

6

Crime



Unit plan

Reading:

missing sentences, making sure sentences fit logically with what is before and after each gap

Vocabulary:

words related to crime and punishment, phrasal verbs, commonly confused words, collocations & expressions

Grammar:

modals: ability, permission, requests, offers & suggestions, obligation, necessity, prohibition, possibility, deduction, advice, criticism

Listening:

multiple choice, listening carefully and not answering the question too quickly

Speaking:

comparing photos, talking about crime and crime prevention, expressing uncertainty

Writing:

essay, writing good conclusions, avoiding exaggerated statements

Unit Opener (SB page 69)

- Ask students to look at the main picture and ask them what they see and what they think it represents (*scales; they represent law and justice*).
- Ask students to read the title of the unit and explain how it is connected with the picture (*The title is 'Crime' and it is directly related to the representation of justice; our justice system determines how people who commit crimes will be punished.*).

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to match the first name and surname of each famous detective. Then they should say from where they know about these detectives.
- Students work individually to match the names, but compare their answers with a partner before checking answers as a class.
- Once answers have been checked, ask students if they enjoy reading crime fiction or watching crime programmes on TV. Ask them which detective or programme is their favourite.

Answers

Adrian Monk: TV series
Jacques Clouseau: Pink Panther films
Hercule Poirot: Agatha Christie crime novels and films based on them
Sherlock Holmes: crime novels by Sir Arthur Conan Doyle, and films

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the puzzle and solve the mystery, and that there is a picture clue to help them.
- Students work in pairs to solve the mystery. Give them time to work out the puzzle, but if they are struggling to solve it, tell them to pay special attention to the three 'crime' verbs (shoots, holds under water, hangs), and to the picture clues.
- When students are ready, ask each pair for their solution and which picture provided the clue. If no one can solve it, give them another clue and tell them that the woman is a photographer. Finally, as a last clue, ask students if they know how photos are developed.

Answers

The clue is the negative as the woman is a photographer. She shot a picture of her husband, developed it (in a liquid solution) and hung it up to dry.

Background information

The Goddess of Justice: The ancient Greeks called her Dike. She was responsible for protecting individuals and keeping social and political order. She carried a sword without the scales of justice. The Roman goddess of justice was called Justitia and she wore a blindfold. She was sometimes depicted with sword and scales, but not always. She symbolises the fair and equal administration of the law, without corruption, prejudice or favour.

TOP TIP

Discuss current affairs with your students by bringing in clippings from newspapers or journals about topics you are covering in the Student's Book. The topic of crime is ideal for this. If possible, choose a story that is controversial so that the class can debate the issues.

Let's talk about it!

- Which jobs are associated with crime and punishment?
- Would you like to do one of these jobs? Why?/ Why not?
- Have you ever witnessed a crime or been the victim of crime?

DVD 6

Summary of DVD 6: The title of the video is 'Inspector Clouseau examines the crime scene'. It is a clip from the 1975 film, *The Return of the Pink Panther*. Inspector Clouseau (played by comedian Peter Sellers) is famous for his gaffes and clumsy police work, and this scene is typical of that behaviour. He has been called to a museum at which a theft has occurred. He

DVD link: <http://www.youtube.com/watch?v=cfzXqvwtoEE>

Answer

Clouseau thinks the thief is an Englishman because he recognises the glove left at the scene of the crime as the Phantom's calling card.

Reading (SB pages 70-71)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, students must label the pictures with the words in the orange box and then they must decide whether the crimes are committed against people or property.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to look at the pictures and tell you what is happening in each one.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 graffiti, property
- 2 mugging, people
- 3 kidnapping, people
- 4 arson, property
- 5 murder, people
- 6 vandalism, property

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the title and ask them what *Whodunnit?* means (*It means 'Who done/did it?' and is used to refer to crime fiction.*).
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Tell them that they do not need to read the missing sentences yet either.
- Students do the task individually and discuss with a partner before checking answer as a class.

Answer

The woman who saw Adam with the knife in his hand. She could have killed Barry Badoff and then waited near the room for someone to enter so that she could frame them for the murder.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that to choose the correct missing sentence, they must look carefully at the sentences before and after the gap in the text. The missing sentence must fit logically and make sense when

sentence that fits logically with one or the other, but not both.

- Point out that sentences E and G both fit with the text before gap 4, but only one makes sense with the sentence after the gap.
- Ask students to look at sentences E and G and decide which one fits in gap 4.
- Check answer as a class.

Answer

Sentence G

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to use the tips from the *Download* box when doing the task.
- Students work individually to fit the sentences to the gaps.
- They then check their answers in pairs before checking as a class.

Answers

- 1F *He was in a police station* in Sentence F explains why Adam was behind *the bars of his cell*. Also, *he was innocent* leads into the question *Why did no one believe him?* that appears after the gap in the text.
- 2D The text tells us that the bank offered Adam a job and Sentence D describes Adam's behaviour at work. We learn that he spends all his time there, which is echoed by the sentence after the gap in the text *Adam's life was all work and no play*.
- 3A Sentence A explains why *Adam felt very uncomfortable surrounded by so much wealth*. Also, the sentence after the gap in the text provides an alternative activity to *sitting in front of the TV with a pizza*.
- 4G Sentence G describes the room Adam had just entered, and *it* in the sentence after the gap refers to the *huge desk* at the end of sentence G.
- 5B The sentence before the gap tells us that *a bloody knife was on the floor*, but the sentence after the gap says that a man was *holding a knife*. Sentence B tells us that Adam *without thinking ... picked it up*. Also the woman assumes that Adam is the murderer because of what she sees, so the beginning of Sentence B, *And that's when Adam made his big mistake*, fits logically.
- 6C Sentence C explains why the police could not have done anything else but arrest Adam because they had caught him red-handed holding the murder weapon.

EXTENSION ACTIVITY

Refer students back to the crime story. Ask them to use their imagination and think of a reason why Barry Badoff was murdered. Once they are ready, ask students to tell the class what they think the

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Point out to students that some of the words may not be in the correct form and will need to be changed.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 committed
- 2 break into
- 3 accused
- 4 prove
- 5 break the law
- 6 arrested/have arrested

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must compare the graffiti and say how the three examples are different. They can use the words in the orange box and any of their own ideas.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

a-2 Vocabulary 1 (SB page 72)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the definitions and explain anything they don't understand. Elicit that the words are all names for different criminals.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the definitions.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|--------------|
| 1 shoplifter | 5 trespasser |
| 2 kidnapper | 6 arsonist |
| 3 murderer | 7 vandal |
| 4 robber | 8 burglar |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find crimes that are related to the criminals in 1.
- Explain to students that the words in the wordsearch will be presented vertically or horizontally.
- Ask students to work in pairs before checking answers as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers*

- | | |
|--------------|---------------|
| 1 arson | 5 robbery |
| 2 burglary | 6 shoplifting |
| 3 kidnapping | 7 trespassing |
| 4 murder | 8 vandalism |
- * in any order

3

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to match the crimes in 2 with the criminals in 1.
- They then check their answers in pairs before checking as a class.

Answers

arson – arsonist
 burglary – burglar
 kidnapping – kidnapper
 murder – murderer
 robbery – robber
 shoplifting – shoplifter
 trespassing – trespasser
 vandalism – vandal

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that the words to be circled are all verbs and that they collocate with the nouns.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students what the collocations have in common (*they are all punishments for crimes*) and ask individual students to explain what the collocations mean.

Answers

- | | |
|-----------|-------|
| 1 do | 4 pay |
| 2 serve | 5 go |
| 3 receive | 6 is |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Write the eight crimes in 2 on the board, as well as the six punishments in 4.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not

- Ask individual pairs to talk about one of the crimes and a suitable punishment in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Ask students to create a wordsearch like the one in 2. They must place eight words from the Reading text in the grid. Then they swap with a partner and find their partner's eight words.

Extra Task (for early finishers)

See photocopiable material on page 152.

⚙ Grammar 1 (SB page 73)

Before you read the Grammar box

- Revise modal verbs. Ask students for examples of modal verbs and write them on the board. Explain that modals are used to express different things such as ability, permission, suggestions, etc.
- Remind students that some modals use different forms when they refer to the past and that some modals can also be more formal than others even though they have the same use.

1

- Read through the grammar theory with the class.
 - Read out the following sentences one by one. After each one, ask individual students to identify the modals and tell you which function they are performing.
- 1 We could get a second opinion. (suggestion)
 - 2 Shall I contact your lawyer? (offer)
 - 3 Tom isn't able to ride a motorbike. (ability)
 - 4 Could I use your phone, please? (permission)
 - 5 They were able to read at a young age. (ability, past)
 - 6 You won't be allowed to use Dad's car again. (permission, future)
 - 7 Can you drive me to the shops? (request)
 - 8 Would you like me to come with you? (offer)
 - 9 I can type very fast. (ability)
 - 10 No, you may not talk to the prisoner. (permission)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify the modal and look at the meaning of the sentence in order to determine what is being expressed. Explain that they also need to decide which sentence is more formal.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

The sentences express requests. Sentence b is more formal.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask them to think about the functions expressed by the modals in the sentences and to make a note of them.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask students to tell you which functions are being expressed by the modals in the sentences.

Answers

- 1 Shall I (offer)
- 2 will be able (ability)
- 3 May (permission)
- 4 Would (request)
- 5 were able to (ability)
- 6 Could (request)
- 7 won't be allowed to (permission)
- 8 Are you able to (ability)

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask them to think about the functions expressed by the modals in the sentences and to make a note of them.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class. Ask students to tell you which functions are being expressed by the modals in the sentences.

Answers

1b (ability) 2a (permission) 3b (request) 4a (ability/permission) 5c (offer) 6a (ability)

▶ EXTENSION ACTIVITY

Ask students to write five sentences expressing ability, permission, a request, an offer and a suggestion from the point of view of a police officer. Help with vocabulary and grammar if necessary. When students are ready, ask some of them to read out their sentences and the rest of the class must say which function is being expressed.

Extra Task (for early finishers)

See photocopiable material on page 152.

a-z

Vocabulary 2 (SB page 74)

1

- Ask students to read the instructions and check

- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle the words.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------------|----------------|
| 1 broke into | 4 lock up |
| 2 put up with him | 5 ties in with |
| 3 got away | 6 Give up |

- 2
- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the phrasal verbs not used in 1 with their meanings, and then they must use the phrasal verbs in their own sentences.
 - Ask students to read the meanings and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.
 - Once the answers have been checked, students can write their sentences using the phrasal verbs.

Answers

- 1 get away with
- 2 give back
- 3 lock in
- 4 break out
- 5 tie up
- 6 put (someone) away

Example sentences:

- 1 There's very little evidence at the scene of the crime, so it appears that the robber will **get away with** it.
- 2 After the mugger was caught, he had to **give back** the money and jewellery he had stolen.
- 3 The kidnapper **locked** the young man **in** a dark room.
- 4 The latest news from Dartmoor Prison is that two prisoners **broke out** early this morning.
- 5 The burglar **tied** Mr Jones and his wife **up**, so they couldn't call for help.
- 6 He has been **put away** for fifteen years.

- 3
- Ask students to read the instructions and check that they understand what they have to do. Elicit that these are pairs of words which are commonly confused because they look similar or have similar meanings.
 - Ask students to read the words and the sentences and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|------------|
| 1a robbed | 4a avoid |
| 1b stole | 4b prevent |
| 2a kill | 5a quite |
| 2b die | 5b quiet |
| 3a excuse | 6a loose |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Point out to students that some of the words may not be in the correct form and will need to be changed.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 caught him red-handed
- 2 sent him/her to prison
- 3 turn to a life of crime
- 4 is doing time
- 5 haven't arrested a criminal
- 6 found her guilty
- 7 is on the run

▶ EXTENSION ACTIVITY

Individually, students write gapped sentences using the pairs in 3. They then swap with a partner who must write the correct words in the gaps.

Extra Task (for early finishers)

See photocopiable material on page 152.

Grammar 2 (SB page 75)

Before you read the Grammar box

- Revise modal verbs. Tell students they will be looking at some more modals in this lesson.
- Ask students what we use modals for and elicit that we use them to express different things. On the board, write the functions from Grammar 1 (*ability, permission, requests, offers, suggestions*) and tell students that there are other functions that we can express with modals. Ask students if they can think of any other functions.

1

- Read through the grammar theory with the class.
- Read out the following sentences one by one. After each one, ask individual students to identify the modals and tell you which function they are performing.
 - 1 You **must** drive within the speed limit. (*must, obligation*)
 - 2 Jilly **may** want to come too; let's ask her. (*may, possibility*)
 - 3 You **mustn't** smoke in this building. (*mustn't, prohibition*)
 - 4 He **shouldn't** be so rude to the judge. (*shouldn't, criticism*)
 - 5 You **ought to** talk to a lawyer about your problem. (*ought to, advice*)
 - 6 Mum **isn't** answering the phone; she **must** be out. (*must, deduction*)

- 8 *You shouldn't have taken my car without asking.*
(*shouldn't have, criticism in the past*)
- 9 *She may not have known about the meeting.* (*may not have, possibility in the past*)
- 10 *You needn't have lent me the money, but you did.*
(*needn't have, lack of necessity in the past*)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to identify the modal and look at the meaning of the sentence in order to determine what is being expressed. Explain that they also need to decide in which sentence something happened even though it was not necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

The sentences use *didn't need to* and *needn't have*. They express necessity. Sentence b expressed that something happened even though it wasn't necessary.

Read 6.5-6.10 of the Grammar Reference on page 169 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogue and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------------|--------------------|
| 1 didn't have to serve | 9 have to |
| 2 had to | 10 must |
| 3 must | 11 have to |
| 4 can't | 12 must |
| 5 do you have to | 13 Did you need to |
| 6 need | 14 needn't |
| 7 might | 15 had to |
| 8 could | 16 must |

EXTENSION ACTIVITY

Role play. Ask students to work in pairs. One is a teenager who has been arrested for a crime (shoplifting, vandalism, trespassing, etc) and the other is a lawyer. The teenager must explain what happened and why, and ask the lawyer for the best advice to deal with the problem. Tell students they can use the language in Vocabulary 1 and 2 and the modals in Grammar 1 and 2. Ask a pair to act out their role play in front of the class.

Extra Task (for early finishers)

See photocopiable material on page 152.

Listening (SB page 76)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that that they will hear six short recordings.
- Ask students to read the sentences and explain anything they don't understand.
- Play the recording and ask students to circle their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- | | |
|-------------|--|
| 1 too harsh | <i>That's a bit harsh, isn't it?</i> |
| 2 is | <i>I'm pretty sure he's been arrested.</i> |
| 3 more | <i>He must have been at least 1.8 metres tall.</i> |
| 4 calmer | <i>Thanks for reassuring me.</i> |
| 5 not sure | <i>I have my doubts about her innocence.</i> |
| 6 possibly | <i>I think his coat was black, but I couldn't swear to it.</i> |

See the recording script on page 141.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain they will listen to the same six short recordings from 1 again. Elicit that they must listen for phrases that mean the same as the first sentences in each pair.
- Ask students to read the sentences and explain any unknown words.
- Ask students to underline the parts in the first sentences that are going to be rephrased in the second sentence and to listen for these key words or phrases.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- | |
|------------------------|
| 1 a bit easy |
| 2 pretty sure |
| 3 at least |
| 4 reassure |
| 5 have my doubts about |
| 6 couldn't swear to it |

See the recording script on page 141.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Point out the importance of understanding how people feel when they are talking and that they can work this out from the words spoken and the tone of voice used.
- Explain that the speaker will say something that is

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options, and explain any unknown words.
- Remind students to listen carefully for rephrased words and to pay attention to the tone of voice used by the speakers in order to figure out how they are feeling.
- Students work individually to answer the questions.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1B *Computers have completely changed our job, though. Without them we wouldn't solve half the crimes we solve now.*
- 2B *... we should probably make sure we keep the doors and windows locked just in case ...*
- 3C *I'm a better person and much happier for it, but people still don't trust me. They ought to give me a second chance, but they don't.*
- 4C *I'm sure they'll reconsider the sentence. I expect it will be increased to 15 or even 20 years perhaps.*
- 5A *He must have been at least 1.8 metres tall. Definitely around 1.85, I'd say.*
- 6A *What I would like to do now is to ask people to remain calm and not to panic. ... I'm confident that we are very close to getting a result.*
- 7C *... I do have my doubts. I know the girl's parents and I can't imagine she'd be disrespectful of other people's property. It's difficult to prove either way.*

See the recording script on pages 141-142.

Speaking (SB page 77)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

When students are required to discuss questions with a partner, make sure they pair up with different partners as often as possible. If they only speak with the same partner, they will not be able to extend themselves by making necessary adjustments to their language in order to

2

- Ask students what sort of language can be used to show that you are not sure about what you are saying. Make a list on the board (*probably, I'm not certain, but ..., It's possible, etc*).
- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, students must complete the sentences about the pictures using the words in the orange box and then they need to underline the phrases that show uncertainty.
- Ask students to read the words in the orange box and explain any unknown words.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 security camera, probably
- 2 burglar alarm, might be
- 3 radar gun, I'm not certain ... guess
- 4 speed limit, I'm not one hundred percent sure ... think ...
- 5 security lock, It's possible

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Tell students that in this type of task, they will not only have to compare two photos, but they will also be asked a specific question that they will have to answer. Reassure students that if they are unsure of their answer, they may say so. Remind them that there are no right or wrong answers to the question, but they must give sensible answers and explain them.

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see which phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about the crimes they think have taken place. Student B must reply to one question about the seriousness of the offences. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about crime prevention. Student A must reply to one question about protecting oneself from crime.*)
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 78-79)

Essay: Writing good conclusions

- Ask students to carefully read the information on essays and writing good conclusions.
- Explain to students that in a conclusion they should summarise the opinions they have expressed in the essay and not include any new opinions. They should also include a comment that relates to the opinions they have expressed and describes what could happen in the future.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, students should complete the summaries with the words in the orange box and then they should discuss what comment they could make on each one.
- If necessary, choose a strong student to explain the task in his/her own words or in L1.
- Ask students to read the words in the orange box and the summaries, and explain anything they don't understand.
- Students work individually to complete the first part of the task.
- They then compare their answers in pairs before checking as a class.
- Once the answers have been checked, discuss the comments that could be made on each summary as a class.
- Tell students to look back at the skill box at the top of the page, which gives them a good example of the kind of comment that they could make. Encourage students to think about the future and what might or could happen and remind them to use modal verbs to do this. Tell them they can also use some of the words and ideas from the summaries in the task regarding carelessness and burglaries, speed limits and radar guns.

Answers

- carelessness
- speeding
- poverty

Suggested comments

- People should make an effort to close windows and lock doors when they are out to reduce the risk of someone breaking in. / People can install a burglar alarm which will help to discourage people from breaking in. →

- Drivers should always obey the speed limit so fewer accidents happen. / Police should use radar guns and fine drivers for breaking the speed limit.
- The government should make sure that everyone has enough food and clothing for their families so that stealing isn't necessary. / The government could set up schemes where poor people do voluntary work in exchange for food, for example.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the task and then circle the correct words to complete a statement about it.
- Ask students to read the statement and the task and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

produce music

3

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that the essay in 3 has been written in answer to the writing task in 2 and that they have to decide which final paragraph, *a* or *b*, answers the task question and gives a summary of the writer's opinion.
- Read out the essay and the two conclusions or ask a strong student to do so.
- Explain anything they don't understand.
- Tell students to look for and underline the writer's opinion in the introduction and in the three main paragraphs (*... I believe what they are doing is bad for music and musicians. / ... it means that musicians don't get properly paid for their work. ... this is unfair ... / it is just as wrong to steal from the Internet. / There is no need to download ... send their friends links to music ...*). Once they have done this, they can compare them to see which conclusion is closer to the opinion expressed in the essay.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

b

4

- Ask students to read the instructions and check that they understand what they have to do.
- Look at the questions in depth to analyse the task. Make sure students understand they need to look back at paragraph 4 to where the writer has added their own idea and that they present an opposing opinion in order to show that it is wrong. Also, they need to look back at 3b and underline the writer's opinion on the task. Finally, ask students to think about the functions of *might* and *will*, and what they express.
- Students work individually to answer the questions.
- They then check their answers in pairs before

Answers

- 1 Students should circle: the other viewpoint isn't right
- 2 Students should underline: *pirating music damages the music business* in paragraph b.
- 3 Because the writer is expressing a future possibility. It is not a fact.

▶ EXTENSION ACTIVITY

Have a class discussion about pirating in the cinema industry, too. Ask students if they have ever bought pirate DVDs and if they think it is right or wrong to do so. Discuss why someone might want to buy a pirate DVD.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must rewrite the three ideas in a way that makes them more believable.
- Stress the importance of using measured language that is not exaggerated when expressing their ideas and opinions in essays. Explain that they can 'soften' their tone by using certain modals, adverbs and determiners.
- Ask students to read the ideas and explain anything they don't understand.
- Give students a few minutes to rewrite the ideas.
- Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards.
- Students discuss their ideas in pairs before discussing as a class.

Answers

- 1 **Some** crimes are committed by people who need help rather than punishment. / Crimes are **sometimes** committed by people who need help rather than punishment.
- 2 Prison life **can (sometimes) teach** people how to become better criminals.
- 3 **Many** young people **can/could/might** achieve great things with help and guidance.

LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the words and phrases and explain any unknown words. Elicit that the phrases are grouped under topic areas.
- Make sure students know what the phrases mean by asking them for definitions.

6

- Read the task out to students and explain anything they don't understand.
- Remind them that they must discuss the two ideas given and they must also add an idea of their own.
- Go over the *Plan* with the students. Stress the importance of supporting their opinions and of summarising them in the conclusion. Remind students that they should avoid exaggerating their ideas and to make them sound more realistic by using modals, adverbs and determiners.
- Ask students to write short notes for each paragraph

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to avoid using exaggerated language and to use modals, adverbs and determiners instead. They must also remember to summarise their opinions and add a comment, which often describes the future, in the conclusion.

🔄 Reload 6 (SB page 80)

Objectives

- To revise vocabulary and grammar from Unit 6.

Revision

- Tell students that Reload 6 revises the material they saw in Unit 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1, 2 and 3: Revise the words for criminals and crimes by writing the crimes on the board and asking students to tell you what the criminal who commits the crime is called. Then ask students to give you definitions for the crimes.
- 4 and 5: Revise the collocations for punishments by writing the verbs on the board in one column and the rest of the collocations in another column. Ask individual students to match them and explain what they mean.

Vocabulary 2

- 1 and 2: Practise phrasal verbs. Write these phrasal verbs on the board: *break into, break out, give back, give up, get away, get away with, lock in, lock up, put sb away, put up with, tie up, tie in with*. Then ask individual students to come to the board and write sentences using the phrasal verbs.
- 3: Practise commonly confused words. Write the sentences on the board and ask students to choose the correct word. Then they should use the option they didn't choose in a sentence.
 - 1 I was in the post office when it was robbed / stolen! (robbed)
 - 2 The robber threatened to die / kill the bank clerk. (kill)
 - 3 Mary was wrongly accused / excused of committing

5 'The Return of the Pink Panther' is quiet / quite funny. (quite)

6 She will loose / lose weight in prison, for sure. (lose)

• 4: Practise collocations and expressions. Write the verbs on the board in one column and the rest of the collocations in another column. Ask individual students to match them and explain what they mean.

Grammar Revision

Grammar 1

Practise modals of ability, permission, requests, offers and suggestions.

• Revise the modals by writing these sentences on the board without the underlining and asking students to underline the modals and rewrite the sentences using other modals. Ask them also to say which functions are expressed.

1 I couldn't help the victim. (wasn't able to; ability in the past)

2 Colin can't leave his cell. (isn't allowed to; permission)

3 Can I call my probation officer, please? (May; permission)

4 Shall I speak to the police officer for you? (Can, Could, Would you like me to; offer)

5 He could get a job instead of stealing to survive. (can; suggestion)

6 We were allowed to see the prisoner. (could; permission in the past)

7 Can you drive me to the hospital? (Would; request)

8 No, you may not speak to her. (can't, aren't allowed to; permission)

Grammar 2

Practise modals of obligation, necessity, prohibition, possibility, deduction, advice and criticism.

• Write these sentences on the board and ask students to choose the correct answers.

1 Joe said he might / must come, but he's not sure. (might)

2 The lights are on; they shouldn't have / can't have gone out. (can't have)

3 We don't have to / aren't able to go now; it's too early. (don't have to)

4 You shouldn't have / needn't have driven so fast; it was dangerous. (shouldn't have)

5 He could have / must have been guilty because he got a fine. (must have)

6 Mum needn't have / can't have come; I didn't need help. (needn't have)

7 You mustn't / don't have to drive through a red light. (mustn't)

8 She ought to / shall go home now as it's late. (ought to)

9 I'm in trouble; I would / need to find a lawyer. (need to)

10 He's been working all day; he must / shall be tired. (must)

• Students are now ready to do Reload 6.

• Set a time limit and let students know every so often how much time they have left to complete the questions.

• Check answers as a class.

Answers

Vocabulary

1c 2d 3d 4a 5c 6b 7d 8d 9b

Grammar

1a 2c 3b 4a 5c 6a 7d 8b 9a

Objectives

- To revise vocabulary and grammar from Units 5 and 6.

Revision

- Tell students that Progress Review 3 revises the material they saw in Units 5 and 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise words for disasters and problems associated with them.

- Unit 5, Vocabulary 1, Exercises 1, 2 and 3: Write the problems on the board and next to each one, write the first letter of the disaster they are connected with. Ask individual students to come to the board, complete the words for the disasters and then explain the problem and how it relates to the natural disaster.

- lack of water: d____ (drought)
- burning lava: v____ e____ (volcanic eruption)
- giant wave: t____ (tsunami)
- crops destroyed by water: f____ (flood)
- high winds: t____ (tornado)
- starvation: f____ (famine)
- aftershocks: e____ (earthquake)
- deforestation: w____ (wildfire)

Revise words for the environment.

- Unit 5, Vocabulary 1, Exercise 4: Write these words on the board in two columns and ask students to match them up to make phrases and collocations. Tell students that one of the words does not pair up with anything.

Column 1

alternative
clean-
conservation
eco-
eco-friendly
endangered
global
green

Column 2

belt
energy sources
products
species
tourist
up
warming

(alternative energy sources, clean-up, conservation, eco-tourist, eco-friendly products, endangered species, global warming, green belt)

Revise words for crimes and criminals.

- Unit 6, Vocabulary 1, Exercises 1, 2 and 3: Read out

- Who goes into houses to steal things? (burglar, burglary)
- Who starts a fire on purpose and illegally? (arsonist, arson)
- Who goes into places like banks to steal things? (robber, robbery)
- Who kills another person on purpose and illegally? (murderer, murder)
- Who goes onto someone's land without permission? (trespasser, trespassing)
- Who causes damage to buildings or destroys property? (vandal, vandalism)
- Who takes something from a shop without paying for it? (shoplifter, shoplifting)
- Who takes someone and asks for money to return them? (kidnapper, kidnapping)

Revise words for punishments.

- Unit 6, Vocabulary 1, Exercises 4 and 5: Write the punishments on the board, but leave out the final nouns. Ask students to complete the phrases and then explain each one.

- be on ____ (probation)
- do community ____ (service)
- go to ____ (prison)
- pay a ____ (fine)
- receive the death ____ (penalty)
- serve a life ____ (sentence)

Revise word formation.

- Unit 5, Vocabulary 2, Exercises 1 and 2: Write the verbs on the board and ask students to write the noun forms.

- conserve (conservation)
- contaminate (contamination)
- destroy (destruction)
- interfere (interference)
- refer (reference)
- starve (starvation)

Revise prepositions.

- Unit 5, Vocabulary 2, Exercise 3: Write the verbs on the board and ask students to complete the phrases with *about* or *for*.

- apologise (for)
- blame (for)
- boast (about)
- hear (about)
- long (for)
- protest (about)
- punish (for)
- warn (about)

Revise phrasal verbs.

- Unit 5, Vocabulary 2, Exercises 4 and 5: Read out these phrasal verbs and ask students to give you sentences using them.

burn down, knock down, cut down, cut off, end up, use up, keep away, keep on, put off, put out, throw away, throw yourself into

- Unit 6, Vocabulary 2, Exercises 1 and 2: Write these phrasal verbs on the board. Then ask students for definitions.

break into (enter a building illegally)
break out (escape from prison)
get away (escape)
get away with (do something bad without being punished for it)
give back (return something to someone)
give up (surrender to the police)
lock in (put someone in a place that they can't get out of)
lock up (put something in a safe place that can be locked)
put sb away (send someone to prison)
put up with sb (tolerate someone)
tie in with (be related to)
tie up (put rope, etc around someone so they can't move)

Revise commonly confused words.

• Unit 6, Vocabulary 2, Exercise 3: Write the words on the board and ask students to complete these sentences with them.

- kill / die, quite / quiet, accuse / excuse, lose / loose, steal / rob, avoid / prevent*
 1 We'll _____ trouble if we _____ Joe from going to the police. (*avoid, prevent*)
 2 _____ me! I didn't _____ you of stealing anything! (*Excuse, accuse*)
 3 The murderer tried to _____ the woman, but she didn't _____. (*kill, die*)
 4 I _____ my watch because its strap was too big and _____. (*loose, lost*)
 5 Oh, it's _____ peaceful in prison; I find it very _____. (*quite, quiet*)
 6 If you _____ a bank or _____ someone's car, you'll go to prison. (*rob, steal*)

Revise collocations and expressions.

• Unit 6, Vocabulary 2, Exercise 4: Write these collocations on the board and ask students to correct them. Then they should explain what each collocation means.

- 1 catch someone with red hands (*catch someone red-handed*)
 2 send someone to the prison (*send someone to prison*)
 3 arrest for a criminal (*arrest a criminal*)
 4 turn to a crime life (*turn to a life of crime*)
 5 live on the run (*be on the run*)
 6 do inside time (*do time*)
 7 say someone guilty (*find someone guilty*)

Grammar Revision

Revise the future simple, *shall*, *be going to*, the future continuous.

• Write these tenses and uses on the board in separate lists. Students must match them.

future simple, shall, be going to, future continuous
 _____ (*be going to*)
 - future plans and intentions
 - predictions in the near future because of something in the present

_____ (*future continuous*)
 - an action that will be in progress at a specific time in the future
 - future plans and arrangements

_____ (*shall*)
 - ask for advice

- predictions with no evidence
 - after verbs like *think, believe, be sure, expect*
 - to talk about future facts
 - promises, threats, warnings, offers and requests
 Once students have matched the tenses with the uses, select a tense and a use, and ask them to give you sentences. Go around the class until everyone has had a turn.

Revise the future perfect simple, the future perfect continuous and temporals.

• Write these gapped sentences on the board. Ask individual students to come to the board and write the correct tense – future perfect simple or future perfect continuous – of the verb given.

• Ask them to justify their answers.

- 1 The police officer _____ (*arrive*) by ten o'clock. (*will have arrived*)
 2 _____ (*you/find*) a lawyer by tomorrow? (*Will you have found*)
 3 By May, I _____ (*work*) at the court for five years. (*will have been working*)
 4 How long _____ (*you/be*) a police detective when you retire? (*will you have been*)
 5 When we reach the prison, we _____ (*walk*) for two hours. (*will have been walking*)
 6 I _____ (*not finish*) the report by Thursday. (*won't have finished*)
 7 He _____ (*not sleep*) all day because it's Monday and he has to go to work. (*won't have been sleeping*)
 8 How long _____ (*we/wait*) when your friend arrives? (*will we have been waiting*)

• Write these temporals on the board and ask students to copy them into their notebooks (*when, before, after, until, as soon as, by, by the time*). Then write the following sentences on the board and ask students which tenses are correct:

I'll phone you as soon as I will have / have an answer. (*have*)

By the time the police arrive / will arrive, it will be too late. (*arrive*)

• Elicit that temporals are followed by the present simple or the present perfect simple and not the future simple.

Revise modals and modals perfect.

• Write the functions on the board and ask students what they mean. They may use L1. Then read out these sentences and ask students which function they express. *ability, permission, requests, offers, suggestions, obligation, (lack of) necessity, prohibition, possibility, deduction, advice, criticism*

- 1 Would you like me to phone her? (*offer*)
 2 Can you pass me that book? (*request*)
 3 We must tell the police what we saw. (*obligation*)
 4 Bruce wasn't able to locate his lawyer. (*ability*)
 5 Fran can't have taken the money; she's very honest! (*deduction*)
 6 You needn't have watered the plants; I already did. (*lack of necessity*)
 7 They shouldn't have littered in the park. (*criticism*)
 8 You could donate money; that might help. (*suggestion*)
 9 You ought to see a lawyer. (*advice*)
 10 The police say I'm not allowed to leave the house. (*permission*)
 11 He may have stolen it, but I'm not sure.

- Students are now ready to do Progress Review 3.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

1

- 1** arsonist
- 2** conservation
- 3** contaminate
- 4** robbery
- 5** burglar(s)
- 6** destruction
- 7** reference

2

- 1** end up
- 2** put out
- 3** put ... off
- 4** use up
- 5** give back
- 6** cut off
- 7** keep away
- 8** get away

3

- 1** kidnapping
- 2** murder
- 3** earthquakes
- 4** floods
- 5** interference
- 6** starvation
- 7** tornados
- 8** burglary
- 9** committed
- 10** vandalism

4

- 1** kill them all
- 2** had done time
- 3** apologised for the contamination
- 4** to blame for
- 5** put the criminal away
- 6** on the run

Grammar

Answers

1

- 1** time
- 2** have
- 3** will
- 4** been
- 5** As
- 6** not
- 7** Once
- 8** Before

2

- 1** ought not to have driven
- 2** needn't have left
- 3** might have known
- 4** mustn't enter/go into
- 5** Shall we
- 6** put up with
- 7** will have reached

3

- 1a** **2b** **3b** **4c** **5b** **6c** **7a** **8b**

4

- 1** Shall ... go
- 2** is going to destroy
- 3** will be cleaning up
- 4** will have been working
- 5** Will ... put
- 6** will have planted
- 7** will live
- 8** am going to recycle