

# new Voices

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Teaching notes



## UNIT OBJECTIVES

- **Vocabulary:** to introduce and practise vocabulary in the following topic areas: crime and criminals; phrasal verbs
- **Language Focus:** to revise and practise the past simple and the past continuous tenses
- **Skills:** to read an information leaflet, to read an article about cyber bullying, to listen to a radio phone-in programme, to describe past events, to ask for directions, to write a report of an event
- **CLIL:** to learn about social science
- **Culture:** to learn about internet trolls
- **Exam:** to read for specific information, to read for general understanding, to interpret the main idea; task type – multiple matching (dobieranie)

Student's Book page 20



## AIM

To learn and practise verbs and nouns related to crime and criminals, in preparation for the reading text.



## EXTRA warmer

Write the following anagrams on the board and ask students to solve them: LIPCOE, TEVECTIDE, ROSIVENGATTI. Ask them what the words have in common. (The anagrams are *police*, *detective* and *investigator*. They describe people who solve crime.)



**GUESS** Ask students to read the quiz questions. Give them about two minutes to think about and discuss their ideas in pairs. Elicit answers from the class. Ask students if they like reading or watching films about crime stories. Ask questions like: *Do you know any famous detectives in books or films? Do you watch any TV series about crimes or detectives?*

### Answer key

1 a 2 c

## Cultural note

- 1 Fingerprints can be taken from hands and fingers or feet and toes. The first detective to use fingerprints to solve a crime was Juan Vucetich in Argentina, in 1892. Fingerprinting arrived at Scotland Yard in 1901 via India (at the time part of the British Empire), where it had been used since 1897.
- 2 X-rays are used at airports because they are 'non-invasive', so you don't need to open or even touch the bags being checked.



**RECYCLE** Ask students to look at the list of verbs and decide which verbs are the actions of a criminal. Check answers as a class.

### Answer key

steal, escape, hide

## Vocabulary 1

### Crime and criminals

- 1 Tell students to look at the crimes in the box, and check meaning. Then they look at the photos and match them with the crimes. Check answers as a class.

### Answer key

- |                 |             |             |
|-----------------|-------------|-------------|
| 1 hacking       | 5 murder    | 9 bullying  |
| 2 armed robbery | 6 theft     | 10 burglary |
| 3 shoplifting   | 7 vandalism |             |
| 4 hijacking     | 8 mugging   |             |

- 2 **WORD FORMATION** Tell students to match the names of the criminals with the crimes in exercise 1.
- 3 **1.15** Play the recording for students to listen to, check their answers and repeat.



### 1.15 Answer key Exercise 2, p20 and Audioscript Exercise 3, p20

- |                          |                              |
|--------------------------|------------------------------|
| thief – theft            | armed robber – armed robbery |
| murderer – murder        | hacker – hacking             |
| hijacker – hijacking     | burglar – burglary           |
| shoplifter – shoplifting | mugger – mugging             |
| vandal – vandalism       | bully – bullying             |

### Answer key 2&3

- |                          |                              |
|--------------------------|------------------------------|
| thief – theft            | armed robber – armed robbery |
| murderer – murder        | hacker – hacking             |
| hijacker – hijacking     | burglar – burglary           |
| shoplifter – shoplifting | mugger – mugging             |
| vandal – vandalism       | bully – bullying             |



## EXTRA activity


Ask a student to come to the front and mime one of the criminals for classmates to guess. Elicit both the crime and the criminal, checking pronunciation. Repeat three or four times.



- 4 Ask students to look at the headlines. Tell them that news headlines generally use the present simple to mean the past, which is why the verbs here are in that tense, but that this is *not* the normal way of expressing the past. Then students match the headlines with the crimes in exercise 1. Check answers as a class.


**Answer key**

- |                 |            |
|-----------------|------------|
| 1 vandalism     | 4 mugging  |
| 2 armed robbery | 5 bullying |
| 3 burglary      |            |

- 5  **USEFUL PHRASES** Ask students to complete the phrases with the verbs from the box. Explain that each verb can only be used once. Tell students to compare their answers in pairs and then check answers as a class. Ask a few students to tell you what the expressions mean. Additionally, you may encourage the students to write two sentences with the phrases.

**Answer key**

- |          |         |
|----------|---------|
| 1 break  | 3 serve |
| 2 commit | 4 get   |

- 6  **Your voice** Ask students to look at the crimes from exercise 1 again, and to write them in order from the most to the least serious. Then tell them to think about what punishment the people who commit these crimes should receive. Then ask students to use their ideas to discuss the statements. Compare answers as a class, asking students to explain their opinions if they can.

**Homework → Workbook p14****Vocabulary plus p116**

If you want to provide students with some additional vocabulary practice, go to Student's Book p116.

**Vocabulary plus Answer key, p116****Exercise 1**

handcuffs – kajdanki  
bulletproof vest – kamizelka kuloodporna  
police officer – policjant  
whistle – gwizdek  
police cell – cela  
police car – radiowóz  
police station – komisariat  
notebook – notatnik

**Exercise 2**

in the picture: all of the above


**AIM**

Student's Book page 21

To read and answer questions about the 'Lives Not Knives' organisation, revising past simple and past continuous in context.

**Reading****Lives Not Knives****EXTRA warmer**

Ask students to work in pairs, testing each other on the phrases from the Vocabulary 1 section. One student has his/her book closed and has to give the name of a crime (e.g. *theft, murder* etc) while the other student gives him/her the name of the criminal who commits the crime (e.g. *a thief, a murderer* etc). Then they swap roles.

- 1 Ask students to look at the photos and read the three options. Students guess what the text might be about. Elicit answers from the class.
- 2  **1.16** Students read and listen to the text to choose the correct answer. Ask them to compare their answers in pairs. Check answers as a class.

**1.16 Audioscript Exercise 2**

See Student's Book p21.

**Answer key**

b

- 3 Tell students to read the text again and to decide if the statements are true, false or if no information is provided in the text to determine this. If necessary, play the recording again. Get the students to compare their answers in pairs, and then check answers as a class. Wherever possible, ask students to support their answers with evidence from the text.

**Answer key**

1 NI 2 T 3 NI 4 F 5 F

- 4 **Words in context** Ask students to find the eight words/phrases in the text and to use the context to help them match the words/phrases with their definitions. Check answers as a class. Additionally, you can ask them to translate the words/phrases into Polish. Ask them to compare their answers with a partner. Check answers as a class.

**Answer key**

1 h 2 b 3 g 4 a 5 c 6 d 7 e 8 f

**EXTRA homework**

Ask students to write four newspaper headlines with crimes, using the headlines from exercise 4 as a model.



- 5 Ask students to cover the text and read the questions. Check if they understand their meaning. Ask if they can answer any of the questions from memory, working individually. Then tell them to read the text again and find or check their answers. Finally, check answers as a class.

#### Answer key

- 1 She was under 13.
- 2 When she noticed many young people committing crimes and carrying knives.
- 3 By printing T-shirts with 'Lives Not Knives'.
- 4 Through talks in schools.
- 5 Because he committed public order offences.



### EXTRA follow-up

Ask fast finishers to write two or three more questions about the text to ask the class after checking the answers to exercise 5.

- 6 **Your voice** Put students in pairs to answer the questions. Monitor the activity. After 4–5 minutes ask selected pairs to give their answers to the rest of the class.



### EXTRA follow-up

Ask students to close their books and put them in pairs. Tell them to take turns telling each other what they remember about 'Lives Not Knives'. Remind them to use the past simple tense. After 3–4 minutes elicit the whole story from students.

### CLIL: Social science



#### Across the curriculum: Social science

If you want to develop this topic further, then go to CLIL Unit 2 on [www.staffroom.pl](http://www.staffroom.pl), with worksheets in the Teacher's Resource File on [www.staffroom.pl](http://www.staffroom.pl).

**Homework** → **Vocabulary extension Unit 2 – Reading** on [www.staffroom.pl](http://www.staffroom.pl)



### EXTRA homework

Tell students to write down their answers to the questions in exercise 6. Alternatively, they can write down their partner's answers.

Student's Book page 22



### AIM

To review and contrast the structure of the past simple and the past continuous tenses. To practise the pronunciation of -ed endings.

## Language Focus 1

### Past simple



### EXTRA warmer

Write the following sentences on the board:

- 1 Eliza was getting into trouble at school.
- 2 Her brother died in a knife attack.
- 3 'Lives Not Knives' started when Eliza printed some bags.
- 4 After leaving prison, Mikey Giwa became a mentor for young people.

Get students to work in pairs and to decide if the sentences are true or false, without looking at the text on p21. When they've finished, tell them to check their answers in the text. Sentences 2 and 3 are false.

- 1 Tell students that they are going to revise the past simple tense. Ask them to complete the example sentences from memory, if possible. Then refer the students to the text on p21 to check their answers and to complete any missing information. Elicit whether the verbs in the example sentences are regular or not (*start, want, serve* – regular; *begin, do, set* – irregular). Ask them how they know this (because regular verbs end in -ed).

#### Answer key

- |               |          |       |
|---------------|----------|-------|
| 1 started     | 4 serve  | 7 set |
| 2 began       | 5 did    |       |
| 3 didn't want | 6 didn't |       |

- LOOK** Ask students to read the information in the LOOK box. Tell them to decide which of the time expressions are used to talk about definite and which about indefinite past. Ask students to compare their answers in pairs. Check answers as a class, writing the correct forms on the board.

#### Answer key

definite past: the day before yesterday, the week/month/year before last  
indefinite past: in the distant past, ages ago, long ago, the other day

- 2 Make sure students understand that they must complete the sentences with the correct words from the LOOK box. Get the students to check their answers in pairs and then check as a class.

#### Answer key

- 1 before 2 other 3 ago 4 before



- 3 Tell students to complete the text using the past simple form of the verbs in brackets. Refer them to the Irregular verbs list on p123 for extra help if necessary. Check answers as a class.

**Answer key**

1 broke	5 got	9 lived
2 stole	6 told	10 didn't hurt
3 called	7 didn't know	11 managed
4 arrived	8 was	12 arrested

**EXTRA extension**

Tell students to work in pairs and test each other on the past simple forms of the verbs from exercise 3. Refer them to the Irregular verbs list on p123 for extra help if necessary. Check as a class.

**Speaking**

- 4 Students write questions in the past simple using the prompts. Refer them to the example sentences in exercise 1, to remind them how to form questions. With weaker groups, do the first question together on the board.

**Answer key**

1 Where did you go?	4 What did you do?
2 Where did you stay?	5 What did you see?
3 How did you travel?	6 What did you like best?

**EXTRA follow-up**

Ask fast finishers to write two more questions in the past simple to ask a partner about their last holiday.

- 5 Put students in pairs to take turns asking and answering the questions in exercise 4. Tell them to imagine they went on their dream holiday, if they prefer. Ask students to report back to the class about their partner's holiday.

**EXTRA follow-up**

Ask students to write their partner's answers, including as much detail as possible.

**Pronunciation: /d/ /t/ /ɪd/**

- 6a 1.17 Play the recording for students to listen to the past forms and repeat them.

1.17 **Audioscript Exercise 6a**

See Student's Book p22.

- 6b Tell students to read about the -ed endings. Then elicit two or three regular verbs to put in each group (e.g. *play, watch, decide*) and write them on the board.

- 6c 1.18 Students listen to the past forms and decide which sound they have. Play the recording twice if necessary. Then ask students to form the past simple of the verbs on the board (from exercise b), and elicit the pronunciation.

1.18 **Audioscript Exercise 6c**

See Student's Book p22.

**Answer key**

1 returned /d/	4 walked /t/
2 started /ɪd/	5 ended /ɪd/
3 relaxed /t/	6 called /d/

**Past continuous**

- 7 Tell students they are going to revise the past continuous tense. Ask them to look at the puzzle pieces, then to complete the example sentences. If necessary, refer them to the text on p21. Check answers as a class and write the sentences on the board as a reference.

**Answer key**

1 were 2 wasn't 3 Were 4 were 5 weren't 6 was

- 8 Ask students to write questions using the prompts and the past continuous form of the verbs, referring to the example for help. Check answers as a class.

**Answer key**

- How many people were travelling on the plane?
- Where was the hijacker sitting?
- What was he wearing?
- What were the passengers doing last night?
- What were detectives doing?

- 9 Tell students to read the article and answer the questions in exercise 8, using complete sentences.

**Answer key**

- Forty-two people.
- In seat 18C.
- A smart business suit.
- They were helping police with their inquiries.
- Detectives were searching the area where the hijacker had jumped from the plane.

**Homework** → **Workbook p15**  
**Grammar exercises Unit 2**  
 on [www.staffroom.pl](http://www.staffroom.pl)

**EXTRA homework**

Write a paragraph about an imaginary holiday you had. To write this paragraph, answer the questions in exercise 4. Use the past simple.



**AIM**

To meet and practise phrasal verbs, before listening to a radio phone-in programme.

**Vocabulary 2****Phrasal verbs****EXTRA warmer**

Set a time limit of five minutes. Put students in pairs to write an irregular verb in the past simple for each letter of the alphabet. Write *ate*, *bought* on the board as a start. Find out who has got the most verbs.

**Lead-in**

On the board write: *He turned left*, *He turned on the radio*, *He turned off the radio*. First elicit from students which tense is being used (simple past) and then ask whether *turn* has the same meaning in all the three sentences (no).

**LOOK** Ask students to read the information in the LOOK box. They then match the verbs in bold with their correct meaning, read the rule and circle the correct alternative.

**Answer key**

**1 c 2 a 3 b**  
the rule: prepositions

- 1 Students look at the verbs and try to deduce their meaning. Then they check the meaning of the verbs in a dictionary. Finally, they decide which actions (described by the phrasal verbs) are crimes.

**Answer key**

get away with – do something bad without being punished for it  
run away – secretly leave a place where you should stay  
find out – discover a fact or a piece of information  
break into – enter a building by force to steal things  
turn someone in – tell the police who or where a criminal is  
let someone off – give someone little or no punishment for something that they did wrong  
run off with – steal something and go away with it  
beat someone up – hurt someone by hitting or kicking them many times  
crimes: break into, run off with, beat someone up

- 2 1.19 Play the recording. Students listen and repeat the phrasal verbs from exercise 1.

1.19 **Audioscript Exercise 2**

See Student's Book p23.

- 3 Ask students to read the sentences and to complete them with the verbs from exercise 1. Tell them to find the one verb that is not used. Remind them to use the correct tense. Check answers as a class.

**Answer key**

<b>1</b> ran	<b>4</b> turn	<b>7</b> let
<b>2</b> broke	<b>5</b> get	
<b>3</b> ran	<b>6</b> found	not used: beat up

- 4 Students read the sentences from exercises 3 again and put them in the correct order to make a story. Then they answer the final question from the story in pairs. Ask a few pairs to report their answers to the rest of the class.

**Answer key**

**1 d 2 b 3 c 4 a 5 e**

**Listening**

- 5 Ask students to read the short description, and elicit what the programme is about. Ask them whether they know any phone-in programmes on the Polish radio stations and, if so, what kind of subjects are discussed there.

**Answer key**

It's about people's experiences of crime.

- 6 1.20 **TEST TRAINER** Tell students that they are going to listen to two recordings twice. Explain that while listening to the first recording, they have to answer questions 1–3, and questions 4–6 while listening to the second recording. Students listen and choose the correct answers. Ask students to compare their answers in pairs. If necessary, play the recording again. Then check answers as a class.

 1.20 **Audioscript Exercise 6, p23****Tekst 1**

**Presenter** Hello and welcome to 'Talk about it!'. In tonight's programme, we're going to talk about crime. So if you've been the victim of a crime, please call us on 0800 234567 and tell us all about it! Now, our first caller this evening is Mandy. Hello, Mandy!

**Mandy** Hi!

**Presenter** So what's your story, Mandy?

**Mandy** Yeah, well, I was coming back home after school on bus number 15 with some friends. And we were sitting close to the door. And I put my bag next to me on the seat.

**Presenter** Oh no, and did someone run off with your bag?

**Mandy** Well, not exactly - when I left the bus, I looked into my bag and my mobile phone was missing!

**Presenter** Just your mobile phone?

**Mandy** Yeah, fortunately I had all my money in my jacket pocket. I only had my mobile phone and a few schoolbooks in my bag.

**Presenter** That was lucky. So what did you do?

**Mandy** Well, I called the police. They arrived quite quickly, but they didn't catch the thief, so he or she got away with it.

**Presenter** Hmm, so there's a message here - always watch your bag on the bus! Keep it on your lap or put it in front of you, but don't put it on your back! Thanks, Mandy.

**Mandy** Cheers, bye now.




**Presenter** Let's have a short break. And after the break, Police Officer Stark is going to tell us what to do if somebody tries to mug you on the street. But first, here's: *If love is a crime, then turn me in* by Chris Liltailor.

### Tekst 2

Good morning, ladies and gentlemen. I'm here today to give you some advice on what to do when you meet a mugger on the street. First of all, remember that whatever happens, your health or even life is more important than the money or things that you have in your bag. The people who want your money on the street can even use a knife or gun to get it. If you don't give them what they want, they may hurt you badly and run off with your things anyway. So when you see that you can't run away from the criminals, just try to cooperate with them. Give them your money or mobile phone and don't think about anything else. Don't worry that you're letting them off. Just two days ago in the evening, some teenagers were attacked by four men on one of the main streets. They started to fight and the muggers beat them up. They also took their phones and money. Luckily, the boys are OK and we found out who the muggers were the next day. We also got back all the things that had been stolen, so the story has a happy ending, but it doesn't always end like that. So once again, don't try to be a hero, your health is worth more than all your belongings!

### Answer key

1 C 2 B 3 A 4 C 5 A 6 B

- 7  **Your voice** Ask students to read the questions and think about their answers. Tell them to make up their answers if necessary. Then put students in pairs to take turns asking and answering the questions.

### Homework → Workbook p16



### EXTRA homework

Ask students to write down their answers to the questions from exercise 7. Alternatively, you can ask them to write down their partner's answers.

Student's Book page 24



### AIM

To read about cyber bullying and cyber aggression among young people, reviewing the difference in use between the past simple and past continuous tenses. To talk about cyber bullying in Poland.

## Culture Today

### Beat the cyberbullies!



### EXTRA warmer

Ask students to work in pairs testing one another on the phrasal verbs from the Vocabulary 2 section. One student has his/her book closed, while the other asks him/her to make a sentence with a selected phrasal verb. Then the students swap roles.



- 1 Tell students to scan the text and to match the phrasal verbs with the people they are associated with in the text. Ask students to guess the meaning of any phrasal verbs they do not know from the context.

### Answer key

DAN: scroll down

EMMA: go through, sign up to

A CYBERBULLY: show off, set up

- 2  **1.21**  **TEST TRAINER** Ask students to read the text and the sentences A–E to fill in the gaps 1–4. Remind students that there is one extra sentence which they do not need to use. Then students listen to the recording to check their answers. Check answers as a class.

### **1.21** Audioscript Exercise 2

See Student's Book p24.

### Answer key

1 D 2 C 3 A 4 E

- 3 Ask students to read sentences 1–5 and check that they understand the meaning of them. Then students read the text again and correct the mistakes in the sentences. Remind them that one sentence is correct. Get them to compare their answers in pairs, then check as a class.

### Answer key

1 **Less** than half of teenagers have suffered from cyber bullying.

2 ✓

3 Emma **didn't trust anyone** at school.

4 Dan **says that people believe that** it's easier to avoid punishment online.

5 It's **difficult** to stop online trolling.



**Cultural note**

- 1 **Bullying** is aggressive behaviour among teenagers that is based on a real or perceived feeling that some students are stronger and others weaker. This kind of behaviour can be repeated many times. Bullying includes such activities as threats, gossip, physical or verbal attacks, and the exclusion of a bullied individual from a group.
- 2 **Cyber bullying** takes place with the help of digital technology such as mobile phones, computers, and laptops as well as social media sites, text messages, and websites. Cyber bullying includes nasty text messages, rumours spread by email or posted on social networking sites, and embarrassing photos, videos, or fake profiles.

**FACTS ABOUT BULLYING**

- Almost 43% of children have been bullied online.
- 70% of students report seeing bullying online.
- 68% of teenagers say that it is a serious problem.
- 90% of the witnesses of online bullying did not do anything about it.
- The victims of bullying are 2–9 times more likely to commit suicide.

- 4 **Words in context** Ask students to find the seven words/phrases in the text and use the context to help them match the words/phrases with their definitions. Check answers as a class. Additionally, you can ask students to translate the words/phrases into Polish. Ask them to compare their answers with a partner. Check as a class.

**Answer key**

1 c 2 b 3 g 4 f 5 d 6 a 7 e

**EXTRA follow-up**

Working as a class, ask students to summarise Emma's and Dan's stories without referring to their books. Elicit sentences from individual students and write them on the board. Then ask students to check their version by comparing it with the original text.

- 5 **Your voice** Ask students to read the questions and check that they understand their meaning. Students work in groups of 3–4 taking turns asking and answering the questions, giving as many details as possible. Monitor the activity. After 3–4 minutes discuss answers as a class.

... the **BIG DEBATE**: Should the government spend more money on chasing online scammers?

If you want further information on modern Internet scams, and have a class debate, then go to Culture Today Unit 2 on [www.staffroom.pl](http://www.staffroom.pl), with worksheets in the Teacher's Resource File on [www.staffroom.pl](http://www.staffroom.pl).

**Homework** → Vocabulary extension Unit 2 – Culture on [www.staffroom.pl](http://www.staffroom.pl)

**EXTRA homework**

Ask students to write more detailed answers to question 2 in exercise 5.

Student's Book page 25

**AIM**

To review and practise using the past simple and the past continuous in the same sentence. To practise using time conjunctions: *when, while, as soon as*; to review the grammar from unit 2 with a Use of English exam task; task type: completing sentences (uzupełnianie zdań z wykorzystaniem podanych słów).

**Language Focus 2****Past simple and past continuous****EXTRA warmer**

On the board write: *I was doing shopping when my phone rang*. Elicit from the students which two tenses are used in this sentence (past continuous and past simple). Ask them which of these two activities was longer (*I was doing shopping*).

- 1 Ask students to read the examples and match them with the correct graphical representations. Check answers as a class.

**Answer key**

1 c 2 b 3 a



**LOOK** Students look at the sentences and answer the questions in pairs. Check answers as a class. Make sure that the students understand that *when* is normally followed by past simple and *while* by past continuous. Explain that *as soon as* stresses the fact that one activity happened shortly after another one.

**Answer key**

- 1 After *when* we usually use past simple, and after *while* past continuous.
- 2 *as soon as*

- 2 Ask students to discuss the differences in meaning between sentences 1–3. Then the students match them with the descriptions a–c. Check answers as a class. Make students fully aware that different past forms of the verb change the meaning of the sentence.

**Answer key**

1 c 2 b 3 a



- 3 Tell students to read the sentences, and check they understand the meaning of any unknown words. Ask them to choose the correct verb forms using *while*, *when* and *as soon as* clues. Then tell them to write the correct sentences in their notebooks. Check answers as a class.


**Answer key**

- |                |           |                |
|----------------|-----------|----------------|
| 1 was stealing | 3 arrived | 5 destroyed    |
| 2 broke        | 4 found   | 6 was sleeping |

- 4 Ask students to look at the gapped questions and find *when*, *while* and *as soon as*. Then students complete the questions with the correct form of the verbs in brackets. Ask them to compare their answers in pairs, then check as a class.

**Answer key**


- |                     |               |
|---------------------|---------------|
| 1 were you studying | 4 did you see |
| 2 were getting      | 5 did you do  |
| 3 were you wearing  | 6 were doing  |

- 5  **Your voice** Put students in pairs to take turns asking and answering the questions from exercise 4. Tell them to give their answers using complete sentences, being careful to choose the correct tense. Ask students to report back to the rest of the class on their partner's answers.

**EXTRA activity**

Ask students to write their partner's answers to the questions in exercise 5.

**Unit Grammar Check**

- 6  **USE OF ENGLISH** Tell students to work in pairs and discuss what needs to be done to make the sentences grammatically correct. Make sure that they understand that both the grammar forms and additional words are necessary to complete the task. The students do the exercise and compare their answers in pairs. Then check as a class.

**Answer key**

- |                           |                          |
|---------------------------|--------------------------|
| 1 turned her life         | 6 shoplifter was running |
| 2 was chasing the culprit | away                     |
| 3 signed up to            | 7 (had) found out        |
| 4 (had) left the bank     | 8 was stealing an/the    |
| 5 the plane (had) landed  | expensive                |

**Speaking**

- 7 Students work in pairs. Refer them to the instructions for student A and student B on p121 and p122. Students follow the instructions and work on the dialogues for 4–5 minutes. Monitor the activity. Ask selected pairs to act out their dialogues to the class.

**Homework** → **Workbook p17**  
**Grammar exercises Unit 2**  
 on [www.staffroom.pl](http://www.staffroom.pl)

**EXTRA homework**

Encourage the students to find information about a famous crime from Polish history. Prompt them to write four sentences about the crime using *when*, *while* and *as soon as*.

Student's Book page 26

**AIM**

To write a witness statement, after reading a model and practising adverbs of degree.


**Writing****A report of an event****EXTRA warmer**

Put students in pairs or small groups with a sheet of paper. Ask them to make a list of all the words and phrases they know to describe hair, eyes, build etc randomly on a piece of paper. Set a time limit of five minutes. Tell pairs/groups to exchange sheets of paper with another pair/group, and put all the words into categories (students choose the categories themselves). Then tell them to hand the pieces of paper back for the first pair/group to check.

- 1 Tell students to read the witness statement and match the headings with the gaps. Elicit answers from the class. Ask them what this type of text is used for (to help in the investigation of a crime).


**Answer key**

- 1 b 2 c 3 a

-  **LOOK** Ask students to read the information in the LOOK box. Explain that this information refers to expressing degree. Students read the example sentences and put the words in bold for expressing degree in the correct columns. Check answers as a class.

**Answer key**

- |            |         |          |        |
|------------|---------|----------|--------|
| 1 a bit    | 3 quite | 5 very   | 7 such |
| 2 not very | 4 so    | 6 really |        |

- 2  **Your voice** Ask students to read the sentences and complete them with their own ideas using words for expressing degree. Then put students in pairs to compare their sentences. Compare as a class.

**Answer key**

Example answers:

- |                         |                              |
|-------------------------|------------------------------|
| 1 really/quite          | 4 such/very/really/quite     |
| 2 really/very           | 5 quite/really/very          |
| 3 so/really/a bit/quite | 6 really/so/very/quite/a bit |



**EXTRA follow-up**

Ask fast finishers to write two more similar sentences of their own using words for expressing degree.

**Writing Plan**

- 1 Ask students to imagine that they have witnessed the crime in the picture and ask them to write down answers to the questions, using the information in the picture or making it up, as appropriate. Monitor and help out whenever necessary. Compare students' answers as a class.
- 2 Students write the first draft of their report, organising their information into three paragraphs as shown. When they have written their reports, ask them to look at the checklist to use the points to proofread their texts and improve the content. Explain that they should pay special attention to the use of the past continuous and past simple. They should also include at least two words for expressing degree, use factual information and provide a complete description.

**TIP** Go through the TIP box with students. Explain that when they write a report of an event, they should describe everything that happened in chronological order.

**Homework → Workbook p18**

**EXTRA homework**

Ask students to imagine they have witnessed another crime, choosing from crimes on p20, and write a second witness statement, following the steps in the Writing Plan.

**AIM**

To listen to a recording of Luis asking for directions in London after getting lost, before practising a similar dialogue with a partner.

**Language in Action****Asking for directions****EXTRA warmer**

To review the past simple and past continuous, write sentences on pieces of paper, e.g. *She was sitting on the beach when the rain started*. Ask a student to come to the front, give them a sentence and ask them to mime it for the class to guess. Repeat four or five times, then ask students to 'remind' you of the sentences and write them on the board.

**EXTRA warmer**

Use part of the text on p21 as a *dictogloss*. Dictate the text at a natural speed, then students work together to build the text from the words they heard. Read the text out as many times as needed. When they've finished, allow students to refer to p21 to correct their work.

- 1 Ask students to look at the map, answer the questions about location and suggest places that Chris and Luis could visit near Madame Tussauds. Check ideas as a class.

**Answer key**

- 1 Marylebone Road.
- 2 Baker Street.
- 3 The Planetarium and the Sherlock Holmes Museum.

- 2 **1.22** Ask students to read the dialogue. Then play the recording for students to listen and complete the dialogue with the missing words or phrases. Tell students to compare answers with a partner. Play the recording again. Check answers as a class.

**1.22 Audioscript and Answer key  
Exercise 2, p27**

**Chris** Excuse me. I'm looking for Madame Tussauds. Is it near here?

**Man** Yes, it's just down the road.

**Chris** What's the best way to go?

**Man** Go straight on here for about 100 metres, then turn left on to Marylebone Road.

**Chris** Straight on, then left?

**Man** Yes, that's right. Madame Tussauds is on the left, just after the Planetarium.

**Chris** Great. How far is it?

**Man** Oh, it isn't far. It'll take about five minutes to walk there.

**Chris** OK. Thanks very much.

**Man** No problem.

- 3 Ask students to work in pairs and practise the dialogue. Ask selected pairs to act it out for the rest of the class.
- 4 **1.23** Tell students to read the questions and check if they understand the meaning. Play the recording for students to answer the questions. Play twice if necessary. Ask students to compare their answers, then check as a class.

**1.23 Audioscript Exercises 4&6, p27**

**Luis** Excuse me. I'm looking for Camden Market. Is it near here?

**Woman** Camden Market? Hmm, it's quite far from here ...

**Luis** What's the best way to go?

**Woman** Are you walking?

**Luis** Yeah.

**Woman** OK. Go straight on here, then turn left. Keep walking and then take the – umm, the – third street on the right, I think ...

**Luis** Great, thanks. How far is it?

Student's Book page 27



**Woman** Oh, it'll probably take you about 20 minutes to walk there.


**Luis** 20 minutes?

**Woman** Yeah, or you could get the bus. There's a bus stop over there ...

#### Answer key

- 1 Camden Market.
- 2 No, it's quite far.
- 3 About 20 minutes.

- 5 Ask students to translate parts of the dialogue into English. Explain to students that they should not translate the expressions word for word, but should look for expressions which have an identical or similar meaning. Tell them to compare answers with a partner.

- 6  **1.23** Ask students to listen to the dialogue again to check their answers to exercise 5. Check answers as a class.

#### **1.23** Audioscript Exercise 6

See Student's Book p27.

#### Answer key 5&6

- |                    |                         |
|--------------------|-------------------------|
| 1 I'm looking for  | 6 turn left             |
| 2 Is it near here? | 7 take the third street |
| 3 quite far        | 8 take you              |
| 4 Are you walking? | 9 get the bus           |
| 5 straight on      |                         |

- 7 Ask students to work in pairs. Tell them to imagine that one of them wants to get to Baker Street tube station and is asking someone for directions. Tell them to complete the dialogue with phrases from exercises 2 and 5. Monitor the activity. Ask selected pairs to act the dialogue out for the rest of the class.

#### Answer key

Example answers:

- |               |               |              |
|---------------|---------------|--------------|
| 1 looking for | 5 straight on | 9 take       |
| 2 near here   | 6 turn        | 10 could get |
| 3 far from    | 7 on the      | 11 problem   |
| 4 to go       | 8 How far     |              |

- 8 Students work in pairs. Refer them to the instructions for student A and student B on p121 and p122. Students follow the instructions and work on the dialogues for 4–5 minutes. Monitor the activity. Ask selected pairs to act out their dialogues to the rest of the class.

#### Homework → Workbook p19



#### EXTRA homework

Ask students to work in pairs. Tell them to write down one of the dialogues from exercise 8 and prepare to act it out, using the right intonation, gestures and body language.

Student's Book page 28



#### AIM

To practise exam skills: reading. Subskills practised: reading for general understanding. Task type: multiple matching (dobieranie).

### Test Practice – poziom podstawowy

#### Rozumienie tekstów pisanych



#### EXTRA warmer

Tell students to make a list of crimes. Then get them to work in pairs to put the crimes in order from the most to the least serious. Compare the lists as a class.

- 1 Ask students to read the texts and answer the questions. Explain that two of the questions refer to one of the texts. Check answers as a class.

#### Answer key

- 1 B 2 A 3 B

- 2 Students work in pairs. Prompt them to find the parts of the texts that helped them to choose the correct answers. Encourage students to look for whole phrases rather than separate words. After 2–3 minutes, elicit the answers from the students.

#### Answer key

- 1 ... that he would kill anyone who tried to contact the police.
- 2 ... First, they were insulting ... somebody started threatening ... Some of them had dangerous viruses in them!
- 3 I was standing in a queue in the bank with my dad the other day ...

- 3 Tell students to read the text and decide if the sentences are true or false. Let them work in pairs to compare their answers. Next, get the students to justify their choices by pointing to the parts of the text which support their answers. After 3–4 minutes, elicit answers from students.

#### Answer key

- 1 F 2 T 3 T 4 F

#### Zadanie testujące

Explain that students are going to read three descriptions of films and four short profiles of people. First, refer students to the TIP box and stress that they should look for a few words or expressions in each text that provide clues about the correct answers. Tell students that they need to choose the correct description (A–C) for each question (1–4). Make sure the students understand



that there is one film description that matches two of the profiles. Students read and complete the exam task. Check answers as a class.

#### Answer key

1 B 2 C 3 B 4 A

- 4 Encourage students to write a short review of a film that contains one of the crimes from the exercise, using the vocabulary on p20 of the Student's Book. Monitor the activity and help out if necessary. Get the students to work in pairs reading each other's reviews before they hand them in.

**Homework** → **Workbook pp80–81,**  
**2 Egzamin Ósmoklasisty**



### AIM

To practise exam skills: reading. Subskills practised: reading for general understanding, interpreting.  
Task type: multiple matching (dobieranie).

Student's Book page 29

## Test Practice – poziom rozszerzony

### Rozumienie tekstów pisanych



### EXTRA warmer

Tell students to make a list of crimes. Then get them to work in pairs to put the crimes in order from the most to the least serious. Compare the lists as a class.

- 1 Ask students to read the text. They work in pairs and decide what the main idea of the text is. Compare answers as a class, but do not tell them whether they are right or wrong at this stage.

#### Answer key

Antisocial aggressive behaviour of teenagers can be connected with the fact that the parts of their brain responsible for emotions are smaller than other people's.

- 2 Ask students to decide which of the headings A–C goes best with the text from exercise 1. Elicit answers.

#### Answer key

B

- 3 Ask students to find the words in the text which helped them to decide on the correct heading for the text. Put students in pairs to compare their answers. Ask them to explain to each other why the other headings are wrong. Discuss answers as a class.

#### Answer key

B – antisocial behaviour, a biological basis, smaller parts of the brain which deal with the emotions

A – We don't know this, we only know that the part of the brain which helps feel the pain of others is smaller in case of aggressive, antisocial teenagers.

C – Only those teenagers who show antisocial behaviour have smaller parts of the brain.

- 4 Ask students to read the rest of the text and to choose the correct heading A or B for each paragraph 1–3. Ask them to be ready to explain why they think their option is correct and find the right words in the text to justify their answers. Put students in pairs to compare their answers. Check answers as a class.

#### Answer key

1 A ('wanted to explain why ...'), wrong answer: B – the point of the text is not to explain the disorder, but to talk about what causes aggressive and antisocial behaviour

2 B ('brain scans, which showed ...'), wrong answer: A – there is no mention of the fact that only boys get sick; only boys were studied

3 B ('the differences in the brain structure ...'), wrong answer: A – not all teenagers want to be like their friends; also, the text doesn't say it's true but that it is what scientists believed in the past

### Zadanie testujące

- ! **TIP** Explain that before doing the task, students should read every paragraph of the text and decide what the main idea is for each one. Then, for each paragraph, they should look for the heading which summarises it best.

Explain that students are going to read three paragraphs (1–3) and five headings (A–E), and do a matching task. Stress that there are two extra headings which should not be used. Give students five minutes to work on the exam task. Check answers as a class.

#### Answer key

1 D 2 B 3 A

- 5 Ask students to work in pairs talking to each other about different kinds of antisocial behaviour that occur in Poland. Monitor the activity. Discuss students' ideas as a class.

**Homework** → **Workbook pp80–81,**  
**2 Egzamin Ósmoklasisty**



**GENERAL GUIDELINES ON HOW TO WORK WITH THE SELF CHECK SECTION**

Depending on the group you are teaching, you can approach this section in two ways. If you are working with a weaker or not well-disciplined class, follow the procedure for the Self Check described below, i.e. treat each exercise separately, follow it with feedback and interweave with extra activities. With a class of students who work well autonomously and are self-reliant, set a time limit of about 20 minutes for the students to complete all the exercises. In both cases, after checking the answers, ask the students to count the points for each activity in the section according to the criteria described in the teaching notes. Refer them to the self-assessment box at the bottom of the page to assess their results. Fair and poor grades mean that students need to revise the material again to pass the test, a good grade means satisfactory performance and requires further work on problematic areas only, while very good and excellent grades mean that students have mastered the material from the unit.

**AIM**

To review the language in unit 2 and earlier by completing simple language exercises. To allow students to self-assess their progress and reflect on their own learning.

**Self Check****EXTRA warmer**

Prepare a short quiz for students, e.g. with three statements and three answer options, and ask them to choose the correct option for each statement. Example:

- *How many people does Lives Not Knives reach every year?*  
a 100                      b 1000                      c 10,000
- *This is a person who steals things from a shop.*  
a hacker                      b shoplifter                      c hijacker
- *Who is an Internet troll?*  
a an online game character  
b a victim of cyber bullying                      c a cyberbully

Ask students to think of one more quiz question in pairs. Refer them to the previous lessons from the book to look for ideas. Give them 2 minutes to formulate the statements. Then ask each pair to read them out to the rest of the class to discuss. (Answers: 1c, 2b, 3c)

**Crime and criminals**

- 1 Ask students to read the sentences and complete them with words for crimes or criminals. Set a time limit of 2 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

**Answer key**

- |             |              |          |
|-------------|--------------|----------|
| 1 Hijacking | 3 shoplifter | 5 vandal |
| 2 Mugging   | 4 Hacking    |          |

**Phrasal verbs**

- 2 Ask students to match the sentence beginnings with their correct endings. Set a time limit of 2 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

**Answer key**

- 1 b 2 d 3 c 4 e 5 a

**Language in Action**

- 3 Tell students to read the dialogue and to complete it using the expressions from the box. Set a time limit of 2 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

**Answer key**

- |               |                     |
|---------------|---------------------|
| 1 looking for | 3 the second street |
| 2 far from    | 4 go straight       |

**Past simple**

- 4 Students read the sentences and look for grammatical mistakes in them. Set a time limit of 2 minutes for this. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

**Answer key**

- |                 |               |
|-----------------|---------------|
| 1 begAn         | 3 didn't KEEP |
| 2 THE other day | 4 as soon AS  |

- 5 Students read the sentences. They complete questions in each pair. Give students 4 minutes to finish the task. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

**Answer key**

- |                    |                      |
|--------------------|----------------------|
| 1 did she steal it | 3 did they escape to |
| 2 did he get away  | 4 did you find out   |



### Past continuous

- 6 Ask students to write sentences using the prompts below and the past continuous tense. After 3–4 minutes check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

#### Answer key

- 1 My brother was watching a programme about crime.
- 2 I wasn't making fun of you.
- 3 She was serving a prison sentence at that time.
- 4 Were they showing off their new phones?

### Past simple and past continuous

- 7 Tell students to complete the sentences using the verbs in brackets. Tell them to look at *when* and *while* as clues, as well as think about the meaning. Give them 4 minutes to complete the task. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

#### Answer key

- 1 scrolled/was scrolling, read
- 2 were having, phoned
- 3 was the woman doing, saw
- 4 was serving, was going through
- 5 Was it raining, broke into
- 6 Did you phone, saw

### Cumulative grammar

- 8 This cumulative grammar exercise is more demanding and complex than the remaining ones in the Self Check section. Encourage all students to do it and pay special attention to explaining all their doubts after the activity. Ask students to read the text and choose the correct words, working individually and then comparing their answers in pairs. Give them a time limit of 4–5 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

#### Answer key

- |              |               |
|--------------|---------------|
| 1 were       | 5 was         |
| 2 for        | 6 was washing |
| 3 found      | 7 went        |
| 4 discovered | 8 is serving  |

Homework → Workbook pp20–21

## Project

### What's so funny?

- 1 Students are going to prepare a project – a presentation of a funny crime. Ask them to look for information about a funny crime on the Internet or in the press.
- 2 Students are going to find information about a funny crime. Remind them that they should collect the information in English. Students are going to make a Power Point presentation or a poster for their project. Encourage students to make their presentations more attractive with pictures or drawings. Remind them that it is important to include the sources where the information has come from, as they should not present this information as their own. Students may also be encouraged to prepare a short quiz (of up to 5 questions) for their classmates, based on the information from their project.
- 3 Ask students to work on their projects at home and be ready to present them in the class during the next lesson and follow the presentation with the quiz questions. Allow the rest of the class to provide feedback on the projects. After all the groups have finished their presentations, hold a class vote to decide whose story was the funniest.