

Just justice

8

VOCABULARY

Crimes and criminals | Solving crimes | The law | Word building: negative adjectives | Investigating crimes

GRAMMAR

Present and Past Simple passive | *have/get something done*

SAFE NEIGHBOURHOODS

Let's stand up to crime

Hopefully, you haven't been unlucky and been the victim of a crime. But if you have, we have some tips and advice to help you. First, let's look at the type of crime some of you have experienced. Then click on the link to find out how you can stop the crime happening in the first place.

1 Rhea, Newcastle

I was a witness to a bank robbery. Two robbers ran into the bank and stole a lot of money. After robbing the bank, they got away on a motorbike. I spoke to the detective who's trying to solve the crime.

2 Mhairi, Glasgow

There have been a lot of burglaries in our area recently. Last month some burglars broke into our neighbour's house. The thieves stole her purse and some jewellery. She was really upset.

3 Jason, Bristol

Pickpocketing is a big problem in the city. Last night I was on a busy train when I felt someone's hand in my back pocket. I turned around quickly, but the pickpocket wasn't there. And neither was my wallet!

4 Humza, Coventry

I work in a small shop with a big problem: theft, or shoplifting, to be specific. The shoplifters steal all sorts of things. We're going to install security cameras to try to stop them.

5 Emma, Leeds

Some vandals ran through our neighbourhood last night. They damaged the swings in the children's park, broke a street light and threw a stone at a shop window. Why do people commit such stupid crimes? I don't understand vandalism.

Tips and advice

[Read more](#)

A

B

C

D

E

8.1

Vocabulary

Crime

1 Read crime stories 1–5 and match them with photos A–E.

1 2 3 4 5

2 Read the stories again. Who do you think had the most unpleasant experience? In pairs, discuss your ideas.

3 8.1 Study Vocabulary box A. Find the words in the stories in Exercise 1 and check you understand them.

VOCABULARY A Criminals

burglar pickpocket robber shoplifter thief vandal

4 8.2 **WORD FRIENDS** Complete the sentences with the correct form of the verbs below. Use one of the verbs twice. Listen and check.

break break into commit damage
rob solve steal

- A criminal is someone who *commits* a crime and _____ the law.
- A shoplifter is someone who _____ things from a shop.
- A bank robber is someone who _____ a bank.
- A burglar is someone who _____ homes.
- A vandal is someone who _____ buildings and other things.
- A detective is someone who _____ crimes.
- A thief is someone who _____ things from people.

5 8.3 Study Vocabulary box B. Find the crimes in the stories in Exercise 1 and complete the table. Listen and check.

VOCABULARY B Word building: crimes

Person	Crime
(bank) robber	<i>(bank) robbery</i>
burglar	_____
pickpocket	_____
shoplifter	_____
thief	_____
vandal	_____

6 8.4 Look at Vocabulary box B again and listen to a boy talking about crime. Write the examples of crimes and criminals you hear. What crimes have you heard or read about where you live? Discuss in pairs.

7 8.5 Study Vocabulary box C and complete the story below with the correct form of words from the box. Listen and check.

VOCABULARY C Solving crimes

case clue detective fingerprint security camera
suspect witness

I'm the lead ¹*detective* investigating the recent bank robbery. It wasn't a difficult ²_____. We interviewed several ³_____ and from their descriptions, I immediately thought of two possible ⁴_____, so we brought them in for questioning. They said they had nothing to do with it, but I knew they were lying. We had two ⁵_____ that helped us solve the crime. First, the recording from the ⁶_____ showed their faces. Secondly, their ⁷_____ were all over the bank. I arrested them. Then some police officers searched their flat and found the money from the robbery.

8 8.6 Study Vocabulary box D and choose the correct option in the newspaper headlines below. Listen and check.

VOCABULARY D The law

court fine judge lawyer prison punishment
reward sentence

1 **£500 *punishment* / *reward* for information on local vandals**

2 **Ten-year prison *judge* / *sentence* for bank robbers**

3 ***Judge* / *Lawyer* decides shoplifter should work for the community**

4 **Train pickpocket gets a *fine* / *reward* of £250**

5 **Ex-burglar goes back to school to become a *lawyer* / *court*!**

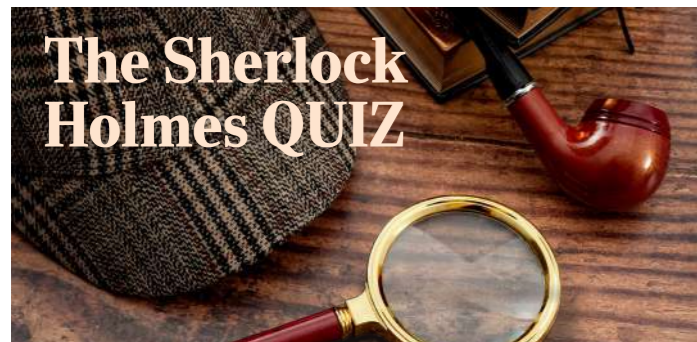
6 **Vandals should go to *fine* / *prison*, says politician**

9 In pairs, discuss the questions.

- 1 What punishments would you give the criminals in the crime stories in Exercise 1?
- 2 Would you like to be a police officer/detective/lawyer/judge? Why?/Why not?

YOUR WORLD

- 1 What do you know about Sherlock Holmes? In pairs, make a list.
- 2 8.7 In pairs, do the quiz. Listen and check.



The Sherlock Holmes QUIZ

- The *Sherlock Holmes* detective stories were written 100 years ago by
 - Arthur Conan Doyle.
 - Agatha Christie.
- Holmes had a famous assistant. What was his name?
 - Doctor Who
 - Doctor Watson
- The stories were first published
 - in a book.
 - in a magazine.
- Sherlock's flat is located at number 221B of a famous London street. It is
 - Sherlock Street.
 - Baker Street.
- Which famous Sherlock Holmes quote is never really used by Sherlock Holmes?
 - 'Elementary, my dear Watson.'
 - 'My mind is like a racing engine.'

- 3 Study the Grammar box. Find more examples of the Present and Past Simple passive in the quiz.

GRAMMAR The passive

Present Simple passive

The quote **is** never really **used** by Sherlock Holmes.

Past Simple passive

The detective stories **were written** by a British author.

GRAMMAR TIME > PAGE 133

WATCH OUT!

Use **by** + name/person to say who did the action.
The detective stories were written by a British author.

- 4 Write the Past Simple and past participle forms of the verbs below. Underline the verbs which are the same in the Past Simple and Past Participle. Use the irregular verbs list on page 136 to help you.

ask build catch chase hide
make see use watch write

ask – asked – asked

- 5 Complete the sentences with the past participle form of the verbs in brackets.
- Security cameras are **used** (use) to find clues about many crimes.
 - The thief escaped but was _____ (catch) when she fell.
 - Yesterday evening two car thieves were _____ (chase) by police in fast cars.
 - Sometimes a recording from security cameras is _____ (watch) by special detectives.
 - Last night the witnesses were _____ (ask) questions by police officers.
 - This security camera is _____ (hide) so that shoplifters don't see it.

- 6 Complete the text with the Present or Past Simple passive form of the verbs in brackets. Add **by** where necessary.

The *Nancy Drew* stories are among the most famous detective stories ever. The first stories about Nancy Drew ¹ **were published** (publish) in the 1930s. Other, newer stories have appeared since then. The books ² _____ (create) for teenagers. The *Nancy Drew* detective stories ³ _____ (write) several different authors. The name Carolyn Keene ⁴ _____ (use) by all the authors, but Nancy's name ⁵ _____ (change) in some countries. It may be surprising, but this old series ⁶ _____ (read) thousands of young people even today, and each year lots and lots of copies ⁷ _____ (sell).

YOUR WORLD

- 7 Tell the class about a detective story or film that you know.

- 1 Look at the photos and title of the article. Describe the photos. What do you think the article is about?
- 2 8.8 Read the article and check your answers to Exercise 1. What kind of court did Lisa and Ian choose? What countries have such courts?
- 3 Read the article again and choose the correct answer.



A fair punishment

Imagine that you're a police officer. What would you do if you saw some teenagers shoplifting? A kind police officer's decision helped Lisa and her brother Ian out of a difficult situation.

When Lisa was fifteen and Ian was seventeen, they were arrested for stealing from a shop. The police officer who caught them did an unusual thing: he gave them a choice. Did they want to go to a normal court, where an adult judge would decide their punishment? Or did they want to go to a youth court, where a group of young people would decide their punishment?

For Lisa and Ian, the answer was easy. They knew they had done something illegal and it was impossible to avoid punishment, but they hoped young judges might understand their situation better. That's why they chose to go to a youth court.

But what is a youth court? It's a place where the jury – the group of people who make decisions – is made up of people aged 12–19. Young people who are in trouble with the law have a chance to explain their story, be judged and get back on the 'right track'. There are now thousands of these courts around the world, including Europe, Asia and the USA. Of course, normal courts still deal with serious crimes.

At the court, Lisa and Ian, who were very nervous, were given three punishments. First, they both had to write an apology to the shop owner. Then they had to do forty hours of 'community service'. In other words, they had to help other people in their local area. Finally, they had to volunteer at the youth court themselves. The brother and sister both felt this was fair. They didn't want to be irresponsible any more. As volunteers, they have learned how the court works. They have both helped to choose fair punishments for other young people too.

- What did the police officer do that was surprising?
 - He arrested Lisa and Ian for stealing.
 - He sent Lisa and Ian to a youth court.
 - He asked Lisa and Ian to choose where to go.
 - He gave Lisa and Ian something from the shop.
- Why did Lisa and Ian choose to go to a youth court?
 - They thought it was difficult to understand adults.
 - They believed their actions were legal.
 - They wanted to make their own choices.
 - They wanted to be heard by people of their own age.
- Which of these statements is true about youth courts?
 - You listen to stories about all kinds of crimes.
 - You are heard by people who are a similar age.
 - You can choose a punishment that works for you.
 - You meet young people from around the world.
- How did Lisa and Ian react to their punishment?
 - They agreed it was appropriate.
 - They were quite unhappy.
 - They wanted to change it.
 - They thought it was hard work.

- 4 8.9 Study the Vocabulary box. Find more adjectives with negative prefixes in the article and write the missing words. How do these prefixes change the meaning of an adjective?

VOCABULARY

Word building: negative adjectives

un-	unhappy, uninteresting, unimportant, uncomfortable, unkind, unfair, _____
im-	impatient, _____
il-	illogical, _____
ir-	irregular, _____

- 5 Do you think youth courts are a good idea? Why?/Why not?

YOUR WORLD

VIDEO



A NEW LOOK

- Abe: They're the photos for the poster for our film.
 Eren: Wow! They're great. Is that Carla?
 Abe: Yes.
 Eren: So, who's that?
 Abe: It's Carla too!
 Eren: No way!
 Abe: Yes, she wore a wig and make-up. In the film she's accused of a crime she didn't commit and she's on the run from the police. So, she changes her look. She gets her hair cut short. She has it dyed blonde. She has her eyebrows shaped and then she gets her fingernails and her make-up done.
 Eren: How come her eyes have changed colour?
 Abe: She put in coloured contact lenses.
 Eren: She's so different! She looks like a rock star!
 Abe: OK, I'm ready. Let's go to the park.
 Eren: I've changed my mind. Let's go to the centre.
 Abe: Why?
 Eren: I want to change my look, to get my hair cut.



- Look at the photo. What do you think Abe and Eren are doing?
- 40 8.10 Watch or listen and check your ideas from Exercise 1. Why does Carla's character in the film change her look?
- Do you like to change your appearance? What do you usually change – your hairstyle or your clothes?
- Study the Grammar box. Find more examples of *have/get something done* in the dialogue.

GRAMMAR *have/get something done*

She *has* her eyebrows shaped.
 I want to *get* my hair cut.
 Are you *going to get* your hair dyed?

GRAMMAR TIME > PAGE 134

WATCH OUT!

We use possessive adjectives (*my, your, his, her, etc.*) to talk about body parts.
 I *got* my hair cut. NOT *got the* hair cut.



5 Match the sentence halves.

- The burglar broke the window
 - He took a photo of the suspect
 - If you put money in your back pocket,
 - Your crime drawings are so good
 - It would be a good idea
 - After she got out of prison,
- you'll get it stolen.
 - she had her name changed.
 - you should have them published.
 - to get a burglar alarm installed.
 - so we had to get it fixed.
 - and had it photocopied.

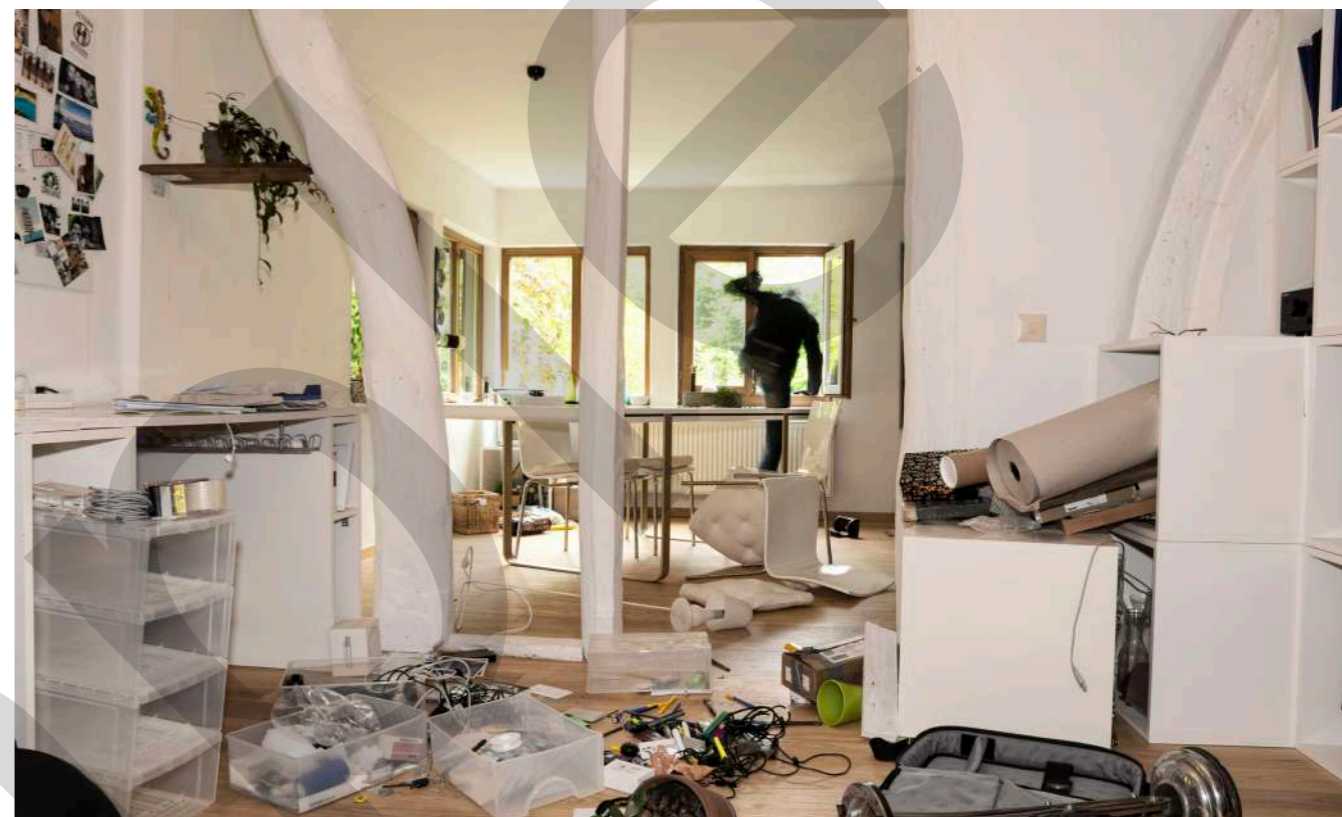
6 Complete the sentences with the correct form of *have something done*.

- I *had my hair cut* (my hair/cut) last week.
- I _____ (my eyes/not test) for ages.
- I _____ (already/my photo/print) in the local paper twice.
- I don't want to _____ (my bike/steal), so I always lock it up.
- I'd love to _____ (my bedroom/clean), but I have to do it myself.

- In pairs, say if the sentences in Exercise 6 are true for you. Correct the false sentences.

I didn't have my hair cut last week. I had it cut about a month ago.

YOUR WORLD



- In pairs, describe the photo. How can social media help the police solve a crime like this? What about other crimes?
- 8.11 **WORD FRIENDS** Match the verbs with the nouns to make phrases about investigating crimes. Listen and check.

1 <input type="checkbox"/> search	a a witness
2 <input type="checkbox"/> arrest	b clues
3 <input type="checkbox"/> interview	c the area
4 <input type="checkbox"/> take	d fingerprints
5 <input type="checkbox"/> look for	e a criminal
- 8.12 Listen to the first part of a podcast. What do you think happened?
- 8.13 Listen to the second part of the podcast and check your ideas from Exercise 3.
- 8.13 Listen again and number the events in the correct order.
 - The police arrested the burglar.
 - Katrina discovered her laptop was missing.
 - A friend told Katrina about a conversation in the park.
 - The police looked for clues in and near the house.
 - Katrina called the police.
 - Katrina and Mia started looking on social media.

- 8.14 Listen to the final part of the podcast and complete the notes.

Date of burglary: ¹ _____
 Time of burglary: *between* ² _____
 and _____ p.m.
 Items still missing: ³ _____
 Phone number: ⁴ _____
 Reward: ⁵ £ _____

VIDEO



WIDER WORLD

- 41 Watch five people answering the questions. What answers do they give?
 What would you do if:
 - you had your phone stolen?
 - you saw someone shoplifting?
 - you saw someone vandalising something?
- In pairs, ask and answer the questions in Exercise 7.
I'd call the phone company. Then I would tell all my friends and ...

VIDEO IS SOMETHING WRONG?

- Mum: It's so nice to go on a walk together. I love this park. You're quiet. Are you OK? Is something wrong?
- Bea: I'm fine, Mum. Honestly.
- Mum: Hmm ... Come on, I can tell that you're worrying about something. It usually helps to talk.
- Bea: I don't know.
- Mum: Go on, tell me.
- Bea: Well, some nasty comments were posted on my nature blog.
- Mum: Really? What do you mean?
- Bea: I shared my photo of that kingfisher we saw on the river. I thought it was amazing because it's hard to take good photos of birds when they're moving so fast.
- Mum: Right ...
- Bea: Some people put nice comments like, 'So cute!'
- Mum: That's nice!
- Bea: But other people put things like 'Yawn. Booring post!' Then one person said, 'A boring post by a boring person.' And I was really hurt.
- Mum: Just ignore them! By the way, how many people liked your post?
- Bea: I don't know, a few hundred?
- Mum: Well, it seems to me most people agree with you.
- Bea: Hmm, I see what you mean. 'Mum knows best', hey? After all, you're older and wiser ... much older, in fact!
- Mum: Hey! I'm not that old, OK?



SOUNDS GOOD!

So cute! • Just ignore them! •
By the way.

- 4 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Keeping a conversation going

Inviting

Are you OK? Is something wrong?
Do you want to talk about it? Go on, tell me.

Encouraging

What do you mean? Really? Then what happened?
I'm sure (you were/did). Exactly.

Reassuring

Don't worry. I'm fine. Honestly.
Of course you can (do it). Right.

Responding

Definitely! Absolutely! I don't know.

- 5 8.16 Complete the dialogues with one or two words in each gap. Listen and check.

- 1 A: I like social media, but sometimes it's bad.
B: What do you _____?
A: When people post negative comments it's bad. I try to post positive comments.
- 2 A: I think thirteen is the right age to use most social media sites.
B: Yes, _____! I think twelve is too young.

- 6 Discuss the statement in pairs. How many phrases from the Speaking box can you include in your conversation?
All social media is bad for friendship.

- 7 In pairs take turns to tell your partner about something you like or dislike about social media. Invite your partner to comment.

YOUR WORLD

- 1 42 8.15 Look at the photo. How do you think Bea feels? Watch or listen and check.
- 2 Do you think Bea's 'friends' showed respect in their online comments?

SET FOR LIFE

- 3 What can you do about negative comments on your social media? Discuss in pairs. Use these ideas to help you.

- ignore them
- block the person commenting
- if possible, speak to the 'commenter' in real life



- 1 Give examples of rubbish you see in your everyday environment. Do you think leaving litter is a crime?
- 2 Read the essay. What is the writer's main opinion? Do you agree?

'Rubbish is bad for the environment. People who leave litter outdoors should pay a fine.' Do you agree? Explain your ideas.

We all agree that litter is bad for the environment. But personally, I believe that stronger punishments are needed to deal with the problem of rubbish. For example, many riverbanks and beaches are littered with plastic bottles and bags. This is a serious problem for river wildlife as well as ocean animals, as the plastic is carried out to sea. As a result, many animals are hurt or killed by pieces of plastic.

On the one hand, we must punish people who don't clean up after themselves. For example, if you do not put your litter in a bin, you should have to clean up other people's rubbish too! On the other hand, are such punishments enough? In my opinion, people would stop dropping litter if they had to pay a fine every time.

However, I do not think small fines will solve the problem. Although fines can make people think about the environment, it may not be enough to make them change their habits. For this reason, I would like to see bigger fines, so as to put a stop to littering.

In conclusion, I agree with serious fines for people who continue to drop litter in order to keep the environment clean and safe.

- 3 Study the Writing box. Complete the gaps with words and phrases from the essay.

WRITING An opinion essay

Give your main reaction

- 1 In my opinion, ...
Personally, _____ that ...

Balance opinions

- 2 On the one hand, ...
_____, ...

Add contrasting ideas

- 3 However, I think/do not think that ...
_____ ...

Summarise and conclude

- 4 Overall, ...
In general, ...

- 4 Study the Language box. Find examples of the words and phrases in the essay.

LANGUAGE Connectors of purpose and result

Connectors of purpose: *to, in order to, so as to*
Connectors of result: *for this reason, as a result*

- 5 Rewrite the sentences using the words in brackets. Use the Language box to help you.
- 1 People should take their litter home to protect the environment. (as)
 - 2 They had to pay a fine so they are more careful now. (result)
 - 3 Animals are important, so people need to think about them. (reason)
 - 4 I believe fines are useful to help us keep the law. (order)

WRITING TIME

- 6 Write an opinion essay on the following question: 'Littering is a serious problem. People who drop litter should do unpaid community work.' Do you agree? Explain your ideas.

1 Find ideas

- Make notes about:
- litter in your local environment – think of examples
 - your opinion on community work. Is it a good punishment?
 - any other ideas to encourage people to behave responsibly
 - your conclusion

2 Plan

Organise your ideas into paragraphs. Use the essay in Exercise 2 to help you.

3 Write and share

- Write a draft essay. Use the Language box and the Writing box to help you.
- Share your essay with another student for feedback.
- Use the feedback from your partner and write the final version of your essay.

4 Check

- Check language: did you use connectors correctly?
- Check grammar: did you use the passive correctly?

WORDLIST 8.17

Criminals

burglar (n)
pickpocket (n)
robber (n)
shoplifter (n)
thief (n)
vandal (n)

Word friends

(crime collocations)

break into homes
break the law
commit a crime
damage buildings
rob a bank
solve crimes
steal things

Word building

(crimes)

burglary (n)
pickpocketing (n)
robbery (n)
shoplifting (n)
theft (n)
vandalism (n)

Solving crimes

case (n)
clue (n)
detective (n)
fingerprint (n)
security camera (n)
suspect (n)
witness (n)

The law

court (n)
fine (n)
judge (n)
lawyer (n)
prison (n)
punishment (n)
reward (n)
sentence (n)

Word building

(negative adjectives)

illegal (adj)
illogical (adj)
impatient (adj)
impossible (adj)
irregular (adj)
uncomfortable (adj)

unfair (adj)
unhappy (adj)
unimportant (adj)
uninteresting (adj)
unkind (adj)
unusual (adj)

Word friends

(investigating crimes)

arrest a criminal
interview a witness
look for clues
search the area
take fingerprints

Extra words

accuse (v)
apology (n)
appear (v)
assistant (n)
author (n)
be in trouble with
catch (v)
chase (v)
choice (n)
community (n)
description (n)

elementary (adj)
engine (n)
eyebrow (n)
fair punishment
fingernail (n)
get away (v)
install (v)
investigate (v)
irresponsible (adj)
jewellery (n)
jury (n)
lie (v)
mind (n)
neighbourhood (n)
politician (n)
publish (v)
purse (n)
question (v)
quote (n)
recording (n)
series (n)
shop window (n)
stone (n)
street light (n)
swing (n)
wallet (n)

1 Use the wordlist to find these things.

- two places where criminals are taken after they are arrested
- five crimes that involve stealing something
- three words for ways to pay for a crime
- three jobs

2 Answer the quiz questions with words from the wordlist. Then write one more question. In pairs, ask and answer each other's questions.

- ### Crime Quiz

 - What is someone who sees a crime and can describe what happened called? *witness*
 - Which crime involves people breaking objects which are not their own? _____
 - Who is a person who helps with legal problems? _____
 - Who is the person who decides the punishment for a criminal? _____
 - Where are criminals sent as a punishment for their crimes? _____
 - What can detectives look for to help them understand a case? _____

3 Match 1–8 with a–h to make phrases.

- | | |
|--|----------------|
| 1 <input type="checkbox"/> arrest the | a law |
| 2 <input type="checkbox"/> break the | b witness |
| 3 <input type="checkbox"/> commit a | c crime |
| 4 <input type="checkbox"/> interview a | d fingerprints |
| 5 <input type="checkbox"/> rob a | e criminal |
| 6 <input type="checkbox"/> search an | f area |
| 7 <input type="checkbox"/> take | g bank |
| 8 <input type="checkbox"/> steal | h things |

4 In pairs, imagine you are detectives trying to find a criminal. Use your detective skills to suggest three things you could do. Use words from the wordlist.

We could look for clues.

5 8.18 PRONUNCIATION The underlined vowels in the suffixes of the words below are unstressed. Listen to their pronunciation (/ə/).

comfortable important lawyer logical
punishment regular

6 8.19 PRONUNCIATION Underline the vowels with the /ə/ sound in the suffixes of the words below. Listen and repeat.

assistant burglar impatient
impossible robber

Vocabulary

- Complete the second sentence so that it means the same as the first one. Use the correct form of the underlined word.
 - Robbers can go to prison for a long time. People who commit *robbery* can go to prison for a long time.
 - It isn't possible to read this book in one day. Reading this book in one day is _____.
 - Police have arrested a thief. Police have arrested somebody for _____.
 - We didn't feel comfortable in our new car's seats. Our new car's seats were _____.
 - That woman has been a burglar in the past. That woman has committed _____ in the past.
 - I couldn't see the logic in the detective's ideas. The detective's ideas seemed _____ to me.

2 Complete the extract from a detective story with the words below.

burglary case reward security
suspect thief witness

Last week someone broke into another jewellery shop and stole the biggest diamond in London. It was only the latest crime in the most difficult ¹ *case* I've ever had. Like the other crimes, the ² _____ left no clues at all, and there were no ³ _____ camera recordings to look at. But I got lucky: a ⁴ _____ came to see me! She was walking by the shop at the time of the ⁵ _____ and she described the person inside. But I still didn't have a ⁶ _____. So I made a poster with an artist's drawing, offering a large ⁷ _____ for information.

3 Complete the news headlines with the Present Simple form of the correct verbs.

1 **Building workers damage priceless painting in city art gallery**

2 **Detectives solve the crime of the century!**

3 **Armed men rob a bank and steal £1 million**

4 **Secret lives: the criminals who work by day and break into homes by night**

5 **Police arrest bank robbers after long car chase**

Grammar

- Rewrite the sentences in the passive. Do not include the underlined subjects.
 - They investigated several internet crimes last year. Several internet crimes *were investigated last year*.
 - We don't use this building as a prison now. This building _____.
 - The city council gave a lot of money to my neighbourhood to improve it. My neighbourhood _____.
 - People don't play football very often in our park. Football _____.
 - Nobody saw the burglar when she entered the building. The burglar _____.
- Complete the quiz questions with the Present Simple or Past Simple passive form of the verbs in brackets. Then match the answers below to the questions.


Arthur Conan Doyle dogs Robin Hood
Socrates Washington D.C.

- Which ancient Greek philosopher (give) a death sentence? *was given*
- Who (the Sherlock Holmes books/write) by?
- Which American city (FBI headquarters/locate) in?
- Which famous British thief (play) by Russell Crowe in a 2010 film?
- What animals (use) to find illegal substances in airports?
- Complete the dialogues with the correct form of *have something done* and the verbs in brackets.
 - A: Your hair looks great! When ¹ *did you have it dyed* (you/it/dye)?
B: Yesterday.
 - A: The security camera isn't working.
B: I know, we ² _____ (it/fix) soon.
 - A: Why do you keep your phone in your bag?
B: I don't want to ³ _____ (it/steal).
 - A: Who printed the crime photos? They're great!
B: I ⁴ _____ (not/them/print). I did them myself.
 - A: Your detective stories are really good!
B: Not yet, but I'd like to. ⁵ _____ (you/any of them/publish)?

Speaking

- In pairs, turn to page 137 and follow the instructions to role play a dialogue. Then swap roles.

Dictation

-  8.20 Listen. Then listen again and write down what you hear.



You decide!

Should I play in the match instead of going to Elsa's birthday lunch?



For

- The team has never chosen me for a match before – it's fantastic that they asked me.
- They might be annoyed with me if I say 'no'.

Against

- I might play badly and that will be embarrassing.
- I don't know the people in the team very well.
- It's my best friend's birthday and she'll be sad if I don't celebrate her birthday with her.
- Everyone will talk about her birthday lunch the next day, and I'll feel bad that I wasn't there.



1 Read Harry's for and against lists. What would you do if you were in his situation?

2 In pairs, discuss the questions.

- 1 What short-term decisions have you made today/this week/this year?
- 2 What long-term decisions will you have to make in your life?
- 3 Have you ever had to make a difficult decision? What was the situation? Why was it hard to decide what to do?

3 In pairs, look at the statements. Do you think they are T (true) or F (false)?

- 1 Humans have adult brains from the age of about fourteen.
- 2 Adults and teenagers make decisions in the same way.
- 3 It's important for teenagers to think about the long term when they make decisions.

4 8.21 Listen to an expert's talk on making decisions and check your answers in Exercise 3.

5 8.22 Listen to the next part of the talk and choose the correct option.

- 1 Before you make a decision, make sure you know all the *people / facts*.
- 2 In a list of reasons for and against a decision, include *short-term / good* reasons and *long-term / bad* reasons.
- 3 There isn't always only one right *reason / decision*.
- 4 You won't always have the *result / decision* that you hoped for.

6 Look again at Harry's lists in Exercise 1. Has he written down long-term (L) reasons or short-term (S) reasons?

7 Read these extra reasons. Should they be in Harry's for (F) list or his against (A) list? Are they long-term (L) or short-term (S) reasons?

- 1 I've trained with the team for months, so I've worked hard for the opportunity.
- 2 If I don't agree to play in the match this time, they may not ask me again.
- 3 It's Ethan's birthday next month, and then Elsa's birthday will be old news.
- 4 It's good for my well-being and health to play a sport.
- 5 I'll get to know my teammates more quickly if I play in matches with them.
- 6 People don't stay friends if they don't make the effort to celebrate their birthdays together.
- 7 I want to get better at my sport and it's hard to do that if I don't play in matches.

8 Give each of Harry's reasons in Exercises 1 and Exercise 7 a score from 1 (not at all important) to 10 (extremely important). Then compare the total score for all the 'for' reasons and all the 'against' reasons. What do you think Harry should do?

9 Read the Useful Phrases. Imagine you have to make a decision. In pairs, choose one topic and discuss some reasons for and against.

- 1 Should I give up my hobby so that I can spend more time studying?
- 2 Should I tell my friend's parents that he sometimes shoplifts?
- 3 Should I miss three months of school to be in a film?

10 Read the Useful Tips. Do you think these ideas will help you to make better decisions in the future? Why?/Why not?

SET FOR LIFE

11 In pairs, make a decision. Remember to think about short-term and long-term reasons. Follow these steps.

- 1 Choose one of the situations in Exercise 9 or think of your own ideas.
- 2 Write two lists, with reasons for and against. Use expressions from the Useful Phrases box to discuss your reasons.
- 3 Give each reason a score from 1 (not at all important) to 10 (extremely important). Use the total scores to help you make the decision.
- 4 Present your decision and reasons to the class.

USEFUL TIPS

When you make decisions, it's important to consider short-term and long-term reasons, and make the best decision with the information available.

Make sure you know all the facts before you decide.

Make lists of reasons for and against.

Think about both long-term and short-term reasons.

Choose the decision with the more important reasons.

USEFUL PHRASES

Reasons for and against

One long-term/short-term advantage is that ...
In the long/short term, it's (not) a good idea because ...
If you (didn't) ... , you would(n't) ...

What should influence a decision

That's a very important point.
That's the biggest reason for ... -ing.
I don't think that should influence the decision very much.
That doesn't matter very much because ...
I think ... is a bigger issue than ...

