### **UNIT 4**

#### **SPEAKING**

- ➤ Talk about criminal justice
- Discuss social issues
- Discuss moral dilemmas
- Argue a court case

#### **LISTENING**

- ➤ Listen to people describe someone they admire
- ➤ Listen to a discussion about witnessing a crime
- ➤ Watch a BBC comedy

#### **READING**

- ➤ Read an article about a miscarriage of justice
- > Read an essay about gun control

#### **WRITING**

- ➤ Write a problem-solution
- ➤ Summarise a court case

#### **BBC CONTENT**

- Video podcast: What legal or social issues concern you?
- DVD: Blackadder

# iustice



UNIT







► VOCABULARY | crime collocations

#### READING

**1A** Work in pairs. Look at the film poster and the headline of the article. Use the phrases in the box to predict what you think happens in the story.

free innocent brother shocking story arrested for murder elderly neighbour life sentence had an alibi trained as a lawyer fraudulent evidence appeal courtroom

- **B** Read the article to check your ideas.
- **2** Work in pairs and answer the questions.
- I Why did Betty believe that her brother would not be charged with the murder?
- 2 Did she ever believe that Kenny had committed the crime?
- 3 What prompted Betty to go to law school?
- 4 What was the effect of her brother's case on her personal life?
- 5 What evidence did Betty use in order to prove her brother's innocence?
- 6 How did she obtain the evidence?
- 3 Discuss. Would you do the same as Betty Anne Waters? Why/Why not?

#### VOCABULARY crime collocations

4 Make collocations by matching words in A with words in B. Then complete sentences 1-8. Α

_				
	under brought (to) previous make perfect protest fresh early			
В				
	alibi convictions (an) appeal evidence release justice innocence arrest			
I	The prisoners continued to their			
2	The police have found which proves that Tilly was at the scene of the crime.			
3	A man is following the suspicious death of his wife.			
4	Simon has obtained an from prison.			
5	He had a and the police let him go.			
6	The crime went unsolved and the perpetrators were never to			
7	My client is planning to an agains			

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his conviction.

8 The defendant had no

#### I trained as a lawyer to free my brother

As a Hollywood film of her shocking story is released, Betty Anne Waters tells us what she went through to free her brother from prison.

My brother Kenny and I were best friends growing up. Although I was younger, he always looked up to me. When he was arrested for murdering his elderly neighbour, it was a total shock. He had an alibi, so we thought he would be coming home. But, although the evidence was fraudulent, he was given a life sentence. He was twenty-nine.

Shortly after his first appeal failed, Kenny tried to commit suicide. I was angry with him, but he said, 'I can't spend the rest of my life in prison for something I didn't do. I'm not going to make it.' I never doubted his innocence. He didn't start trouble and would never have killed this woman. We had no more money for lawyers, so it was then he asked me to go to law school and become his attorney. I was unemployed; I didn't even have a college degree. But I promised him I'd make it happen as long as he promised to stay alive.

Getting Kenny out of prison became my life. I enrolled at the local community college, then went on to law school. I was married with two sons, but home life became very difficult and, when the kids were four and six, my husband and I split up. It was hard, but I took it one hurdle at a time.

After Kenny had been in prison for sixteen years, I heard about the Innocence Project, an organisation that works to free innocent people using DNA testing – something that wasn't available when he was convicted. One piece of evidence at the trial was a bloodied curtain the perpetrator had wiped their hands on. But it was so long since his trial, finding it wasn't easy. By this point, I didn't trust anyone. So, I asked other students from law school to tell the police they were doing a project on the Waters case. Finally, a box with Kenny's name on it was found in one of the archives. My heart was pounding so hard as I opened it. As soon as I lifted the lid, I knew the curtain was in there.

Eighteen years after his conviction, Kenny was released. I remember taking him by the hand and walking out of the courtroom. The sense of freedom was amazing.

When I heard they were making a film of the story with Hilary Swank playing me and Sam Rockwell as Kenny, I was so excited. Watching the film and talking about it with the team was like being in therapy.

This experience has done a lot for me. I have grown in confidence and am proud to be involved with the Innocence Project. My brother was the eighty-third person to be released through DNA testing in the USA. Now there have been 259. I feel lucky to be a part of that.

#### **SPEAKING**

#### **5A** Work in groups. Choose one of the topics below and discuss it.

- I Why do you think the wrong people are sometimes sent to prison?
- 2 Is prison an effective deterrent against crime? Why/Why not?
- 3 Can the public do anything to help reduce crime? What can governments do to improve the situation?
- 4 Why do young people turn to crime? What is the best way to stop them? Who do you think should be responsible for this?
- **B** Summarise your ideas and report back to the class.



#### GRAMMAR introductory it

#### **6A** Look at the text. What does it refer to?

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair ...

(From A Tale of Two Cities by Charles Dickens)

### B Check what you know. Add *it* in the correct place(s) in sentences 1–10.

- I I could hardly believe when the policeman told me what had happened.
- 2 Has been reported that a number of people in the area were affected.
- 3 Is no use! I've looked everywhere for my wallet but I can't find anywhere.
- 4 We would appreciate if you didn't tell anyone about this.
- 5 Is surprising how quickly I was able to master the skill.
- 6 Is no wonder you couldn't find your bag. You left in the café.
- 7 A: How much further is? B: Is not far now.
- 8 Is a pity that you won't be able to make to the lunch.
- 9 Was a warm day for the time of year.
- 10 Appears that someone has made a mistake.

### **7** Look at Exercises 6A and B again. Find examples of *it* used for the following purposes.

#### Rules:

Use it at the beginning of a sentence:

a) to talk about the weather, a situation, dates, times, distances, etc.

(it + verb)

It rains a lot in September.

b) to express opinion or emotion.

(it + adjective/noun phrase)

It's extraordinary how often we have the same ideas.

c) to talk about what you understand from the evidence.

(it + verb + clause)

It appears that someone broke into the office.

d) to report what someone else thinks or says.

(it + be + past participle + clause)

It has been reported that the police decided not to pursue the case.

#### Use it in the middle of a sentence:

e) as a substitute object for transitive verbs, to be expanded on later in the sentence.

I'd appreciate it if you would help with our enquiries.

f) as part of a set phrase.

I can't help it.

We made it! (succeeded)

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#### PRACTICE

#### **8A** Complete the sentences with the words in the box.

difficult help fault funny shame appears important wonder

- I It's to believe he would have left all the money here.
- 2 It's no you were scared. That car nearly hit you.
- 3 It's not my we didn't finish on time. We started late.
- 4 I can't it if I keep making mistakes. Nobody's perfect.
- 5 It's that we clear up any misunderstandings.
- 6 It was a that we didn't see the beginning.
- 7 It to have been a mistake.
- 8 It's how things always turn out OK in the end.

#### **B** Complete the sentences to make them true for you.

It's no wonder that ...

I couldn't believe it when ...

I think it's important to ...

It's pointless ...

### C Work in pairs and take turns. Compare your sentences and ask questions.

**A:** I think it's important to find time to keep in touch with friends.

**B:** Why do you think that?

#### VOCABULARY **PLUS** lexical chunks

**9A** Work in groups. Think of words which often collocate with *justice*.

a sense of justice, to demand justice

### **B** Read sentences 1–6 and add any more phrases with *justice* to your list.

- I <u>Families of the victims</u> <u>demanded that</u> the killers be found and <u>brought to justice as soon as possible</u>.
- 2 Mr Jobe is <u>an experienced lawyer</u> who <u>specialises in</u> <u>this particular area of criminal justice</u>.
- 3 <u>It is imperative that</u> young people <u>on the streets</u> who are <u>committing crimes</u> should not <u>be allowed to escape justice</u>.
- 4 <u>It's up to</u> the courts <u>to uphold justice</u> you can't <u>take</u> <u>the law into your own hands</u>.
- 5 <u>A surprising number of people</u> came to him <u>demanding justice</u> for how they had been treated.
- 6 Gangs in the vicinity have been known to practise a kind of rough justice on their members.

### C Why do you think the other phrases in sentences 1–6 have been underlined?

### **D** Which underlined phrases in Exercise 9B could be replaced with the following?

- I a sort of
- 2 it's the responsibility of
- 3 try to implement the law yourself
- 4 it is extremely important
- 5 in the area

#### speakout TP

A lexical chunk is a group of words commonly found together. They include collocations, but while collocations tend to consist of content words only, lexical chunks are more phrasal and may include grammatical words like prepositions and articles, e.g. *miscarriage of justice*. Lexical chunks may act as discourse markers or adverbials, e.g. *at that time, in her own way*. Find a lexical chunk in Exercise 9B which acts as a time adverbial.

**10A** Work in pairs. Look at the film posters opposite and read the synopses. What do the films have in common? Which would you prefer to watch? Why?

B • 4.1 Listen to someone reading the first synopsis. Notice how they chunk the language, pausing between the chunks (marked 'l'). When we speak, we group words into meaningful chunks of language.

C Mark possible chunks in the second synopsis.

D • 4.2 Listen to check. Listen again and shadow read the story.



The film | is based on the true story | of Manny Balestrero, | an honest, hardworking musician | who is unjustly accused | of armed robbery | when he goes to an insurance firm | to borrow some money, | and employees mistake him | for the armed robber | who had robbed them | the year before. | In classic Hitchcock form, | Balestrero vehemently protests his innocence, | but unfortunately | he acts guiltily, | leading a host of policemen | and witnesses | to identify him | as the thief. | The trial goes badly for Manny, | but things are even worse for his wife, | Rose, | who struggles to cope | with the strain of his ordeal.



Dr Richard Kimble, a well-known Chicago surgeon, returns home one night to find that his wife has been viciously murdered in their own home. When police find Kimble at the scene of the crime, he is arrested, and later charged and convicted of his wife's brutal murder. However, on the way to the prison, a failed escape attempt by other prisoners gives Kimble his chance of freedom. While on the run from US Marshall Samuel Gerard, Kimble's only hope of proving his innocence and clearing his name is to find out for himself who was responsible for his wife's death, and to lead the team of detectives on his trail to the real perpetrator.

HOW TO | discuss social issues

#### LISTENING

#### 1 Work in pairs and discuss the questions.

- I What do you know about the people in the photos?
- 2 What do you know about their humanitarian work?

2A • 4.3 Listen to three speakers talking about the people in the photos. Make a note of any information that is new to you. Tell your partner.

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

- I According to the speaker, how did Annie Lennox's humanitarian work start?
- 2 What does the speaker particularly admire about
- 3 Why, according to the speaker, didn't Al Gore get that much attention earlier in his career?
- 4 What did the speaker think after meeting him?
- 5 What is the speaker's personal connection with
- 6 What did Sting's example inspire the speaker to do?

#### GRAMMAR the perfect aspect

#### **3A** Complete sentences 1–7 with the correct name: Annie Lennox, Sting or Al Gore.

- I Since the 1990s, Annie Lennox has been working as a human rights activist as well as a singer.
- 's reputation as an activist appears to 2 have overshadowed his fame as a politician.
- 3 Before becoming a global star in the 1980s, had been a teacher.
- 's work has helped raise awareness of the HIV epidemic in Africa.
- \_'s groundbreaking film will have been helping to educate people about global warming for twenty years.
- 6 For several years before working to save the rainforest, some estimates suggest that it had been declining at a rate of around 20,000 square kilometres per year.
- 7 It is estimated that, by 2020, \_ Inconvenient Truth will have become a part of school curricula in over thirty countries.

#### **B** Which sentences above use the following tenses?

- present perfect
- present perfect continuous
- past perfect
- · past perfect continuous
- future perfect
- future perfect continuous
- · perfect infinitive







#### 4 Read the description of perfect tenses. Look at the sentences in Exercise 3A and answer the questions.

We use perfect tenses to create a link between two times: to look back from one moment in time to a time before that.

- I Which three sentences link the past and the present? 1,
- 2 Which two sentences link the past to a time before that?
- 3 Which two sentences link a time in the future with a time before
- 4 Which three sentences focus on the action's duration?

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#### PRACTICE

- **5** Work in pairs. Decide if there is a difference in meaning between the pairs of sentences. If so, what is the difference?
- I a) I've read that book.
  - b) I've been reading that book.

Sentence a) focuses on the completed action. The speaker finished the book. Sentence b) focuses on the action of reading, but the speaker has not finished the book.

- 2 a) I hope to have finished my studies by the time I'm twenty-five.
  - b) I hope I will have finished my studies by the time I'm twenty-five.
- 3 a) How long have you lived in your current home?
  - b) How long have you been living in your current home?
- 4 a) Had you studied with Professor Robson before?
  - b) Have you studied with Professor Robson before?
- 5 a) I've painted the kitchen.
  - b) I've been painting the kitchen.

#### **6A** Find and correct the three mistakes in questions 1–5.

- I What do you hope to will have achieved by the time you're eighty?
- 2 Had you studied English before you came here?
- 3 By 2030, how long will you had been working?
- 4 What TV series have you been watching regularly in the last year or two?
- 5 How long have you been knowing your best friend?
- **B** Ask and answer the questions with a partner.

#### VOCABULARY social issues

**7A** Work in two groups. Group A: look at the expressions in box A. Group B: look at the expressions in box B. What do the expressions mean? Write an example sentence for each.

Α

human rights child labour economic development intellectual property capital punishment religious freedom

В

environmental awareness illegal immigration civil liberties free trade freedom of speech gun control

**B** Work in pairs with a student from the other group. Explain the meaning of your expressions using your example sentences.

C What other words/expressions do you know connected with social issues? Think about recent news stories.

### **8A** What rhythm do the expressions in Exercise 7A have? Match them with the patterns below.

 1
 Oo Ooo civil liberties
 7
 ooOo Ooo

 2
 Oo O
 8
 O oo

 3
 O O
 9
 oOoo Ooo

 4
 Oo o O
 10
 Ooo Ooo

 5
 oOo Oo
 11
 Oooo oOoo

B • 4.4 Listen and check. Repeat the collocations slowly and tap your fingers at the same time (use both hands). Now say the collocations at full speed.

12 O Oo

### 4

#### speakout TP

 $6 \circ O \circ \circ O \circ$ 

The more ways you interact with new words, the better you will learn them. Research suggests that we need to use, see or hear new words six times (minimum) before we 'know' them. Use different methods: write sentences including the new word, teach the new word to someone else, pronounce the word many times and try to use the word in conversation. Which of these do you usually do?

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#### SPEAKING

#### **9A** Work in groups and discuss the questions.

- I What are the three most important social issues in your country and in the world at the moment? Think about the issues in Exercise 7A and add your own ideas.
- 2 What is being done about them? Do you know of anyone who is involved in tackling these issues?
- 3 What are the best ways of fighting for social justice?
- **B** Work with other groups and compare your ideas.



#### WRITING a problem-solution essay

### **10A** Which items in the box would you expect to find in a problem-solution essay?

personal information reference to research facts and figures dialogue anecdotes a description of a problem a conclusion rhetorical questions a plan of action

### **B** Read the model essay and answer the questions.

- I What issue does it deal with?
- 2 What do you think of the writer's idea?
- 3 Which features in Exercise 10A does it contain?
- 1 How many people are killed with guns every year? Let's take a round number – one million – and look at the figures for gunshot deaths. In Japan, 0.7 people per one million inhabitants are killed by gunfire in a year. In South Korea it's 1.3; in England it's 4.6; in the Netherlands it's 7; in Spain it's 9; in Kuwait it's 12.5. In the United States, it's 152.2. That's not a misprint. The figure illustrates one of today's most important issues: gun control.
- 2 One of the causes of this figure in the US is the citizens' 'right to bear arms' (carry weapons) written into the US constitution. The country has an extremely violent past and this has resulted in an ingrained sense of the need to protect oneself and one's family. Another reason is the rate of gun ownership. Around forty-six percent of families in the US have a gun in the house.
- 3 How can countries the United States in particular reduce the number of gun deaths? A complete ban on guns is barely imaginable in the US. However, there are a number of other options. These include developing better systems for registering guns and ammunition, instigating background checks for prospective gun owners and introducing tougher prison sentences for people who own guns illegally. The problem is that these solutions have already been proposed, passed into law and denounced as failures.
- 4 One possible solution that hasn't been tried yet is 'ID tagging' on guns. Each gun would be registered to one person's fingerprint and only that person would be able to fire the gun. If someone else attempted to fire it, the gun wouldn't work. This would mean that stolen guns would be useless. Also, the police would have fewer problems identifying the killers.
- 5 In conclusion, the solution proposed here is one for the future. The idea would not bring an end to gun deaths. Until guns are completely banned, it is unlikely that anything could reduce that number to the magic zero. But the idea of using new technology (ID tags) to defeat the ills brought about by old technology (guns) is not just a shot in the dark. It could become reality sooner than you think.

# 11 Look at the expressions below for different parts of a problem-solution essay. Tick the expressions used in the model essay.

#### Introducing the problem

(This) illustrates one of today's most important issues ...

This represents a growing problem.

#### Describing causes of the problem

One of the causes is ...

This is largely due to ...

#### Describing consequences of the problem

This has led to/resulted in/brought about ...

One of the consequences of this is ...

#### Suggesting solutions

One possible solution ...

There are a number of (other) options. These include ...

#### Concluding

In conclusion, ...

To sum up, ...

The purpose/aim of this essay was to ...

#### LEARN TO use parallelism

### **12A** Read two examples of parallelism from the essay in Exercise 10B. Find another example in paragraph 3.

In South Korea <u>it's 1.3</u>; in England <u>it's 4.6</u>; in the Netherlands it's 7 ...

These include <u>developing</u> better systems for registering guns and ammunition, <u>instigating</u> background checks for prospective gun owners and <u>introducing</u> tougher prison sentences ...

### **B** Why do you think writers use parallelism? Which idea below is not a good answer?

- I It gives symmetry and consistency to the writing.
- 2 It gives ideas equal weight.
- 3 It uses balance and rhythm to deliver the message.
- 4 It helps us write better introductions.

#### C Complete the sentences with the option that uses parallelism.

- I The protest against gun laws was led by a number of civil rights groups, social justice campaigners and \_\_\_\_\_\_.
  - a) other people
  - b) human rights activists
  - c) those people who believe in fighting for human rights
- 2 In a few years, the powers-that-be may know everything about gun owners: the films they watch, the food they eat, \_\_\_\_\_.
  - a) the air they are breathing
  - b) and the air they breathe as they walk around
  - c) the air they breathe

### **13** Work in groups and choose a topic. Use your own idea or a topic in Exercise 7A. Follow stages 1–5 below.

- I What exactly is the problem? Write it in one sentence.
- 2 Brainstorm possible solutions and make notes.
- 3 Discuss which solutions are the best.
- 4 Make an outline for your essay. Use the expressions in Exercise 11.
- 5 Write your problem-solution essay (300–350 words).

**VOCABULARY** | decisions

**LEARN TO** | add emphasis

#### VOCABULARY decisions

1A Read the situation below. What would you do? Tell other students.

You are faced with a dilemma. Four friends buy you a lottery ticket for your birthday. The following week, you win €100,000 with the ticket. Your friends think you should share the winnings with them. You have spent some time thinking it through. You have tried to take all these things into consideration: how long you've been friends, how much your friends need the money, whether you should share the winnings equally and whether you think your friendships will survive if you keep all the money. Now you have weighed up the pros and cons, you need to make your decision.

#### **B** Underline expressions in Exercise 1A which have similar meanings to the expressions below.

- I in a predicament
- 2 assessing the situation
- 3 bear these points in mind
- 4 considered the benefits and drawbacks

#### C Discuss. What difficult decisions/dilemmas might the people below face?

- scientist
- teacher
- financial investor doctor

- parent

A scientist would have to consider the pros and cons of his or her research.

#### 2A Think of a real/imaginary dilemma you have faced. Describe it using some of the expressions in Exercises 1A and B.

**B** Work in pairs and compare your stories.

FUNCTION expressing hypothetical preferences

- 3 Read a true story and discuss questions 1–3.
- I What decision did Ann Timson have to make?
- 2 Do you think she was a hero?
- 3 What would you have done in her situation?

## Supergran bashes burglars

seventy-year-old grandmother became a hero when, armed Awith just a flimsy shopping bag, she defied six hammerwielding jewellery thieves on motorbikes. Ann Timson was talking to a woman on the street when she heard a commotion. She looked across the road and saw six men smashing the windows of a jewellery store in broad daylight. Seeing that other bystanders were doing nothing, Ms Timson decided to act. She dashed across the road and started to hit one of the robbers with her shopping bag. He fell off his motorbike and was pinned down by several members of the public before the police arrived. Amazingly, all of this was captured on film by a freelance cameraman who happened to be nearby. The footage has since become a YouTube sensation. Asked later if she saw herself as a hero, Ms Timson said no, but 'somebody had to do something'. It turns out that Ms Timson has been 'doing something' for years. Residing in a poor area of Northampton, UK, she has confronted drug dealers and other criminals before, putting her own safety at risk in order to aid the community. Although she does not generally believe that the public should take on robbers - 'it's dangerous' she says - her actions have inspired countless numbers of people, and made at least a few would-be thieves think again.

**4A (•) 4.5** Listen to two people discussing the story. Would the speakers do what Ann Timson did?

#### B Listen again and try to work out what the expressions below mean.

- I a have-a-go-hero
- 2 [if/when] push comes to shove
- 3 jumped on the bandwagon
- 4 I take my hat off to her
- 5 I'd probably leg it
- 6 I'd do my bit



# **5A** What words do you think complete the expressions for expressing hypothetical preferences?

If it was <sup>I</sup> to me, I'd
l'd sooner
l'd just as soon as
Given the <sup>2</sup> , I'd
If I ever $^3$ myself in this situation, I'd
Far better to than
This would be by $^4$ the best option.
My preference <sup>5</sup> be to
Without a shadow of a <sup>6</sup> , I'd
No way would I

### **B** Read audio script 4.5 on page 168. Which of the expressions above can you find?

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### **6** Rewrite the sentences so the meaning stays the same. Use the words in brackets.

- I You should weigh up the pros and cons rather than deciding now. (far better)
- 2 Which of the two candidates would you choose? (up to)
- 3 I definitely think we can come up with some better ideas than these. (shadow/doubt)
- 4 If you had the choice, would you ban all web advertising? (given)
- 5 I would ask my boss for advice if I faced this kind of dilemma. (found myself/situation)
- 6 Instead of acting rashly, I'd prefer to put important decisions on hold. (sooner)
- 7 I'd rather buy a house now than wait until the economy gets better. (preference)
- 8 She'd quit her job rather than do something unethical. (just/soon)

#### LEARN TO add emphasis

**7A** Look at expressions a)—e) from the recording in Exercise 4A. Put them under the correct headings below.

- a) It was totally wrong.
- b) The fact is ...
- c) The thing is ...
- d) You're absolutely right.
- e) I completely agree.

#### Adverbs for emphasis

2			
3			

#### Fronting: expressions before the main verb

What you have to remember	is	
4		
5		

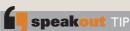
#### Other expressions

That's out of the question.

No chance.

Not on your life.

**B** • 4.6 Listen to the intonation of the phrases above. Repeat them using the same intonation.



When we write, we can emphasise words by using *italics* or <u>underlining</u>. When we speak, we use intonation to emphasise the same words. The pitch is higher and we sometimes make the vowel sounds longer. When you hear people arguing, persuading, or getting excited, listen to the way they pronounce key words.

#### **SPEAKING**

**8A** Read the dilemmas below. Think about what you would do and complete the notes for each situation.

My first reaction is ...
On the other hand, ...
It depends on ...
The best option ...

- I Your friend's husband is supposed to be working late, but you see him in a bar talking in a friendly manner with another woman. You do not know the other woman. She could be a work colleague. Do you tell your friend what you saw?
- 2 You are in a hurry. You need to send a package urgently but the post office will close in two minutes. There are no parking spaces except in the Disabled section of the car park. You are not disabled. You think you will only be there five minutes. Do you park in the Disabled section?
- 3 A friend of yours stole something. You promise never to reveal this. Soon afterwards, an innocent person is accused of the crime. You tell your friend that she has to own up. She refuses and reminds you of your promise. It is possible that an innocent person will go to jail. Do you reveal the truth?
- **B** Work in groups and compare your ideas.

#### **DVD PREVIEW**

**1A** Work in pairs. Do you remember what the words below mean? Explain them to your partner.

the evidence a courtroom a sentence a trial

### **B** Match the words in the box below with definitions 1–4.

a witness the defendant the deceased the case (for the prosecution/the defence)

- I someone who has died, especially recently
- 2 someone who sees a crime or an accident and can describe what happened
- 3 the person in court who has been accused of doing something illegal
- 4 all the reasons that one side in a legal argument can give against the other side
- **2** Read the programme information. Why is Captain Blackadder on trial?

#### B B C Blackadder

Blackadder Goes Forth is a BBC comedy set during the First World War. Captain Blackadder is a British army captain who refuses to take orders from his generals. One day his assistant, Private Baldrick, finds a carrier pigeon\* that has arrived with orders for Blackadder and his men to march to certain death. Captain Blackadder shoots it. Unfortunately for him, the bird belonged to Blackadder's superior, General Melchett,

who had looked after it as a child. As a result, Captain Blackadder is put on trial with Melchett as the judge.

\* carrier pigeon — a pigeon that has been trained to carry messages

#### **▶** DVD VIEW

**3A** Work in pairs. What are the two worst things that could happen to you if you were on trial? Choose from the list below.

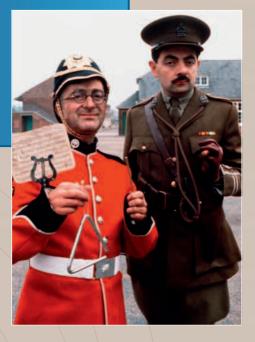
- The judge is biased against you before the trial starts.
- Your lawyer doesn't know what he is doing.
- The key witness for the defence is useless.
- · A witness says you're guilty and identifies you.
- · You are given a prison sentence.

**B** Watch the DVD. Which event in Exercise 3A <u>does not</u> happen to Captain Blackadder? What happens instead?

**4A** Who does the following things? Choose from the people in the box.

General Melchett Captain Blackadder George (defence lawyer) Private Baldrick Captain Darling (prosecuting lawyer)

- I announces the charges against Captain Blackadder
- 2 acts as the first witness
- 3 calls a 'last and decisive' witness
- 4 denies everything
- 5 forgets to turn a page
- 6 asks about a pigeon called 'Speckled Jim'
- 7 puts on a black cap (signifying the death penalty)
- 8 asks for an alarm call
- B Watch the DVD again to check.
- **5** Work in pairs and discuss the questions.
- I How would you describe the 'trial' in the DVD? Which bit did you think was the funniest?
- 2 Captain Blackadder is saved at the last minute. What do you think happens? Turn to page 162 to find out.





#### **speakout** a court case

**6A** Read about a court case and decide what you think should happen.

A Birmingham family has been torn apart by the father's will. When eighty-four-year-old James Holdicott died last April, it was widely expected that he would leave his successful clothing business to his sons, Chris (fifty) and Nicholas (forty-six). However, the company and all of Holdicott's assets were left solely to oldest son Chris, who had worked with his father as Chairman of Holdicott Clothing for two decades. Nicholas, a lawyer who has never been involved in the family business, got nothing. He immediately initiated proceedings to contest the will. He says his ailing father was pressurised by Chris Holdicott and other business associates into rewriting the will just before he died. The court case begins on Tuesday.

B • 4.7 Listen to two people talking about the case. Why does the woman think Nicholas Holdicott will lose?

C Listen again and tick the key phrases you hear.

#### **keyphrases**

My first point is ...

He doesn't have any proof that ...

You have no case.

It's been claimed that ...

But having said that, ...

The question is ...

An expert witness testifies that ...

There's no evidence to suggest that ...

**7A** Work in pairs and read your instructions. Student A: turn to page 159. Student B: turn to page 162.

B Argue the case with your partner.

#### writeback a case summary

**8A** Read a summary of another court case. Do you agree with the judge's decision?

#### **Surprise Holiday**

Lily Mason, twenty-eight, was overjoyed when she answered a question correctly on a radio quiz to win an all-expenses-paid 'dream holiday' at a surprise 'exclusive' destination. She was promised a week in a five-star hotel, complete with luxury suite and fine dining, while she would spend her days sunbathing on the hotel's private beach. Things didn't turn out quite like that. Instead, she was placed in a holiday camp on the windy south coast of England in April. The rocky beach was too dangerous for sunbathing, the pre-prepared food came from a canteen with plastic tables, and her 'suite' was a small room with a shared bathroom. The weather got so cold that Ms Mason went home after three days.

Within a week, Ms Mason's disappointment had turned to anger and she decided to sue. The owners of the radio station explained that they had fallen on hard times due to a drop in advertising revenues and couldn't afford to pay for a luxury holiday. They insisted, however, that they had done nothing wrong: the holiday was advertised as being in a 'surprise' destination and Ms Mason had certainly got a surprise. Nonetheless, after listening to a transcript of the broadcast, the judge ruled in Ms Mason's favour. He ordered the radio station to pay Ms Mason £1,500 – the value of the holiday.

After the hearing, Ms Mason expressed satisfaction that justice had been served. She said, 'It was one of the most disappointing weeks of my life. I think this sends a message. If you make a promise on air, you have to stick to it.'

B Write a summary of the court case that you discussed in Exercise 7B (250 words). Invent any additional details necessary.

#### CRIME COLLOCATIONS

### **1A** Complete the sentences with a suitable word.

- I It is shocking the way that so many criminals are never b\_\_\_\_\_ to justice.
- 2 The convict was hoping for an early r\_\_\_\_\_ from prison for good behaviour.
- 3 Ali was sure she would never be found out. She had the perfect
- 4 The family is expected to make an a\_\_\_\_\_ against the ruling by the judge.
- 5 The case was reopened when f\_\_\_\_\_ evidence was discovered.
- 6 He was given a light sentence due to the fact that he had no previous c .

### **B** Work in pairs. Test your partner on the collocations above.

- **A:** This means you find new information which is relevant to the case.
- **B:** You have fresh evidence.

#### THE PERFECT ASPECT

### **2** Complete the jokes with the phrases in the box.

it will have been have you been feeling I've broken have turned to have been ignoring

- I 'Doctor, doctor, I keep thinking I'm a cat.' 'How long \_\_\_\_\_ like this?' 'Since I was a kitten.'
- 2 'Doctor, doctor, I appear to \_\_\_\_\_ into a dog.' 'Sit on the sofa and we'll talk about it.' 'I can't. I'm not allowed on the sofa.'
- 3 'Doctor, doctor, I'm in agony!
  \_\_\_\_ my arm in three places!'
  'Well, don't go there any more.'
- 4 'Doctor, doctor, tomorrow \_\_\_\_\_ ten years since I last had my eyes tested. I think I need glasses.' 'You certainly do. You've just walked into a petrol station.'
- 5 'Doctor, doctor, people seem \_\_\_\_\_ me for years.' 'Next please!'

#### INTRODUCTORY IT

# **3** Use the prompts to make statements about yourself or people you know.

I ... would love it if ...

I would love it if my husband surprised me by cooking dinner tonight.

- 2 ... adore(s) it when ...
- 3 ... can't stand it when ...
- 4 ... find(s) it easy to ...
- 5 It's pointless ...
- 6 It's essential to ...

#### SOCIAL ISSUES

### **4A** What issues do the definitions describe?

- I \_\_\_\_\_: the employment of children (especially in manual jobs) who are under the legal or generally recognised age
- 2 \_\_\_\_\_: the movement of people across international borders in a way that breaks the immigration laws of the destination country
- 3 \_\_\_\_\_: the notion of being free to practise and teach any religion you choose
- 4 \_\_\_\_\_: basic freedoms that everyone should enjoy, e.g. freedom of thought and expression, the right to be free
- 5 \_\_\_\_\_: when a country grows richer because of policies and/ or activity relating to business and money
- 6 \_\_\_\_\_: something which someone has invented or has the right to make or sell, especially something that cannot legally be copied by other people

### **B** Work in pairs. Complete the definitions.

- I freedom of speech: the right to ...
- 2 free trade: a system of trade in which ...
- 3 civil liberties: freedoms that protect ...
- 4 gun control: efforts to regulate ...
- 5 environmental awareness: an understanding of how ...

#### HYPOTHETICAL PREFERENCES

### **5A** Correct the word order in speaker B's responses.

- I A: I could have had a holiday on a beach or gone on a cruise.
  - **B**: If it was to up me I'd have taken the cruise.
- 2 A: I don't know whether to read the book or watch the film.
  - B: I sooner would watch the film than read the book.
- 3 A: We can either go to a posh international restaurant or eat at the street market.
  - B: I'd as just soon eat local food as dine in a fancy restaurant.
- 4 A: So I was lost with a broken-down car in the middle of nowhere.
  - B: If I myself found in that situation, I'd go to the nearest house and beg for help.
- 5 A: We decided not to give Christmas presents because there are thirty people in the family now.
  - **B**: Better far to do that than buy presents for everybody!
- 6 A: We're thinking of taking trains around Europe rather than flying.
  - **B:** That would be by the far best option if you want to see places.
- 7 A: I hated my job so I quit, even though I needed the money.
  - **B:** I'd have done the same a without shadow of a doubt.
- 8 A: I got rid of my mobile phone. It was too expensive.
  - B: Way no would I do that unless I really had to.

**B** Decide if you agree with speaker B. If not, change the response. Practise the conversations in pairs.

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