

6

Crime scene

This unit includes

Vocabulary: computer crimes • computers • compound adjectives: numbers • extreme adjectives • collocation: verbs • police equipment • law and order

Grammar: past perfect • reported speech

Skills: listening to dialogues about crime • discussing crimes

Writing: a story

Workbook pages 42–49

Reading PAGES 44–45

Warm-up

- Look at the unit title and elicit its meaning. [the location of a crime] Ask students why you shouldn't move anything at a crime scene before the police arrive. [because you may disturb important evidence]
- Read the title of the reading page, *Computer crime*. Brainstorm crimes that people commit using a computer. [computer viruses, illegal downloading, looking at unauthorized files]

Before Reading

Exercise 1

- Focus on the photos. Students say what they can see.
- As a class, discuss how they are related to computers.

SUGGESTED ANSWERS

A supermarket, a post box, a hospital sign and pills, a computer and a railway.

All of the things are controlled or affected by computers. For example, you can buy food on the internet. The products in supermarkets are ordered and delivered using computers. Postal systems, rail systems and hospitals are managed by computers.

Exercise 2

- Discuss the questions as a class.

SUGGESTED ANSWERS

A computer virus is a program which can disrupt the way a computer system works and the data that is stored on it. It can seriously damage computer systems, change the way they work, permanently delete data and transmit data to unauthorized users.

Read

Exercise 1

- Read the **Reading tip** as a class. Elicit or explain *skimming*. [reading something quickly to understand the main idea of text, without reading every word]
- Students skim the text and decide what type it is. Check the answer.

ANSWER

1 an article

Exercise 2

- Students match the titles with the paragraphs. Check the answers.

ANSWERS

1 B 2 F 3 C 4 E 5 D 6 A

Exercise 3 1.28

- Play the CD while students read the text and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- 1 c (the postal service in Taiwan ... banks in Hong Kong ... trains in Australia ... planes in the USA)
- 2 a (He avoided a 5-year prison sentence because he was only 18 when he committed the crime.)
- 3 c (He was just delighted that it had worked ... He was terrified when he saw a TV news report ...)
- 4 a (Detectives arrested Sven after one of his classmates contacted Microsoft with a tip-off about his activities.)
- 5 b (Sven's teachers at school were astonished ... 'There are others in the class who are better than him!')

Understanding Ideas

- Read the questions as a class. Check understanding.
- In pairs, students discuss the questions and write as many ideas as they can.
- Discuss students' ideas as a class.

Teaching Tip: Team debate

Do question 3 in the above activity as a team debate. Write *It was wrong for Sven to get a job because of his crime* on the board, then write *For* and *Against* underneath. Divide the class into teams A and B. Team A proposes reasons to support the statement, then Team B proposes reasons against it. Write the reasons on the board. Finally, students vote (giving their real opinion) for or against the statement.

Extend the debate by rubbing out the original statement and replacing it with statements related to questions 1 and 2, such as:

Sven created the virus to impress his friends.

People create viruses because they want to cause damage.

SAMPLE ANSWERS

- 1 Sven created the Sasser virus because he wanted to learn more about computer programs / he was bored / he wanted to impress his friends.
- 2 People create computer viruses to cause damage / protest about something / steal money / show others how clever they are.
- 3 We think this isn't correct because he caused a lot of problems. / We think this is correct because he didn't intend to cause a lot of damage / knows how to make viruses, so now he can protect people against them.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 suspended sentence 2 reward 3 crashed 4 halt
5 trial 6 arrested 7 chaos 8 vital 9 tip-off
10 investigation 11 traced 12 clues 13 charged
14 guilty 15 released

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

arrest is a regular verb which means to take someone to a police station. The third person form is *arrests* and the past simple form is *arrested*.

chaos is an uncountable noun which means a situation when everything is disorganized and confused. The adjective form is *chaotic*.

charge is a regular verb which means to accuse somebody of doing something illegal. The third person form is *charges* and the past simple form is *charged*.

clue is a countable noun which means a piece of information that help people to solve a mystery, such as investigating a crime.

crash is a regular verb which we use with computers and means to suddenly stop working. The third person form is *crashes* and the past simple form is *crashed*. *To crash* also means to hit something or collide with a great force.

guilty is an adjective which means being responsible for doing something bad or illegal. In a criminal court, people decide if a person is *guilty* or *not guilty* of a crime.

halt is a noun which means a situation when something stops moving or happening. *Come to a halt* is a phrasal verb which means to unexpectedly or suddenly stop. The verb *to halt* means to stop somebody or something.

investigation is a noun which means an official examination of the facts about a situation, such as a crime or an accident.

release is a regular verb which means to let something spread in a place, or to allow someone or something to be free. The third person form is *releases* and the past simple form is *released*.

reward is a noun which means the money someone receives for helping to find someone or something. The police may pay a reward for information that helps them to find a criminal.

suspended sentence is a compound noun which means a punishment that a person will only receive if they do something illegal again within a certain period of time.

tip-off is a compound noun which means secret information that you give to somebody, which helps them to do something. The information is often something which helps the police to catch a criminal or helps someone to commit a crime. The verb form is *to tip off (somebody)*.

trace is a regular verb which means to find someone by following clues or information, such as tracing a computer criminal through his / her internet service provider and phone company. The third person form is *traces* and the past simple form is *traced*. The noun *trace* means a clue or mark which something has left.

trial is a noun which means an examination in court to find out if someone is guilty of a crime.

vital is an adjective which means extremely important.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Dictate the following definitions. Students write the words.

- 1 *To press the button on a computer mouse.* [click]
- 2 *A place where people judge someone who has been charged with a crime.* [court]
- 3 *Very happy.* [delighted]
- 4 *A police officer who investigates crimes.* [detective]
- 5 *This crime is when someone damages or destroys something.* [criminal damage]
- 6 *To give a disease to a person, or to give a virus to a computer.* [infect]
- 7 *In a period of time, or inside a place.* [within]
- 8 *To agree that you did something wrong.* [admit]

Quick Test: Sentence race

Write the following words on the board: *chaos, click, investigation, trace, clue, detective, vital, trial, delighted, guilty, reward, arrest, crash*.

Give students three minutes to use the words in as many different sentences as possible. They must use one word per sentence.

Students write their sentences individually. After three minutes, students say how many sentences they have written.

Students read out their sentences. Correct any mistakes on the board as a class. The student with the most correct sentences is the winner.

More practice

Workbook page 42

Vocabulary PAGE 46

Target Vocabulary

An online threat: arrest chaos charge clues crash guilty halt investigation release reward suspended sentence tip-off trace trial vital

Computers: attach backups delete files install protect software update

Compound adjectives: numbers: 300-word five-lane five-star four-door ten-minute ten-storey three-month two-hour

Extreme adjectives: astonished brilliant delighted enormous terrible terrific terrified tiny

Verb collocations: charge a battery / someone commit a crime / yourself to something leave a meal / a place receive a gift / a warning release a prisoner / a film spend time / money

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'very important'?* [vital] *What do the police do when they take someone to the police station?* [arrest them]
- Students complete the sentences. Check the answers.

ANSWERS

- halt, crashed, chaos
- investigation, tip-off, reward
- traced, arrested, charged, trial, guilty, suspended sentence
- releases, clues, vital

Extend

Exercise 1 Computers

- Students read and complete the text. Check the answers.
- Ask: *How does the text recommend that you protect your computer from viruses?* [Don't open emails from unknown people, buy anti-virus software, update your programs, Make backups of all your documents.]

ANSWERS

- delete
- files
- protect
- attach
- install
- software
- update
- backups

Exercise 2 Compound adjectives: numbers

- Read the instructions as a class. Check understanding.
- Students complete the exercise. Check the answers.

ANSWERS

- a three-month investigation
- a two-hour wait
- a five-star hotel
- a ten-minute walk
- a five-lane motorway
- a 300-word essay
- a ten-storey building
- a four-door car

Exercise 3 Extreme adjectives

- Ask: *What are extreme adjectives?* [adjectives which mean very + normal adjective]
- Students scan the text on pages 44–45 and find eight extreme adjectives. Students match the adjectives with the definitions.
- Check the answers.

ANSWERS

- enormous
- tiny
- astonished
- brilliant
- delighted
- terrible
- terrific
- terrified

Optional Activity: Extreme adjectives

Aim: To practise using extreme adjectives.

Preparation: Write the extreme adjectives from exercise 3 on the board. Write A and B alternately next to each adjective.

- Divide the class into A and B students. Students write a sentence for each of their extreme adjectives.
- Students read out their sentences. Correct any mistakes as a class.

Exercise 4 Collocation: verbs

- Students identify the correct collocations. Say: *The correct collocations are all in the text on pages 44–45.*
- Check the answers. Elicit the meaning of the collocations.

ANSWERS

- to spend time, money
- to release a prisoner, a film
- to charge a battery, someone with a crime
- to commit yourself to something, a crime
- to receive a gift, a warning
- to leave a meal, a place

Quick Test: Missing letters

Write the following letters and dashes on the board, one by one. Students raise their hands and say the complete word. If the student says the correct word, he / she says a sentence using that word.

- _n_rm__s [enormous]
- s_ft__r_ [software]
- ch_rg_ [charge]
- _rr_st [arrest]
- c_mm_t [commit]
- br_ll__nt [brilliant]
- _nv_st_g_t__n [investigation]
- b_ck_p [backup]
- g__lty [guilty]
- __st_ll [install]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 43

Past perfect

Explore

Exercise 1

- Focus on the photo. Ask: *What is the person's job?* [a radio disc jockey] *What radio stations / programmes do you listen to?* Elicit or explain *to confess, to describe, to be proud of, to discover.*
- Students read the text and decide when the events happened. Check the answer with the class.

ANSWER
before

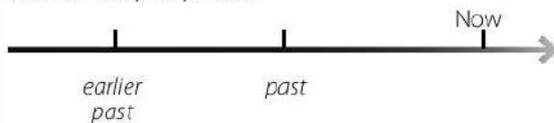
Exercise 2

- Read the **Learn this!** box as a class. Remind students that the past participle of regular verbs is formed with *-d / -ed.*
- Students complete the rule.

ANSWER
before

Teaching Tip: Past perfect timeline

Draw the following timeline on the board to help students visualize the past perfect.



Write the following sentences on the board:
The match had started [earlier past] before we arrived. [past]
I went out [past] after I'd done my homework. [earlier past]
 As a class, match the events to the time periods on the timeline.

Follow-up
Grammar Reference page 70

Exploit

Exercise 1

- Students write sentences, then compare in pairs.
- Students read out their sentences to the class.

ANSWERS
Students' own answers.

Exercise 2

- Explain *joyriders*. [criminals who steal cars simply to drive them around and then abandon them] Students read and complete the text.
- Check the answers. Check understanding of *catch up with, run out of* and *keep up with*. Ask: *Were the police fast enough to keep up with the car?* [No] *How did they catch up with it?* [It ran out of petrol.]

ANSWERS
 1 had stolen 2 had ... stopped 3 hadn't paid for
 4 had run out of 5 had realized 6 had ordered

Exercise 3

- Read the exercise as a class. Brainstorm ideas on the board, e.g. *I had won a prize, I had forgotten your name, etc.*
- Students complete the sentences using the past perfect, then read out their sentences to the class.

ANSWERS
Students' own answers.

Exercise 4

- Read the examples as a class. Brainstorm more bad things. Students write one sentence. Monitor and help.

Exercise 5

- Read the instructions and examples as a class. Begin the activity yourself by reading out the first example. Then a strong student repeats what you said, adding their own sentence from exercise 4.
- A third student repeats the two preceding sentences and adds their own sentence from exercise 4. Continue the chain around the class, until someone forgets a sentence.

Quick Test: Combining sentences

Write the following prompts on the board, or dictate them. Students write the sentences. Do number 1 as an example.

- 1 *I got dressed. I went out. (after)*
[I went out after I had got dressed.]
- 2 *We finished our essays. The teacher collected them. (when)*
[When we had finished our essays, the teacher collected them.]
- 3 *I took off my coat. It stopped raining. (when)*
[When it had stopped raining, I took off my coat.]
- 4 *I didn't watch the end of the film. I fell asleep. (because)*
[I didn't watch the end of the film because I had fallen asleep.]
- 5 *The car ran out of petrol. We drove for hours. (after)*
[The car ran out of petrol after we had driven for hours.]
- 6 *We cooked dinner. We ate it. (when)*
[When we had cooked dinner, we ate it.]
- 7 *I did my homework. I came home from school. (after)*
[I did my homework after I had come home from school.]

More practice
 Workbook page 44
 Grammar Builder page 71, exercises 1–2

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 1

- 1 had seen 2 had eaten 3 had broken down
 4 hadn't finished 5 hadn't had 6 had bought
 7 had promised 8 hadn't visited 9 had written
 10 had done

Exercise 2

- 1 When I arrived home, Joe had gone out.
- 2 When Paul phoned, I had gone to bed.
- 3 When the police arrived, the shoplifter had run away.
- 4 When Dad got home, Mum had cooked dinner.
- 5 When we had finished our homework, we watched TV.
- 6 When we arrived at the stadium, the match had started.
- 7 When we left the beach, it had started to rain.
- 8 When we got to the station, the train had left.

Skills PAGE 48

Crimes and criminals

Target Vocabulary

burglary / burglar fraud / fraudster joyriding / joyrider
murder / murderer robbery / robber
shoplifting / shoplifter theft / thief vandalism / vandal

Vocabulary

Exercise 1

- Brainstorm words for crimes and criminals. Write them on the board. Ask: *What crimes are a problem in our city?*
- Focus on the photos. Students name the crimes.

ANSWERS

1 burglary 2 vandalism 3 joyriding 4 robbery
5 shoplifting

Exercise 2

- Students read the extracts and match them with the photos.
- Check the answers. Elicit or explain *to smash, to break into* and *to rob*.

ANSWERS

a 3 b 5 c 2 d 1 e 4

Exercise 3 1.29

- Focus on the words in the box. Check understanding. Students identify the words that aren't shown in the photos. [cheat, murder]
- Students complete the table. Play the CD for students to check their answers.
- Read the **Look out!** box as a class. Check understanding.
- Play the CD again. Students listen and repeat the words.

ANSWERS

1 burglary 2 cheat 3 joyriding 4 murder 5 robbery
6 steal 7 theft 8 vandalize

More practice

Workbook page 45

Listen 1.30

- Play the CD twice. Students listen and choose the correct crimes.

ANSWERS

1 b 2 a 3 a 4 b 5 a

TAPESCRIPT

- 1 A Somebody broke into the school in the middle of the night.
B Broke into the school? Really? Do you know how they got in?
A They climbed through a window.
B Did they steal anything?
A No, but they smashed lots of desks and chairs.
B That's terrible. Do they know who did it?
A Well, the police arrested two boys this morning.

- 2 A Did you hear about Mark?
B No. What?
A Two teenagers stopped him in the street last night when he was walking home. They stole his wallet and his mobile.
B Is he OK?
A Yes, they didn't hurt him.
- 3 A Two fraudsters cheated my dad out of £100 last week. They said they were collecting money for charity.
B Really? How do you know it was a fraud?
A My dad thought something was a bit strange and rang the charity. They said that they'd never heard of the two men.
- 4 A Kate's son stole a CD from the department store in town last weekend.
B Yes, I heard. A shop assistant called the police.
A I don't think that was necessary. It was only a CD.
B But he shouldn't steal from shops, should he?
A I know, but he's only sixteen.
- 5 A Some boys took our neighbour's car last night.
B Really?
A Yes. They didn't steal it, but they drove it round the streets for an hour, and then left it near the park.
B Did the police catch them?
A Yes, they're questioning two local boys at the police station.

Speak

Exercise 1

- In pairs, students discuss the crimes in **Vocabulary** exercise 3, and write notes about which three they think are the most serious.
- Remind students to give reasons for their choices. Monitor and help.

Exercise 2

- Pairs present their notes to the class. Discuss students' answers as a class.
- As a class, vote for the most three serious crimes.

ANSWERS

Students' own answers.

Optional Activity: Dialogue

Aim: To practise talking about crime.

Preparation: Write the following dialogue on the board.

A *What do you think are the three most serious crimes?*

B *Firstly, I think murder is the most serious crime.*

A *Why?*

B *Because taking a person's life is the worst thing you can do.*

A *I agree.*

B *I think robbery is the next most serious crime, because using force against another person is very traumatic for the victim.*

A *I think the third most serious crime is vandalism, because destroying public property makes towns look ugly and is a waste of public money.*

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

Reported speech

Explore

Exercise 1

- Focus on the picture. Elicit that it shows a bank robbery.
- Students read the text and match the reported speech with quotations 1–4. Check the answers.

ANSWERS

- 1 The robber. (He ... said that he was robbing the bank.)
- 2 The assistant. (She said that he was in the Wells Fargo Bank.)
- 3 The assistant. (She said that ... he needed to take the form to the Bank of America.)
- 4 The assistant. (She told the police that a man had tried to rob the bank.)

Exercise 2

- Read the **Learn this!** box as a class, then compare the quotations and the reported speech from exercise 1.
- Students complete the rules. Check the answers.

ANSWERS

- 1 b 2 b 3 a 4 b

Follow-up

Grammar Reference page 70

Exploit

Exercise 1

- Students rewrite the quotations in reported speech. Check the answers.

ANSWERS

- 1 The policeman said that he wanted to catch the thief.
- 2 He said that she had stolen a book from the book shop.
- 3 She said that the police had arrested a thief.
- 4 He said that he went joyriding at weekends.
- 5 The policeman said that they were questioning two teenagers about the burglary.
- 6 My brother said that a boy in his class had vandalized a phone box.
- 7 Mark said that Jake was a fraudster.
- 8 She said that the police were looking for the bank robbers.

Exercise 2

- Students write three sentences, using the specified tenses.

Exercise 3

- Students report their partners' sentences to the class. Correct any mistakes as a class.

Exercise 4

- Students read the text and change the direct speech to reported speech. Check the answers.

ANSWERS

- 'You're sitting in my car.'
 'I want you to get out.'
 'It's the wrong key and it doesn't fit.'
 'This isn't my car.'
 'We accidentally stole a car.'
 'They arrived at the police station a few minutes ago and they reported the theft of the car by two dangerous old men.'

Quick Test: Sentence transformation

Dictate the following sentences or write them on the board. Students transform them into direct or reported speech.

- 1 'I'm reading a detective story,' said Tom.
 [Tom said that he was reading a detective story.]
- 2 'I didn't steal anything,' the man said.
 [The man said that he hadn't stolen anything.]
- 3 'There's more crime in cities,' Ann said.
 [Ann said that there was more crime in cities.]
- 4 Jason said that someone had taken his mobile phone.
 ['Someone took my mobile phone,' said Jason.]
- 5 'We're calling the police now,' they said.
 [They said that they were calling the police now.]

More practice

Workbook page 46

Grammar Builder page 71, exercises 3–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 3

- 1 liked 2 had stolen 3 was cheating 4 was getting
 5 had smashed 6 was 7 had robbed 8 stole

Exercise 4

- 1 she 2 they 3 he, his 4 me, I 5 she, her

Exercise 5

Fiona said that ...

- 1 she was hungry.
- 2 she hadn't had any breakfast.
- 3 she wanted a banana.
- 4 she was going out.
- 5 her friend was meeting her at the cinema.
- 6 her friend's name was Helen.
- 7 she had first met her last year.
- 8 they were going to read a French book.

Exercise 6

- 1 'It isn't raining,' he said.
- 2 'Last month, joyriders stole my car,' she said.
- 3 'I need a holiday,' he said.
- 4 'I'm going to Tom's house this evening,' you said.
- 5 'I saw the robbers leaving the bank,' he said.
- 6 'You're greedy,' she said.
- 7 'I had lunch,' you said.
- 8 'I'm feeling ill,' he said.

A story

Target Language

Time expressions: after a while as as soon as at first (two weeks) earlier immediately in the end last (week) one (evening) soon the following (day) the next (day) then while

Read

- Write *The careless thief* on the board. Elicit the meaning of *careless*. [not thinking about what you are doing, making mistakes] Explain *insurance company* and *auction site*.
- Students read the story quickly and answer the question. Check the answer.

ANSWER

He wanted to buy a sat nav system because two weeks earlier, a thief had stolen his.

Prepare

Exercise 1

- Read the **Writing tip** as a class. Check understanding.
- Students find the time expressions in the story. Check the answers.

ANSWERS

One evening, last week, Two weeks earlier, After a while, As, immediately, the following day, Then, The next day, As soon as, in the end

Exercise 2

- Students choose the correct time expressions. Check the answers.

ANSWERS

1 immediately 2 a week earlier 3 as
4 At first, in the end 5 as soon as

Exercise 3

- Focus on the pictures. Elicit what students can see in each picture. Write any required vocabulary on the board.
- In pairs, students use the pictures to prepare a script retelling the story.
- Retell the story as a class, with different students contributing different parts.

Teaching Tip: First and third person narratives

Students look at the story again. Elicit that the story is written in the third person. Say: *We usually write stories in the third person. Sometimes we write stories in the first person.* The third person allows the writer to describe the actions and thoughts of different people. The first person allows the writer to speak more directly to the reader. However, if the first person is used, the writer has to describe all the events through the eyes of a single narrator, and can't describe events that happened when the narrator wasn't present.

In pairs, students retell *The careless thief* in the first person.

Write

- Read the instructions and the writing plan as a class. Make sure students understand what they are going to write. Brainstorm different crime scenarios and crime story ideas on the board.
- Students plan their crime stories using the writing plan. Monitor and help.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Students use the **Check your work** box to check their finished crime stories.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Holiday photos

One afternoon last summer, Carrie was taking photos on the beach when she saw two strange men. She noticed them because they weren't wearing beach clothes and they looked very nervous.

The men were standing behind some rocks and looking at something inside a big bag. Carrie hid behind a boat to take a photo. She could see inside the bag – it was full of money! As soon as she had left the beach, Carrie called the police. But by the time the police arrived, the men had gone. That night, the TV news said that two men had robbed a bank. They had left their car near a beach and escaped by boat.

Two weeks later, a policeman visited Carrie's house. He said that they had arrested the robbers. The police had put Carrie's photos on the internet and someone had recognized them.

Marking scheme

- Good title. [1 mark]
- Use of time expressions. [1 mark]
- Contains all the content in the writing plan. [3 marks]
- Interesting plot. [1 mark]
- Good ending. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 47

Review PAGE 51

Language Skills

Exercise 1 1.31

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 had 2 stolen 3 While 4 earlier 5 asked 6 when
7 immediately 8 told 9 How 10 last

Exercise 2

- Students read the dialogue again and decide if the sentences are true or false. Students correct the false sentences. Check the answers.

ANSWERS

- 1 T
- 2 F (She went to the police because someone had stolen her purse.)
- 3 F (Sara was crossing the street when a man stopped her.)
- 4 F (The man dropped some keys.)
- 5 T
- 6 T

Exercise 3

- Students rewrite the sentences. Check the answers.

ANSWERS

- 1 You told me that Dale wasn't working.
- 2 My parents told me that they had seen my teacher yesterday / the day before.
- 3 Yousef said that he was learning to ski.
- 4 Sam told Steve that he didn't like his new trainers.
- 5 Alice said that she wasn't tired.
- 6 My friend said that he / she had had a good time on holiday.

Dictionary Corner

Teaching Tip: Pronunciation and word stress

Dictionaries indicate pronunciation by giving the phonetic spelling of words after the headword. Phonetics aren't usually given for collocations and compounds, unless the pronunciation changes. For pronunciation of these words, look up the words separately instead. Students can also find out the word's stress pattern by reading the stress marks in the phonetics. The most-stressed syllable in a multiple-syllable word is preceded by a primary stress mark. (') The second-most stressed syllable in a word may also be preceded by a secondary stress mark. (,) Encourage students to look at the stress patterns and to try to say words aloud. Correct their pronunciation and stress if necessary.

Exercise 1 Police equipment

baton /'bæʊn/ noun [C] 1 = TRUNCHEON 2 (MUSIC) a short thin stick used by the leader of an ORCHESTRA (the conductor) 3 (SPORT) a stick which a runner in a race (a relay race) passes to the next person in the team

truncheon /'trʌntʃən/ (BrE) (also baton) noun [C] (old-fashioned) (LAW) a short thick stick that a police officer carries as a weapon

- Students turn to the entry for *baton* in their dictionaries. Elicit or highlight the following information:
 - *baton* is a noun and has 3 sense meanings.
 - senses 2 and 3 are not related to this topic.
 - the = symbol of sense 1 means that *baton* is a symbol for *truncheon*.
 - the entry for *truncheon* explains that it is a stick used by police officers.
- Students match *baton* to photo 3.
- Students look up the rest of the words and match them to the photos.
- Check the answers. Ask: *What does the suffix '-proof' in bulletproof mean?* [protecting against] Elicit other phrases with this suffix. [a waterproof watch, a soundproof room]

ANSWERS

1 helmet 2 torch 3 baton 4 shield 5 handcuffs
6 bulletproof vest

Exercise 2 Law and order

black market noun [C, usually sing.] (ECONOMICS) the buying and selling of goods or foreign money in a way that is not legal: to buy/sell sth on the black market

- Students turn to the entry for *black* in their dictionaries. Ask them to look for compound words with *black*.
- Students find the entry for *black market* and study the definition and example sentence.
- Students use their dictionaries to match words 1–6 with a–f.
- Students use their dictionaries to write an example sentence when they have matched all the words.
- Check the answers and example sentences.

ANSWERS

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

Follow-up

Self Check, Workbook pages 48–49

Test Unit 6, Teacher's Book pages 80–81

