lot of time finding out about police (4) and how they work.

Carrie suggests analysing other writers' books to see what makes their books (5) and why they make money.

Carrie thinks that crime novels are popular because readers like working out the answer to a (6) before anyone else.

Carrie appreciated being told not to forget to conform to the conventions and (7) of crime writing.

Carrie emphasises the importance of taking the advice of your (8) when writing.

Carrie says that the synopsis of the book on the dust jacket must be interesting but (9) as well.

According to Carrie, writers must be good at (10) as well as telling stories.



Vocabulary

crime

1 Complete the text with the words in the box.

defendants trial police evidence
facts sentences court innocent

After the riots were over (1) spoke to witnesses to establish the (2) of the situation and collect proof of wrong-doing. Having collected all the (3) they needed, they arrested many people, who then appeared in (4) After each (5) had finished, the judge considered the case, decided whether the (6) were guilty or (7) and gave those who had caused criminal damage long prison (8)

2 Cross out the alternative that does not collocate in sentences 1–6.

- 1 The police *interviewed/arrested/sentenced* the suspect.
- 2 The woman was *accused/suspected/fined* of stealing the car.
- 3 The robber was given a big *fine/sentence/punishment* by the judge.
- 4 The woman *caught/got/had* a glimpse of the burglar on the roof.
- 5 A jury often finds it hard to *reach/come to/decide* an agreement on their verdict.
- 6 The man was *caught/seen/got* in the act of breaking into the car.

Grammar

modal verbs ► CB page 122

1 Underline the correct alternatives to complete the sentences.

- 1 He *shouldn't/mustn't* have told John about the misunderstanding because it just caused trouble.
- 2 You *needn't/mustn't* drive me to the station as it's only a five-minute walk.
- 3 You *need/must* read that new crime thriller – it's really good.
- 4 We're not *allowed to/supposed to* speak to the newspapers about the case, though it's not actually illegal if we do.
- 5 I *need/must* to go to the dentist this afternoon, so I'll have to miss the meeting.
- 6 You *mustn't/don't have to* say anything if you're arrested.

2 Find and correct the mistakes in sentences 1–8. Tick the sentences that are correct.

Did you have

- 0 Had you to give evidence to the police after the accident?
- 1 She had leave home early to make sure she didn't miss the meeting.
- 2 The teacher told me I needn't do the test again because my marks were good enough.
- 3 You are not allowed driving at over 100 mph on the motorway.
- 4 You must to try not to get depressed – we know you're innocent.
- 5 Witnesses may think they don't have to telling the truth to the judge, but they do.
- 6 You are not allowed to drink and drive – it's illegal.
- 7 You mustn't do the washing-up; it's not necessary because I can do it later.
- 8 You shouldn't smoke anywhere in public buildings.

3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 It's all right if members bring guests to the gym on Monday evenings.

ALLOWED

Members guests to the gym on Monday evenings.

- 2 The police insisted that he paid the fine on time.

HAD

He the fine on time because the police insisted.

- 3 The robber was not obliged to meet his victim to apologise, but he did.

NEED

The robber meet his victim to apologise, but he did.

- 4 Is it really necessary for me to make a statement now?

HAVE

Do make a statement now?

- 5 I'm working late tonight as they've asked me if I can hand in this report tomorrow.

SUPPOSED

I'm working late tonight as hand in this report tomorrow.

- 6 They say I'm not allowed to smoke anywhere in the building.

MUST

They say anywhere in the building.

Speaking

Discussion (Part 4) ► CB page 123

1 Read what students said in answer to a discussion question. Underline where the student

- 1 gives examples. (find four examples)
- 2 tries to include the other candidate in the discussion. (find three examples)
- 3 uses phrases for agreeing and disagreeing. (find three examples)

E = Examiner, **G** = Günther, **M** = Manoela

- E:** How has the public's awareness of cyber crime changed?
- G:** I think people are far more conscious of the risks than they were a few years ago. For example, if they're shopping online and need to pay for something with a credit card, most people know they should only do this if it's a site they can trust. Otherwise, they run the risk of identity theft. Would you agree?
- M:** I certainly would, particularly after what happened to my mother. She's a bit careless about things like that. A couple of weeks ago she had a problem because someone had got hold of her credit card details and had tried to book a train ticket somewhere in France. Has anything like that ever happened to you?
- G:** No, fortunately. But sometimes I wonder if there is such a thing as a secure site. After all, we're constantly hearing that confidential information has been leaked from a site because of hacking. Even mobile phones aren't safe.
- M:** No, they're not. I get a lot of unwanted messages on mine. But what about social networking sites? I think they can be very risky. Something really horrible happened to a friend of mine, for instance. Another boy created a page using his name and said all sorts of terrible things about him and his friends.
- G:** If he managed to find out who it was he could sue him for libel.
- M:** It was someone in our class at school who was always insulting my friend and calling him names. It turned out he'd posted pictures of another friend of ours without asking her permission and also tried to get a lot of people to put insulting comments on her wall. He's a real cyber-bully. My friend was partly to blame, though. She should have checked the privacy settings on the site so that people who were not her friends wouldn't have access. Everyone should do that, don't you think?
- G:** Yes and no. I mean, it's also quite good if old friends can find you and get in touch.

Reading

Multiple choice (Part 5) ► CB page 124

1 You are going to read an article about a stolen bicycle. Read the article once and decide if the following statement is true or false.

The woman took the bicycle because she believed it was hers.

2 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What made it easier for the thieves to steal the writer's bike?
 - A They knew it had been left unlocked.
 - B They knew no one would see them.
 - C They had a special tool.
 - D They had plenty of time.
- 2 Why was the writer frustrated with the response from the police?
 - A She thought it was their duty to go with her to the market.
 - B She didn't think they believed she could find her bike there.
 - C She didn't think they had given her good advice.
 - D She thought they were being deliberately uncooperative.
- 3 How did the writer feel when she realised her bike was not in the white van?
 - A Relieved because she would not have been brave enough to speak to the man.
 - B Afraid because the man might have seen her watching him.
 - C Worried because she didn't know where else her bike could be.
 - D Hopeful because she thought she might find it in another van.
- 4 The writer thinks the boy gave her the bike because
 - A he saw how angry she was.
 - B he knew it was stolen.
 - C he thought she was going to pay him.
 - D he realised she was bigger than him.
- 5 What does *there* in line 38 refer to?
 - A standing in the crowds.
 - B between the stalls.
 - C with the boy.
 - D just behind the writer.
- 6 How does the writer feel now?
 - A annoyed about having to repair her bike.
 - B sorry for having made a mistake.
 - C relieved to have her bike back.
 - D guilty about what she did.

THE DAY I STOLE A BICYCLE

It was my first brand new bike. Nothing fancy – the cheapest Ridgeback on the market – but I was really proud of it and I loved it.

Two months later, on a sunny Saturday afternoon, I locked it up on Whitechapel High Street in London. There were lots of people about. I felt sure it would be fine, but two hours later, it was gone. The lock was lying on the pavement. It had been cut straight through with a pair of bolt cutters. I was gutted.

I felt sure it would turn up at Brick Lane Market the next day and tried to arrange to meet the police there so that we could look for it together and reclaim it, but they told me that they couldn't go along with me. They were very sympathetic and said that if I was to find my bike I should ring 999 and they'd be straight over. I didn't want to argue but I couldn't see how that was going to help. The market would be crowded and my bike would be long gone in the time it took them to reach me.

I got to the market early. At the far end of the street a particularly scary-looking man was directing two others who were unloading bikes from a white van. He had his back to me and he was shaven-headed and absolutely huge. I knew if my bike came out the back of that van I'd be going home to save up for another one without saying a word, but I watched anyway. I was almost glad that my silver Ridgeback didn't appear, though lots of other bikes did. There were other vans but my bike didn't come out of those either.

By ten o'clock I'd been at the market for over two hours and it was getting crowded. The white vans had stopped coming but bikes were still arriving ridden by teenagers. This is where I saw my bike – my pristine, two-month-old silver ladies' Ridgeback – except now it had a buckled front wheel and it was missing a seat post. I couldn't tell how old the boy holding it was but I was relieved that he was smaller than me. I was scared but angry enough to go ahead and speak to him. I asked him how much he wanted. He said £90. I told him that it was my bike and he could either give it to me or he could wait for the police to arrive and I would show them my receipt. He gave it to me, turned around and walked away.

I took a deep breath and started to wheel my unrideable bike through what were now thick crowds between the stalls. When I had confronted the boy I had noticed a man watching us from the other side of the narrow street. The boy had walked off in his direction. As I looked over my shoulder, I could see this man was now behind me in the crowds. I kept walking but every time I looked over my shoulder the man was still there. We both knew that he was going to catch up with me as soon as I crossed the road. I couldn't see that there was anything else for me to do. I got on the bike and rode it, with its wobbly wheel and no seat post – but I didn't care. I just needed to get away from this man who I believed was intent on doing me harm. I made eye contact with the man chasing me once more as I clanked away down the street. He had stopped following me. He took one good sour look at my face and turned around to walk back into the market.

I made it home in one piece and, after a deep breath and a cup of tea, flipped my bike over to remove the buckled front wheel. Here comes the shameful part. This is when I checked the serial number against my receipt and realised that this wasn't my bike after all. It was the same make and colour but it wasn't mine. I kept it anyway.

3 Match the underlined words and phrases in the article in Activity 2 with definitions 1–10.

- 1 undamaged and clean
- 2 moving from side to side in an unsteady way
- 3 have disappeared a long time before
- 4 very upset and disappointed
- 5 deserving blame
- 6 come immediately
- 7 with a frightening appearance
- 8 bent
- 9 unhurt
- 10 reach

Vocabulary

phrasal verbs ► CB page 125

1 Find phrasal verbs in the text and use them to replace the underlined words and phrases in these sentences.

- 1 I thought someone in the office must have taken my favourite pen but it suddenly appeared in my coat pocket.
- 2 Susan saw a boy take my wallet out of my bag but he managed to escape before we could stop him.
- 3 The police are still searching for clues in the hope of finding out what happened in the hours before the girl disappeared.
- 4 Most young offenders ask a parent to accompany them when they have to appear in court.
- 5 The detective walked as fast as he could and managed to reach the woman he was following as she got into the lift.
- 6 Even though she knew there would be serious consequences she decided to proceed with her decision to admit that she had forged his signature.

Grammar

have/get something done

► CB page 126

- 1** Complete the conversation with the prompts in brackets. Make sure you use the correct tense of the verbs.

J = José, K = Karin

- J: Why is Elena looking so worried?
- K: She (1) (bicycle, steal) last week when she went to the market.
- J: Oh, no! What's she going to do about it?
- K: Well, amazingly enough she (2) (it, return) to her already. She found it outside her house this morning, or at least she thought it was her bicycle.
- J: What do you mean?
- K: There's a problem. It's the same make but it's a different colour. She thought the thieves (3) (it, repaint) so that it would be more difficult to identify.
- J: So is she (4) (it, painted) silver like it used to be?
- K: She was, but then she discovered that one of the wheels was buckled and she took it to the bike shop to (5) (it, repair).
- J: What happened?
- K: Well, in the bike shop they asked to see her receipt and when they checked the serial number on the receipt and compared it to the one on the bike, they didn't match. She (6) (it, fix) anyway but she took it to the police station.



Use of English

Open cloze (Part 2) ► CB page 127

- 1** Read crime stories 1–2. A student has made mistakes filling in some of the gaps. Find the mistakes and correct them.

1 Bungling Burglar

A burglar was caught after he fell (1) down a chimney while trying to climb over the roof of a house he had just (2) breaked into. Police arrested the 33-year-old after (3) been called out by the

house owners who heard his calls (4) for help. The man had tried to escape out of a window in the roof with his booty of cash and jewellery, but tumbled in the dark and (5) get stuck inside the chimney.

2 Forgetful robber

A man went into a drug store, pulled (6) up a gun from his pocket and announced that the store was (7) being robbed. He pulled a paper bag over his head (8) as a face mask. He

immediately realised that he'd forgotten to cut eyeholes in the bag and so he couldn't see anything. He (9) had arrested by security men that he hadn't seen standing (10) on the corner of the room.

- 2** For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Are you helping criminals?

We all send them, thinking that we (0) need to keep others in touch with our movements. But (1) much might we actually be revealing in our Out-of-Office email messages? A careless, frivolous message conveys a sloppy, unprofessional image. But (2) you think that's bad, think again. Let me give you (3) example. Last week I got 135 automatic emails. Of these, twenty gave away information about clients and projects and twenty-seven were insecure, leaving the sender open to cyber crime.

How does it work? Apparently (4) cyber criminals do is send thousands of emails completely (5) random. Once they get your automatic response, they can find out personal details, even possibly (6) you live, by cross-referencing the information. An automatic message can alert thieves to the fact that you are away, and the chance of someone breaking (7) your house in your absence is increased.

So include the minimum of information on your automatic message, (8) 'I am unable to deal with your email at the moment'. Don't help criminals by telling them too much!

Writing

Report (Part 2) ► CB page 128

1 Look at the task. Which three of the following do students not have to do in their report?

The director of the college where you study is concerned about security, and is planning to either put security cameras in the college or install new devices for students to lock up their bicycles. As there is not much money to spend, the director has asked students to write a report assessing the value of both ideas and recommending which one most students would find useful.

Write your report.

- 1 Describe both ideas.
- 2 Consider the advantages and disadvantages of each idea.
- 3 Describe security arrangements in the college.
- 4 Explain the opinions of other students.
- 5 Recommend one idea.
- 6 Give reasons for recommendations.
- 7 Think of a new idea to recommend.
- 8 Explain the purpose of the report.

2 Rewrite the sentences with the correct form of the word in brackets.

- 1 I suggest (spend) money on security cameras.
- 2 It is recommended that students (fill in) a questionnaire.
- 3 My suggestion would be (consult) as many people as possible.
- 4 I recommend the director (ask) students for their opinions.
- 5 It is my suggestion that students should be able (lock up) their bikes.
- 6 I recommend (talk) to students about this.

3 Read the report below that was written in answer to the task in Activity 1 and do the following:

- 1 Underline two pieces of unnecessary information the student has included.
 - 2 Correct ten mistakes with spelling and grammar.
 - 3 Choose a heading for each paragraph. There are two headings you do not need to use.
- A Introduction
B Ideas from students
C Recommendations
D The cost of suggestions
E Locking devices for bicycles
F Security cameras

.....
The purpose of this report is to assess the value of improving security by either putting security cameras into the college or providing devices to allow students to lock up their bicycles. I consulted many students, and this report is based in their responses.
.....

.....
Students felt there would be an overall benefit in installing security cameras, but it could turn up to be expensive. The cameras in the new shopping centre cost a fortune! In addition, someone must watch the screens, which seems a waste of time and money.
.....

.....
It is a big problem for everyone when bicycles are stolen, as many students come to college by bikes. At the moment they leave them at the entrance, but several have been stolen. Last week a red one was taken. It would not being very expensive to install bicycle racks in the front of the college, and students were liking this idea.
.....

.....
Based on the views expressed by students, and on the fact that cameras would be expensive, I recommend install devices for students to lock up their bicycles. This would encourage even more students cycling, which is good for the environment and also for the health and fitness of students.

4 Write your own answer to the task below. Remember to make recommendations, giving good reasons for your suggestions. Write 140–190 words.

You have recently been on a holiday where several things went wrong. You lost your wallet and some jewellery was stolen from your hotel room. The manager of the hotel has asked you to write a report for the hotel security team. You should explain what happened, and say how you think security at the hotel could be improved.

Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

An escapist read!

This book (0) *A kept* me enthralled for a whole weekend. It describes an incident in which a scientist was standing on top of a Colombian volcano when it erupted, killing several of his colleagues (1) He tried to scramble down the incredibly steep side of the volcano, but was caught by a heavy shower of white-hot rocks. Several of these hit him, (2) him so badly that he feared he would not survive. However, (3) the dangers, two very brave women (4) an extraordinary rescue, and helped him to safety.

This book describes the work of scientists who place themselves in danger in the search to understand volcanoes, and shows why they choose to (5) such risks. They hope to develop the technique of (6) accurately when the next eruption might occur (7) to give people living in the area (8) warning which would save lives. It is a thought-provoking and fascinating book, which I recommend.

- | | | | | |
|---|------------|---------------|--------------|----------------|
| 0 | A kept | B held | C got | D made |
| 1 | A actually | B directly | C instantly | D momentarily |
| 2 | A damaging | B injuring | C spoiling | D smashing |
| 3 | A despite | B even | C providing | D consequently |
| 4 | A took up | B made up | C set out | D carried out |
| 5 | A get | B take | C have | D do |
| 6 | A planning | B forecasting | C projecting | D viewing |
| 7 | A so that | B in order | C in case | D though |
| 8 | A future | B ahead | C advance | D before |

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Cheerleading may be riskier than sport!

Cheerleading (0) *has* become a mainstream activity – many sports would be nothing today without groups of chanting young people dancing on the sidelines. But would you believe that showing support for a team (9) this way may be almost as risky as playing the game (10)? Each season, just as the players undergo trials for their sport, young people try out for their cheerleading team, hoping to join that elite group of people (11) spend the game urging their team on to greater efforts. What they do during the game is a key factor in creating an atmosphere within a stadium. In the past, cheerleading (12) to be fun, but now it may have a darker side. Cheerleading once simply involved performing a simple routine while at the same time making a lot of noise. But now it's turned into serious gymnastics and is competitive in its (13) right. Each season thousands of young people strive to come up with (14) most dramatic display of choreography they can, and as (15) result they end up needing emergency hospital treatment. Although sport itself is well-regulated, cheerleading is (16), so maybe what it now needs are some serious rules!

Word formation (Part 3)

For questions 17–24. read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).

Mountain storm nightmare

A young couple had a (0) miraculous **MIRACLE** escape during a back-packing holiday in the mountains. Sally and Chris found themselves stranded in freezing conditions, surrounded by sheer rock faces in every (17) **DIRECT** . They tried to call the emergency services, but to their horror discovered they were (18) **ABLE** to get a signal. They made the difficult (19) **DECIDE** to camp where they were and wait for morning, even though the weather was appalling. As daylight approached, Sally knew that she was (20) **CAPABLE** of climbing down unaided and Chris set off to find help alone. Hours passed until she heard a helicopter in the distance, and waved (21) **FRANTIC** to attract the pilot's attention. She was taken to hospital where she learned that Chris had fallen during his descent due to the (22) **ICE** conditions, and been forced to crawl for hours before reaching a small village. After an (23) **EMOTION** reunion, the couple decided to choose less (24) **ADVENTURE** holidays in future!

Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 A very friendly woman gave us directions when we got lost.

GIVEN

When we got lost we were given directions by a very friendly woman.

25 I prefer playing football to tennis.

RATHER

I tennis.

26 Do you think I have to get a visa to visit the country?

NECESSARY

Do you think to get a visa to visit the country?

27 If no one turns up for the meeting, you can go home.

LONG

You can go home, turns up for the meeting.

28 If it isn't too cold, we'll go skiing tomorrow.

UNLESS

We'll go skiing tomorrow too cold.

29 The plane was so crowded that I couldn't sleep on the long flight.

TOO

The plane was sleep on the long flight.

30 'Don't leave the building without locking up, John,' said the manager.

LEAVING

The manager reminded John the building.