

8

Crime

8A

Vocabulary

Crimes and criminals

I can describe different crimes.

- 1 SPEAKING** In pairs, describe photos 1–3 below. Do you recognise any of the film characters? What do they have in common?
- 2 2.39 VOCABULARY** Complete the table with the words below. (You need to use one of the words twice.) Then listen to the words and check your answers.

Nouns arsonist burglar burglary mugging mugger
murder murderer theft thief

Verbs break damage kill sell steal

Unit map

Vocabulary

Crimes and criminals
Collocations: police work
Compound nouns

Word Skills

Adjective suffixes

Grammar

Reported speech (1) and (2)

Listening

A life of crime



Reading An Australian murder mystery



Speaking Photo description



Writing An email

Culture 8 Sherlock Holmes



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Crimes and criminals

Crimes	Criminals	Verbs
arson	1 _____	to set fire to (a building, etc.)
2 _____	3 _____	to burgle / 4 _____ into a house
drug-dealing	drug dealer	to 5 _____ / deal drugs
looting	looter	to loot / 6 _____
7 _____	8 _____	to mug somebody
9 _____	10 _____	to murder / 11 _____ somebody
robbery	robber	to rob a person or place
shoplifting	shoplifter	to 12 _____ from a shop / shoplift
smuggling	smuggler	to smuggle
13 _____	14 _____ (thieves)	to steal something
vandalism	vandal	to 15 _____ / vandalise





RECYCLE! Comparatives and superlatives

Remember: we use comparatives for comparing two people or things, and we use superlatives for comparing a person or thing with all the other members of a group.

Molly is taller than Kieran.

Molly is the tallest person in the class.

3 SPEAKING Describe photos A–D above. Where are the people? What are they doing? Use words from exercise 2.

4 2.40 Listen to three news reports. Match them with three of the photos (A–D).

1 2 3

5 VOCABULARY Work in pairs. Complete the verb + noun collocations.

appeal identify interview launch
make patrol search study

Collocations: police work

- | | |
|--------------------------|-----------------------|
| 1 _____ an investigation | 5 _____ for witnesses |
| 2 _____ a house | 6 _____ CCTV footage |
| 3 _____ a suspect | 7 _____ a culprit |
| 4 _____ an arrest | 8 _____ an area |

6 2.40 Listen to the news reports again. Check your answers to exercise 5.

7 Read the **Recycle!** box. Complete the questions below using the comparative or superlative form of the adjectives in brackets. Then make notes of your ideas.

- What is the most serious (serious) crime, apart from murder?
- Which type of theft is _____ (serious), shoplifting or robbery?
- Which is _____ (bad), drug-dealing or drug-smuggling?
- Which crime is _____ (difficult) to prevent?
- Which crime is _____ (frightening) for the victim, mugging or burglary?

8 SPEAKING Work in pairs. Discuss your ideas from exercise 7. Give reasons for your opinions.

I think arson is the most serious crime, apart from murder.

Why?

Because ...

Reported speech (1)

I can report what other people have said.



- 1 SPEAKING** Look at the photo. What do you think is going to happen? Why do you think that?
- Read the text. Why did most listeners think that the crime was a joke?

A radio reporter went onto the streets of London yesterday to do a report about crime and ended up learning more than he expected. He stopped a passer-by and said that he was doing a story on street crime in the area. The man said there was a lot of crime there. He said he had seen a mugging earlier that day. The reporter then said there weren't many police officers on the streets. The man said he didn't want more police around. Then he took the reporter's phone and ran off! The reporter, sounding upset, said that the man had stolen his phone. However, most listeners thought it was all a joke!

- 3 2.41** Listen to the dialogue. Complete the words the reporter and the man actually say. Then find the parts of the text in exercise 2 where they are reported.

Reporter Hello. I ¹ _____ (do) a report on street crime in the area.
Man There ² _____ (be) a lot of crime here.
 I ³ _____ (see) a mugging earlier today.
Reporter But there ⁴ _____ (not be) many police officers on the streets.
Man I ⁵ _____ (not want) more police around.
Reporter Hey! He ⁶ _____ (steal) my phone!

- 4** Compare the dialogue in exercise 3 with the reported speech in the text in exercise 2. Complete rule a in the **Learn this!** box with the correct tenses.

LEARN THIS! Reported speech

- a** When you change direct speech to reported speech, the tense of the verbs usually changes.

Direct speech	Reported speech
present simple	→ ¹
present continuous	→ ²
past simple	→ ³

- b** We can use *that* to introduce reported speech but we often omit it. *She said (that) she was feeling upset.*

LOOK OUT!

- a** Pronouns and possessive adjectives usually change in reported speech, depending on the speaker and context.
'You're sitting at my table,' he said.
He said we were sitting at his table.
- b** References to time and place can change as well.
yesterday – the day before tonight – that night
today – that day a week ago – a week earlier
here – there last Monday – the Monday before
this month – that month now – at that moment

- 5** Read the **Look out!** box. Then look at the reported speech in exercise 2 again and find changes to pronouns, possessive adjectives and references to time and place.

➡ Grammar Builder 8B page 138

- 6** Rewrite the quotations in reported speech. You may have to change pronouns and references to time or place.

- 'We searched a house yesterday,' said the police.
The police said they had searched a house the day before.
- 'Two men are burgling the house next door!' she said.
- 'Teenagers often vandalise my shop,' he said.
- 'I found the money two days ago,' she said.
- 'We're launching an investigation into drug-dealing in the town centre,' said the police.
- 'The police arrested two suspects last Friday,' said the teacher.
- 'Crime is getting worse, in my opinion,' he said.
- 'Muggers often attack tourists,' she said.

- 7 SPEAKING** Work in pairs. Imagine that a robbery has just taken place.

Student A: You saw the robbery and are talking to Student B about it over the phone.

Student B: Ask these questions and try to remember the answers.

- What time did the robbery take place?
- What kind of shop did they rob?
- How did the robbers get away?
- What were the robbers wearing?
- How do you feel about the experience?

What time did the robbery take place?

It took place at 4 o'clock in the afternoon.

- 8 SPEAKING** Work with another pair.

Student B: Report Student A's answers to the questions in exercise 7.

Student A: Listen and check Student B's memory!

Anna said that the robbery had taken place at 4 o'clock in the afternoon.

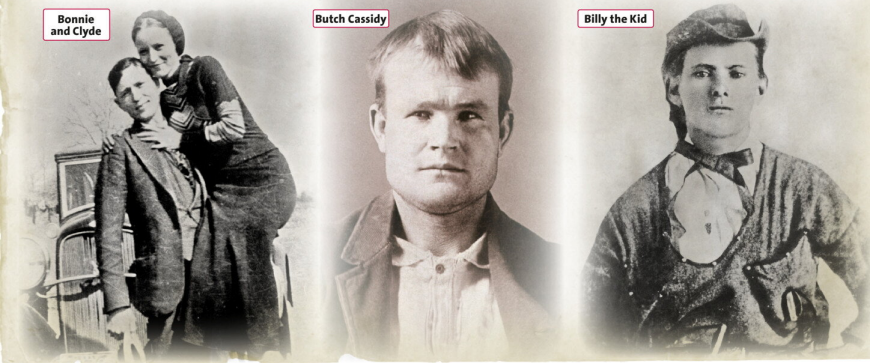
A life of crime

I can listen for paraphrase.

Bonnie
and Clyde

Butch Cassidy

Billy the Kid



- 1 Look at the pictures of famous outlaws. What do you know about them? What nationality were they? When did they live? What crimes did they commit?

Listening Strategy

The information that you need to understand in the recorded text may be expressed differently in the task. Listen out for synonyms (e.g. *hate / can't stand*) and antonyms (e.g. *win / lose*), but also for information and ideas that are 'paraphrased' (worded differently).

- 2 Read the **Listening Strategy**. Then read the sentences below and try to think of synonyms or ways of paraphrasing the underlined words and phrases.

- The police arrested the woman they think committed the crime. suspect
- The police arrested the people who started the fire.
- They burgled the house and stole some expensive rings and necklaces.
- They searched for the culprits.
- They attacked the young man in the street and stole his wallet and phone.

- 3 **3.02** Now listen to five sentences and match them with the paraphrased versions in exercise 2 (a–e).

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

- 4 **3.03** Listen to a historian being interviewed about Bonnie and Clyde, the famous American outlaws. Answer the questions.

- How many people did Bonnie and Clyde kill?
- How old were they when they died?

- 5 **3.03** Listen again. Circle the correct answers. Sometimes both answers are correct.

- Bonnie Parker
 - was clever.
 - got married before she left school.
- Clyde Barrow's family
 - were not very well off.
 - worked on a farm which didn't belong to them.
- The couple couldn't find a job when Clyde left prison because
 - Clyde had a criminal record.
 - unemployment was very high.
- Bonnie and Clyde
 - frequently stole cars.
 - stayed in regular contact with their families.
- Bonnie and Clyde
 - were constantly travelling around.
 - were fighting for ordinary people.

- 6 How is the information in the correct options expressed in the listening?

Bonnie Parker was clever. – "Bonnie was a bright student."

- 7 **SPEAKING** Outlaws are 'on the side of ordinary people, and against authority'. Do you agree? Give reasons. Use the ideas below to help you.

For not hurt ordinary people steal from the rich
romantic young free always travelling
hide from the police live by their own rules

Against violent cruel and heartless murdered people
greedy people ignore the truth false image unrealistic

- 8 **INTERNET RESEARCH** Find out and write about another famous outlaw. Include some or all of the information below.

- Where / When were they born?
- What crimes did they commit?
- How / When / Where did they die?

Reported speech (2)

I can report what other people have said.

- Read the text. Where did the burglar get stuck? How did he finally get free?
- Match the reported speech (1–5) in the text with the direct speech below.
 - You can stay where you are. ____
 - I won't help you because you tried to burgle my house. ____
 - I can't move. ____
 - I've been here for four hours. ____
 - I'll call the police. ____

- Complete the table in the **Learn this!** box below.

LEARN THIS! Reported speech

Direct speech		Reported speech
present simple	→	past simple
present continuous	→	past continuous
past simple	→	past perfect
present perfect	→	1
can / can't	→	2
will / won't	→	3

➡ Grammar Builder 8D page 138

- Read the direct speech and write the reported speech. Remember to change the pronouns and time phrases if necessary.

- 'I can't find my wallet,' Ben said.
Ben said that he couldn't find his wallet.
- 'I've never been jet-skiing,' said Cathy.
- 'I'll watch the documentary with you tonight,' said Liam.
- 'We can't go out because it's stormy,' said George.
- 'The volcano has erupted twice this year,' said Harriet.
- 'I'll probably study maths at college,' said Chris.
- 'We can visit the aquarium today,' said Joe.
- 'A new florist's has opened in town,' said Mandy.

LOOK OUT! *tell* and *say*

- We always use a personal object with *tell*: *tell somebody something*.
He told me he was cold. He didn't tell Luke.
- With *say*, we do not need a personal object. If we say who we are speaking to, we use *to*: *say something (to someone)*.
John said he was hungry. You say that to everyone!

Bungling burglar!

When Mary Holmes woke up at 5 a.m. one Sunday morning and went to the bathroom, she was shocked to discover a man half in and half out of the window.

'What are you doing?' she shouted.

'I'm stuck!' replied the man. 'I tried to climb in the window last night, but it's too narrow!'

'The man told Miss Holmes that he had been there for four hours. ¹He said he couldn't move. He asked Miss Holmes for help. ²Miss Holmes told the man that she wouldn't help him because he had tried to burgle her house. ³She said to the man that he could stay where he was and ⁴that she would call the police. Firefighters had to remove the window to rescue the man!

- Read the **Look out!** box. Find two examples of reported speech with *say* and two examples with *tell* in the story in exercise 2.

➡ Grammar Builder 8D page 132

- Complete the text with *say* and *tell*.

At the press conference, the police officer ¹_____ the journalists that the police had studied the CCTV footage. She ²_____ she could clearly see a man selling drugs. She ³_____ the police would launch an immediate investigation and she ⁴_____ the journalists that they were trying to identify him. She ⁵_____ they would arrest the suspect as soon as possible. Finally, she ⁶_____ the journalists she hoped more witnesses would come forward.

- Write five short sentences: one in the present perfect, one with *can*, one with *can't*, one with *will* and one with *won't*.

I've never been to Italy.

Anna can speak three languages.

- SPEAKING** Say your sentences aloud to your partner. Your partner reports them to the class.

I've never been to Italy.

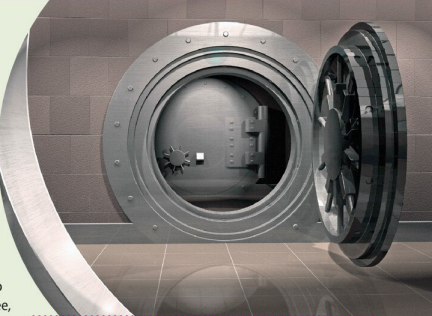
Adam said he'd never been to Italy.

Adjective suffixes

I can understand and use different adjective suffixes.

DISAPPEARING MONEY

One of the most mysterious unsolved bank robberies took place at the First National Bank of Chicago, USA. One Friday in 1977, an employee at the bank put \$4 million in cash in a bank vault. When another employee came to make the weekly check on the vault, she discovered that only \$3 million was there. A million dollars had simply disappeared. The robbery appeared in all the national newspapers. Because nobody had broken into the vault, the police suspected it was an 'inside job', and were at first hopeful that they would recover the money quickly. 'It's foolish to rob your own bank,' said one police officer. 'You are almost certain to get caught, unless you are very lucky.' Because most robbers are in a hurry, they are usually careless and leave clues, but the police could find nothing to identify the thief or thieves. The FBI were suspicious of one employee, but they didn't have enough reliable evidence to arrest him. Four years later, police discovered \$2,300 of the money in a drugs raid, but have never found the thief or the rest of the money.



Dictionary Skills Strategy

If you want to find out how to form an adjective from a noun or verb, look up the noun or verb in your dictionary. If the adjective does not appear in the same entry as the noun / verb, it will usually come as a separate entry after, e.g. *danger* followed by *dangerous*. But if the spelling changes, the adjective entry might be first, e.g. *beautiful* followed by *beauty*.

1 Look at the title and the photo. What crime do you think the text is about?

2 Read the text and check your ideas from exercise 1.

3 Read the **Learn this!** box. Then find one example of each of the adjective suffixes in the text in exercise 2 and add them to the table.

LEARN THIS! Adjective suffixes

a Some suffixes have a particular meaning.

Suffix	Add to ...	Meaning	Example
-ful	nouns	full of or giving	helpful 1
-less	nouns	without	tasteless 2
-ish	nouns	like, similar to	greenish 3
-able	verbs	possible to	drinkable 4

b Other suffixes have similar general meanings.

Suffix	Add to ...	Meaning	Example
-y	nouns	like, with the quality of	snowy 5
-ly	nouns		friendly 6
-ous	nouns		dangerous 7
-al	nouns		economical 8

4 **DICTIONARY WORK** Read the **Dictionary Strategy**. Then look up these words in a dictionary and find adjectives that are formed from them. (Sometimes there is more than one adjective.)

afford coward fury pain peace self

5 **USE OF ENGLISH** Complete the second sentence so that it has the same meaning as the first. Use adjectives from exercise 4.

1 The injection didn't hurt at all.

The injection was painless.

2 The music created a calm and relaxing atmosphere.

It was calm music.

3 She doesn't think about others.

She is selfish.

4 For some people, holidays abroad are too expensive.

Holidays abroad aren't affordable for some people.

5 He didn't have enough courage to go to the dentist's.

He was too courageless to go to the dentist's.

6 My dad was really angry that I stayed out late.

My dad was angry that I stayed out late.

6 **SPEAKING** Work in pairs. Ask and answer the questions.

1 Who is the friendliest person you know?

2 What was your most painful experience?

3 Have you ever done anything dangerous?

4 What's the luckiest thing that's ever happened to you?

5 Who's the most helpful person in your family? Why?

6 Have you ever done anything careless?

An Australian murder mystery

I can understand a text about a mystery.

1 SPEAKING Work in pairs. Do you know any stories about unexplained deaths? Think about TV dramas, films and books.

2 Read the text on page 91. This mystery is sometimes called the Tamám Shud case. Why?

Reading Strategy

When you do a multiple-choice task, try to predict the answers just by looking at the beginning of each question, not the options. (It is not always possible, but sometimes you can.) Then look at the options. If one of them matches your prediction, it is probably the correct one. However, you still need to check carefully.

3 Read the **Reading Strategy**. Then look at the sentence beginnings below. Can you complete them? Do not look at exercise 4 yet.

- The suitcase did not help to identify the man because ...
- University professor John Cleland was the only person who ...
- The two clues contained in the book with the missing page were ...
- After they'd interviewed the nurse, the police wrongly thought that ...
- After many investigations, we now know ...

4 Circle the correct answers (a–d).

- The suitcase did not help to identify the man because
 - nothing in it had a name.
 - nobody was sure that the suitcase belonged to him.
 - it only contained cigarettes, matches and a few other possessions.
 - they didn't find it until weeks after his death.
- University professor John Cleland was the only person who
 - understood the meaning of *tamám shud*.
 - found the secret pocket in the dead man's trousers.
 - had read the poem.
 - looked for clues to the dead man's identity.
- The two clues contained in the book with the missing page were
 - a soldier's telephone number and a secret message.
 - a message in Persian and a nurse's telephone number.
 - a secret message and a nurse's telephone number.
 - two telephone numbers and the name of a nurse.
- After they'd interviewed the nurse, the police wrongly thought that
 - she had given Alfred Boxall a copy of the book.
 - the dead man was Alfred Boxall.
 - she could tell them what the secret message said.
 - the dead man had given her a copy of the book.
- After many investigations, we now know
 - the identity of the dead man.
 - what the secret message in the book means.
 - how and why the man died.
 - where the piece of paper containing the words *tamám shud* came from.

5 VOCABULARY Find the words for these items in the first two paragraphs of the text.



6 VOCABULARY Complete the compound nouns (1–8) with the words below. Find them in the text. Which one is written as a single word?

car code gum investigation
number prints records ticket

Compound nouns

- | | |
|------------------|---------------------|
| 1 a murder _____ | 5 dental _____ |
| 2 a train _____ | 6 an open-top _____ |
| 3 chewing _____ | 7 a telephone _____ |
| 4 finger _____ | 8 a secret _____ |

7 Work in pairs or groups. Work together to read this secret message and find out one more mysterious fact about the Somerton Man case.

KEY: a = z, b = a, c = b ... x = w, y = x, z = y

Xifo uif ovstf tbx uif cpez, tif tbje tif eje opu lopx

When the nurse saw the body, she said she ...

ijn, evu tif tffnfe up sfdphojaf ijn boe mpplfe tdbse.

8 SPEAKING Discuss these questions in pairs. Give reasons.

- Do you think people will ever solve the mystery of the Somerton Man? Why? / Why not?
- What do you think happened? Did he kill himself or did a murderer kill him?
- Do you think the information in exercise 7 is an important clue?
- Does it matter who the man is or why he died? Why have people tried so hard to find out?

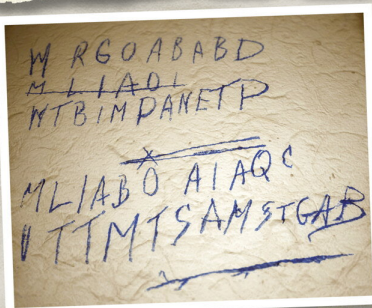
Who was the Somerton Man?

3.04

It began at 6:30 a.m. on 1 December 1948 when some passers-by discovered the body of a man on Somerton Beach in Adelaide, Australia, just west of the city. The police arrived and launched a murder investigation. At the hospital, doctors examined the body but could not find out for sure how the man had died. In his pockets were a bus ticket from the city, a train ticket, a comb, chewing gum, cigarettes and matches. There was no wallet or identification. Nobody knew who the man was.

The police continued their investigation. They could not identify the man using fingerprints or dental records. Then, two weeks after the discovery of the body, there was a breakthrough: they found a suitcase that the man had left at Adelaide station the day before his death. Inside the case were some clothes, a knife, scissors and a brush.

However, these possessions did not reveal the man's identity. In fact, somebody had removed the labels from most of his clothes and another label from the suitcase itself.



A new expert joined the investigation: John Cleland, a professor at the University of Adelaide. In April, he found a clue that everybody else had missed: a small piece of paper in a secret pocket inside the dead man's trousers. On the paper were two words in Persian: *tamám shud*. The words are from a famous Persian poem, and they mean 'it is the end'. Somebody had torn the paper from an old copy of a book.

A few months later, a man gave police a copy of the book containing the poem. He said somebody had dropped it into his open-top car the day after the man on Somerton Beach died. The last page of the book – with the final two words – was missing. In the book, the police found two clues: a telephone number and a message. The message was in a secret code. The second line was crossed out, and some letters were unclear.

The telephone number belonged to a nurse. She said she had given a copy of the book to a soldier called Alfred Boxall in 1945. Finally, the police had solved the mystery: obviously, the dead man was Alfred Boxall!

There was only one problem: Alfred Boxall was still alive. The police found him and interviewed him. What is more, he still had his copy of the book. The mystery of the body on Somerton Beach continued.

So what about the mysterious five-line message? Could that contain the answer to this puzzle? Perhaps, but unfortunately we do not know what the message says. Nobody has ever solved the secret code.



Photo description and comparison

I can describe and compare photos of crimes.

- 1 Look at the photo of looting (A) and make deductions based on what you can see. Use *must* or *can't*.

How do you know that:

- the looters don't want people to recognise them?
- it's a clothes store?
- it's happening during the day?

They can't want people to recognise them because ...

- 2 **3.05** Listen to a student describing the photo. Does he make the same deductions as you made in exercise 1?

- 3 Work in pairs. Choose one photo each (B or C) and describe it to your partner. Use the words below to help you.

Nouns car window balaclava glass handgun

phone steering wheel strap subway

Verbs grab hold on lean pull run away smash

► Vocabulary Builder Describing people: page 121

- 4 **3.06** Listen to a candidate comparing the photos from exercise 3. Do you agree with her final opinion? Why? / Why not?

- 5 **3.06** Listen again. Complete the sentences with the words below.

both difference show theme unlike whereas

1 The common _____ in the photos is crime.

2 You can see the criminal in _____ photos.

3 But _____ the first photo, the second photo does not show the victim.

4 Another obvious _____ is that the criminal in the first photo might not succeed.

5 Both photos _____ types of street crime.

6 The first photo shows a crime against a person, _____ the second photo shows the theft of some property.

- 6 Look at the sentences in exercise 5 again. Which ones describe similarities? Which describe differences?

- 7 **3.07** Read the examiner's question and listen to a candidate's answer. Do you agree?

In your opinion, is looting from a shop as bad as burgling a house? Why? / Why not?

Speaking Strategy

When you answer questions, try to use a variety of phrases for introducing your opinions, not just *I think* ... Use different phrases when you are less sure about your opinion.



- 8 **3.07** KEY PHRASES Read the Speaking Strategy. Then listen again. Which phrases does the student use?

Expressing an opinion

I think / I don't think that ... It seems to me that ...

I believe / don't believe that ... In my opinion, ...

To be honest, ... As I see it, ... I imagine that ...

Giving a tentative opinion

I'm not sure, really. I agree to some extent.

I suppose it's true to say that ...

Making an additional point

Moreover, ... Furthermore, ... What is more, ...

- 9 Work in pairs. Ask and answer the questions below. Use phrases from exercise 8.

In your opinion ...

- Is crime against a person always worse than property crime?
- Is it OK to steal if you really need the money (for example, to buy medicine for your child)?

- 10 **SPEAKING** Work in pairs. Turn to page 142 and do the extra speaking task. Use phrases from this lesson.

An email

I can write an email about a crime.

- 1 Do you prefer holidays in cities, on the coast, or in the country? Why?
- 2 Read the task below and the email opposite. Does the writer cover all the points mentioned in the task?

Imagine you went on a school trip to Dublin for three days last month. Write an email to your English friend Ed in which you:

- describe the journey there.
- describe the hotel you stayed at.
- describe a crime that affected a classmate.
- suggest an activity to do together in the summer.

Writing Strategy

Try to use a variety of phrases to move your narrative forwards. Choose ones which show that the next event happened immediately afterwards or some time later.

- 3 **KEY PHRASES** Read the **Writing Strategy**. Then put the sequencing phrases below into the chart.

Sequencing phrases a few moments later
after a while a short while later at that moment
before long just then shortly afterwards
soon soon after suddenly

Immediately	Some time later

- 4 Find one more sequencing phrase for each group in the email in exercise 2.
- 5 **USE OF ENGLISH** Rewrite each sentence using a different sequencing phrase. Include the word in brackets.
 - 1 After a while, the rain stopped. (long)
 - 2 Just then, a black car arrived. (point)
 - 3 Shortly afterwards, a second car appeared. (later)
 - 4 Suddenly, a woman shouted for help. (moment)
 - 5 A short while later, there were loud gunshots. (after)
- 6 Complete the phrases with the correct preposition. They are all in the email in exercise 2.
 - 1 go ____ a trip
 - 2 travel ____ coach
 - 3 ____ the end

➔ **Vocabulary Builder** Preposition + noun phrases: page 121



To: ed@email.com

Hi Ed

How are you? Last week I went with my class on a three-day trip to Dublin. We travelled by coach to Liverpool and then took the ferry. I didn't enjoy the crossing because the sea was a bit rough.

We stayed in a hotel near the centre, so it was really easy to get to lots of places in the city. The rooms were great and had really good views. The restaurant was really small and crowded though, and the food wasn't very nice.

While we were having breakfast one morning, somebody broke into my classmate's room and stole his wallet. He reported the crime to the hotel manager at once. After a while, the police arrived and interviewed three of the hotel employees. In the end, they didn't make any arrests.

I'm looking forward to your visit in the summer. What time is your flight due to arrive?

Write soon!

Chris

- 7 Read the task below. Make a plan for your email. Remember to cover each point in the task in a separate paragraph. Make notes under the paragraph headings.

Imagine you have just returned home from a holiday in London with your family. Write an email to your English friend Sarah in which you:

- describe the journey.
- describe a tourist attraction you visited.
- describe a crime you saw taking place.
- ask for some information.

Paragraph 1: journey

transport: details (e.g. weather / time)

Paragraph 2: tourist attraction

what / where: adjectives

Paragraph 3: crime

what / where: what happened next

Paragraph 4: request for information

what / where: information needed

- 8 Write your email. Use your notes from exercise 7.

CHECK YOUR WORK

Have you ...

- written a logical and coherent email?
- mentioned all four points and added extra detail?
- used a sequencing phrase from exercise 3?
- checked the spelling and grammar?