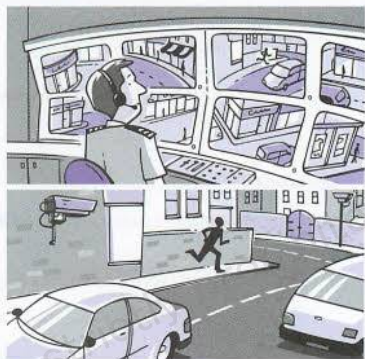


## Crime

1.1 Read the following questions and consider how you would answer them.

- Do you prefer going out alone or with friends? (Why?)
- Do you think young people today are well behaved? (Why? / Why not?)
- If young people commit a crime, who do you think is responsible?

1.2 ▶ 35 Listen to three speakers (A–C). Which question in 1.1 does each speaker answer? Write at least two types of criminal activity each speaker mentions.



	Question	Types of criminal activity	Possible causes
A			<ul style="list-style-type: none"> <li>children left alone</li> <li>loss of _____</li> <li>hang around with the wrong people</li> </ul>
B			<ul style="list-style-type: none"> <li>loss of _____ for the rules of society</li> <li>peer _____</li> <li>too much violence in _____</li> </ul>
C			<ul style="list-style-type: none"> <li>increasing _____ levels</li> <li>economic reasons</li> </ul>

1.3 ▶ 35 Listen again and complete the notes about the possible causes of crime the speakers mention.

1.4 COLLOCATION Match the adjectives and nouns in the box with the nouns below.

act unsolved statistics convicted organised  
petty juvenile prevention investigation hardened  
rate activity record armed gun offence

- crime \_\_\_\_\_
- \_\_\_\_\_ crime
- criminal \_\_\_\_\_
- \_\_\_\_\_ criminal



## Error warning



Criminal refers to the guilty person and crime refers to the act. We refer to the *crime rate* NOT *criminal-rate* and the *criminal world* NOT *crime-world*. We also talk about *juvenile crime* NOT *young-crime*.

**1.5 COLLOCATION** Now complete the following sentences with either *crime* or *criminal(s)*. Use the words in bold to help you.

- Vandals are generally seen as **petty** \_\_\_\_\_.
- If young people become involved in **juvenile** \_\_\_\_\_, they are more likely to have a \_\_\_\_\_ **record** when they are older.
- The \_\_\_\_\_ **rate** has actually decreased in some parts of New York in recent years.
- He was a **hardened** \_\_\_\_\_ with a long list of previous convictions.
- Prosecutors have launched a \_\_\_\_\_ **investigation** into the firm's accounting practices.
- Police and federal officials are working together to target **gun** \_\_\_\_\_.

**!** Error warning

The word *act* refers to a type of behaviour, e.g. *an act of violence, an act of bravery, an act of kindness, a criminal act*. NOT *criminal-action*

The word *action* refers to the process of doing something, especially when dealing with a problem, e.g. *take action, a plan of action, this calls for prompt action*.

## Punishment

**2 COLLOCATION** Match the words (1–6) with the words they collocate with (a–f).

- |               |              |
|---------------|--------------|
| 1 capital     | a programme  |
| 2 community   | b fine       |
| 3 a heavy     | c service    |
| 4 a prison    | d punishment |
| 5 a life      | e term       |
| 6 a treatment | f sentence   |

**3.1 COLLOCATION** Which words collocate with the verbs in the first column? Not all of the verbs require a preposition and the prepositions can be used more than once. Use a dictionary to help you.

accept	a crime	to
accuse	a criminal	against
arrest	a victim	for
be	on trial	from
charge	the defendant	of
commit	the consequences	on
convict	a suspect	with
punish		
sentence		

### 3.2 Now complete the sentences using the words in brackets and any other necessary words.

- Children should be taught to \_\_\_\_\_ their actions. (consequences)
- The graph shows that today, three times as many people are likely to \_\_\_\_\_ shoplifting than in 1970. (arrest)
- If you \_\_\_\_\_ a violent crime, it can take years to get over it. (victim)
- If a person is \_\_\_\_\_ a crime they did not commit, it's my job as a criminal lawyer to defend them. (charge)
- If you \_\_\_\_\_, you should be punished. (commit)
- A local drifter was \_\_\_\_\_ life without parole for the murder. (sentence)

### 4 ▶ 36 You will hear someone talking about a study on prisons. Before you listen, try to complete as much of the passage about the study's findings as you can. Then listen to check your answers.

A recent study looked into the effect of <sup>1</sup> \_\_\_\_\_ on criminals. The researchers found 96 pairs of convicted <sup>2</sup> \_\_\_\_\_, and 406 pairs who had been <sup>3</sup> \_\_\_\_\_ assault. One member of each pair had been sent to prison while the other had been given some type of non-custodial <sup>4</sup> \_\_\_\_\_. All of the criminals had committed the same kind of <sup>5</sup> \_\_\_\_\_ and had had similar previous experiences of prison and had appeared <sup>6</sup> \_\_\_\_\_ the same number of times.

Criminals who were sent to prison were slightly more likely to <sup>7</sup> \_\_\_\_\_ than those who didn't go to <sup>8</sup> \_\_\_\_\_. The results support other studies that have shown that prison either fails to <sup>9</sup> \_\_\_\_\_ criminals or actually increases criminal activity.

There is still a place for prisons, and most people think dangerous criminals need to be <sup>10</sup> \_\_\_\_\_ in some way. But the study suggests that <sup>11</sup> \_\_\_\_\_ may be just as suitable a form of punishment for minor offences.

### 5.1 Cross out the adjective in each of the following lists that does not mean the same as the adjective in bold. Use a dictionary to help you.

- shocking** atrocious hostile appalling horrifying
- minor** petty trivial insignificant compact
- severe** lenient harsh heavy strict
- worrying** concerning underlying troubling disturbing

### 5.2 The phrases on the right show support for or opposition to an idea. Use the phrases to make sentences showing how you feel about the following opinions.

- Some of the conditions in prisons are appalling.
- People should not be sent to prison for minor crimes.
- I think violent criminals deserve a severe punishment.
- Any increase in crime among young people is worrying.

I'm totally opposed to ... I can't condone ...

I'm all for ... I approve of ...

I don't agree with ... I can see a need for ...

I object to ... I don't approve of ...



#### Test tip

In the Speaking test, you will be marked on stress and intonation. Make sure you use stress appropriately to intensify the meaning of your words, e.g. *I think this type of crime is shocking. I'm totally opposed to capital punishment.*

