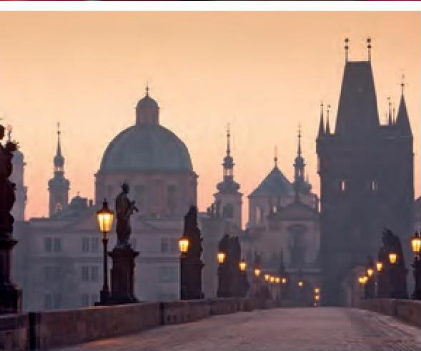


# 10

# SOCIETY



TOP CITIES p98



CRIME AND PUNISHMENT p100



THERE'S A PROBLEM p102



MARY'S MEALS p104

**SPEAKING** 10.1 Discuss qualities of different places 10.2 Decide on the punishments to fit the crimes 10.3 Talk about problems in a school 10.4 Talk about an important issue

**LISTENING** 10.1 Listen to conversations about different cities 10.4 Watch an extract from a BBC documentary about an internet sensation

**READING** 10.2 Read an article about crime and punishment

**WRITING** 10.1 Use formal expressions to write an email 10.4 Write about an issue

**BBC**

**INTERVIEWS**

 How do you feel about city life?





## SPEAKING

- 1 A** Work in pairs. Discuss. What do young people want in a city? Which do you think are the world's best cities for young people to live in? Why?
- B** Read the text. Which cities do you think will be on the list? Look at page 165 to find out.

### Best cities for young people

The world's biggest and most important cities are not necessarily the best cities to live in, especially for young people. Many of them are really expensive, have traffic problems, poor public transport systems and high crime rates. Young people looking for somewhere to study or to live are carefree and want to explore new lifestyles. Have a look at our list of the top ten cities for young people to live in.

## VOCABULARY

### DESCRIBING A CITY

- 2 A** Read sentences 1–12 below. Are they positive (+) or negative (-)?
- 1 It has clean, safe streets.
  - 2 The public transport system is terrible.
  - 3 There's a lot of traffic.
  - 4 It has beautiful buildings.
  - 5 The people are friendly and polite.
  - 6 There's a lot of crime.
  - 7 It's very polluted.
  - 8 There are nice parks and green spaces.
  - 9 It has good shopping/nightlife.
  - 10 There are lots of things to see and do.
  - 11 It's expensive to live there.
  - 12 It's very crowded.

**B** **▶ 10.1 SENTENCE STRESS** Listen to the sentences. Underline the words or syllables which are stressed.

1 It has clean, safe streets.

2 The public transport system is terrible.

**C** Listen and repeat the sentences paying attention to the stressed words or syllables.

**D** Discuss. Which three factors are the most/least important for you?



Dubai



Prague

## LISTENING

**3 A** **▶ 10.2** Listen to the conversations and look at the photos. Which city does each speaker talk about? What do they think about it?

**B** Listen again. Which city has these things?

- 1 free trams *Melbourne*
- 2 beautiful buildings and squares
- 3 lots of bars and clubs
- 4 cafés and street art
- 5 cheap taxis
- 6 a castle

**4** Read audioscript 10.2 on page 174. Underline the phrases from Exercise 2 which the speakers use to describe the cities.





## GRAMMAR

### USES OF LIKE

**5 A** Match questions 1–5 with answers a)–e).

- 1 What's Prague like?
- 2 What's the weather like?
- 3 Do you like living in Melbourne?
- 4 What's the public transport like?
- 5 And what do you like best about living in Melbourne?

- a) I love it! Melbourne is a really great city.
- b) It's a very beautiful city.
- c) It's very cold in the winter.
- d) I think it's probably the atmosphere.
- e) Public transport is really good, actually.

**B** Match questions 1–5 above with the rules below.

#### RULES

- 1 Use *like* (verb) to talk about something you enjoy/think is nice. \_\_\_\_\_
- 2 Use *be like* to describe or give your opinion about something. [Question 1](#)

▷ page 146 **LANGUAGEBANK**

**6 A** Complete the conversations using questions with *like*.

- 1 **A:** I've never been to **Madrid**. What's \_\_\_\_\_?  
**B:** It's a lovely city. There's a great atmosphere and the people are really friendly.
- 2 **A:** Do \_\_\_\_\_ living in **Moscow**?  
**B:** I love it! It's one of the best cities in the world.
- 3 **A:** \_\_\_\_\_ your **new flat** \_\_\_\_\_?  
**B:** It's very small, but it's near the city centre.
- 4 **A:** What \_\_\_\_\_ best about living in **Rome**?  
**B:** The food. I love Italian food!

**B** **▶ 10.3** Listen to check. Then listen again and repeat the questions.

**C** Rewrite the questions by changing or removing the words in bold.

**D** Work in pairs and take turns. Ask and answer the questions.

**A:** *I've never been to Torun. What's it like?*

**B:** *It's a small city, so there isn't a lot of traffic.*

## SPEAKING

**7 A** Choose two cities you know well. Write down three positive things and one negative thing for each city.

**B** Work in groups and take turns. Describe the cities and say why you like/don't like them. Which of the cities should be in the top ten places to live? Why?

## WRITING

### USING FORMAL EXPRESSIONS

**8 A** Read the email. Why is Kristina writing? What information does she want to know?

Dear Sir/Madam,

I am writing to ask for some more information about your Bed and Breakfast. I am planning to stay in Malta for one month to study English and I am interested in booking a room. However, before I do that, I would like to check some information. Firstly, is it possible to travel easily into the centre of town by public transport? How much does it cost? Secondly, my course finishes in the evening, so I would need to walk home alone. Are the streets around the area where you are located safe at night? Finally, as I plan to stay for the whole month, I would like to know if it is possible to have a discount on the price. I look forward to hearing from you.

Yours faithfully,

Kristina Paoli

**B** Is the language in the email formal or informal? How can you tell?

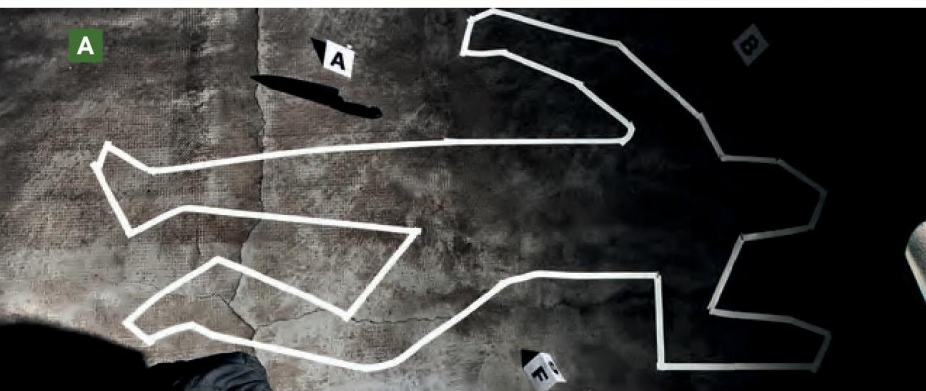
**C** Find formal expressions in the email which have similar meanings to the informal expressions in the table below.

informal	formal
Hi ...	<i>Dear</i>
This is just a quick note to say ...	
I want to ... I want to know if ... Can I ...	
Speak to you soon.	
Best wishes	

**D** Imagine you are going to spend a month in another city studying English. Where would you go? You need some information. Write a formal email to the school. Include these things:

- the reason for your letter
- a question about the language course
- a question about the accommodation
- a request for information about the city





## SPEAKING

**1 A** Match photos A–D with the crimes in the box.

graffiti murder drink driving speeding

**B** Discuss. Are any of these crimes a problem in your town/city?

## READING

**2 A** Read the introduction to an article and answer the questions.

- 1 What did the man do wrong?
- 2 What was his punishment?
- 3 What is 'alternative sentencing'?

**B** Work in pairs. Discuss. What alternative punishments can you think of for the crimes in Exercise 1?

*For graffiti, you should spend a month painting the walls of hospitals and libraries, etc., with no pay. For speeding, you should ...*

**C** Read the rest of the article. Does it mention any of your ideas?

**D** Work in pairs. Discuss the advantages and disadvantages of the alternative sentencing programme.

## Make the punishment

# FIT THE CRIME

A man is caught stealing books from a bookshop. The judge asks why he did it, and the **thief** says he loves books. What is the man's punishment? A **prison sentence**? A big **fine**? No. The man is sent to read stories and books to hospital patients. He enjoys the job and continues to do it for many years!

Welcome to alternative sentencing programmes. Instead of traditional punishments, criminals get the punishments that fit their crimes.

What other examples of alternative sentencing are there? Two boys were caught **writing graffiti** on a wall. The normal punishment for this is a fine, but in this case the boys were told to do **community service**. They cleaned seventy walls in three weeks.

A **shoplifter** was caught **shoplifting** three times in one year in a small town in the United States. What was her punishment? She was sent to speak to shop owners. She gave advice on how to stop shoplifters. In one month she spoke to the owners of forty shops, and told them all about the techniques that shoplifters use. It was a great service to the community because after that, shoplifting almost disappeared from the town.

What about more serious crimes? Is alternative sentencing possible for crimes like **theft** or credit card **fraud**? It depends on many things. Who are the criminals? Are they young? Is this their first crime? Can they change their way of life? One recent story suggests it is possible.

A thief stole seventeen cans of paint. Instead of going to prison, he was told to spend several weeks painting local schools, a library, and other public buildings. He enjoyed the work, and now it's his job.



## VOCABULARY

### CRIME AND PUNISHMENT

**3 A** Match the words in bold from the text in Exercise 2 with definitions 1–9 below.

- 1 a person who steals things *thief*
- 2 time that is spent in prison
- 3 writing or drawing on public walls, doors, etc.
- 4 doing unpaid work to help your town/city
- 5 stealing things
- 6 a person who steals things from shops
- 7 cheating someone to make money from them
- 8 stealing things from a shop
- 9 an amount of money that you have to pay

**B** Put the words in the correct place in the table.

criminal	crime	punishment
<i>thief</i>		

### speakout TIP

Sometimes words have the same stem, e.g. *shoplifter/shoplifting*. It is a good idea to write these words together. Write them in your vocabulary notebook.

▷ page 159 **PHOTOBANK**

## GRAMMAR

### PRESENT/PAST PASSIVE

**4 A** Complete the tables with the passive form.

present	
active	passive
The police <b>catch</b> a man stealing books from a bookshop.	A man _____ <b>caught</b> stealing books from a bookshop.

past	
active	passive
The judge <b>sent</b> the man to read stories.	The man _____ <b>sent</b> to read stories.

**B** Read the sentences in Exercise 4A again. Which sentences say who does the actions: the active or the passive? Complete the rule below.

<b>RULES</b>	Use the passive to talk about what happens to things/people when we don't know who/what caused the action (or it's not important). Form the passive with: subject + verb _____ (in the present, past or other tense) + past participle.
--------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**C** Find five more examples of the passive in the article.

**5 A** ▶ 10.4 **WEAK FORMS: was/were** How are *was* and *were* pronounced in the passive? Listen to the sentences below.

- 1 He was sent home.
- 2 It was eaten.
- 3 They were caught.
- 4 They were stopped.

**B** Listen again and repeat the sentences. Make sure you use a short, unstressed pronunciation for *was* /wəz/ and *were* /wə/.

▷ page 146 **LANGUAGEBANK**

**6 A** Make passive sentences with the prompts and the verbs in brackets. Use the present simple or the past simple.

- 1 When I was a child I / many stories (tell)  
*When I was a child, I was told many stories.*
- 2 My real name is James, but I / Jim by my friends (call)
- 3 On my tenth birthday, I / to Disneyland (take)
- 4 These days, people in my company / a bonus every December (pay)
- 5 When I was younger, I / by many teachers (help)
- 6 On our first day, all the new students / around the school (show)
- 7 Even now, I / that I look like my mother (tell)
- 8 When we were young, all the children in my family / to become doctors (expect)

**B** Change four of the sentences so they are true for you. Use passives. Then work in pairs and compare your sentences.

*My real name is Nicholas, but I am called Nico by my friends.*

## SPEAKING

**7 A** Work in pairs. Read about some crimes and think of alternative punishments.

- 1 Two boys were caught writing large graffiti on the wall of a private house.
- 2 A couple went sailing illegally in dangerous waters. A search team had to spend hours looking for them.
- 3 A man was arrested for playing loud music late at night for several days, ignoring his neighbours' requests to turn it down.
- 4 A girl was caught stealing eggs from a farm close to her home.

**B** Compare your ideas with other students' ideas. Which alternative sentences do you think (a) would work the best? (b) are the most imaginative?

**C** Turn to page 161 to find out what alternative sentences were given.



## VOCABULARY

### PROBLEMS

**1 A** Work in pairs. Look at phrases 1–8 below. What do the words in bold mean? Which things can you see in photos A–E?

- 1 public transport **delays**
- 2 **litter** on the streets
- 3 bad **service** in a restaurant or shop
- 4 **faulty** equipment
- 5 someone speaking **loudly** on their phone
- 6 computers **crashing**
- 7 getting **stuck in a traffic jam**
- 8 receiving **spam** in your inbox

**B** Discuss. Which of the things in Exercise 1A annoy you the most? What other things annoy you (at home/at work/in shops, etc.)?

*I can't stand people eating in the street.*



## FUNCTION

### COMPLAINING

**2 A** 10.5 Listen to three people complaining and answer the questions.

- 1 Where are they?
- 2 What problems do they describe?

**B** Listen again and answer the questions.

#### Conversation 1

- 1 What does the receptionist offer to do?
- 2 Does she sound rude or polite?

#### Conversation 2

- 3 How long did the man wait for a table?
- 4 How long did he wait for his meal?
- 5 What reason did the manager give?

#### Conversation 3

- 6 How long has the woman waited?
- 7 Why is she surprised?

**3 A** Complete sentences 1–6 below with a suitable word from the box.

sorry look nothing over work problem

- 1 There's a \_\_\_\_\_ with the air conditioning. **C**
- 2 It doesn't \_\_\_\_\_.
- 3 We'll \_\_\_\_\_ into it right away.
- 4 I'm really \_\_\_\_\_ about that.
- 5 I'm sorry, but there's \_\_\_\_\_ we can do at the moment.
- 6 I've been here for \_\_\_\_\_ an hour.

**B** Are the sentences complaints (C) or responses (R)?

**C** Read audio script 10.5 on pages 174–175 to check your answers.

page 146 **LANGUAGEBANK**

**4** Match complaints 1–4 with responses a)–d).

- 1 I bought this camera here last week, but there's a problem with it.
  - 2 I had an appointment with Doctor Clarke at 3.00p.m., but I've been here for over two hours.
  - 3 Excuse me, the lights in my room don't work.
  - 4 We were told there's a flight delay of over six hours. Is this right?
- a) I'm really sorry about that. He's very busy at the moment.  
 b) I'm sorry, but there's nothing we can do at the moment. There's a problem with the electricity.  
 c) I'm afraid that's right. The plane has a faulty engine.  
 d) OK, can you leave it here? I'll look into it right away.







E

- 6 There are words missing from conversations 1–3. Complete the conversations with the words in the box.

could into doesn't speak ago afraid problem

#### Conversation 1

A: Excuse me, could I to the manager?

B: Yes, one moment, please.

A: There's a with the TV in my room. It work.

C: OK, I'll send someone up to have a look at it.

#### Conversation 2

A: Excuse me, I ordered room service over an hour.  
Can you look it, please?

B: Yes, of course.

A: Thank you.

#### Conversation 3

A: You help me? I'm I have a complaint.

B: What's the problem?

A: This soup is cold.

B: I'm sorry, sir. I'll take it back to the kitchen.

- 7 Work in pairs. Student A: turn to page 165. Student B: turn to page 166. Role-play the situations.

## SPEAKING

- 8 A Read sentences 1–6 about the Noparlo School of English. Which problems are the most annoying?

- 1 Lessons are delayed because the teacher is always late.
- 2 The equipment in the Self-Access Centre is faulty.
- 3 The classrooms are full of litter.
- 4 Students use their phones in class.
- 5 The heating doesn't work and it is winter.
- 6 The school food is terrible.

- B Work in pairs. Student A: you are a student at the Noparlo School of English. Turn to page 166. Student B: you are the director at the Noparlo School of English. Turn to page 161.

## LEARN TO


### SOUND FIRM, BUT POLITE

- 5 A Read 1–3 below. In what situations could you use these expressions?

- 1 Could you help me?
- 2 I'm afraid I have a complaint.
- 3 Excuse me, could I speak to the manager?

### speakout TIP

When we want to criticise or complain, we usually use a phrase to introduce the complaint. This helps the listener to prepare for what we are going to say. Is this the same in your language? How do you say the phrases in Exercise 5A in your language?

- B  10.6 **SENTENCE STRESS** Listen to the pronunciation of the sentences. Underline the stressed words. Then listen and repeat.

*Could you help me?*





## DVD PREVIEW

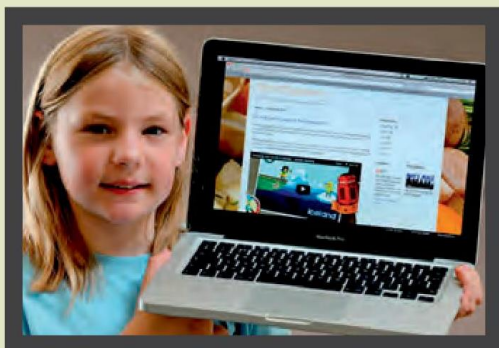
**1** Work in pairs. Discuss. Do children in your country get free school meals? What do you think of the food that they eat? How could it be improved?

**2 A** Read the programme information and answer the questions.

- 1 Why did Martha start her blog? What was the problem?
- 2 Why did she decide to raise money?

 **Mary's Meals**


Martha Payne, from Argyll in Scotland, became an **internet sensation** when she started posting photos of her school meals on her blog NeverSeconds. Sometimes she wasn't happy with the meals that she was given and would give them a **score** out of ten. The local council **banned** her from taking photographs and posting them on the website, but Martha received support from around the world and soon was allowed to continue her blog. However, when she heard about how children in some parts of the world went to school hungry, she decided to use the blog to **raise money** for hungry children. She managed to raise over £100,000 to help feed school children in Malawi through a project called Mary's Meals. In this programme she visits the **charity** to see what they have done with the money.



**B** Match the words/phrases in bold in Exercise 2A with meanings 1–5.

- 1 collect money
- 2 an organisation that gives money or help to people who need it
- 3 not allowed to do something
- 4 someone who becomes famous quickly on the internet
- 5 a number of points

## DVD VIEW

**3 A** Watch the DVD. What did the charity Mary's Meals do with the money that Martha Payne raised?

**B** In the story, what is the significance of the words and numbers in the box?

grow vegetables/raise sheep school dinners  
£100,000 100,000 people 2,000 children  
kitchen Hollywood

**C** Watch the DVD again to check your answers.


**4** Work in pairs. Discuss the questions.

- 1 Do you think it was a good idea for Martha Payne to start a blog about her school meals? Why/Why not?
- 2 What do you think of the project Mary's Meals?
- 3 The presenter says, 'What an achievement for nine-year-old Martha Payne.' Do you agree/disagree? Why?





## speakout an issue

**5 A**  **10.7** Listen to two people talking about issues that concern them. Tick the issues that they talk about.

smoking drugs/alcohol crime green issues technology  
 activities for teenagers traffic buildings in your town/city litter  
 imported food cost of living fast food public transport

**B** What is the problem? Listen again and complete the summaries.

- 1 He doesn't think that countries should import  
 1 \_\_\_\_\_ from from around the world when they can 2 \_\_\_\_\_  
 it in their own country. He thinks that people should buy their  
 food locally.
- 2 She thinks that there are not enough things for  
 3 \_\_\_\_\_ to do and this causes problems. She would like to see  
 more 4 \_\_\_\_\_ and youth clubs.

**C** Read audio script 10.7 on page 175 to check. Underline the key phrases in the audio script.

### KEYPHRASES

One thing that really annoys me ...  
 I don't understand why [we need to/there's] ...  
 I get really fed up with [the fact that/the way that] ...  
 I just think [it's really difficult/it's unfair] ...  
 And another thing is ...  
 I think ... should ... / it should be ...

**6 A** Work in pairs. Choose an issue you feel strongly about from the box in Exercise 5A (or choose another one). Answer the questions.

- 1 What is the problem?
- 2 Why is it a problem? What has caused it?
- 3 Why do you feel strongly about it?
- 4 What do you think you or other people could do to change the situation?

**B** Work in groups and take turns to talk about the problem. Do you agree/disagree with other people's ideas?

## writeback a web comment

**7 A** Read the website comment below and answer the questions.

- 1 What is the problem?
- 2 How does the writer feel about the problem?
- 3 How do you feel about it?

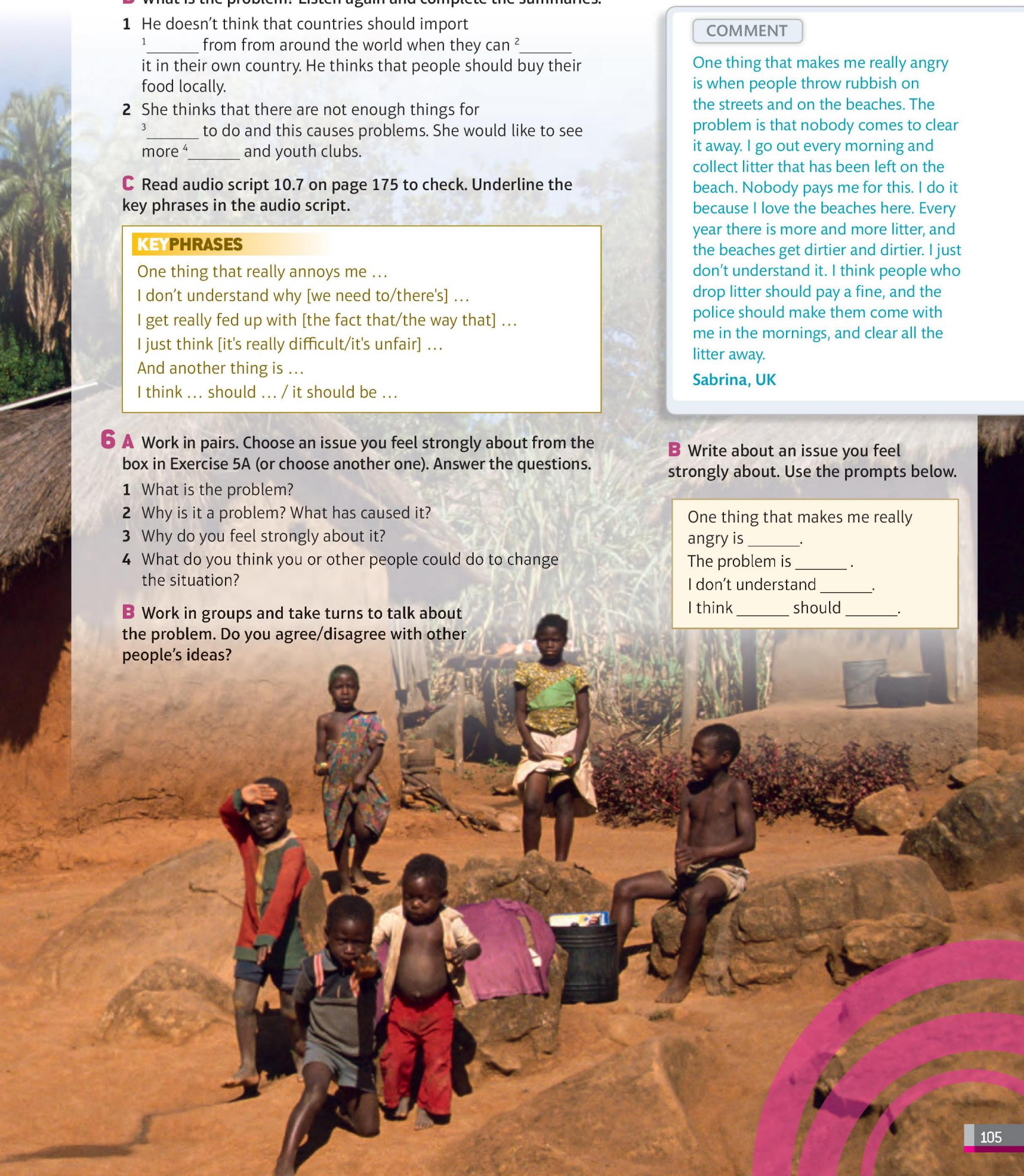
### COMMENT

One thing that makes me really angry is when people throw rubbish on the streets and on the beaches. The problem is that nobody comes to clear it away. I go out every morning and collect litter that has been left on the beach. Nobody pays me for this. I do it because I love the beaches here. Every year there is more and more litter, and the beaches get dirtier and dirtier. I just don't understand it. I think people who drop litter should pay a fine, and the police should make them come with me in the mornings, and clear all the litter away.

Sabrina, UK

**B** Write about an issue you feel strongly about. Use the prompts below.

One thing that makes me really angry is \_\_\_\_\_.  
 The problem is \_\_\_\_\_.  
 I don't understand \_\_\_\_\_.  
 I think \_\_\_\_\_ should \_\_\_\_\_.





## V DESCRIBING A CITY

1 A Complete the phrases.

- 1 a lot of tr\_\_\_\_\_
- 2 beautiful bu\_\_\_\_\_
- 3 friendly, po\_\_\_\_\_ people
- 4 a good public tr\_\_\_\_\_ system
- 5 a lot of cr\_\_\_\_\_
- 6 clean, safe st\_\_\_\_\_
- 7 good ni\_\_\_\_\_
- 8 it's ex\_\_\_\_\_ to live there

B Work in pairs and take turns to describe a place you know. Use the phrases above to describe it.

## G USES OF LIKE

2 A There is one extra word in questions 1–6 below. Find the word and cross it out.

- 1 What's do the weather like today?
- 2 What food do you to like most?
- 3 What's your capital city it like?
- 4 What do you like about where do you live?
- 5 What's about the food in your country like?
- 6 What like are the people like where you live?

B Work in pairs. Ask and answer the questions.

## V CRIME AND PUNISHMENT

3 Reorder the letters in the underlined words to complete the sentences.

- 1 He was given a ironps teenecs for committing the crime.
- 2 The graffiti artist had to do icymountm viceers.
- 3 The filterposh was caught in a shop.
- 4 Unfortunately fehht is very common in my city.
- 5 Credit card dufar is a modern crime.
- 6 He received a nife for parking his car in the wrong place.
- 7 How did they catch the hefit?
- 8 She was found wingrit raigffti on a wall.

## G PRESENT/PAST PASSIVE

4 A Match 1–6 with a)–f) to make sentences.

- 1 The television was
  - 2 The American Constitution
  - 3 Penicillin was discovered
  - 4 The first aeroplanes
  - 5 Surfing was first
  - 6 The Statue of Liberty and the Eiffel Tower were
- a) built by French architects.
  - b) invented by John Logie Baird.
  - c) practised by Australian sportsmen.
  - d) was written in 1787.
  - e) were built by the Wright brothers and Alberto Santos Dumont.
  - f) by Ian Fleming.

B Work in pairs. Discuss. Do you think the sentences are true (T) or false (F)?

A: *I don't think that penicillin was discovered by Ian Fleming.*

B: *No, he wrote ...*

## F COMPLAINING

5 A Underline the correct alternative to complete the conversations.

Conversation 1

A: Hello. Could I speak to Mike Jones?

B: Yes, I'll get him.

A: Hi, Mike. I'm <sup>1</sup>afraid/frightened there's a problem with the computer. It's crashed.

B: OK, just bring it over and we'll look <sup>2</sup>up to/into it right away.

Conversation 2

A: Excuse me. I'm afraid I <sup>3</sup>have/ make a complaint.

B: Oh really. What's the matter?

A: It's this remote control I bought from you. It <sup>4</sup>doesn't/ isn't work.

B: Oh yes, this part's faulty. Would you like another one?

B Work in pairs. Practise the conversations.

6 Work in pairs and role-play the situations. Student A: you are a customer. Read the situation and make complaints. Student B: you are the manager. Try to help the customer.

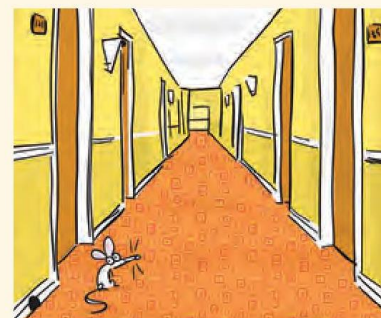
### Situation 1

You are in Yumi Yumi, Europe's most expensive noodle bar. You have just found a hair in your noodles.



### Situation 2

You are in the reception of the five-star La Plaza Mayor Hotel. An hour ago you saw a mouse in your room. You called reception, but nobody came.



### Situation 3

You are in a first class seat on a flight from New York to Paris. Your personal TV doesn't work, there's a strange smell in the cabin and you are cold.

