

Warmer

In pairs, students discuss the meaning of the unit title *Criminal records* and what they think the unit is going to be about. Elicit ideas from the class.

Suggested answer

A **criminal record** is an official list of crimes that someone has committed. This record of a person's criminal history can be investigated by banks and employers to find out if someone is trustworthy. It can include traffic offences such as speeding.

TEACHER DEVELOPMENT: PRONUNCIATION

Word stress and part of speech

Drill the pronunciation of record. Remind students that in English there are many words that change stress depending on the part of speech, e.g. when it is a verb, the stress moves to the second syllable: record.

Crimes

- In pairs, students match the pictures with the words. Draw attention to the example.
- 1.06** Play the CD for students to listen, check and repeat.

Audioscript and Key

burglary (picture d)
mugging (picture g)
murder (picture b)
piracy (picture f)
robbery (picture c)
shoplifting (picture e)
theft (picture a)
vandalism (picture h)

Extra activity

Play the CD again and ask students to listen to the stressed syllables and pay attention to the schwa /ə/ sounds (see the Key in 2 for answers).

TEACHER DEVELOPMENT: PRONUNCIATION

The /ə/ sound

Some students may have difficulty pronouncing the /ə/ sound in *theft*. Tell students to put their finger on their lips. Their tongue should lightly touch their finger when they make this sound. Chorally drill the word. Refer students to the *Pronunciation guide* in the Student's Book, page 170.

- Individually, students complete the sentences with the correct form of the verbs. Remind them that they can use one word three times. Check answers by asking different students.

Key

2 burglars, steals	6 pirates
3 robs	7 mugs
4 vandalises	8 steals
5 steals	

- Students try to guess the difference between *rob* and *steal* before they check their answers in their dictionaries. Point out that *theft* is the noun form for the verb *steal* and that a *thief* is the general name for someone who steals something.

Key

To rob means to take money or property from someone illegally.
To steal means to take something that belongs to someone else without permission.

Extra practice

Write these extra example sentences on the board and give further explanations:

He robbed a bank.
 (He took things from the bank; he didn't take the bank.)
She robbed an old man.
 (She took things from the man; she did not take him.)
She stole food from the supermarket. (She took food.)

- LISTENING** **1.07** Play the CD for students to listen to the four radio news items and name the crimes. Tell students to note down key words which help them decide on their answer as they listen.

Key

1 robbery	3 piracy
2 vandalism	4 shoplifting

Audioscript

- Three men entered the National Bank in Bristol last night and took over a million pounds. Police do not know how the criminals entered the bank, but they are looking to trace a white van which was parked outside the bank yesterday afternoon.
- Police arrested six young men in Brighton city centre yesterday. The men broke the windows of several shops and damaged a number of cars parked there.
- In entertainment news, pop star Pink has a new album out this week, but the artist is unhappy because there are already thousands of illegal copies on sale. The singer is asking her fans not to buy these illegal copies.
- Supermarket chain Bestco said yesterday that they are very worried about the number of thefts in their supermarkets. Bestco lose millions of pounds each year because of the theft of all kinds of products, from milk to perfume.

Criminals

- First, students complete the table without using a dictionary. Then they use the Macmillan Dictionary to complete the table.

Key

2 murderer	6 vandal
3 robber	7 pirate
4 shoplifter	8 mugger
5 thief	

- Individually, students put the crimes in 6 in order from 8 (very serious) to 1 (not so serious).

- SPEAKING** In pairs, students compare their ideas. Focus their attention on the model dialogue before they begin.

Homework

▶ Refer students to the **Workbook, page 10**.

Warmer

If possible, make copies of some English newspaper stories. Cut out the headline so it is separate from the main story. Divide the class into small groups and give each group at least three newspaper stories with the corresponding headlines. Students must read the stories and match the headlines with the stories. Tell them not to worry if they don't understand every word. They should just look for key words that identify what the story is about.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Warmers

Most students need a warmer at the beginning of a class to get used to speaking English again. For students (and teachers), this is where short five-minute activities come in useful. They can also be used during and at the end of class, when there is some time to fill or a change of pace is needed.

- Students match the titles of the news stories with the pictures. Remind them there is one title they will not need. Students compare their answers in pairs before you elicit the answers from the class.

Key

- | | |
|-----|-----|
| 1 c | 4 d |
| 2 a | 5 b |
| 3 - | |

- In pairs, students discuss what they think each story is about by looking at the titles and the pictures. Draw students' attention to the model dialogue and elicit a few ideas.
- Students read the stories and match the pictures, titles and texts. Set a time limit of two minutes to encourage them to read quickly and not worry about difficult vocabulary. Remind them that once they have the general idea of the whole text, they can guess the meaning of new words much more easily.

In a less confident class, you may want to pre-teach some vocabulary for the reading texts: *surprise* – an unusual event or unexpected piece of news; *discover* – to find something that is hidden or that no one knew about before; *prefer* – to like or want someone or something more than someone or something else; *get back* – to return to a place; *gang* – a group of criminals working together; *magician* – someone whose job it is to entertain people by performing magic tricks; *pockets* – a small bag that forms part of a piece

of clothing and is used for holding small objects; *run away* – to secretly leave a place because you are not happy there.

Key

- | | |
|---------|-------------------|
| Story A | Title 5 Picture b |
| Story B | Title 1 Picture c |
| Story C | Title 2 Picture a |
| Story D | Title 4 Picture d |

- Students read the texts again and answer the questions in their notebooks using complete sentences. Monitor and provide help if necessary. Elicit answers from the class.

Key

- The guards were surprised to see Detlef Federsohn outside the prison because he had been released from prison and was trying to get back in.
- Because his mum didn't give him meals, wash his clothes or let him watch television, like they do in prison.
- A gang of robbers/Four young people attacked David Copperfield.
- The robbers didn't steal anything because David Copperfield made the objects disappear.
- Lee Hoskins took photos of himself and his girlfriend next to the stolen car.
- The police identified Lee Hoskins from the photos that were on the camera he left in the car.
- The Colombian burglar got inside a box and his friend sent him by post to the rich man's house.
- The rich man didn't think it was normal to receive a big parcel and called the police.

- Students match the underlined words in the text with their definitions.

Key

- | | |
|--------------|-----------|
| 2 guards | 6 case |
| 3 parcel | 7 by post |
| 4 meals | 8 showed |
| 5 suspicious | |

- SPEAKING** What about you?

In pairs, students ask each other which story they prefer and why. Draw attention to the model dialogue. Elicit some opinions from different students.

Homework

▶ Refer students to the **Workbook, page 11**.

Warmer

Ask students to read the sentences in 1a and match them to a news story from page 21. Tell them to ignore sentences b and g for now.

Key

- | | | |
|-----------|-----------|-----------|
| a Story B | d Story A | g N/A |
| b N/A | e Story B | h Story B |
| c Story A | f Story A | |

Past simple

Test before you teach

Write these five sentences on the board: I _____ (have) lunch at school last week. They _____ (be) at school yesterday. Last weekend I _____ (not go) to the cinema. _____ they _____ (go) to the cinema last weekend? No, they _____.

Ask students to complete them with the past simple form of the verb in brackets. Then ask them to write five similar sentences

in past simple in their notebooks. Monitor carefully to see if they have consolidated knowledge of the past simple tense.

Key

had, were, didn't go, Did ... go, didn't

1a Ask students to identify which tense the sentences are in: past simple or present simple.

Key

Past simple: a, b, d, e, g, h

Present simple: c, f

1b Elicit from students when we use past simple.

Key

We use past simple to describe actions or situations that started and finished in the past.

1c Students find a sentence in 1a to match each description of a past simple form.

Key

2	h	5	b
3	a	6	g
4	e		

1d Students complete the sentences with the correct past simple forms of *be*, *walk* and *go*. Elicit the answers.

Extra practice

Write these additional examples on the board:

Affirmative: They _____ on the phone last night.

Negative: They _____ on the phone last night.

Question: _____ they _____ on the phone last night?

Ask students to complete the sentences with the correct past simple forms *be*, *talk* and *speak*.

Key

Affirmative: were/talked/spoke

Negative: weren't/didn't talk/didn't speak

Question: Were they/Did they talk/Did they speak

▶ Refer students to the *Grammar reference* on **page 28**.

TEACHER DEVELOPMENT: LANGUAGE

Past tense forms

The major difficulty students have with the past tense is that negative and question forms use auxiliary verbs and infinitives. It may help to present this visually and explain that the *-ed* ending transforms into an auxiliary verb:

Affirmative: He walked to school yesterday.

Question: Did he walk to school yesterday?

2a **PRONUNCIATION** Ask students to practise saying the words in each list and decide on the pronunciation of the *-ed* ending in each list.

Key

List A: /t/ List B: /ɪd/ List C: /d/

2b **1.08** Play the CD for students to listen, check and repeat.

Audioscript

List A:	finished	watched	liked	passed
List B:	wanted	needed	painted	started
List C:	stayed	arrived	discovered	planned

2c Ask students to find the list in which the *-ed* ending is pronounced /ɪd/ and look at which letters come before *-ed* in this list.

Key

In List B, *d* or *t* always come before the *-ed* ending.

Extra practice

Write these past tense forms on the board: *kissed*, *stayed*, *decided*, *talked*, *rained*, *turned*, *demanded*, *planted*, *played*, *worked*, *cooked*, *celebrated*. Ask students to say the words and match them to the correct pronunciation of *-ed* (/t/, /d/ or /ɪd/).

Key

/t/: worked, talked, cooked, kissed
 /d/: played, turned, stayed, rained
 /ɪd/: planted, demanded, celebrated, decided

3 Set a strict five-minute time limit. In pairs, students write an A to Z of irregular past simple forms with one verb for each letter. Warn students that it will be very difficult for students to think of irregular verbs for *v*, *y* and *z*. Elicit answers from different pairs. Refer to the irregular verb list in the Student's Book, page 173.

4 Students complete the text with the correct past simple form of the verbs, as in the example.

Key

b stopped	i made
c became	j called
d began	k ran
e didn't reply	l expected
f thought	m didn't find
g was	n found
h didn't know	

5 Students complete the questions about the story with the correct past simple forms.

Key

2 did (the boy) do	5 did (she) decide
3 did (the girl) start	6 did (the police) take
4 did (she) think	7 Did (they) find

6 **SPEAKING** In pairs, students take it in turns to ask and answer the questions in 5.

Suggested answers

- 1 They were in the middle of a long phone conversation.
- 2 The boy fell asleep on the phone.
- 3 The girl started shouting because the boy didn't reply.
- 4 The girl thought that the boy was in danger.
- 5 She decided to call the police.
- 6 The police officers ran to the boy's house.
- 7 They didn't find any criminals. They found the boy sleeping!

7a Students work in pairs. Ask Student A to read the information on page 23 and Student B to turn to page 172. Tell them to prepare the questions they need to ask to find out the missing information.

7b **SPEAKING** Students use their questions from 7a to interview each other. Monitor and provide help if necessary.

Key

Student A:

- When was Bonnie Parker born?
- What was Clyde's full name?
- What did Bonnie do in 1930?
- How many banks did they rob?
- What did Clyde tell Henry Ford?
- Who helped some friends escape from prison in 1934?
- Who killed Bonnie and Clyde?

Student B:

- Was Bonnie very intelligent?
- Where was Clyde born?

- What did they do after they met in 1930?
- Who did Clyde send a letter to?
- What did Clyde do to ten or eleven people?
- What did the Texas police decide to do?
- What did people try to do when the police killed Bonnie and Clyde?

Key

- | | |
|-----------------------|--|
| a 1910 | e his cars were his favourite cars to steal |
| b Clyde Barrow | f Clyde |
| c met Clyde | g Six police officers |
| d 15 | |

Homework

▶ Refer students to the **Workbook, page 12.**

Lesson 4 Developing vocabulary ▶ Phrasal verbs connected with investigating and finding
 Listening ▶ Listening for specific information and inferring ▶ Shoplifting

Phrasal verbs connected with investigating and finding

Warmer

Write the following newspaper headlines up on the board.

- 1 *Thieves make off with sculpture worth over \$7 million.*
- 2 *Teenage hacker gets away with identity theft.*
- 3 *Mugger sent down for 15 years.*
- 4 *Hunt for two prisoners ends as they turn themselves in.*
- 5 *Masked man holds up bank in Banbury, Oxfordshire.*

In pairs students try to work out the meanings of the phrasal verbs used in the headlines. Have a class feedback. Ask students to choose the headline they like best and make up a story to accompany it. Students can work on their own or in pairs. Ask volunteers to present their stories to the class.

Key

- 1 make off with – run away with
- 2 get away with – avoid punishment
- 3 send down – send someone to prison
- 4 turn oneself in – to surrender to the police
- 5 hold up – to threaten a victim with a weapon in order to rob them

1 Students read the phrasal verbs and look at how they are used in the texts on page 21. Tell students to match them with the definitions.

Extra activity

Students decide whether the phrasal verbs in 1 are separable or non-separable.

Key

- | | |
|------------------------|------------------------|
| 1 non-separable | 4 non-separable |
| 2 non-separable | 5 separable |
| 3 separable | 6 non-separable |

Key

- | | |
|----------------------|-------------------|
| 2 come across | 5 find out |
| 3 work out | 6 turn up |
| 4 look for | |

TEACHER DEVELOPMENT: LANGUAGE

Phrasal verbs

Phrasal verbs are usually *verbs + prepositions* or *verbs + particles*. Students tend to sound more natural if they use phrasal verbs when they speak. Associating phrasal verbs with a topic can help students remember them more easily.

Point out that phrasal verbs are either *separable* or *non-separable*. A separable phrasal verb can have the object of the phrasal verb either in the middle of the phrasal verb or after it, e.g. *find something out* or *find out something*. With non-separable phrasal verbs, the object can only come after the phrasal verb, e.g. *Police are looking into the crime* NOT *Police are looking the crime into*.

2 Students rewrite each sentence using the correct form of a phrasal verb from 1.

Key

- 2 began to look into the case
- 3 came across the knife in the garden
- 4 turned up in the garden
- 5 worked out the crimes
- 6 found out where the thief was

3 Students make as many sentences as they can with the words in the table. Draw attention to the example sentence.

Key

I looked for the key/ the answer/ the identity of the criminal.
 I found out the answer/ the identity of the criminal. I came across the key/ the answer. I worked out the answer/ the identity of the criminal.

Homework

▶ Refer students to the **Workbook, page 13.**

Before you listen


Write these statistics on the board and ask students to discuss if they think they are true or false:

- 1–2% of all shoppers enter a shop to steal. **True**
- Male shoplifters outnumber females by 20 to 1. **False (the other way round)**
- Most shoplifters are under 21, with a peak age of 15. **True**
- Of all shoplifters, 45% are middle income, 28% are high income, and 27% are low income. **True**

- 1 **SPEAKING** In pairs, students discuss the questions. Elicit answers from different students.

Suggested answers


- 1 We can see two people in a shop.
- 2 People steal things they can easily hide.

- 2 **LISTENING**  **1.09** Play the CD for students to listen to the text and decide if the information is true or false.

With a less confident class, you may want to pre-teach some vocabulary before playing the CD. Write the words on the board, then read out the definitions for students to identify the corresponding words: *admit* – to agree that something bad is true or to agree that you have done something wrong; *amazing* – very good, surprising or impressive; *checkout* – the place where you pay in a supermarket or other large shop; *nervous* – feeling excited and worried, or slightly afraid; *apologise* – to tell someone that you are sorry for doing something wrong; *zebra crossing* – a set of black and white lines across a road showing where vehicles must stop when people want to cross the road; *embarrassing* – making you feel nervous, ashamed or stupid.

Key

- | | | | |
|---|---|---|---|
| 1 | F | 5 | F |
| 2 | T | 6 | F |
| 3 | F | 7 | F |
| 4 | F | | |

- 3 In pairs, students compare their answers. Ask students if they were surprised at the number of people in Britain who admitted to shoplifting.
- 4  Play the recording again for students to check their answers. Ask students to justify their choices by giving relevant information they can remember from the text.

Key

The boy decided never to steal again.

Audioscript

GIRL: Hey! Just look at this. I can't believe it!

BOY: Sorry, what d'you say?

GIRL: Well, I was reading something about shoplifting.

It says here in this magazine that, in the last five years, three and a half million people in Britain admitted to shoplifting. Three and a half million! That's incredible!

BOY: Mmm, yeah, well, I suppose so.

GIRL: What's the matter? You don't seem very surprised.

BOY: Well, no, not really. You see ... well ... the thing is ... I once stole something from a shop.

GIRL: You what?! Really? I don't believe it.

BOY: Yeah, well, it was five years ago. I was only ten.

GIRL: Where was it?

BOY: It was in a big supermarket in Eastbourne. My uncle lives there and we were staying with him for the holidays. It was in the summer.

GIRL: Who were you with?

BOY: My mum and my sister. My mum was looking for something, I can't remember what. Oh ... I remember! She was looking for a T-shirt for my sister. I was bored ... I hated buying clothes.

GIRL: You still do!

BOY: Yeah, that's true. Anyway, while I was waiting for my mum and my sister, I suddenly saw some really cool sunglasses. I wanted to buy them, but I didn't have any money. I knew my mum wasn't going to buy them for me because they were pretty expensive. I looked around quickly, but there was nobody around. Well, except for an old man who was buying shampoo or something, but he wasn't watching me. I didn't think twice about it. I just put the sunglasses in my jacket pocket. Two seconds later, my mum and my sister appeared and we went to the check out.

GIRL: Were you nervous?

BOY: Nervous? I was in a total panic! Just as we were leaving the supermarket and crossing the road a policeman called out to my mum. I thought, 'uh-oh, this is it!' Anyway, it turned out that he was telling her that we had to cross at the zebra crossing!

GIRL: Did your mum ever find out about the sunglasses?

BOY: Of course. She found them the next day when she was putting my jacket away. She was not happy. She took me straight back to the supermarket and made me give them back and apologise. It was really embarrassing. I felt terrible about it for days afterwards. Never again. That was the end of my life of crime!

Lesson 5 Grammar in context ▶ Past continuous

Past continuous

Test before you teach

Write some times on the board, e.g. 7: am, 8:15 am, 9:30 am, 13:30 pm, 17: pm, 19: pm, 23:30 pm. Ask students to write sentences about what they were doing at these times using past continuous. Monitor to see if students are familiar with the form and use of the past continuous tense.

- 1a Point out to students that the sentences are from the listening activity. Students read sentences 1–4 and match them with the explanation of their uses (a–d).

Key

- | | |
|---|---|
| 2 | d |
| 3 | a |
| 4 | b |

1b Students complete the rule.

▶ Refer students to the *Grammar reference* on **page 28.w**

Key

be (was/were)

2 **SPEAKING** Set a two-minute time limit for students to memorise the supermarket scene. In pairs, students then take it in turns to ask and answer questions about the scene using past continuous. Draw attention to the model dialogue. Monitor to assess students' oral ability.

3 Individually, students invent answers to the questions and write full sentences to complete the story. Walk round, helping students with any language questions they may have.

TEACHER DEVELOPMENT: PRONUNCIATION

Stressed and unstressed forms of was

Remind students that the pronunciation of *was* changes according to whether it is stressed (at the beginning or end of a sentence) or unstressed (in the middle of a sentence). Write these examples on the board and chorally drill them:

Was he playing in the park? Yes, he was. /wɒz/

My friend was walking to school. /wəz/

4 In pairs, students take it in turns to read each other their stories to see if they are similar or different. They then decide which one they prefer. Ask two or three students to read their stories to the class.

TEACHER DEVELOPMENT: LANGUAGE

Past continuous

- Some verbs are not often used in past continuous because they are not normally action verbs, e.g. *believe, belong, depend, hate, know, like, love, mean, need, prefer, realise, suppose, want, understand*.
- *While, as* and *when* introduce information related to time. They mean *during the time that* and indicate that something was happening when another event occurred, e.g. *I was talking on the phone while I was getting dressed*.
- We use *when*, not *while*, to talk about something that interrupts a longer action or event, e.g. *I was sleeping when Joanna rang to say she wasn't coming home*.
- We also use *when*, not *while*, to talk about one event that happens immediately after another and to talk about periods of time in the past, e.g. *When the lights went out, everybody screamed. When I was a little boy, we didn't have a television*.

5 Students complete the dialogue with either the past continuous or past simple form of each verb.

Key

- | | | | |
|---|--------------|---|---------------|
| b | was helping | h | see |
| c | rang | i | were running |
| d | wasn't doing | j | caught |
| e | was watching | k | were running |
| f | was running | l | were carrying |
| g | Did | | |

Extra activity

Students role-play the dialogue in pairs.

6a Individually, students write three true and three false sentences about what they were doing at the six different times.

6b **SPEAKING** In pairs, students interview each other and try to identify the three false statements. Ask a pair to read out the model dialogue before they begin.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Monitoring

It is important to monitor students while they are working, so you can answer any language difficulties, give advice on how to structure sentences in a more natural way, provide vocabulary that students are lacking and deal with individual needs, as well as noting common problem areas.

To monitor your students, you need to get physically close to pairs or groups and focus your attention on one pair or group at a time. Try to be as unobtrusive as possible and avoid eye contact. Make sure you have a notepad and a pen to write down both errors and good language use. Write common errors on the board at the end of the activity for the class to consider, correct or rephrase. Praise students who demonstrated good language use.

Fast finishers

Students now tell their partner what they were really doing at the three times they wrote false sentences for.

▶ **Teacher's Resource File (www.staffroom.pl):** See Unit 2 Grammar worksheet *Prison break*.

Homework

▶ Refer students to the **Workbook, page 14**.

Lesson 6 Developing speaking ▶ Reporting a past event

Reporting a past event


Warmer

Write these discussion questions on the board: *Have you ever been the victim of a crime? Have you ever witnessed (seen) a crime? Have you ever committed a crime? If you were in a shop and you saw someone shoplifting, what would you do?* Ask students to discuss the questions in pairs or small groups. Ask someone from each group to share their ideas with the class.

1 **SPEAKING** In pairs, students tell each other what they can see in each picture.

Key

- | | | | |
|---|------------------|---|-------------|
| a | pizza restaurant | f | money |
| b | disco/nightclub | g | mugging |
| c | house | h | burglary |
| d | mobile phone | i | shoplifting |
| e | jacket | | |

- 2 **LISTENING**  **1.10** Play the CD for students to decide which pictures in 1 are referred to in the story. Check answers and elicit the meaning of *awful* (extremely bad or unpleasant) and point out the heavy stress on the first syllable.

Audioscript

SOPHIE: Hi there. How are you? Did you have a good weekend?
JAKE: No, not really.
SOPHIE: Why not? What was the problem?
JAKE: Well, I went out with my friends on Saturday night and something terrible happened.
SOPHIE: What?
JAKE: We were in the town centre. We went to that new pizza place, Gino's. We had a great time, but when we were leaving a boy and a girl suddenly came up to me and asked me the time. I told them and then we left. A few minutes later, when we were going home on the bus, I wanted to call my parents. I looked for my mobile everywhere but I couldn't find it.
SOPHIE: So what did you do next?
JAKE: We went back to look for it, but it wasn't there. I think the boy and girl stole it when they were asking me the time.
SOPHIE: Oh no! So what happened in the end?
JAKE: After that, I called the phone company to block the number. But now I haven't got a mobile phone.
SOPHIE: That's *awful*!


Key

Pictures a, d and g

- 3 Ask students to work in pairs. Tell Student A to complete Sophie's part of the dialogue and Student B to complete Jake's part.

Key

a weekend	1 happened
b problem	2 pizza place
c What	3 mobile
d So	4 stole
e in the end	5 phone company
f awful	6 mobile phone

- 4  Play the CD again for students to listen and check their answers.
- 5 In pairs, students practise reading the dialogue.
- 6 Students read the words and expressions in the *Speaking Bank* and tick the ones which appear in the dialogue.

Key

Then ...
 Next ...
 After that ...
 In the end ...
 Suddenly ...
 A few minutes/hours/days later

Practice makes perfect

- 7a Students choose an object, place and crime from the pictures in 1 and write a story about what happened to them last weekend in their notebook.

- 7b **SPEAKING** In pairs, students ask and answer Sophie's questions in 3 to share their stories. Remind them to use the words and expressions from the *Speaking Bank*.

For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so it is true for themselves.

Model dialogue

A: Hi there. How are you? Did you have a good weekend?
B: No, not really.
A: Why not? What was the problem?
B: Well, I went out with my best mate on Sunday and something terrible happened!
A: What?
B: We were in the town centre. We went to that new disco that's open on Sunday afternoons, Jambo. I was wearing my new jacket, you know – the one I bought with all the money I saved. First of all, it was hot so I took it off and put it on a chair. Suddenly, this girl came up to talk to me. A few minutes later, she asked me for my mobile number and said she had to go. I looked for my jacket everywhere, but I couldn't find it!
A: So what did you do next?
B: We asked at reception, but it wasn't there. That girl took it, I know.
A: Oh no! So what happened in the end?
B: The next day I saw a boy wearing exactly the same jacket. I wanted to talk to him, but he ran away.
A: That's awful!

Extra activity

Students investigate a topic related to crime in their country and write a short report to present in class. They could focus on a particular type of crime, e.g. piracy, a famous/recent crime or give an overview of crime in their society.

- **Teacher's Resource File (www.staffroom.pl):** See Unit 2 Communication worksheet *As far as I know...*

Homework

- Refer students to the **Workbook, page 15**.

An informal letter

Warmer

In pairs, students look at the picture story and try to guess what happened.

- Students find as many differences as they can between the letter and the picture story. Elicit answers from different students.

Key

There are two friends in the letter, but only one in the picture story.

There's a big bag in the picture story, but in the letter there is a handbag.

The friends in the picture story took the bag to the police station. In the letter, the friends opened the bag.

In the picture story, there is an identification card in the bag. In the letter, there is a mobile phone and money, but no identification.

In the picture story, the bag belongs to the boy's dad. In the letter, the bag belongs to his mum.

- Students read again the letter in 1 and complete the information in the *Writing Bank*.

Key

date
Hi
letter
Love

- Individually, students imagine they found something unusual last week and make notes to answer the questions. Monitor and help students with vocabulary.

Practice makes perfect

- Students read the task and write a letter to a friend using their information from 3 and the model letter in 1. Remind them to include expressions and conventions from the *Writing* and *Speaking Banks*. For students who are less confident, photocopy the model text on this page for extra support during the writing task.

TEACHER DEVELOPMENT: STUDENT TRAINING

How to use model texts

A model text provides a good example of how texts of a particular kind can be written. As students become more familiar with different text types, they will feel more comfortable with written exam tasks. Students will notice features, such as layout, structure and fixed phrases, that they can make use of in their own written text. Using model texts can also help develop useful exam techniques such as planning and self-correction. Always read the model text provided and go through the writing tasks in detail, so that students are fully aware of why they are writing and who they are writing to.

Model text

Always write the address of the person you are writing to in the top right-hand corner of the letter.

19 Brightman Road,
Newnham
CB3 2LG

20th May 2010

The date goes on the right, under the address.

Hi Janie,

I'm writing to tell you about something unusual that happened to me last week. I was helping mum in the garden, moving some plants from one corner to another. Suddenly, I uncovered some broken pots.

Write the greeting (*Hi, Hello or Dear*), plus the name of the recipient on the left-hand side, below the date.

At first, we thought they were modern, but our neighbour got very excited when he saw them.

The main body of the letter is often divided into paragraphs.

I called the local town hall and, a few hours later, some local archaeologists came to our house. In the end, they said they were Roman pots that go back nearly 2,000 years and that our garden could be an important site. Now they want to excavate our garden to find more! I'm not sure what mum thinks about all this!

To close the letter, you should say *Write back soon, Yours truly* or other similar words, followed by your name.

Write back soon,
Freddie

Homework

- ▶ Refer students to the **Workbook**, page 16.

Self-check Unit 2 ▶ Grammar revision ▶ Vocabulary revision

▶ Grammar revision

Past simple

- Students rewrite the sentences and change them from present simple to past simple.

Key

- Richard and I were students at this school.
- What was the problem?
- We left school at 5 o'clock.
- She caught the bus at that stop.
- What time did you finish work?
- She didn't teach English.
- Running made me tired.
- They'd got a problem.

Past continuous

- 2 Students complete the sentences with the past continuous form of the verbs.

Key

- | | |
|---------------------------|----------------------|
| 1 was reading | 5 was riding |
| 2 were (you) listening | 6 weren't waiting |
| 3 wasn't writing | 7 were (you) sitting |
| 4 Was (the baby) sleeping | 8 was crying |

Past continuous and past simple

- 3 Students choose the correct alternatives and write them down.

Key

- 1 was travelling, rang
- 2 stole, was looking
- 3 was driving, remembered
- 4 broke, ran

► Vocabulary revision

Crimes

- 1 Students complete the sentences with the words given.

Key

- | | |
|------------|---------|
| 1 mug | 4 kill |
| 2 steal | 5 Theft |
| 3 Burglary | |

Criminals

- 2 Students complete the sentences with words from 1.

Key

- | | |
|--------------|------------|
| 1 pirate | 4 murderer |
| 2 shoplifter | 5 thief |
| 3 vandal | |

Phrasal verbs connected with investigating and finding

- 3 Students complete the sentences with the prepositions given.

Key

- | | |
|----------|--------|
| a for | d into |
| b up | e out |
| c across | f out |

You can do the Unit 2 tests (www.staffroom.pl) and a progress test in the Workbook, page 102.

Gateway to success Unit 2 ► Mówienie – zadanie 2

Warmer

Bring a picture related to the topic of crime. Show it to the class for five seconds. In pairs, students describe the picture to each other. Get feedback on what they saw.

- 1a Students analyse the TIP, look at the picture, read the description and decide which points have been included.

Key

- B Pełny opis czynności
C Pełny opis miejsca

- 1b Students read the task, analyse the TIP and do the task individually in writing.

Suggested answer

The man is in his early 20s. He is wearing jeans and a black hooded top. He looks suspicious. I think he is waiting for the street to become empty, so that he can break into a car.

- 2a Students look at the picture, read the description and decide which points have been included. They then read the description again, underlining all the irrelevant information.

Key

- C Pełny opis miejsca
There's a computer, but it hasn't got a flat screen monitor, so it must be really old. Next to the computer, there's a printer. It looks old too.

- 2b Individually, students complete the description for 2a with the missing information.


- 3a Students read the task and analyse the TIP. Elicit the words, their synonyms and definitions from around the class.
*Students might want to know the English word for 'wytrych' – a skeleton key.

- 3b Individually, students write synonyms or definitions for the words and then compare them with those of their partner.

Key

- a **metal bar** – a piece of metal with which a burglar may try to open the locked door
a **burglar** – a person that breaks into someone else's flat/house in order to steal things
a **torch** – a small battery-powered light which you can hold in your hand
a **mask** – a piece of material that a thief may want to use to cover his/her face

- 3c Individually, students write a description of the picture in 3a. Monitor and help out where necessary. Ask volunteers to read out their descriptions to the rest of the class. If you intend to mark the descriptions at home, tell students to write their pieces on separate sheets of paper.

- 4 **LISTENING**  1.11 Students read the task and analyse the TIP. Play the CD for students to listen to and choose the best answer 1–3.

Audioscript


ONE I don't remember the last time I read a detective story. It was certainly a long time ago. Besides, I don't like crime stories much. But I watched a movie about an anti-terrorist group recently. It was cool.

Two Two days ago, I finished reading a detective story.

The title of the book is *The Adventures of Detective Brown* and it tells the story of the murder of a young woman whose name is Julia. Her sister comes to detective Brown and asks him for help with finding the murderer of her sister. I found the story really interesting and the ending very surprising. I enjoyed solving the mystery together with the detective and I am definitely going to read more detective stories in my free time.

THREE I've read a very interesting crime story recently.

Unfortunately, I don't remember either the title or the author. The story was about a burglar who was breaking into houses while the house (er ...) *właściciele*... I don't know ... were at home. But they couldn't identify him, because he was wearing a (er ...) *kominiarka*, I don't know how to say it in English. And he was carrying a (er ...) *paralizator*...

5 LISTENING  **1.12** Students read the task and analyse the TIP. Students get into pairs and take turns at describing their pictures and asking and answering the three questions. Tell students they are going to do an exam task.

* You may play the CD for students to listen to the model answer:

- before they start doing the task to provide them with a good example to copy,
- after they have finished doing the task, to check and discuss whether they have done it correctly,
- after they have done the task with one partner and before they continue doing it in new pairs.

Audioscript and Model answer

STUDENT A:

The photo shows a middle-aged man with short black hair. He is wearing dark elegant trousers and a grey coat. He has black gloves on his hands. I think the man is very angry because he's standing next to a red car and smashing one of its windows with a baseball bat. The man is in a place where you can leave a car when you don't want to use it anymore. In the background, I can see some other old cars which have been left there by their owners.

Why is the man smashing the car?

I think that the man is destroying the car because he doesn't like it anymore. It is also possible that the car didn't want to start and the man got furious. I don't think that the man wants to steal the car. He doesn't look like a typical car thief.

What is the most serious crime in your opinion? Why?

In my opinion, the most serious of all crimes is murder because even if a murderer is sent to prison for many years, it won't bring the murderer's victim back to life. The family of the person who was murdered suffers great loss and can't overcome the feeling of sadness after the death of a close person.

Describe the last crime you heard or read about.

In yesterday's news, I heard about a group of 12-year-old vandals. They were all drunk, destroyed three bus shelters and smashed shop windows in two department stores. Such crimes are certainly not as serious as murder, but I think those teenagers should be punished for what they have done and their parents should pay for the damage that they have caused.

STUDENT B:

The photo shows three people: two police officers and a criminal. The police officers are wearing black police uniforms and the arrested man is in jeans and a striped T-shirt. The policeman who is standing on the right is holding a gun and looking at his friend who is arresting the man. The criminal is lying on the ground face down.

In the background, there is a black car. I think that it has been stolen by the criminal. The people are in front of a building, perhaps in a car park.

What do you think will happen to the arrested man?

I think that the police officers will take the man to the police station and will ask him questions about the car. If he is guilty, he will be sent to prison.

Would you like to work as a police officer? Why? Why not?

I wouldn't like to work as a police officer because the job is too dangerous. You can get hurt or even killed because some of the criminals can be really aggressive. What's more, you have to carry a gun, often use violence and work under stress – and I don't like that. People who want to be police officers should be responsible and make their decisions quickly. I don't think I'm that kind of person.

Tell me about the last crime committed by teenagers you heard about.

I've heard about two teenage shoplifters recently. They skipped classes and went to supermarkets to steal different products. They always wore hoodies which covered their faces because they didn't want to be identified by the security cameras. They usually stole inexpensive things such as crisps or Coke. But the day they were caught by the police, they were trying to steal something more expensive – an audio book. They admitted that they had been shoplifting since the beginning of the school year.

Homework

► Refer students to the **Workbook, page 17**.

Gateway to success Unit 2 ▶ Mówienie – zestaw zadań

Zadanie 1. (4 minuty)

A: *You'll never believe what I saw yesterday!*

B: Try me!

A: I actually saw shoplifting in action! I was shopping in a big department store in Oxford Street. I was looking for a new pair of jeans when I suddenly saw a woman acting suspiciously.

B: What was she doing?

A: She was in the changing room. I know I shouldn't have been looking but the door was ajar and I saw her stuffing clothes under her pullover. She noticed me and explained that she was buying the pullover for her sister who was overweight and she was checking to see if it would fit her.

B: Did you believe her?

A: Yeah. She looked really innocent. You know, a nice elderly lady, just like our next-door neighbour.

B: But there must have been something suspicious about her behaviour, right?

A: Nope. Nothing at all. Really!

A: *You'll never believe what I saw yesterday!*

B: Try me!

A: I actually saw shoplifting in action! I was shopping in a big department store in Oxford Street. I was looking for a new pair of jeans when

I suddenly saw a woman acting suspiciously.

B: What was she doing?

A: She was in the changing room. I know I shouldn't have been looking but the door was ajar and I saw her stuffing clothes under her pullover. She noticed me and explained that she was buying the pullover for her sister who was overweight and she was checking to see if it would fit her.

B: Did you believe her?

A: Yeah. She looked really innocent. You know, a nice elderly lady, just like our next-door neighbour.

B: But there must have been something suspicious about her behaviour, right?

A: Nope. Nothing at all. Really!

B: OK, so what happened next?

A: When I was leaving the changing rooms I saw the woman again.

A: *You'll never believe what I saw yesterday!*
B: Try me!
A: I actually saw shoplifting in action! I was shopping in a big department store in Oxford Street. I was looking for a new pair of jeans when I suddenly saw a woman acting suspiciously.
B: What was she doing?
A: She was in the changing room. I know I shouldn't have been looking but the door was ajar and I saw her stuffing clothes under her pullover. She noticed me and explained that she was buying the pullover for her sister who was overweight and she was checking to see if it would fit her.
B: Did you believe her?
A: Yeah. She looked really innocent. You know, a nice elderly lady, just like our next-door neighbour.
B: But there must have been something suspicious about her behaviour, right?
A: Nope. Nothing at all. Really!
B: OK, so what happened next?
A: When I was leaving the changing rooms I saw the woman again. This time she was stuffing a silk scarf under her hat. Luckily, she didn't see me and I was just about to call the store detectives when they suddenly appeared in front of the woman. They asked her to take off her hat and the pullover and found all the things she'd stolen: 5 blouses, some jewellery and a scarf!
B: *Unbelievable!*
A: Did the store detective ask you if you'd seen her behaving strangely?
B: Yes, they asked me if I had seen anything suspicious.
A: And what did you say?
B: I told them what I'd seen.
A: Didn't you feel bad about telling them what you'd seen?
B: No, why? I felt a bit embarrassed but she was a shoplifter and deserved to be punished. I think a month or so in prison only serves her right.
A: *If you want my honest opinion,* I don't think it serves her right, at all.
B: Why not?
A: Because from what you're saying she is too old to learn anything from being in prison. She might have some mental health problems or other difficulties in her life. I think they should just let her go.
B: You must be kidding!

Zadanie 2. (3 minuty)

Uczeń A

In the foreground of the picture I can see a young woman in a white convertible. She's really pretty. Behind her, there is a police officer writing something in his notepad. His car is parked nearby. I think the police officer is giving the woman a ticket. Probably, that's why she looks upset. Although she also seems resigned to the fact that she's going to be punished. In the background I can see rocks and hills, so I suppose the people are somewhere out in the country.

1. Why do you think the police officer has stopped the driver?

I think the police officer's stopped the driver because she's done something wrong. If it was just a routine check, the woman wouldn't be so upset.

Most probably she was stopped for speeding. They're on a country road where there are no pedestrian crossings or traffic lights so the woman was probably driving over the speed limit. *It's also possible* that she's ignored some road sign and that's why the police officer's stopped her.

2. In what way(s) is a police officer's job dangerous?

A police officer's job is only dangerous if they work out on the streets and not behind a desk. Then, their main task is to prevent crime and maintain order. For instance, they have to protect law-abiding members of the public and their property. Very often, police officers have to deal with different kinds of criminals. Sometimes they can be extremely dangerous and the police officer may get seriously injured or even killed. Besides this part of the job the police are also present at various public events, such as demonstrations, parades or football matches. These can also be unsafe. All in all, being a police officer is a rather risky job.

3. Describe the last time you or your family had to deal with the police.

The last time my family had anything to do with the police was two weeks ago. It was Saturday evening and our upstairs neighbours were having a party. We didn't mind the noise till midnight, but they kept on playing very loud music into the early hours. We couldn't sleep and my baby sister woke up and started crying so my dad went upstairs to ask the

neighbours to turn the music down. They were drunk and very rude to my dad so he decided to call the police. The police came very quickly and dealt with our noisy neighbours. We were very grateful for their intervention.

Uczeń B

The picture shows a boy of about seven sitting in a wardrobe with his arms crossed. He might be hiding there because he's done something wrong. The door of the wardrobe is open. The boy's mother is standing in front of him. She's saying something and wagging her finger at him. I think she must be really angry with her son. The boy is looking up at his mum. He seems to be a bit scared.

1. What do you think is mother saying to her son?

Well, let me think. Most probably, the mother is telling her son off for something he's done. She may be telling him how bad it was and why he shouldn't have done it. Also, she might be telling him what his punishment is or will be if he ever does it again. It's also possible that she wants her son to get out of the wardrobe and fix what he's done wrong. For example, if he's hit his brother or sister, she probably wants him to apologise to them.

2. What do you think of corporal punishment?

I'm definitely against corporal punishment. I think that all forms of physical abuse are wrong. Lots of parents argue that spanking is not an act of violence, but that's not true. A child who is hit by the people they love the most must feel stressed, humiliated and angry. What's more, when parents hit their children instead of talking to them and explaining what they did wrong and why, they don't teach them anything. The only message the child gets is that it's OK to hit other people.

3. Tell us about the last time you were punished at school or by your parents

The teachers at my school don't punish us – they just give us bad marks. But my parents do punish me whenever I do something bad. For example, last month they got really mad at me. I went out with my friends to a café but hadn't told my parents where I was going. When I wasn't back at 9:00 pm as usual, they were worried sick. They called me on my mobile several times but I didn't answer because I didn't hear it ringing. When I finally got home at 10:00 pm my mum was relieved but so angry that she said I was grounded for a week. Now I have to go straight home after school.

Zadanie 3. (5 minut)

In my opinion the first option would be the best to make young people aware of the possible consequences of committing a crime. I'd choose it because it shows one of the forms of punishment for minor offences. In this picture we can see young people doing community sentence, which means that instead of going to prison, they have to do an unpaid job for up to three years. Young people need to know that if they break the law, sooner or later they will have to pay for it and the more serious the crime, the more serious the consequences. For me, poster number one is simply the most persuasive of the three. I wouldn't choose the second option because I'm not sure if youngsters who commit a crime are really society's outcasts. Very often, they have their own circle of friends and don't care about other people's opinions. As for the third option, I don't think that difficulties in finding a good job would be an effective argument against turning to crime. I don't believe that young people think too much about the potential problems with finding a job in the future. The prospect is too distant for them.

1. Do you think your country is a safe place to live in? Why?/Why not?

Contrary to what some people say, I think that Poland is a safe country to live in. Of course, everything depends on where exactly your house, work or school is. For example, in every Polish city, just like everywhere else in the world, some districts are considered safer than others. When you live somewhere, you instinctively know where you shouldn't go after dark or who you should avoid. However, a lot of foreigners are still afraid to visit our country because it has a reputation of being unsafe.

2. Which of the following factors make people turn to crime: poverty, upbringing, unemployment, lack of education or something else? Justify your opinions.

It seems to me that all of these factors can make people turn to crime. *I don't think it's possible to single out just one.* Every person is different and can therefore be influenced by different things. For some people it can be poverty whereas for others it might be unemployment or lack of education that drives them to crime. Even some well-off, educated people commit crimes. They might be too easily influenced by relatives or friends who encourage them to do something bad. In my opinion, each and every one of us is capable of committing a crime. It all depends on the situation, really.

► Znajomość środków językowych

Uzupełnianie par zdań brakującym wyrazem – wybór wielokrotny

- 1 For each pair of sentences students choose one word (A, B or C) which best completes both the sentences.

Key

- | | |
|-----|-----|
| 1 C | 4 B |
| 2 B | 5 B |
| 3 B | 6 C |

Parafraza fragmentów zdań – wybór wielokrotny

- 2 Students complete the sentences with one of the options (A–C), which is the correct translation of the text in brackets.

Key

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

► Vocabulary plus

- 1 Students match the names of people from the box to the definitions a–e.

Key

- | | |
|------------|------------|
| a villain | d hooligan |
| b – | e forger |
| c arsonist | |

- 2 Students write the missing words.

Key

- | | |
|------------|------------|
| 1 arsonist | 5 forger |
| 2 smuggler | 6 piracy |
| 3 theft | 7 hooligan |
| 4 robbery | 8 mugging |

- 3 Students complete the dialogues with verbs from the box.

Key

- | |
|--------------------------|
| 1 turned, came |
| 2 turn, work |
| 3 looking, looking, find |