

## 4

## Crime doesn't pay

## UNIT AIMS

Exam preparation in Unit 4:






- understand and use different reading techniques to answer questions about a news article
- listen for key information
- ask for and give an opinion in a discussion
- use context to form words in a word-formation exercise
- understand and use phrasal verbs in sentence transformations
- use formal language in a letter






## TEACHER'S PRESENTATION KIT

- Talk2Me videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

## UNIT OVERVIEW

Student's Book / Digital Student's Book 		Workbook / Online Workbook 
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading Questions with short answers	Identifying synonyms (1) A news article	Workbook, pp 28–29, Exercises 1, 2, 3 Unit 4, Reading, Exercises 1, 2, 3
Grammar 1	Tenses (4): the future	Workbook, p 30, Exercises 1, 2, 3 Unit 4, Grammar 1, Exercises 1, 2, 3
Vocabulary	Words connected with <i>law</i> and <i>order</i> Phrasal verbs Collocations with <i>crime</i>	Workbook, pp 30–31, Exercises 1, 2, 3 Unit 4, Vocabulary, Exercises 1, 2, 3
Listening  True/false	Listening for synonyms (1)	Workbook, p 32, Exercises 1, 2, 3 Unit 4, Listening, Exercises 1, 2, 3
Grammar 2	Conditionals (1): zero and first conditionals	Workbook, p 31, Exercises 1, 2 Unit 4, Grammar 2, Exercises 1, 2
Speaking   Discussion	Expressing and justifying opinions	Workbook, pp 32–33, Exercises 1, 2, 3, 4 Unit 4, Speaking, Exercises 1, 2, 3, 4
Use of English Word formation Sentence transformation	Context Phrasal verbs	Workbook, p 33, Exercises 1, 2 Unit 4, Use of English, Exercises 1, 2
Writing A letter / An email	Giving reasons and examples (1)	Workbook, p 34, Exercises 1, 2, 3, 4 Unit 4, Writing, Exercises 1, 2, 3, 4
Progress check	Check language progress for Units 3 and 4	Workbook, p 35, Progress check and Cumulative progress Progress check and Cumulative progress

## Additional material

PRESENTATION KIT 	TEACHER'S / STUDENT'S RESOURCE CENTRE 	TEST GENERATOR 
Talk2Me video <i>To my mind ...</i>	<b>Unit 4 worksheets:</b> <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), Talk2Me video, <i>Say it right</i> <b>Units 3–4 worksheets:</b> CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)	Unit Test 4 (Standard and Higher) Progress Test (Standard and Higher)

## READING

### Questions with short answers | A news article

→ Student's Book, pages 36–37



### Lesson aims

- Focus on questions with short answers
- Practise a short-answers exam task

### Lead-in

Ask students to read the unit title **Crime doesn't pay** and elicit the meaning. (*There's never an advantage to committing a crime.*) Encourage discussion about the title and its meaning, to elicit some different views from students. Focus students' attention on the photo and ask students what they think the lesson is going to be about (*crime and social problems*).

- 1 In pairs or groups, students ask and answer the questions. Elicit answers in open class and try to develop a class discussion on different kinds of crime and ways to prevent crime.

### Suggested answers

1 theft, burglary (to commit a burglary you must enter a structure or dwelling with the intent to commit a crime within it), robbery (like theft but a robbery is taking something *from a person* and using force, or the threat of force, to do it), speeding, cybercrime, murder, arson, shoplifting, fraud, etc.

2 Police surveillance, fingerprint matching (pattern recognition), CCTV, neighbourhood watch, etc.

### Language note

Robbery and burglary are both crimes that involve theft and it is the circumstances that surround each that defines their differences. We talk about burglary when someone enters a building with the intention of committing a crime within it. Robbery means taking something *from a person* and using force, or the threat of force, to do it.

The verbs *rob* and *steal* both mean 'take something from someone without permission' but *rob* focuses on the place or person from which the thing is taken, e.g. *The gang robbed seven banks over a period of six months, but were finally caught.* *Steal* focuses on the thing that is taken, e.g. *My computer was stolen from my desk last week.*

We don't usually say *rob* + object stolen, e.g. *My purse was robbed.* *My purse was stolen.*

- 2 Ask students to complete the exercise quickly. Time the activity (two minutes) and give updates, e.g. *One minute to go ... Only thirty seconds left.* Check answers in open class.

### Answers

**Paragraph 1:** an intriguing experiment **Paragraph 2:** public versus private behaviour **Paragraph 3:** an improvement to a system **Paragraph 4:** forms of social pressure **Paragraph 5:** not an isolated example **Paragraph 6:** moving the problem elsewhere

- 3 Ask students to complete the exercise.

### Answers

1 a and b 2 a and b 3 a and c 4 a and b 5 b and c

## OPTIMISE YOUR EXAM

### Questions with short answers

Ask students to read the tips.

- Highlight to students that for this type of exam question, they need to follow a general reading technique: skim the questions, identify key words, scan the text, read carefully and then choose answers carefully.
- Point out that the questions in this type of task are in the same order as they appear in the text.
- Remind students that when they find the part of the text with the answer, they must then decide how to express it in four words or less. Major examination boards who use this task type accept that numbers can be written using figures or words. Contracted words are not tested and hyphenated words count as single words. Exercise 4 will allow them to practise this exam technique.

### Exam task

- 4 1.19 **Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.**

Ask students to complete the exercise. Check answers in open class and elicit the key sentences that helped them decide on their answers.

Elicit what students think of the bicycle experiment. Ask them where they might put a similar poster in their school to help with a problem.

### Answers

1 honest and trustworthy (*People generally prefer to be seen as ...*)

2 approval and disapproval (*Throughout history, people in communities have been regulated through ...*)

3 eyes of a predator / eyes on wings (*... and so deter birds from eating the butterflies*)

4 shoplifting / shoplifting offences (*supermarkets place a cardboard cut-out figure in certain parts of the store ...*)

5 it increased by 63% (*... but had been relocated to other parts of the campus*)

### Fast finishers

Write these definitions on the board for students to match to words and phrases in the text.

1 a sudden increase in the number of crimes committed in a particular area

2 not seen or perceived

3 a condition of disgrace or dishonour

4 to look directly and fixedly

5 to steal something from a shop

6 a grouping of things in the same category

 **Answers**

1 crime wave 2 unobserved 3 shame 4 staring 5 shoplifting  
6 range

- 5** Ask students to complete the exercise. Check their answers and elicit definitions from different students around the class.

 **Answers**

1 deter (to make someone decide not to do something)  
2 community (the people who live in an area)  
3 instinct (a natural tendency to behave in a particular way)  
4 predator (an animal that kills and eats other animals)  
5 confirm (to prove that something is true)  
6 take precautions (doing something to protect people or things against possible harm or trouble)  
7 CCTV (closed-circuit television)  
8 crime rate (the number of crimes that people commit)

**Mixed ability**

Supply less confident students with two options for each answer (1 *deter/decide*, 2 *crime/community*, 3 *instinct/idea*, 4 *predator/precaution*, 5 *confirm/cause*, 6 *take precautions / tell people*, 7 *CCTV/CTCV*, 8 *crime rate / cut-out*). Students who finish early can think of two comprehension questions based on the text. They can read them out to test the class when everyone has finished.

**Optional extension**  1.19

Play the recorded text and ask students to underline all the words related to crime. Do a feedback session in open class and ask students to share items they underlined. Explain the meaning of any difficult vocabulary.

 **Answers**

prevent crime, thieves, stealing, crime wave, crime prevention measures, theft, incidents, take precautions, CCTV cameras, tackle crime, police officer, criminals, shoplifting offences, speed camera warnings, crime rate

 **Homework**

Assign students Reading exercises 1, 2 and 3 on pages 30–31 of their Workbook.

**GRAMMAR 1****Tenses (4): the future**

→ Student's Book, page 38

**Lesson aims**

- Understand the correct usage of future tenses
- Practise using future tenses

**Lead-in**

Write the following on the board:

*My arrangements for this evening.*

*My intentions for the rest of the year.*

*My predictions about crime in the future.*

Ask different students to talk for a minute about each topic and make sure they are clear about the difference between arrangements, intentions and predictions.

**Grammar in context**

Future forms are tested in all parts of exams at this level and they are one of the most common grammatical topics covered in the Use of English exam.

Ask students to complete the task. Remind them to read the *Remember* box. Check answers in open class.

Remind students that they can find more information in the Grammar reference, Unit 4, page 151.

 **Answers**

- 1 Yes (it perhaps makes it a little more formal).
- 2 No, because it's not an arrangement.
- 3 No, because we don't use *will* after time words such as *when*.

**Extra support**

In pairs, ask students to make sentences similar to the examples for each point in the Remember box. Ask students to read out their sentences in open class. If appropriate, ask students to come up and write them on the board and discuss as a class if they are correct. Encourage them to make questions and negative sentences from their examples.

**Language note**

In English, we can use a variety of future forms to express different shades of meaning. We cannot be certain about what happens in the future so the choice of future form depends on the speaker's intention or mood.

Elicit the negative short form of *shall* (*shan't*). Point out that *shall* is restricted to first-person pronouns (*I* and *we*).

We use the present continuous to talk about future arrangements or plans that have been confirmed. This is often called the 'diary form' because you can use it for anything written in your diary. Fixed arrangements can also use *be going to*, but the present continuous is more common.

Remind students that *be going to* is generally found in informal spoken English. *Be going to* constructions often imply an intention and an expectation that the intention will be carried out.

Point out to students that we use the present simple to talk about a future event that is part of a timetable or routine in the future. These sentences usually contain words such as *to be*, *open*, *close*, *begin*, *start*, *end*, *finish*, *arrive*, *come*, *leave*, *return*.

- 1 Ask students to complete the exercise. Ask them to compare in pairs before you check answers in open class. Highlight the irregular question tag for *shall* in number 4.

 **Answers**

- 1 ✓
- 2 'm going to study (we can't use the present continuous because it's an intention, not an arrangement)
- 3 he's going to steal (we usually use *be going to* when there's present evidence)
- 4 ✓
- 5 won't drive (we usually use *will not* or *won't* for refusals, although '*m not going to drive* is not incorrect)
- 6 Shall I check (we use *shall* for offers)

- 2 Ask students to complete the exercise. Check answers in open class. Highlight that the order of the clauses is interchangeable.

 **Answers**

- 1 We'll call you once we find the thief.
- 2 We'll call you the moment we find the thief.
- 3 We'll call you as soon as we find the thief.
- 4 We won't call you until we find the thief.

**Language note**

Remind students that we can use *be going to* instead of *will* in the future continuous, the future perfect simple and the future perfect continuous, e.g. *I will be working. / I'm going to be working*. Unlike in the future simple, in these tenses the meaning is fairly interchangeable.

Highlight that we can also substitute modal verbs for *will*, e.g. *She may be waiting. / She may have waited. / She may have been waiting*.

We often use the future continuous to talk about what we assume is or will be happening at a particular moment, e.g. *She'll be having dinner by the time I get home*.

We often use the future perfect with *by* or *in*: *I think we will have landed on Mars by the year 2030. / I'll have finished in a while, then you can use the computer*.

*By* means 'not later than a particular time' and *in* means 'within a period of time', e.g. when we don't know exactly when something will finish.

The future perfect continuous is like the future perfect simple, but it expresses longer actions or states extending up to some specific event or time in the future.

Remind students that they can find more information in the Grammar reference, Unit 4, page 151.

**Extra support**

In small groups, have students write predictions about people they know, using each of the future tenses, e.g. *[Name] will have been studying the violin for ten years in 2020. / [Name] will be studying at university in three years' time*. Walk round, monitoring students and helping them where necessary.

- 3 Ask students to complete the exercise. Check answers in open class.

 **Answers**

- 1 will have seen
- 2 is coming / is going to come
- 3 will be watching / will watch / are going to watch / are watching
- 4 will already have finished
- 5 are going to survive / will be surviving / will survive
- 6 won't do / aren't going to do / won't be doing
- 7 won't be / isn't going to be
- 8 will have been watching / will have watched

**Fast finishers**

Ask fast finishers to write a couple of comprehension questions on the text in Exercise 3 to ask the class when everyone has finished.

**Homework**

Assign students Grammar 1 exercises 1, 2 and 3 on page 30 of their Workbook.

**VOCABULARY**

Topic vocabulary | Phrasal verbs | Collocations

→ Student's Book, page 39

**Lesson aims**

- Understand the correct usage of:
  - words connected with law and order
  - phrasal verbs
  - collocations with *crime*

**Lead-in**


Put key words from this lesson up on the board in a circle, rather than a list. Pre-teach the meaning where necessary.

Divide the class into small groups and give them a time limit of three minutes to come up with a short story that incorporates all or most of the words.

Ask groups to present their story to the class and vote on the best one.

Suggested words: *crime, prison, police station, armed robbers, CCTV, bank, cash, evidence*.

**Words connected with law and order**

- 1  1.20 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

**Answers/Audioscript**


The *justice* system in the UK plays an important role in society. When the *victim* of a crime reports it to the police, the police must decide if there is enough *evidence* to charge someone with that crime. If there is, then it may lead to a *trial*. In serious cases, a *jury* (which consists of 12 ordinary citizens) decides whether the *accused* is *guilty* or not. Depending on this *verdict*, a *judge* then either releases the defendant or sentences them. This could mean *imprisonment* for a certain length of time, or a *fine*, or both.

### Optional extension

Brainstorm famous criminals in history (e.g. *Al Capone, Billy the Kid, Jack the Ripper, Ned Kelly, Lee Harvey Oswald*). In pairs, students choose a famous criminal and write sentences, using as many words as they can from the box in Exercise 1. Set a five-minute time limit. In small groups, students can then read out their sentences without saying the name of the famous criminal for other students to guess who it is.

Refer students to the Vocabulary reference, page 163, for more information on topic vocabulary.

### Phrasal verbs

- 2**  1.21 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

#### Answers/Audioscript

- 1 When her photo appeared on the internet, the thief decided to go to the police station and turn herself in. ✓
- 2 Armed robbers held the bank *up* and stole thousands of pounds in cash.
- 3 Police are appealing for members of the public who have any information about the crime to come forward. ✓
- 4 The guilty man was lucky to be let *off* with just a fine.
- 5 After escaping from prison, she made for the coast where she could hide. ✓
- 6 'You'll never get *away* with this!' I shouted after the thief.
- 7 Police are looking for two men who beat up a young man and stole his phone. ✓
- 8 The burglars obviously broke *in* through the window and then stole the car keys.

### Language note

Highlight that the phrasal verbs in numbers 1, 2, 4 and 7 are examples of separable phrasal verbs. They are *transitive* (they have an object). Most phrasal verbs are this type. Remind students that when the direct object is a pronoun, it must go between the verb and the particle, as in number 1.

Point out that number 3, 5 and 8 are examples of non-separable phrasal verbs. They are *intransitive* (they don't have an object) and you can't separate the two parts of the verb.

Highlight that number 6 is an example of a three-part verb. They have an adverb and a preposition followed by a direct object. You can't separate the parts of the phrasal verb.

### Mixed ability

Write these definitions on the board.

- 1 *hurt someone by hitting or kicking them many times*
- 2 *move towards a place*
- 3 *steal from a person, business or vehicle by threatening them with a gun or other weapon*
- 4 *manage to do something bad without being punished or criticised for it*
- 5 *offer help or information*
- 6 *tell the police about somebody*
- 7 *enter a building by force, especially to steal things*
- 8 *allow someone not to do something that they were expecting to have to do*


Ask less confident students to match them to the phrasal verbs in Exercise 2. Have more confident students write an original sentence using each of the phrasal verbs in their notebooks.

#### Answers

- 1 beat up 2 make for 3 hold up 4 get away with  
5 come forward 6 turn in 7 break in 8 let off

Refer students to the Vocabulary reference, page 164, for more information on phrasal verbs.

### Collocations with *crime*

- 3**  1.22 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

#### Answers/Audioscript

- 1 crime lab: a place where forensic scientists analyse evidence
- 2 organised crime: crime controlled by a powerful secret organisation
- 3 crime wave: a sudden increase in the amount of crime in an area
- 4 hate crime: an attack against a person because of their race, religion, etc.
- 5 crime scene: the place where a crime has been committed
- 6 youth crime: crime committed by young people
- 7 petty crime: a crime that is not very serious
- 8 crime rate: the amount of crime in an area
- 9 crime prevention: measures to deter criminal activity

- 4** Ask students to complete the exercise. Check their answers.

#### Answers

- 1 crime lab 2 youth crime 3 crime rate 4 petty crime  
5 crime prevention 6 crime wave 7 crime scene  
8 organised crime 9 hate crime

### Optional extension

**Taboo:** In pairs, students test each other on the vocabulary in Exercise 4. Write the phrases from Exercise 4 on the board and tell students to close their books. Student A describes as many words as possible in 90 seconds without actually saying it or using their native language. After 90 seconds, stop students or sound a buzzer. Ask them to count how many words their partner successfully guessed and then swap roles. The student with the most words is the winner.

Refer students to the Vocabulary reference, page 164, for more information on collocations.

#### THINK

RESEARCH | CULTURE | LEARN | ME

In pairs or small groups, students discuss the questions. Elicit ideas in open class.

#### Homework

Assign students Vocabulary exercises 1, 2 and 3 on pages 30–31 of their Workbook.

OWB



## LISTENING

### True/false

→ Student's Book, page 40



## Lesson aims

- Focus on true or false statements
- Practise a true/false exam task

### Lead-in

Play **Hangman** with target vocabulary from the unit.

Suggested words: *guilty, criminal, burglary, thieves, episodes, accused, evidence, imprisonment, judge, verdict.*

- 1 In pairs, students ask and answer the questions. Elicit answers from different students around the class.

#### Suggested answers

1 The person in the photo is dressed as an old-fashioned detective. They're wearing a hat like Sherlock Holmes, called a deerstalker, and they're holding a magnifying glass. There is also a magnified fingerprint, and some crime scene tape with a body outline on the ground behind the 'detective'.

2 Students' own answers

- 2 Ask students to complete the exercise. Have students compare in pairs before you check in open class.

#### Answers

1 b 2 a 3 a 4 b 5 a 6 a

- 3 Ask students to complete the exercise. Check in open class.

#### Answers

1 intelligent 2 unusual theories 3 wish 4 crime stories  
5 the real world 6 enjoy 7 responsible for 8 chance

## OPTIMISE YOUR EXAM

### True/false

Ask students to read the tips.

- Sometimes the answers are common sense. Remind students to trust their intuition and, before they listen, predict if the sentences are true or false. They then listen to confirm.
- It can also help students listen for the right information if they try changing the sentence into a question. For example, change the sentence *The events Serena puts on were first organised by writers of crime stories.* to a question: *Were the events Serena puts on first organised by writers of crime stories?* Students then listen for key information to confirm answers.
- Highlight to students that key information is usually stressed (this means we say words louder, for longer and at a higher pitch).
- Remind them to always answer all the questions. They have a 50% chance of being right!

## Exam task

- 4 1.23 Play the track for students to listen and complete the exercise. Don't check answers at this stage, as students will listen again to check in Exercise 5.

### Extra support

In a less confident class, provide students with the audioscript for this listening task and ask them to underline the specific clues that helped them decide on their answers.

- 5 1.23 Play the track again for students to listen and check their answers to Exercise 4. Elicit answers in open class and discuss the specific clues that helped them choose them.

#### Answers

1 F (... writers such as Agatha Christie wrote novels about crimes that took place in large country houses. She doesn't say they put on mystery weekend events)

2 T (The guests arrive ... When they come down to dinner, they learn that there has been a crime and no-one is allowed to leave the hotel.)

3 T (... the guests have to collect evidence ... Finally, they are asked who they think is guilty of the crime, and the mystery is solved)

4 T (... whole families come along, enjoy working together and get involved in the mystery weekends)

5 T (If you work out the solution, you get a lot of satisfaction from it.)

6 F (... we have a very deep desire to see justice done ...)

7 T (Often, it's the crazy ideas that help you find the solution)

8 T (... events such as these give you the chance to get away to a time and place that seems simpler than today)

### THINK

RESEARCH | CULTURE | LEARN | ME

In pairs or small groups, students discuss the questions. Elicit ideas in open class.

### Optional extension

Give students more time to plan and present their mystery party. Write some more prompt questions on the board:  
*How many guests would you invite? What would the venue be? How would you create an atmosphere? Is there a prize for the winner? Would you provide food and drinks? How long would it go on for?*

Set a time limit for this. Each group presents their ideas and answers questions from the class. The class then votes on the best mystery party.

### Cultural note

The first mystery game was known as *Jury Box* and it was popular in the United States in the 1930s. It is considered a predecessor to modern mystery games and role-playing games.

*Cluedo* (or *Clue* in the US) was the first mystery board game. It was released in 1948 and has continued to be popular.

The earliest mention of role-playing mystery games in their present format was in the 1980s.



### Homework

Assign students Listening exercises 1, 2 and 3 on page 32 of their Workbook.



## GRAMMAR 2

### Conditionals (1): zero and first conditionals

→ Student's Book, page 41



#### Lesson aims

- Understand the correct usage of zero and first conditionals
- Practise using zero and first conditionals

#### Lead-in

Elicit students' favourite films, TV series and novels about crime and crime fighting, and what they like about them.

#### Grammar in context

Ask students to complete the task. Refer them to the *Remember* box if they need help. Check their answers. Remind students that they can find more information in the Grammar reference, Unit 4, page 152.

#### Answers

- 1 zero conditional
- 2 a general truth
- 3 It would be describing one specific occasion in the future, rather than a general truth.

#### Extra support

In pairs, ask students to make sentences similar to the examples for each point in the Remember box. Ask students to read out their sentences in open class. If appropriate, ask students to come up and write them on the board.

#### Language note

Although students will come across conditionals in all parts of an exam at this level, they are very likely to be formally tested on their knowledge in sentence transformations.

The clause without *if* is the main clause of the sentence, while the *if* clause is subordinate. The order of the two clauses is generally not that important to the meaning of the sentence, so we can switch the *if* clause to the end of the sentence if we want to.

Remind students we can also use *when* instead of *if*. *When* means a time, often an expected time of completion and *if* conveys conditionality.

*When you pass the exam* (= you know you are going to pass the exam), *you will get a certificate*.

*If you pass the exam* (= you don't know you are going to pass the exam), *you will get a certificate*. (the result)

The future tense can have other forms, of course, besides the usual *will*, e.g. *be going to* or modals, e.g. *might* or *could* (*We might/could go to the cinema if it rains*).

- 1 Ask students to complete the exercise. Check their answers in open class.

#### Answers

- 1 enjoy 2 if 3 in case 4 watch 5 I'll watch 6 you

- 2 Point out to students that these are all examples of the kind of things we hear in crime programmes and films. Ask students to complete the exercise. Have students check in pairs before you check answers in open class.

#### Answers

- 1 Provided (that) you do what I say, you won't get hurt! / You won't get hurt provided you do what I say!
- 2 I'll let them go as long as you give me a helicopter and a million dollars. / As long as you give me a helicopter and a million dollars, I'll let them go.
- 3 We can't arrest him unless we're sure he did it. / Unless we're sure he did it, we can't arrest him.
- 4 I'll come with you in case there's trouble / In case there's trouble, I'll come with you..
- 5 I'm not letting the President in if we're not certain it's safe. / If we're not certain it's safe, I'm not letting the President in.
- 6 So long as you understand the danger involved, go ahead. / Go ahead, so long as you understand the danger involved.

- 3 Ask students to complete the exercise. Walk round, monitoring students and helping them with vocabulary if necessary.

#### Answers

Students' own answers

#### SAY IT RIGHT

Intonation in conditionals

For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.



#### Optional extension

Ask students to do a class survey to find out their classmates' opinions of crime programmes, films and novels. Ask them to find out which is the most popular crime programme or film.

#### Homework

Assign students Grammar 2 exercises 1, 2 and 3 on page 31 of their Workbook.



## SPEAKING

### Discussion

→ Student's Book, page 42



#### Lesson aims

- Focus on asking for and giving opinions
- Practise having a discussion

The *Talk2Me* video in this unit focuses on crimes and punishments. People talk about different crimes and punishments and suggest ways to tackle crime. Students answer some comprehension questions and then listen out for phrases to ask for and give opinions. The video can be used in one of two ways:

## Flipped classroom

### Flipped classroom option

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

### Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

### Classroom option

- 1 Ask students to spend a minute or two reading the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.
- 2 Play the *Talk2Me* video again, so students write the name of the person who says the expressions in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.

### Talk2Me worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

### Answers

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

### Lead-in

Write these crime-related verbs on the board:  
*burgle, detect, investigate, murder, shoplift, thief*

In pairs, students race to think of as many nouns (thing) and nouns (person) as they can in a three-minute time limit. Stop the class and ask students to count up their words to see who the winner is. Elicit words from around the class and ask students to come up and write them on the board, if appropriate.

### Answers

Verbs	Nouns (thing)	Nouns (person)
burgle	burglary	burglar
detect	detection	detective
investigate	investigation	investigator
murder	murder	murderer
shoplift	shoplifting	shoplifter
thieve	theft	thief

- 3 In pairs or small groups, students complete the task. Elicit answers from different students around the class.

### Suggested answers

1 In Photo A someone is shoplifting.

Punishment depends on how expensive the goods are and if it is the first time or if the shoplifter is a repeat offender. Punishment could include paying a premium for stolen goods / parents take away mobile phone and video games / community service or a fine / be taken out of school / sent to an alternative education centre / get a criminal record / go to prison.

2 In Photo B someone is committing a cybercrime.

Punishments should reflect the severity of the crime. Punishment could include community service or a fine / be taken out of school / sent to an alternative education centre / get a criminal record / go to prison.

- 4 Ask students to complete the exercise. Encourage them to use phrases from the *Phrase expert* box. Check answers in open class and elicit reasons and examples.

### Answers

Students' own answers

- 5 Ask students to complete the exercise. Have students compare their answers in pairs before you check in open class.

### Answers

1 think, Personally 2 opinion, my mind 3 matters 4 agree, As I 5 hard to

## OPTIMISE YOUR EXAM

### A discussion

Ask students to read the tips.

- Point out to students that asking for and giving credit to other's opinion will earn them marks for Interactive Communication, one of the four marking criteria in many oral examinations.
- Remind them that they don't have to think of complex questions; 'standard' questions like 'What do you think about that/What about you' are good enough.

### Exam task

- 6 In threes, students complete the task. Ask students to use their notes from Exercise 5 and the words and phrases in the *Phrase expert* box. Walk round and monitor students, noting down errors and good use of language to go over in a feedback session at the end of the activity. Go through any errors you noted down on the board with students, eliciting corrections from them where possible.

### Mixed ability

Ask examiners to listen and use this checklist to help them make notes on the candidates' discussion.

*Did Students A & B ask for their partner's opinion?*

*Did Students A & B respond to their partner's comments?*

*Did they take turns to speak?*

*Did Students A & B use different expressions to give their opinions?*

*Did Students A & B try to keep the discussion going?*



If weaker students take the role of examiner in the first round, the pressure is taken off them to produce language spontaneously, but they can prepare something to say at the end, which will provide a sense of achievement. After the discussion, ask examiners to feedback to the pair.



### Homework

Assign students Speaking exercises 1, 2 and 3 on pages 32–33 in their Workbook.



## USE OF ENGLISH

### Word formation | Sentence transformation

→ Student's Book, page 43



### Lesson aims

- Focus on word formation and practise a word-formation exam task
- Focus on sentence transformation and practise a sentence-transformation exam task

#### Lead-in

Divide the students into two teams. Call out letters randomly (don't use the letter X) and ask teams to think of a word they've learnt so far which begins with that letter. Students put up their hand if they know a word. Choose the first student who puts their hand up and ask him/her to say the word. If it is correct, their team gets a point. Play for a set time. At the end, the team with the most points wins.

- 1 Ask students to complete the exercise. Elicit answers from different students around the class.



#### Answers

1 'shock' could be a verb or a noun; shocking (adj), shocked (adj), shockingly (adv)

2 verbs: prevent, understand, burgle, grow, satisfy  
nouns from those words: prevention, understanding, misunderstanding, burglary, burglar, growth, grower, satisfaction, dissatisfaction

3 young (youth), grow (growth)

### OPTIMISE YOUR EXAM

#### Word formation

Ask students to read the tip.

- Remind students to look at the word they have to change and think of words that are in the same word family.
- Emphasise the importance of good spelling as this is a common way for students to lose marks in this kind of exam task.

### Exam task

- 2 Ask students to complete the exercise. They compare in pairs before you elicit answers in open class.



#### Answers

1 prevention 2 understanding 3 burglary / burglaries  
4 vandalism 5 youth 6 shocking 7 growing 8 satisfying

Refer students to the Vocabulary reference, page 164, for more information on word formation.

- 3 Ask students to complete the exercise. Check answers in open class.



#### Answers

1 1, 2, 4 2 3, 5

### OPTIMISE YOUR EXAM

#### Sentence transformation

Ask students to read the tip.

- Point out to students that this exam task has a special scoring system and it's possible to get 50% in this section without getting any of the questions 100% correct. They should try to answer every question as even incomplete answers can get points.
- Students are likely to find this type of task includes conditionals, *wish*, passives, reported speech, present perfect / simple past, (past) modals, (*not*) *as ... as*, unless and *so/such*.
- In some major exams, sentence transformation questions are worth a lot of marks and it is worthwhile spending time in class on this type of task. In the following exercise, students will work intensively on this type of exam question.

### Exam task

- 4 Ask students to complete the exercise. Check their answers.



#### Answers

1 are given privileges provided (that) 2 unless the jury are convinced 3 was let off with / got off with 4 as long as 5 got away with the robbery 6 as soon as they finish

#### Mixed ability

Check the answers to Exercise 4. Divide the class into A and B pairs, mixing up higher and lower level students. Tell Student A to read out the first sentences in 1–6 and the given word. Student B tries to formulate the second sentence without looking at their notes. If the answer is correct, Student B continues. If they make a mistake, Student A has a turn, starting again from sentence 1. The aim of the game is for both students to go through all the sentence transformations in one go without making any mistakes.



### Homework

Assign students Use of English exercises 1, 2 and 3 on page 33 of their Workbook.



## WRITING

### A letter / An email

→ Student's Book, pages 44–45



### Lesson aims

- Focus on language in a letter or an email
- Plan and write a formal letter

#### Lead-in

Go round the class asking students to tell you either one formal or one informal word or phrase used to begin or end an email. Possible words/phrases include:

*To whom it may concern / Dear Mr Smith / Dear Sir or Madam  
Hi Bob / Dear Bob*

*Thank you / Thank you in advance for your kind cooperation*

*Cheers / Thank you in advance / Thanks*

*Yours sincerely / Kind regards / Yours faithfully*

*Lots of love / Hugs and kisses*

- 1** In pairs or as a group, students answer the questions. Elicit answers in open class.

#### Answers

Students' own answers

- 2** Ask students to complete the exercise. Elicit answers from different students around the class.

#### Answers

1 b 2 b 3 a 4 a

- 3** Ask students to complete the exercise. Check answers in open class. Accept all grammatically correct suggestions.

#### Suggested answers

**1** We need places for graffiti, for example certain walls at school or in parks. **2** We need places for graffiti, for instance certain walls at school or in parks. **3** We need places for graffiti, such as certain walls at school or in parks. **4** They should be punished as we can't allow them to make people suffer. **5** They should be punished since we can't allow them to make people suffer. **6** They should be punished because we can't allow them to make people suffer. **7** We can't allow them to make people suffer. Because of this, they should be punished.

## OPTIMISE YOUR EXAM

### A letter / An email

Ask students to read the tips.

- Before students start writing a text in an exam, one of the first things they need to ask themselves is *Is there a level of familiarity between me and my audience?* The answer will be the deciding factor in the layout of their text, its style, language and level of formality. Remind students that whichever style they write in, they must be sure to keep it consistent.
- Elicit key features of informal language (phrasal verbs, contractions, question tags, simpler sentence structure, connectors that are more specific to spoken language, e.g. *Well...*, *By the way...*, *Anyway...*, *Actually...*, etc.) and formal language (sentences tend

For more information on writing formal letters and emails, refer students to the Writing reference, page 172.

### Exam task

- 4** Ask students to complete the exercise.

#### Mixed ability

In open class, elicit students' opinions about the suggestion and write the arguments for and against banning mobile phones and money on the board. Write some key words and expressions on the board that less confident students can refer back to when they write their letter., e.g.

*For: mobile phones are the most common item to be stolen you don't need money at school, carrying around expensive gadgets and money make students potential targets for thieves*

*Against: additional security before, during and after school hours, school activities connected to mobile use, need money for lunch and after school*

Brainstorm ideas for the best ways to prevent crime in open class and feed in some interesting ideas and some language for more advanced students, e.g. *have classroom activities where we discuss crime prevention at school, visits by local police, don't wear your rucksack/backpack on your back in busy areas, close your bag securely and don't leave it on the floor, be careful if anyone pushes you or tries to distract your attention when you have your mobile in your hand or money, keep valuable things out of sight, don't carry a lot of cash with you*

- 5 Plan** Ask students to complete the paragraph plan using their notes from Exercise 4. You may want to look at students' plans, if possible, to check them and give advice and suggestions for improvement before students take the next step.

- 6 Write** Ask students to write their letter in an appropriate style in 140–190 words. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

- 7 Check** Students complete the checklist before they hand in their letter.

#### Homework

Assign students Writing exercises 1, 2, 3 and 4 on page 34 of their Workbook, and Progress check 4 on page 35.

#### Answers PROGRESS CHECK Units 3–4

##### Exercise 1

1 invention 2 growing 3 prevention 4 solution 5 evidence  
6 burglar 7 guilty 8 creatively

##### Exercise 2

1 the worst 2 not as innovative as / less innovative than  
3 the cleverest 4 the least enjoyable 5 (the) furthest / farthest

##### Exercise 3

1 out 2 up 3 get 4 looking 5 in

##### Exercise 4

1 tell 2 was writing 3 will be lying 4 will have saved  
5 have you been doing / were you doing 6 lands  
7 Are you doing 8 will have been studying  
9 will you do / are you going to do 10 will have finished

##### Exercise 5

1 a 2 a 3 c 4 b 5 b 6 a 7 c 8 b 9 b 10 a

##### Exercise 6

1 unless we have 2 have been working for over 3 more expensive than any (other/others) 4 came up with / thought up  
5 figure out who 6 as soon as they try