Against the law

Vocabulary and Speaking
Crime

1a Work in pairs. Which of these words do you know? Check new words in VOCABULARY 3.1 p132.

robbery theft burglary mugging shoplifting smuggling kidnapping fraud bribery murder arson vandalism looting terrorism

1b Write the criminals and the verbs for the crimes in 1a if possible. Check in VOCABULARY 3.2 p132.

robbery ➞ robber, rob

1c Work in groups. Discuss these questions.
1 In your opinion which five of the crimes in 1a are the most serious? Give reasons.
2 Which crimes are common in your country? Which aren’t very common?
3 Which crimes are currently in the news?

Reading and Speaking

2 Read the opening paragraph of the article. Answer these questions.
1 What rules and laws are often ignored in the UK?
2 Do you have the same rules and laws in your country? If so, do you think a similar questionnaire would produce the same results?

3a Read the questionnaire. Choose the best answers for you.

3b Work in pairs. Compare answers. Check on p114. How law-abiding are you and your partner?

MR AVERAGE BREAKS THE LAW EVERY DAY

THE AVERAGE PERSON breaks the law at least once a day. Many may not know they have done anything wrong, while others simply may not care. Speeding, eating or using mobiles whilst driving, not wearing seatbelts, illegally downloading music or films, smoking in no-smoking areas, dropping litter, cycling on pavements – these are just a few of the rules and regulations constantly flouted in the UK. Even though some of these crimes can have fatal consequences, according to a recent survey, 58% of people say they are not important. Only 5% say they never break the law.

How law-abiding are you?

1 Imagine you were driving and you were late for an appointment, would you exceed the speed limit?
   a No way. It’s irresponsible and dangerous.
   b I’d go over the speed limit if there weren’t any speed cameras around.
   c I’d definitely break the speed limit. Everyone would, wouldn’t they?

2 Suppose a cash machine gave you twice as much money as you asked for, would you keep it?
   a Yes, I would. If the bank found out, I could say I didn’t count it.
   b No, I wouldn’t. That would be theft.
   c If I really needed it, I might keep it.

3 Imagine you saw a ten-year-old boy shoplifting, would you tell a security guard?
   a Yes, I certainly would. It might stop the boy doing it again.
   b I’d tell a security guard as long as he/she agreed not to call the police.
   c If no one else saw the boy, I’d just tell him to return the things he’d stolen.
HELP WITH GRAMMAR
Second conditional; alternatives for if

SECOND CONDITIONAL
4 a Look at the sentences in bold in the questionnaire. Answer these questions.
1 Are these sentences about real or imaginary situations?
2 Are they about: a) the past? b) the present/the future?
3 How do we make second conditionals?
4 Which modal verbs can we use instead of would in the main clause?

TIP • Even if = it doesn’t matter whether the situation in the if clause exists or not: No, I wouldn’t, even if he/she got angry with me.

ALTERNATIVES FOR if
b Look at the alternatives for if in blue in the questionnaire. Fill in these gaps with provided, assuming and as long as.
1 ______ and ______ mean ‘only if (this happens)’.
2 ______ means ‘accepting that something is true’.

c Choose the correct words in these rules.
• Imagine and suppose have the same meaning/different meanings.
• We can use imagine and suppose as an alternative for if in questions/positive sentences.

TIP • We can say provided or providing and suppose or supposing.
d Check in GRAMMAR 3.1 p133.

5 a Fill in the gaps with the correct form of the verbs in brackets.
1 If someone ______ (offer) you a job in the USA, ______ you ______ (accept) it?
2 I ______ (not take) the job if my family ______ (not want) me to.
3 If the pay ______ (be) really good, I ______ probably ______ (accept) the job.
4 I ______ (might go) even if the money ______ (not be) very good.
5 If they ______ (not offer) me full medical insurance, I ______ (not take) the job.
6 If I ______ (get) there and I ______ (not like) it, I ______ (come) straight home.

b Work in pairs. Compare answers.

6 a Read these questions and answers. Are both words/phrases possible? If not, choose the correct one.
1 A Suppose/Provided you found a lottery ticket and it had the winning number, would you collect the money?
   B Yes, I would, imagine/assuming I couldn’t find the owner.
2 A Imagine/As long as you saw a man being attacked in the street, would you try to help him?
   B Yes, I might, suppose/provided I wasn’t alone.
3 A If/Suppose some friends asked you to look after their four cats for a month, would you agree to do it?
   B No, I wouldn’t, even if/provided they offered to pay me!
4 A Imagine/If your best friend had nowhere to live, would you let him/her come and live with you?
   B I’d let him/her stay with me as long as/provided it wasn’t for too long.

b Work in pairs. Compare answers. Then take turns to ask each other the questions. Answer for yourself.

Get ready ... Get it right!

7 Work in groups. Group A p104.
Group B p107.
Vocabulary
Crime and punishment collocations

1a Work in pairs. Match a verb in A to a word/phrase in B. Check in VOCABULARY 3.3 p132.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>commit</td>
<td>someone to court</td>
</tr>
<tr>
<td>arrest</td>
<td>evidence</td>
</tr>
<tr>
<td>charge</td>
<td>someone for a crime</td>
</tr>
<tr>
<td>take</td>
<td>a crime</td>
</tr>
<tr>
<td>give</td>
<td>someone with a crime</td>
</tr>
<tr>
<td>find</td>
<td>someone (£500)</td>
</tr>
<tr>
<td>acquit/convict</td>
<td>someone to prison (for 10 years)</td>
</tr>
<tr>
<td>send</td>
<td>someone (not) guilty</td>
</tr>
<tr>
<td>sentence</td>
<td>someone of a crime</td>
</tr>
<tr>
<td>fine</td>
<td>someone to (10 years) in prison</td>
</tr>
</tbody>
</table>

b Work in pairs. Who normally does the things in 1a: a criminal, the police, the judge, the jury or a witness?

A criminal commits a crime.

Listening and Speaking

2a Look at pictures A and B. What do you think is happening in each picture?

b CD1 23 Listen to three friends discussing what happened. Check your answers.

3a Work in pairs. Student A, retell story A. Student B, retell story B. Use these words/phrases to help you. Include as much detail as you can remember.

**Story A**
- shopping
- four men
- wrong car
- not charged

**Story B**
- car alarm
- tyres
- arrested
- charged
- a fine

b CD1 23 Listen again and check. Were your versions of the stories correct?

HELP WITH GRAMMAR

Third conditional

4 Work in groups. Discuss these questions.

1 Is gun crime a problem in your country?
2 Are people allowed to own guns to protect themselves and their property? Do you think they should? Why? Why not?
3 Are people allowed to own guns for hunting? Do you think they should? Why? Why not?
4 Do police officers carry guns? What are the reasons for/against this?

QUICK REVIEW Alternatives for if

Answer these questions. Assuming you had enough money, which three countries would you visit and why? Imagine you had all the time in the world, what three new hobbies or sports would you choose? Work in pairs. Tell your partner your answers. Ask follow-up questions.

Assuming you had enough money, which three countries would you visit and why?

Imagine you had all the time in the world, what three new hobbies or sports would you choose?

It shouldn’t be allowed!
HELP WITH LISTENING
Third conditional
6 a CD1 24 Listen to these sentences. Notice the contractions (I’d, you’d, etc.) and the weak forms of have and had.
1 If I’d known about it, I’d have /əv/ come.
2 If you’d told me, I could have /əv/ helped you.
3 She wouldn’t have /əv/ been upset if you’d called her.
4 If Fred had /əd/ studied harder, he might have /əv/ passed.

b CD1 25 Listen and write five sentences. You will hear each sentence twice.

7 CD1 26 PRONUNCIATION Listen and practise. Copy the contractions and weak forms.

I wouldn’t have /əv/ met her.
→ If I hadn’t gone to the party, I wouldn’t have /əv/ met her.

8 a Read about Jim’s terrible evening. Fill in the gaps with the correct form of the verbs in brackets.
1 It ________ (might be) better if I ________ (take) the bus to Juliet’s party last night.
2 If Mary ________ (tell) me she was going, I ________ (could ask) her for a lift.
3 I ________ (not park) in the street if I ________ (know) there were car thieves in the area.
4 If I ________ (not leave) my car unlocked, the thieves ________ (might not steal) it.
5 If Mary ________ (not give) me a lift home, I don’t know where I ________ (stay).
6 My parents ________ (be) very worried if I ________ (not come) home last night.

b Work in pairs. Compare answers. What happened to Jim last night? How did he get home?

9 a Read about an unsuccessful robbery. Answer the questions.

Unsuccessful robbery
Some years ago in Poulsbo, Washington, two men tried to rob a gas station. They told the salesgirl to empty all the money from the cash register into a bag, but they didn’t realise that there were only eight dollars in it. They drove away with the money, but soon got lost because they weren’t from that town and they didn’t have a map. They finally drove into a gas station to get directions. Unfortunately for them they’d driven back into the same gas station. The salesgirl had already called the police, who were interviewing her when the robbers returned.

1 How much money did the robbers steal?
2 Why did they get lost?
3 Where did they end up?
4 Why had they gone there?
5 What do you think happened to the robbers?

b Look at the text in 9a again. Write four sentences about what would, could or might have happened if things had turned out differently.
If the salesgirl hadn’t opened the cash register, the robbers might have hurt her.

Get ready … Get it right!
10 a Make notes on six interesting things that have happened in your life. Write them in the order they happened.
2011 – passed my law exams
2012 – met Marek when I was on holiday

b Make third conditional sentences to describe how life would have been different if these things hadn’t happened.
If I’d failed my law exams, I might have become a teacher.

11 Work in pairs. Take turns to tell each other about the things you wrote in 10a. Ask follow-up questions if possible.
Vocabulary and Skills

Quick Review: Third conditional

Think of one thing that you did: last year, last month, last weekend, yesterday. Decide what would have happened if you hadn’t done these things. Work in pairs. Take turns to tell each other your sentences: I sold my car last year. If I hadn’t, I couldn’t have gone away on holiday.

Reading and Speaking

4 Read the answers for the frequently asked questions (FAQ). Then choose the best questions from a–e for paragraphs 1–3.

a Does the three strikes law work as a deterrent?

b In which state has this law been the least effective deterrent?

c Where does the term ‘three strikes law’ come from?

d Is this law always interpreted in the same way?

e Why are prisoners encouraged to play baseball?

Speaking and Listening

1 Work in groups. Discuss these questions.

1 What do you know about the prison system in your country?

2 When criminals leave prison, do they often re-offend? If so, why do you think this happens?

3 For which crimes do you think a prison sentence is an effective deterrent?

2 a Listen to a discussion from a news programme about the prison population in the UK. Answer the questions.

1 What are Margaret Bolton’s and David Gilbert’s jobs?

2 What do they agree on? What don’t they agree on?

3 What is the ‘three strikes law’ and where did it originate?

b Work in pairs. Listen again. Student A, what do the numbers in A refer to? Student B, what do the numbers in B refer to?

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>£40,000</td>
<td>£3.8 billion</td>
</tr>
<tr>
<td>£4,000</td>
<td>2.3 million</td>
</tr>
<tr>
<td>95,000</td>
<td>60%</td>
</tr>
<tr>
<td>60,000</td>
<td>$68 billion</td>
</tr>
</tbody>
</table>

c Tell your partner what the numbers refer to.

Help with Listening

Weak forms

3 a Work in pairs. How do you say the strong and weak forms of these words?

can was were has have are do you at the a (an) for of to from as and that them your but

b Listen and check. The strong form of each word is said first. Notice the schwa /ə/ in the weak forms.

c Work in pairs. Look at the first part of the radio programme. Which words do we hear as weak forms?

Government figures out today show that the cost of keeping a person in prison for one year has risen to £40,000 and all our prisons are overcrowded. So what can we do to reduce the prison population?

d Look at Audio Script. Check your answers.

e Read and listen to the conversation again. Notice how the weak forms and sentence stress give English its natural rhythm.

FAQ

1 They named the law after the three strikes rule in baseball where the person batting is allowed two strikes (he can miss two balls), but on the third strike he is out. The three strikes law is based on the same principle – three convictions and you’re taken out of society.

2 Twenty-six states in the USA have the three strikes law, but each state has its own interpretation of what it means. Some states say the three convictions must all involve violent crimes for the three strikes to apply. However, California is different from most other states – they insist on giving life sentences for any third conviction.

3 Some studies found that nationally there has been very little difference in the number of re-offenders since the laws were first used in the early 90s. Other studies suggest that it does stop criminals from re-offending. The number of murders in Los Angeles, California, fell from 1,000 in 1992 to 297 in 2010. But these figures do not convince everyone of the law’s effectiveness.
Controversial ‘Three Strikes’ cases

**CASE 1**

Leandro Andrade stole five children’s video tapes from a K-Mart store in Ontario, California. Two weeks later he was caught stealing four more video tapes from a different store. Such offences would normally be seen as quite minor, but because Andrade had previous convictions for theft and burglary he was sentenced to 25 years to life, twice! Each theft of video tapes counted as a separate ‘strike’. His family have protested against his punishment and worry about how he’ll cope with his sentence. To date Andrade has lost every appeal he’s made.

**CASE 2**

Jerry Williams and a friend stole a slice of pepperoni pizza from a group of children on the Redondo Beach pier, Los Angeles. The friend got away but Williams was arrested after the pizza shop owner called the police.

Because Williams had previous convictions for robbery and car theft he was sentenced to 25 years to life. Williams’s lawyers complained to the State Supreme Court about the severity of the sentence and succeeded in persuading the judges to reduce the sentence to six years, which he served.

**CASE 3**

Santos Reyes was sentenced to 26 years to life for taking the written part of a Californian driving test for his cousin, who could drive but couldn’t read. Reyes’s cousin desperately needed the licence to help him find work. When Reyes apologised to the court for falsifying the name on the test, he had no idea the judge was about to sentence him to life. Reyes had two previous strikes – a juvenile burglary charge for stealing a radio and later a robbery charge. Reyes’s lawyer applied to the court for a retrial. Reyes lost this appeal.

**HELP WITH VOCABULARY**

Verbs and prepositions

6 a Look at the verbs in pink in both articles. Fill in the gaps with the correct prepositions.

1 name sb/sth after sb/sth
2 base sth ________ sth
3 insist ________ sth
4 convince sb ________ sth
5 protest ________ sth
6 worry ________ sb/sth
7 cope ________ sb/sth
8 complain ________ sb ________ sb/sth
9 succeed ________ sth
10 reduce sth ________ sth
11 apologise ________ sb ________ sth
12 apply ________ sb/sth ________ sth

b Look at the verbs in 6a again. Which have an object before the preposition? Which have two prepositions?

c Check in **VOCABULARY 3.4, p132.**

7 a Fill in the gaps with the correct form of the verbs in brackets and the correct prepositions.

1 Have you ever ________ something in a public demonstration? (protest)
2 Have you ________ a new job in the last six months? (apply)
3 Have you ________ anyone recently? If so, what did you ________ ? (apologise)
4 How do you usually ________ people who annoy you? (cope)
5 When was the last time you ________ something? Who did you ________ ? (complain)
6 Are you ________ a relative? (name)
7 What was the last thing you ________ doing that you’re proud of? (succeed)
8 Do you usually ________ paying when you and a friend go out for a meal? (insist)
9 What was the last thing you read or watched that was ________ a true story? (base)
10 Have you ever bought something that was ________ half price? (reduce)
11 In discussions are you usually able to ________ people ________ your ideas? (convince)

b Work in pairs. Choose six questions from 7a to ask your partner. Ask follow-up questions if possible.

### REAL WORLD  Making, refusing and accepting offers

1. Work in groups. Discuss these questions.
   1. If you have a problem, who do you usually ask for help?
   2. When was the last time you offered to help someone? What was the problem? Did the person accept your help?

2. **a** Watch or listen to Tina talking to her friend, Chloe. Then put these topics in the order in which they are first talked about.
   - a pet
   - a computer
   - fingerprints
   - home security
   - the police
   - Prague
   - home security

   **b** Watch or listen again. Make notes on the topics in 2a.

   **c** Work in pairs. Compare notes.

### REAL WORLD  Making, refusing and accepting offers

3. **a** Fill in the gaps with the words in the boxes.

   - **What**
   - **Let**
   - **Would**
   - **like**
   - **don’t**
   - **help**

   **better**
   **manage**
   **easier**
   **offering**

   **MAKING OFFERS**

   1. **What** would I like to (come round)?
   2. I’ll (get those for you), if you **2** _______.
   3. **3** ______ me (sort that out for you).
   4. Would it **4** ______ if I (did that for you)?
   5. **5** ______ if I (do that for you)?
   6. **6** ______ if I (picked up the keys on Thursday)?

   **REFUSING OFFERS**

   1. No, it’s OK, but thanks for **1** _______.
   2. No, thanks. I’d **8** _______ (get them myself).
   3. No, that’s OK. I can **9** _______.
   4. No, don’t worry. It’d be **10** _______ if I (brought them to you).

   **ACCEPTING OFFERS**

   1. Thanks. That’d **11** _______ a great help.
   2. Are you sure you wouldn’t **12** _______?
   3. Well, it’d be wonderful if you **13** _______.
   4. As long as you **14** _______ mind.

   **b** Look at the sentences in 3a again. Which verb forms follow these phrases: **Let me** … ,
   **Would it help if I** … ?, **Why don’t I** … ?, **What if I** … ?, **Thanks for** … , **I’d better** … and **It’d be easier if I** … ?

   **c** Check in **REAL WORLD 3D** p133.
HELP WITH PRONUNCIATION

Stress and rhythm (1): conditionals

1. CD1 31 Listen and practise these sentences. Copy the stress, weak forms and any contractions.
   1. Suppose you won the lottery, what would you /wʊʤǝ/ do with the money?
   2. Imagine you could meet a famous person, who would you /wʊʤǝ/ choose?
   3. If you could have /kudǝv/ chosen your first name, what would it have /wʊʤtǝv/ been?
   4. If you hadn’t come to class today, where would you have /wʊʤu:ʍǝv/ gone instead?

2. CD1 32 Listen and write the answers to questions 1–4 in 1. You will hear each answer twice.

   1. ____________________.
   2. ____________________.
   3. ____________________.
   4. ____________________.

   b Work in pairs. Compare answers. Then decide which words are stressed in the answers. Check in Audio Script CD1 32 p160.

   c Listen again and practise.

   Work in pairs. Practise the questions and answers in 1 and 2a.

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Vocabulary, Grammar and Real World

- Extra Practice 3 and Progress Portfolio 3 p117
- Language Summary 3 p132
- 3A–D Workbook p15
- Self-study DVD-ROM 3 with Review Video

Reading and Writing

- Portfolio 3 Advice leaflets Workbook p68
- Reading a police leaflet about personal safety
- Writing leaflets: giving advice