2 Justice

Unit objectives
By the end of this unit the student will be able to …
• Understand, memorize and correctly use vocabulary related to crime and legal processes, adjectives with prepositions and compound adjectives
• Identify specific information from a text about the popularity of crime fiction and TV crime shows
• Understand and correctly use modals of obligation and necessity, and possibility and certainty
• Identify specific information about the problem of knife crime in the UK through a listening passage
• Describe and compare photos orally
• Write an opinion essay

Linguistic content
Main vocabulary
• Crimes: forgery, mugging, murder, pickpocketing, etc
• People associated with crimes: culprit, judge, etc
• The legal process: accuse, arrest, fine, imprison, etc
• Adjectives with prepositions: addicted to, aware of, curious about, jealous of, suitable for, etc
• Compound adjectives: cool-headed, hard-hitting, etc

Grammar
• Modals of obligation and necessity in the present: have to / not have to, must / mustn’t, should / shouldn’t, and the past: had to / didn’t have to, needn’t have, should / shouldn’t have
• Using must to talk about internal self-imposed obligations and have to to talk about external, legal obligations
• Modals of possibility and certainty in the present: can’t, may / might / could, must + infinitive verb, and in the past can’t, may / might / could, must + perfect infinitive

Functional language
• Phrases to talk about crimes: I think that ... is worse than ... ; ... is definitely the worst crime; etc
• Phrases for describing and comparing photos: Neither picture shows ... ; In the background / foreground ... ; etc

Pronunciation
• /j/ and /dʒ/  
• Sentence stress

Language skills
Reading
• Read a text about crime fiction and TV crime shows
• Read a short fact file about prisons
• Read an essay about internet regulation

Writing
• Study adverb intensifiers: absolutely, really, etc
• Learn how to use connectors of cause and effect
• Write an opinion essay

Listening
• Listen to four monologues about crimes and crime prevention
• Listen to a radio interview about knife crime

Speaking
Production
• Discuss whether prison stops people committing crimes
• Prepare a dialogue about crime
• Talk about a protest you have witnessed
• Describe and compare two photos in detail

Interaction
• Ask and answer questions about crimes and crime prevention
• Share opinions about crime fiction and TV shows
• Talk about appropriate punishments for crimes
• Discuss organizations which help young people
### Lifelong learning skills

#### Exam skills and self-study in the Student’s Book
- Assess yourself p87
- Developing exam skills p94
- Self-study grammar notes p104–5
- Exam preparation – Vocabulary p112
- Developing writing skills p121
- Wordlist p131–2

#### Learning strategies
- Answering true / false questions successfully
- Using your own knowledge about a topic to help complete a listening activity
- Making deductions and suggesting what has happened in photos rather than simply describing them
- Using modal verbs to make deductions when describing photos
- Expressing your opinion clearly in an opinion essay without being personal or over-emotional
- Studying techniques to help pass reading and listening exams

#### Cultural knowledge
- The popularity of crime fiction and TV crime shows
- Unusual prisons around the world
- The dangers of internet identity theft
- SACRYD (Strategic Alliance of Communities Rejecting Youth Destruction)

#### Cross-curricular content
- Citizenship: social and antisocial behaviour, crime and punishment
- ICT: safe and responsible internet usage

#### Social skills and values
- Respect for authority, law and order
- Respect for others
- Respect for other cultures

#### Digital competence
- Using the Student’s Website for self-study

### Assessment and evaluation

#### Tests and exams in the Teacher’s Resource Book
- Grammar & Vocabulary test – standard p109
- Reading & Writing test – standard p110
- Grammar & Vocabulary test – plus p142
- Reading & Writing test – plus p143
- Reading & Writing test – multiple-choice option p144
- Listening test p184
- Speaking test p191
- End-of-term 1 exam – standard p119–21
- End-of-term 1 exam – plus p157–60

### Classroom diversity

#### Mixed ability in the Teacher’s Book
- Fast finisher activities T25, T26, T29, T30, T31, T34, T36
- Optional extension activities T25, T27, T29, T30, T32, T33, T34, T35, T36

#### Teacher’s Resource Book
- Grammar practice – standard p8
- Vocabulary practice – standard p9
- Grammar practice – plus p34
- Vocabulary practice – plus p35
- Improving reading skills p56
- Improving writing skills p62
- Improving listening skills p70
- Improving speaking skills p76

### Digital material
- Initiative 2 Digital Course
- Student’s Website
- Sounds App
- Oral Exams DVD
LESSON AIMS
Students learn and practise vocabulary related to crime and people associated with crimes.

LEAD-IN
Ask students to look through the unit briefly and find out what it’s about. Set a time limit of three minutes. Students brainstorm vocabulary related to the topic of law and order. Collate vocabulary on the board. Then tell students to categorize the words using categories of their choice.

1. Ask students to look at the posters and identify the crimes.
   - Check answers as a class.

2. Students classify the words in the box as crimes or people.
   - Allow them to use a dictionary to help if necessary.

FAST FINISHERS
Ask students which of the crimes in Ex 2 involve taking property, which involve hurting people and which involve both. (Answers: taking property – burglary, pickpocketing, robbery, theft; hurting people – kidnapping, murder; both – mugging)

3. Students listen and identify which crime words the speakers mention.
   - Check they understand that they do not need to understand every detail at this point.
   - Check answers as a class.

4. Students read the questions.
   - They then listen and match the speakers to the questions.
   - Check answers as a class.

5. Play the recording again for students to note details from the speakers’ answers.
   - If students have problems, play one speaker at a time and check the answers after each.

LET’S TALK
6. Read through the expressions in the Phrase bank with the students.
   - In pairs, they ask and answer the questions in Ex 4. Encourage them to use phrases from the Phrase bank in their answers.

THINK & DISCUSS
- Ask students to read the statement and decide if they agree or disagree and why.
- Set a time limit of two minutes for them to discuss in pairs or small groups.
- Discuss the statement as a class.

Optional extension
Write these numbered items on the left-hand side of the board:
1. A witness is ...
2. Mugging is ...
3. Pickpocketing is very ...
4. A suspect may be ...
5. He killed a man and ...
6. A culprit ...

Write these lettered items on the right-hand side of the board:
a. ... commits a crime.
b. ... guilty of a crime.
c. ... a person who sees a crime.
d. ... common in crowded places.
e. ... a common problem in big cities.
f. ... went to prison for murder.

Students match the sentence halves. Check answers as a class. (Answers: 1 c, 2 e, 3 d, 4 b, 5 f, 6 a)

Homework
Students write a paragraph about their opinion of the statement in Think & Discuss.

Audioscript
See Teacher’s Book page 000

Extended Answers
Ex 3
Speaker 1: robbery (robbers); also cop, arrest, criminals, investigate
Speaker 2: murder; kidnapping, burglary, mugging, also kill, torture
Speaker 3: theft (thief), pickpocketing (pickpockets), mugging, also steal.
Speaker 4: Speaker 4 doesn't mention any words from Ex 2 but does mention crime, criminals, prison, punishments.
1 Look at the posters. Which crimes do they warn people of?

2 Read the words in the box. Are they crimes or people?

- burglary
- culprit
- forgery
- kidnapping
- mugging
- murder
- pickpocketing
- robbery
- suspect
- theft
- victim
- witness

3 Listen. Which crime words do the speakers mention?

4 Listen again. Match the speakers to the questions.

- 1 Which crimes do you consider to be most serious?
- 2 Do you have any crime prevention tips?
- 3 What should the government do to reduce crime?
- 4 Have you ever thought about becoming a police officer?

5 Listen again and note the speakers’ answers.

6 Ask and answer the questions in Ex 4.

Ex 1
- Photo a – pickpocketing, theft
- Photo b – mugging
- Photo c – theft
- Photo d – burglary, robbery
- Photo e – forgery

Ex 2
- Crimes: burglary, forgery, kidnapping, mugging, murder, pickpocketing, robbery, theft
- People: culprit, suspect, victim, witness

Ex 3
See extended answers on T25.

Ex 4
1 Speaker 2
2 Speaker 3
3 Speaker 4
4 Speaker 1

PHRASE BANK

- ... is the worst thing anyone can do.
- The most serious crimes are ...
- The government should ...
- The most obvious thing is (not) to ...
- The best advice I can give is ...

THINK & DISCUSS

Prison doesn’t stop people committing crimes.
1. **WORD POWER** - Match the words from the text to the examples.
   1. cop show  
   2. crime novel  
   3. detective
   a. Sherlock Holmes  
   b. Law & Order  
   c. Murder on the Orient Express by Agatha Christie

2. Look at the photos, the words in Ex 1 and the title. What do you think the text is about? Skim it and check your ideas.

3. **EXAM STRATEGY**
   - Read the box and then do Ex 4.
   - **Answering true / false questions**
     - True / False questions are common exam tasks. To answer them successfully...
     - read the statements first and identify the key words.
     - scan the text to find the paragraph where the answer is. Look for synonyms and antonyms.
     - use the information you find to justify your answer.

4. **Ex 4**
   1. False – ‘Since the TV boom of the 1950s, cop shows have been among the most popular programmes.’
   2. False – CSI ‘is on somewhere in the world every second of the day.’
   3. False – ‘Clearly the characters are extremely important.’
   4. False – One of the big attractions of crimes shows is that the story is resolved before the end of the show, whereas series such as Lost require TV fans to watch every episode.
   5. True – Rene Balcer points out that ‘the second story ever told was a murder mystery’ and the article concludes that ‘perhaps we’ve always loved a murder mystery’.

5. **Ex 5**
   See extended answers on T26.

6. **WORD POWER** - Find in the text ...
   1. an antonym for bored by.
   2. an antonym for least successful.
   3. an antonym for dull.
   4. a synonym for attractive (of personality).
   5. a synonym for success.
   6. a synonym for find.

7. **Let’s talk**
   Do you enjoy crime fiction and TV shows? Which ones?
LEAD-IN
Write Fact or Fiction? on the board. Read the following sentences for students to decide if they are true or false.
1 There are 56 Sherlock Holmes novels and four short stories.
2 The first TV crime series was called Dragnet and started in 1951.
3 Sir Arthur Conan Doyle was from Scotland but went to live at 221B Baker Street in London in 1890.
4 CSI is very realistic in the way it shows the police investigating crimes.
5 Agatha Christie was the centre of a mystery herself when she disappeared for 11 days in 1926.
(Answers: 1 False – There are 56 short stories and four full-length novels. 2 True, 3 False – Doyle was Scottish and did move to London in 1890 but he never lived at 221B Baker Street. That was the fictional home of Sherlock Holmes and didn’t actually exist in Conan Doyle’s lifetime. 4 False – Since the first episode in 2000, many specialists have complained that the series is very inaccurate. 5 True)

1 • Students look at the words from the text and match them to the examples.
• Check answers as a class.

2 • Read the title and the words in Ex 1 and look at the photos with the class.
• Students predict what the text is about.
• They then skim the text to check their ideas.
• Check they understand that they do not need to understand every detail at this point.

3 • Read through the information in the box with the class.

4 • Students use the strategy to decide if the sentences are true or false.
• Ask them to support their answers with evidence from the text.
• You may want students to listen to the text.

5 • Students read the questions and answer them in their own words.
• Check answers as a class.

6 • Students look for the words in the text.
• Check answers and pronunciation as a class.

Let’s talk
• Students discuss the questions in pairs or small groups.
• Discuss the questions as a class.

Extended Answers
Ex 5
1 NCIS was the most popular show in the USA in 2011 and each episode was seen by over 20 million people.
2 Mark Harmon’s character, Leroy Jethro Gibbs, is funny and the producers think that this comic element is very important for the show.
3 Crime shows are popular for many reasons: because there is a mystery element, where the audience tries to guess the solution; there is a crime and punishment element, in which the guilty are punished; and each episode in a series is a complete story so you are not left waiting to find out what happens in the end.
4 Crime shows are not realistic because in the real world criminals are not always caught.
Extend cultural knowledge

**Whodunnit?** is a colloquial noun commonly used to refer to a murder mystery novel, play or film. It is an approximate transcription of the pronunciation of the question ‘Who has done it?’

**NCIS (Naval Criminal Investigation Service)** was first shown on CBS in 2003. As its title suggests, it features a group of Marine Corps special agents who investigate illegal activities within the US Navy. The series is set in Washington DC but is in fact filmed in California. Even after several hundred episodes, it remains one of the most popular shows on television in the USA. The spin-off series **NCIS: Los Angeles** was first broadcast in 2009.

**Law & Order** was broadcast from 1990 to 2010 on NBC, during which period a total of 456 episodes were produced. The series was set in New York and many episodes were based on real cases, although names and details of the crimes were usually changed. The series was named because in the first part of each episode a crime was investigated by the New York Police Department or NYPD (the ‘law’) and a suspect was arrested. The second part focused on the legal system (the ‘order’) and narrated the subsequent trial and prosecution of the culprit.

**CSI** was first broadcast in 2000 on CBS and has since become one of the most popular crime series in the world. It has in fact been named the most watched TV programme in the world various times. CSI stands for **Crime Scene Investigation** and the series focuses on analysts who visit crime scenes and use the physical evidence left behind to solve the cases. The original series was set in Las Vegas and subsequent spin-off series have been set in Miami and New York.

**The Mentalist** was first shown in 2008 on CBS and, unlike other crime series, doesn’t focus directly on the police. The main character, Patrick Jane, is a fake psychic medium. He works as a consultant for the California Bureau of Investigation and helps them solve cases. Like Sherlock Holmes, he uses careful observation and logical deduction to draw conclusions about the people and cases he is involved in. His ultimate aim, though, is to catch ‘Red John’, a serial killer who, amongst other victims, murdered his wife and daughter.

**Agatha Christie** (*UK, 1890–1976, writer*) is frequently referred to as ‘the Queen of Crime’ for her outstanding collection of detective novels and plays. She wrote 66 crime novels, 15 collections of short stories, and, in Miss Marple and Hercule Poirot, created some of the most famous literary detectives ever. Her novels have been translated into all major world languages and it is estimated that they have sold over four billion copies. She also wrote the play **The Mousetrap**, which opened in London in 1952 and has since become the longest-running show in the world.

**John Grisham** (*dʒɪʃm/ (USA, 1955, writer) practised law for a decade before starting writing full time. His first novel was rejected by 28 different publishers, but eventually a small publisher printed 5000 copies of **A Time to Kill** and his career took off. Since then he has written several dozen legal thrillers and has sold hundreds of millions of copies around the world. His novels have been translated into dozens of languages and many of them have been successfully adapted for the cinema.

For more information, visit:
- www.cbs.com/shows/ncis/
- www.nbc.com/Law_and_Order/
- www.cbs.com/shows/csi/
- www.cbs.com/shows/the_mentalist/
- www.agathachristie.com
- www.jgrisham.com

**SAY IT ALoud**

- Students find the words in the text and read them out.
- Refer them to the phonetic chart on Student’s Book page 126.
- Play the recording to check pronunciation as a class.

**Optional extension**

Students choose five words from the text, e.g., **boom**, **season**, **spin-off**, **cliffhanger** and **outcome**, and write a simple definition for each. They can also try to write the pronunciation using the phonetic chart on Student’s Book page 126 for reference. Students read their definitions to the class who try to guess the words.

**Homework:** Workbook page 24

Students write up a summary of their discussion in Let’s talk, writing about both their own opinion of crime fiction and TV shows and those of some of their classmates.
WHODUNNIT?

Why is it that so many of us are fascinated by crime? Since the TV boom of the 1950s, cop shows have been among the most popular programmes and crime novels have topped the best-seller lists for even longer than that. The TV ratings show how much the world loves shows about cops and robbers. In 2011 NCIS (Naval Criminal Investigation Service), then in its seventh season, was the top show in the USA, with average viewing figures of 21.5 million per episode. The highest-rated new show was the spin-off NCIS: Los Angeles. The series Law & Order ran for 20 years, making it the longest-running prime time drama in US TV history. In 2008, CSI was a top-15 rated show in 30 countries. In fact, it is on somewhere in the world every second of the day. Crime fiction is just as popular. Over 2 billion copies of Agatha Christie’s detective novels have been sold worldwide and they’ve been translated into over 100 languages. John Grisham, one of the best-selling crime writers of all time, has sold over 250 million copies of his crime stories. It’s lucky for his fans that he’s a quick writer. According to Author magazine, Grisham finished his bestseller, The Pelican Brief, in 100 days.

So what is it that we find so entertaining about crime shows and novels? Clearly the characters are extremely important. Patrick Jane, the protagonist of The Mentalist, is an engaging, eccentric personality who uses his skills as a hypnotist and pickpocket to great effect. His personality is a big hit with viewers. NCIS’s Leroy Jethro Gibbs, played by Mark Harmon, has a good sense of humour. Indeed, the makers of NCIS believe that the show’s humour is one of the secrets of its success.

Another important aspect of the popularity of the crime genre is the puzzle factor. Viewers like trying to spot the clues and using their ingenuity to solve the crimes before the detectives do. It makes shows fun to watch and ensures you keep turning the pages of a novel. Even more important, however, is that the crime is solved and the guilty are punished. Experts suggest that the popularity of crime shows and crime fiction is based on the eternal struggle between good and evil and the pursuit of justice. For viewers and readers, the genre of crime is a form of escapism where, unlike real life, the crime is always solved and the perpetrator tracked down and penalized.

For many people, another big attraction of crime shows is that the story is resolved before the end of the show, whereas series such as Lost require TV fans to watch every episode until the end of the season to discover what happens. Even then the story isn’t always resolved, as many serial dramas end in a cliffhanger, forcing the viewer to wait until the next season to find out the outcome of the story. But the reason for fictionalized crime’s popularity may be even more fundamental. As Rene Balcer, Law and Order’s executive producer, has pointed out, ‘The second story ever told was a murder mystery – you know, the first story ever told was Adam and Eve, a love story. The second story, Cain and Abel.’ Perhaps we’ve always loved a murder mystery.
Modals
Obligation and necessity

1. Read the prison facts. Which fact do you think is most surprising?

2. Match the examples in the text to the uses.

3. Rewrite the sentences using the words in brackets.

4. Choose the correct alternatives.

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

Ex 3
1 He has to wear a uniform because it's the school rule.
2 According to the law, you have to have insurance if you want to drive a car.
3 Look at the sign. You mustn't feed the animals.
4 You should talk to your neighbours about the noise.
5 I must renew my driving licence.

Ex 4
1 had to call 2 should have 3 needn't have studied 4 shouldn't have driven 5 didn't have to
LESSON AIMS
Students learn and practise modal verbs of obligation and necessity, and possibility and certainty.

Modal verbs
Obligation and necessity

LEAD-IN
Books closed. Put students in pairs to brainstorm modal verbs. Tell them to write down as many as they can, then to note down what the nine basic modals (will, would, can, could, shall, should, may, might and must) have in common, eg they don’t require the auxiliary do in the negative or interrogative form, the verb form is the same for all persons, they don’t have an infinitive, gerund or past participle form. Discuss as a class.

1 • Ask students to look at the text and tell you where they would expect to see a fact file of this type. (Answer: on an internet fact site)
  • They then read the prison facts and decide which fact they think is most surprising.
  • Discuss their reactions as a class.
  • Check students understand the meaning of any new words, eg, cell, clock tower, open prison, rent, etc.

2GRAMMAR INITIATIVE
• Students match the examples in the text to the uses.
• Check answers as a class.

Language note
Although it will not be new for students at this level, talking about modality in different tenses is a difficult area and there are many possible complications, so it is important to introduce this area slowly and systematically. For this reason Ex 3 first practises the present forms of the modals of obligation and necessity before Ex 4 and Ex 5 practise the past forms. Certain past forms may cause particular problems so be aware that:
  • the past modal needn’t have indicates an action which we completed but which later we realized was not necessary. The verb need can also be used as a normal verb with the auxiliary didn’t but with a different meaning. Compare The ambulance needn’t have gone to the crime scene. (= the ambulance went to the crime scene but it wasn’t needed) with The ambulance didn’t need to go to the crime scene. (= the ambulance didn’t go to the crime scene because it wasn’t needed).

3 • Students read and then rewrite the sentences using the words in brackets.
  • Check answers as a class.
  • Students then read the information in the Analyse box.

TRANSFER ERRORS
As well as having problems deciding where an obligation comes from, students may also have problems understanding the negative don’t have to for a lack of obligation in English, as many languages have a similar structure which is used for a negative obligation. Make sure students remember that, in this context, have to is used for an external, legal obligation, must is used for an internal self-imposed obligation, mustn’t is used for a negative obligation of any type and don’t have to is used for something which it is not necessary to do but we are free to do if we wish.

4 • Students read the sentences and choose the correct alternatives.
  • Check answers as a class.

Lessons aims
Students learn and practise modal verbs of obligation and necessity, and possibility and certainty.
Grammar in context

5 • Students read the sentences and check they understand them.
• They then rewrite them using modal verbs and starting with the words in bold.
• Check students understand that the meaning must remain unchanged.
• Check answers as a class.

Possibility and certainty

6 • Students read the example sentences and decide if they refer to the present or the past.
• Check answers as a class.

7 • Students match the examples in Ex 6 to the uses.
• Check answers as a class.
• Students then read the information in the box.

Language note
Check students understand that when talking about possibility and certainty must (have) is used for certainty that something is true and can’t (have) is used for certainty that something isn’t true, so in this context they are effectively opposites. This may confuse students because, when talking about obligations, the opposite of must is mustn’t and the past form is had to not have. Check students understand that, when using modal verbs, it is very important to be clear about the function of the verb in the specific context in order to apply the correct rules. Compare: It must be your phone ringing because I’ve left mine at home! (= certainty that something is true so the opposite would be it can’t be my phone ringing because I’ve left it at home.) with I must remember to text my friend later. (= internal, self-imposed obligation so the opposite would be I mustn’t forget to text my friend later.)
The modals may, might and could (have) in this context are basically the same in meaning and should not cause students major problems.

8 • Students read the sentences and choose the correct alternatives.
• Check answers as a class.

9 • Students read the sentences and then write deductions using the prompts in brackets.
• Check answers as a class.

TRANSFER ERRORS
Students do not generally have problems with modal verbs on a meaning level, but given the numerous complications with their usage they do frequently demonstrate avoidance techniques when required to produce them. For example, in a freer activity rather than saying That might be a good idea. they often prefer Maybe / Perhaps that’s a good idea. which is more comparable to their L1. Although this is correct English, it is clearly not what a native speaker would normally produce. Encourage students to use modal verbs wherever possible, even if they have to pause for a moment while speaking to formulate what they wish to say correctly.

Optional extension
Tell students to look at their classmates, speculate and write five sentences, each one about a different person in the class. They should write sentences they think are true and use modal verbs of possibility and certainty in all their sentences, eg I think Pablo might have a cold. He has really red eyes, Susana must have got up very early today. She looks really tired!, etc. When they have finished, students read some of their sentences to the class and find out if their speculations are correct.

10 • Students read the text for gist before choosing the correct words to complete it.
• Check answers as a class.

Extend cultural knowledge
Cybersmart was set up by the Australian government in 2008 as part of a $125 million programme to promote safe and responsible internet usage. The programme is particularly directed at children and young people and their parents, as well as teachers and other adults who work with children. The Cybersmart website offers very complete resources, including numerous games and videos, to help even very young children become aware of the dangers of using the internet and learn to protect themselves. Also included in the programme are teacher training sessions, to help teachers become more aware of the problems young people may have online, presentations all over the country, and telephone helplines.

For more information, visit:
www.cybersmart.gov.au

FAST FINISHERS
Students write comprehension questions based on the text for their classmates to answer. When the class has finished Ex 10, ask students to read out their questions for their classmates to answer, working from memory.

Homework: Workbook pages 20–21
5 Rewrite the sentences using needn’t have or shouldn’t have. Start with the words in bold.

1 The ambulance went to the scene of the accident, but it wasn’t necessary.
Ex 5 2 I shouldn’t have stolen biscuits from the supermarket when I was younger.
3 You shouldn’t have ridden your bike without a helmet.
4 She needn’t have reported that her mobile phone had been stolen because she found it the next day.
5 The police officer took my fingerprints, but it wasn’t necessary.

Possibility and certainty

6 Read the examples. Do they refer to the present or the past?

Ex 6 2 I must be his son.
3 They may have had an argument.
4 He could be at the cinema.
5 She must have lost her key.
6 He might have won the lottery.
7 I can’t have heard him.
8 She must have passed her exams.

7 Match the examples in Ex 6 to the uses.

Ex 7
a I regret stealing biscuits from the supermarket when I was younger.
Ex 8
b She reported that her mobile phone had been stolen, but she found it the next day.
Ex 9

8 Choose the correct alternatives.

Ex 10
1 You must/can’t know my dad. He’s the village policeman.
2 It can’t/might have been Mr Jones who stole your car.
3 She must/could be tired or he might/must want to eat. I just don’t know.
4 Jill’s 20 so her mum can’t/might be 30!
5 The streets were wet, so it must/can’t have been raining.

9 Make deductions using the prompts in brackets.

Ex 9
2 That boy looks exactly like that man. (must / be / son)

Ex 10
3 Sarah deleted all the photos of her boyfriend from her Facebook page. (may / have / argument)
4 Phil isn’t answering his mobile phone. (could / be / cinema)
5 Lucy had to sleep at her friend’s house last night. (must / lose / key)
6 My teacher is on holiday in Hawaii. (might / win / lottery)
7 I avoided Paul to help me but he ignored me. (can’t / hear / me)
8 Moira looks really happy. (must / pass / exams)

10 a Complete the text with the modal verbs in the box.
should (x2) might could (x2) don’t have to
may had to shouldn’t mustn’t

Cyber(smart:)

Have you ever bought something online with a parent’s credit card? If so, you (1) __ be aware of the risks of identity theft. It (2) __ sound like a crime that only affects adults, but anyone who uses the internet (3) __ become a victim. Identity thieves (4) __ be computer experts or know about hacking. Your name, address and social security number (5) __ be all they need to open a bank account in your name or gain access to your social networks. The problem is so great that the Australian Government (6) __ start a scheme called Cybersmart a few years ago. The programme advises teenagers that they (7) __ post personal information online and that they (8) __ change their passwords regularly. If you use a shared computer and think that your profile (9) __ have been hacked, shut down your account. You (10) __ take risks online! Be Cybersmart!

See Self-study grammar notes pp104–5

Ex 9
2 He must be his son.
3 They may have had an argument.
4 He could be at the cinema.
5 She must have lost her key.
6 He might have won the lottery.
7 He can’t have heard me.
8 She must have passed her exams.

Ex 10
1 should / may / might
2 may / might / could
3 don’t have to
4 may / might / could
5 had to
6 shouldn’t
7 8 should
9 may / might / could
10 mustn’t

Ex 6
1 past 2 present
2 past 3 present
3 past 4 present

Ex 7
a Sentences 1 and 5 (with must)
b Sentences 2 and 6 (with can’t)
c Sentences 3 and 4 (with might / may / could)
**Topic words**

**Crime**

1. Complete the sentences with the words in the box.

<table>
<thead>
<tr>
<th>arrest</th>
<th>trial</th>
<th>court</th>
<th>judge</th>
<th>jury</th>
<th>statement</th>
<th>sentence</th>
<th>verdict</th>
<th>fine</th>
</tr>
</thead>
</table>

1. When someone commits a crime, the police try to make an ___ as soon as possible.
2. Once the police have arrested suspects for the crime, they take a ___ from them.
3. The legal team may then send the suspect for ___ in a ___.
4. If the person is accused of a serious crime, a ___ of 12 citizens decides if the person is guilty of the crime.
5. If the verdict is ‘guilty’, the ___ will decide what the ___ should be.
6. The person may have to pay a ___ or they may even be sent to prison.
7. If the ___ is ‘not guilty’, the suspect will go free.

2. Copy the table into your notebook and complete it with the expressions in the box.

<table>
<thead>
<tr>
<th>accuse someone</th>
<th>arrest someone</th>
<th>be guilty</th>
<th>charge someone</th>
<th>convict someone</th>
<th>fine someone</th>
<th>get away</th>
<th>imprison someone</th>
</tr>
</thead>
<tbody>
<tr>
<td>... of a crime</td>
<td>... for a crime</td>
<td>... with a crime</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Match the actions in Ex 2 to the people.

1. a judge 2. a police officer 3. a suspect

4. Match 1–4 with a–d to form collocations.

1. do a warning 2. pay community service 3. serve a fine 4. receive time in prison

5. What do you think should happen to people who commit the crimes in the box?

robbery kidnapping pickpocketing murder forgery

6. Let’s talk

7. Read the dialogue and choose the correct alternatives.

A. Have you read about the ‘fine/trial’ of that banker, Alan Meadows?
B. Wasn’t he the man who was ‘charged/accused’ of stealing £50 million?

A. Yes, that’s him. The police ‘arrested/convicted’ him in Switzerland last year.
B. They ‘charged/convicted’ him with fraud, didn’t they? So is he guilty?

A. Oh, yes. The jury’s ‘warning/verdict’ is guilty. But do you know what the judge’s ‘sentence/verdict’ is?
B. No. Has he been ‘imprisoned/fined’ for years?

A. Well, yes but he only has to serve 18 months! Can you believe it?
B. It’s shocking. I would make him do community ‘service/time’ as well.

7. Listen and check your answers.

8. Now prepare a dialogue about crime.
LESSON AIMS
Students learn and practise vocabulary related to crimes and legal processes. They also talk about appropriate punishments for crimes.

Topic words
Crime

LEAD-IN
Play hangman. Write _ _ _ _ / _ _ _ _ / _ _ _ _ _ / _ _ _ / _ _ _ _ _ / _ _ _ _? on the board and play until students guess the answer. (Answer: What crime was Alan Meadows guilty of?) Tell them to look for the answer to the question on the page. (Answer: stealing £50 million / fraud / theft)

1 • Students read the words and check their meaning.
   • They then complete the sentences with the words in the box.
   • Check answers and pronunciation as a class.

TRANSFER ERRORS
Many students mistakenly use the word crime in contexts where they should use murder. Point out that in English crime is a generic word encompassing all illegal activities, eg burglary, forgery, mugging, pickpocketing, etc. When referring specifically to the action of intentionally killing another person the correct word is murder, unless the person is an important public figure in which case assassination may be used. In the case that the killing is accidental rather than pre-meditated the word is manslaughter.

2 • Students read the expressions in the box and check their meaning.
   • They then copy and complete the table.
   • Check answers as a class.

FAST FINISHERS
Students write sentences to complete, similar to those in Ex 1, but using the verbs in Ex 2. When the class has finished Ex 2, ask students to write their sentences on the board without the verbs for their classmates to complete.

3 • Students match the actions in Ex 2 to the people.
   • Check answers as a class.

4 • Students match the verbs to their objects to make collocations.
   • Check answers as a class.

Let’s talk
5 • Ask students to think individually about the crimes given and decide what would be appropriate punishments and why.
   • Set a time limit of three minutes for them to discuss in pairs or small groups.
   • Discuss the crimes and possible punishments as a class.

Optional extension
Students choose three of the crimes in Ex 5 and write a short paragraph about what they think would be an appropriate punishment for each and why. They should try to include all four collocations from Ex 4 in their texts.

Vocabulary in Action
Talking about a crime
6 • Students read the dialogue for gist first before choosing the correct alternatives to complete it.
7 • Play the recording for students to listen and check their answers.
8 • Students prepare their own dialogue about crime.
   • Tell them to include at least eight crime words from the unit in their dialogue.
Vocabulary

LESSON AIDS
Students learn and practise adjectives with prepositions and compound adjectives.

Word building
Adjectives with prepositions

LEAD-IN
Books closed. Dictate the following three sentences.
1 The police charged him for forgery and theft last night.
2 The judge didn't find him guilty with any of the crimes he was accused of.
3 He was convicted by kidnapping and murder and sentenced to 12 years in prison.

Tell students that each sentence actually contains a mistake and ask them to identify and correct it.
(Answers: 1 … charged him with forgery …, 2 … guilty of any …, 3 … convicted of kidnapping …) Remind students that many verbs are followed by specific prepositions and, as they will see in this lesson, many adjectives are also followed by prepositions.

1 • Students read the words and check their meaning.
   • They then copy and complete the table.
   • Check answers and pronunciation as a class.

TRANSFER ERRORS
Students often make minor mistakes with prepositions after both adjectives and verbs when the usage is different from their language. Although this is unlikely to interfere greatly with communication, make sure you point out mistakes when you hear them for students to self-correct. Errors will take one of three forms:
• students may use a different preposition after an adjective or verb in their language which they then incorrectly transfer to English
• they may omit the preposition altogether in English when an adjective or verb is not followed by a preposition in their language
• they may include a preposition in English where it is not necessary if an adjective or verb is followed by a preposition in their language.

To help students identify which items differ from their language, suggest they mark the collocations in their notebooks in a different colour. This will particularly help students with a strong visual memory to remember which collocations are problematic.

1 • Students read and then rewrite the sentences.
   • Check students understand that the meaning must remain unchanged.
   • Check answers as a class.

Compound adjectives

3 • Students match the words to the meanings.
   • Check answers as a class.
   • Ask students what two things the compound adjectives have in common. (Answers: The two components are connected using a hyphen. The first component in each is an adjective.)

Language note
The hyphenation of compound adjectives is less problematic than that of compound nouns. Generally, a compound adjective is hyphenated when it precedes the noun it describes, eg He’s a plain-spoken man, and not hyphenated when it appears after the noun it describes, eg He’s plain spoken.

4 • Students read the sentences and complete them with the compound adjectives from Ex 3.
   • Check answers as a class.

CONSOLIDATE
• Students read the text for gist before choosing the correct words to complete it.
   • Check answers as a class.

FAST FINISHERS
Students write three true / false sentences, one for each of the stories in Ex 5. They read out their sentences for classmates to decide if they are true or false.

Pronunciation

Homework: Workbook pages 18–19
Students write another ‘Crazy crimes!’ news story, using as much vocabulary from the unit as possible.
Word building

Adjectives with prepositions

1 Copy the table into your notebook and complete it with the adjectives in the box.

<table>
<thead>
<tr>
<th>Addicted</th>
<th>Angry</th>
<th>Aware</th>
<th>Capable</th>
<th>Curious</th>
<th>Excited</th>
<th>Jealous</th>
<th>Late</th>
<th>Polite</th>
<th>Sensitive</th>
<th>Suitable</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>of</td>
<td>for</td>
<td>to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

angry aware

2 Rewrite the sentences with the adjectives in brackets and the correct prepositions.

1 The judge's sentence angered a lot of people. (angry)
   A lot of people were angry about the judge's sentence.

2 Judges should look after the victims of crime. (sensitive)
   Judges should be ...

3 Juries can find it difficult to reach a verdict if the case is complicated. (capable)
   Juries aren't always ...

4 He failed to arrive at court on time because he had overslept. (late)
   He was ...

5 The investigators wanted to know how the open prison system works. (curious)
   The investigators ...

6 The best place for teenage offenders is juvenile court. (suitable)
   The most ...

Compound adjectives

3 Match the compound adjectives to their meanings.

| 1 public-spirited | a focused |
| 2 single-minded   | b unfocused, selfless |
| 3 cool-headed     | c totally insensitive |
| 4 cold-hearted    | d calm, reflective |
| 5 plain-spoken    | e direct and honest, not rude |
| 6 hard-hitting    | f critical and tough |

4 Complete the sentences using the compound adjectives in Ex 3.

1 Judges are ___ because they are rational rather than emotional.

2 The opposition groups have released a ___ report on youth crime. The statistics are shocking.

3 Most of the volunteers here are ___ people.

4 You have to be ___ to be a top sportsperson.

5 The thief who stole the Christmas tree from the park must be a ___ person.

6 The lawyer had a ___ talk with her client before the trial.

5 Complete the text with the words in the box.

<table>
<thead>
<tr>
<th>accused</th>
<th>arrested</th>
<th>capable</th>
<th>charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>convicted</td>
<td>cool-headed</td>
<td>fine</td>
<td>judge</td>
</tr>
</tbody>
</table>

Crazy Crimes!

Two (1) ___ petrol station attendants refused to give cash from the till to a robber. He threatened to call the police, but the attendants still refused. Unbelievably, the thief made a phone call to the police station. As soon as the officers arrived, he was (2) ___ and later had to pay a (3) ___! The LA Police Department are (4) ___ of resolving most crimes. However, the case of the man accused of a (5) ___ was resolved faster than ever. Asked by the police officer if he had said, 'Give me your money, or I'll shoot!' he replied that he had asked for the victim's handbag, not her money. At his (6) ___ the (7) ___ imprisoned him for three years. The police (8) ___ a man of robbing a jewellery shop. However, the suspect claimed he couldn’t be (9) ___ of the crime because he had been stealing gym equipment from a local school at the same time. The police (10) ___ him with robbery and the jury (11) ___ him of the crime.

Pronunciation

1.22 Listen and repeat. Note the /j/ and /dʒ/ sounds.
   a /ˈkʌləʊ-hɛd/ cool-headed
   b /ˈdʒʌɪdʒ/ judge

1.22 Listen. Which sounds do the words contain?
   yesterday, judge, your, jury, juvenile, youth

1.22 Listen again and repeat.
Communication skills

Listening
Cutting down on crime

1. Check you understand the words from the listening text.
   - offence
   - respect
   - stab
   - symptom
   - tough

2. **EXAM STRATEGY**
   Read the box and then do Ex 3.

   **Using your own knowledge**
   Before you listen, think about the topic. What do you know about it? What are your opinions on the topic?

3. Read the introduction and answer the questions with your ideas and opinions.
   1. What crimes do you associate with teenagers?
   2. Which crimes tend to have teenagers as victims?
   3. Do you know any groups that work to protect teenagers? What do they do?

Getting rid of the knives
The UK has been called the knife crime capital of the West. This new wave of youth crime is a police priority, but many doubt that police action alone is the answer. The problem is so serious that people are speaking out against knife crime. Helen Wright explains how great the problem is.

4. **Listen to the interview and choose the best answers.**
   1. Approximately how many teenagers were victims of knife crime last year?
      - a) 1500
      - b) 7
      - c) 32,500
      - d) 2011
   2. Why does Helen Wright say that the official crime figures aren’t accurate?
      - a) Doctors refuse to report knife crime.
      - b) Not all knife crime is reported.
      - c) The police don’t always record the figures.
      - d) The authorities don’t listen to the doctors.
   3. Why are more teenagers carrying knives?
      - a) To protect themselves or get respect.
      - b) Because they belong to gangs.
      - c) To be part of the new weapons culture.
      - d) Because it’s the trendy thing to do.
   4. How does Helen think the number of knife crimes can be reduced in the long term?
      - a) By addressing deep-rooted social issues.
      - b) By giving the police more powers.
      - c) By changing the teenage weapons culture.
      - d) By sending people who carry knives to prison.

5. **Let’s talk**
   What do you think of organizations like SACRYD?
Lesson aims
Students listen to a radio interview about the problem of knife crime in the UK.

Listening
Cutting down on crime

Lead-in
Students look at the photos on the page and predict what the lesson will be about. Brainstorm vocabulary that they would expect to hear in this context.

1
- Students read the words and check their meaning.
- Play the recording to check the pronunciation of the vocabulary.

2
- Read through the information in the box with the students.

3
- Students read the introduction and answer the questions with their own ideas and opinions.
- Discuss students’ ideas as a class.

4
- Students read the questions
- Play the recording for students to listen and choose the best answers.
- If they have problems choosing the correct answers, suggest they eliminate alternatives which they know are incorrect and then repeat the recording for them to focus on the other alternatives.
- Check answers as a class.

Extend cultural knowledge
SACRYD /'seikrid/ (Strategic Alliance of Communities Rejecting Youth Destruction) was set up in 2010. It is based in the East End of London and works with local communities to find solutions to the complicated problems which cause knife crime and other violent crime on the streets. The organization aims to create opportunities for young people to channel their need to become ‘leaders’ and also tries to help them make choices which are positive for the community they live in. Where possible, they also offer mentoring, where an adult works with a problem teenager and presents a positive role model for him or her to follow. At the same time the organization works with local authorities, schools and public health groups to try to tackle the root of the problem and thereby reduce antisocial, aggressive behaviour in the long term. Similar organizations with similar objectives exist in various other cities across the UK.
For more information, visit:
www.sacryd.org

Let’s talk
- Students discuss the question in pairs or small groups.
- Discuss the question as a class.

Optional extension
Ask students to find out what types of crime are common amongst teenagers in their country and if there are any campaigns in their country to control it. Students present their findings to the class.

Homework: Workbook page 22

Audioscript
See Teacher’s Book page 000
LESSON AIMS
Students compare and contrast two photos in detail.

Speaking
Describing and comparing photos

LEAD-IN
Write these sentence beginnings on the left-hand side of the board: 1 The jury convicted him and ..., 2 He must be the culprit, ..., 3 I can't believe he got away with ... . Write these sentence endings on the right-hand side of the board: a ... there aren't any other suspects at all., b ... mugging that little old lady. It's terrible., c ... the judge sentenced him to serve time in prison.

Students match the sentence halves. (Answers: 1c, 2a, 3b)

Extend the activity by giving students two minutes to brainstorm as much vocabulary connected with crime as they can remember from the unit.

1
- Students look at the photos and then listen and read the extract.
- Check the answer and ask them which words and phrases helped them identify the photos.

2
- Students read the extract again and find examples to match to the categories.
- Check answers as a class.

3
- Students discuss the questions in pairs or small groups.
- Discuss as a class and find out how many students have witnessed a protest.

Optional extension
Students look for two pictures (postcards, magazine photos, etc) of their own choice to compare and contrast. These can be on any topic of interest to the student. They then write a short text describing the similarities and differences between the photos. They should include some of the phrases for describing photos from this unit in their text.

EXAM TASK
Describe and compare two photos.

Think
- Read the task with the students and ask them to look at photos C and D.

Plan
- Students write a list of similarities and differences.
- Help with vocabulary and pronunciation as necessary.
- Read through the information in the box with the class.

Speak
- Read through the expressions in the Phrase bank with the students.
- Draw their attention to the Analyse box.
- In turn students describe the photos to the class.
- Do not interrupt, but make a note of common errors to go over with the class afterwards.

Home: Workbook page 23
Speaking Initiative

EXAM TASK
Describe and compare two photos.

Think
Look carefully at photos C and D.

Plan
List the similarities and differences between the two photos. Start by saying how the photos are linked and then describe each photo. Finish your comparison by saying how the photos are different.

Making deductions
You should describe what you can see in both photos, but you need to do more than this. Make deductions about the people and place and suggest what has happened.

Speak
Describe and compare the two photos to the class.

PHRASE BANK
Neither photo shows ... In each of the photos, there is/are ... In this photo you can see ..., but in this one ... At the top/bottom/foreground ... In the top-left/bottom-right corner ... Possibly/Probably ... She might/could/must/can't be ... He might/could/must/can't have been ... He seems/looks angry because ...

Analyze
We use modal verbs to make deductions. Remember to use can't and not mustn't to talk about things which are impossible.

He can't have been guilty.
He's been released.

Pronunciation
Ex a
The stressed words are underlined.
1 In the second photo you can see four protesters clearly ...
2 ... but in the first photo you can't see any protesters in particular.
3 ... in the background we can see statues and a building.

Ex 2
1 'Both photos show ...'; In the second photo ..., but in the first photo ..., 'In both photos ...'
2 'In the foreground of this photo there are ...', 'In the background we can see ...'
3 'Both photos must be from the same protest ...'; 'They might have been victims of knife crime.' ...
4 '... perhaps it could be London.'
An opinion essay (1)

1 Read the essay. Does the writer think the internet should be regulated? Why / Why not?

2 Match the descriptions to paragraphs A–C.

1 List reasons to justify your opinion.
2 Introduce the topic and state your opinion.
3 Provide a conclusion and suggest a solution.

The internet should be regulated

The internet is essential for information, entertainment and for services like shopping. Unfortunately, because of this, crimes such as identity theft are increasingly common. In addition, there are lots of online sites which are considered to be inappropriate for young people. As a result, many people believe the internet should be regulated; however, I really think that regulation is not the right answer.

The first question to ask is how we regulate a global technology. The internet has no geographical borders and consequently national governments and international organizations such as the European Parliament are powerless. In my opinion, internet providers will not regulate the internet either. Although some companies provide services including parental control, which individuals can use at home, it seems to me that to expect industry to do more than this is unrealistic. Secondly, we should consider what the effects of internet regulation might be. I firmly believe that the internet is about freedom of speech and information. If the internet is regulated, these freedoms may be lost. Finally, we need to be aware that technology develops very quickly so any laws would rapidly go out of date.

Since it is clear that the internet is here to stay, I feel very strongly that we need to teach people how to use it safely. Parents and teachers should educate young people about internet dangers and online risks. To my mind, campaigns such as Cybersmart are more successful than regulation in dealing with the internet.
LESSON AIMS
Students write an opinion essay with the title *Illegal downloading from the internet should be punished*. They also study adverb intensifiers, eg absolutely, really, very strongly, etc, and learn how to use connectors of cause and effect, eg as a result, consequently, since, therefore, etc.

An opinion essay (1)

**LEAD-IN**

Write *Sending criminals to prison is the most effective punishment.* on the board. Read the following sentences for students to decide if each agrees or disagrees with the statement.

1. In my opinion, sending criminals to prison is definitely the best way to keep society safe.
2. I agree criminals should be punished, but I think community service is more effective in many cases.
3. Many big cities have serious problems with crime, but we have to try and find the cause of the problem. Prison is not the answer.
4. If criminals get away with their crimes, then other people might think it’s acceptable and do the same. It frightens me that they are on our streets.
5. When people go to prison they meet other criminals and I think that probably makes the problem worse not better.
6. Some people don’t think prisons are a good idea but I disagree. I think it’s the best way to punish people.

(Answers: 1 Agree, 2 Disagree, 3 Disagree, 4 Agree, 5 Disagree, 6 Agree)

**FAST FINISHERS**

Students think of arguments which someone who thinks the internet should be regulated might use, eg *There is a lot of cybercrime these days. We need a specialized ‘internet police force’ to catch these people.*; *There is a lot of bullying on the internet, particularly of children. The authorities need to stop this.* etc.

**Optional extension**

Ask students to look at the text and tell you in what circumstances they might be expected to write a text of this type, eg in an exam, for a competition, etc. Ask them if they have written anything similar in their own language recently and if they have, why they wrote it and what it was about. Ask them how many main points the second paragraph contains in total (Answer: three) and if they can think of any other strong arguments to support the writer’s opinion. Then ask if they think it would be better to include as many arguments as possible (Answer: No. It is better to include two or three key arguments and express these clearly and fully). Finally ask them what style of language is used for the essay (Answer: semi-formal).

1. Students read the opinion essay through for gist to find out if the writer thinks the internet should be regulated or not and find the reasons the writer uses to support his/her argument.
   • Check students understand that they do not need to understand every detail at this point.

2. Students read the opinion essay again and match the paragraphs to the descriptions.
   • Check answers as a class.
3 **WORD POWER**
- Students look for the expression of opinion in the essay.
- Check answers before students move on to Ex 4.

4 • Students read and then rewrite the sentences including the adverbs in brackets to make the opinions stronger.
• Check answers as a class.

5 • Students discuss whether they agree or disagree with the opinions in Ex 4 in pairs or small groups.
• Discuss the opinions as a class.

6 **CONNECTORS**
- Students read the words and decide which connectors introduce a cause and which an effect.
- Discuss as a class and encourage students to give example sentences using the connectors.

**Optional extension**
Write these sentences on the board. Students decide if they are correct or not and correct the errors.

1 The jury’s verdict was innocent as there wasn’t enough clear evidence.
2 She was the only witness because she had to give a statement to the police.
3 He was late for work because of he was mugged and the muggers took his car keys.
4 Consequently, murder is the worst possible crime. I think it should have the strongest possible sentence.
5 As a result of a police mistake, the culprit got away and the case didn’t go to court.
6 So the burglar left fingerprints all over the house, the police arrested him very quickly.

(Possible answers: 1 Correct, 2 ... witness so she ... , 3 ... work because of he ... , 4 Consequently Murder is ... . Consequently, I think ... , 5 Correct, 6 As / Since / Because the burglar ...)

7 • Students match the related items.
• Check answers as a class.

**Extend cultural knowledge**
With the rise of high-speed internet connections in recent years, a new problem has arisen for many businesses, such as music labels, film studios, software manufacturers and publishing houses. A culture of stealing from the internet has become widespread and it seems that little can be done to stop it. Illegal downloading is made possible by the thousands of webpages and file sharing services which mean that one person, anywhere in the world, can upload a digital copy of a copyrighted item, eg a CD, a film, a computer game or a book, and make it available for free to other internet users around the world. If the person who originally made the item available is not the legal copyright holder, then this is an illegal action. However due to the complexities of policing the internet and the fact that the people involved in the crime may live in different countries, it is extremely difficult to stop this practice. In recent years a few high-profile arrests have been made and some websites have been closed, but this has had little or no impact on the problem.

In real terms illegal downloading means, of course, that artists, actors, technicians, game designers and writers, amongst many others, are not being paid for their work.

**Writing Initiative**

**EXAM TASK**
Write an opinion essay with the title *Illegal downloading from the internet should be punished.*

- **Think**
  - Read the task with the students.
  - Give them time to decide if they agree or disagree with the title and to think of three reasons to justify their opinion.

- **Plan**
  - Students organize their ideas and reasons using the paragraph plan.
  - Help with vocabulary and spelling as necessary.
  - Read through the information in the box with the class.
  - Students make sure they express their opinions clearly and fully but without becoming personal or emotional.

- **Write**
  - Students write a first draft of their opinion essay.
  - Refer students to the Exam preparation – Writing section on Student’s Book page 121.

- **Check**
  - Draw students’ attention to the checklist.
  - They work through the checklist, making minor changes and corrections.

- **Improve**
  - Students write a final draft of their essay including all their changes and corrections.

**Homework:** Workbook page 25
EXAM TASK
Write an opinion essay with the title Illegal downloading from the internet should be punished.

Think
Do you agree or disagree with the title? List three reasons to justify your opinion.

Plan
How strong are your opinions? Decide which adverbs and expressions to use.

Paragraph A
Introduce the topic and state your opinion.

Paragraph B
List reasons to justify your opinion.

Paragraph C
Provide a conclusion and suggest a solution.

Giving opinions
An opinion essay should give your opinion on a topic. Express your opinion clearly, but avoid being personal or over-emotional.

Write
Prepare the first draft of your opinion essay.

Check
Use the checklist to review your opinion essay.

I've written three paragraphs.
I've used adverbs and expressions to give my opinion.
I've used connectors of cause and effect.
I've written a conclusion and made a suggestion.

Improve
Write the final draft of your opinion essay.

See Exam preparation – Writing p121
How to ... pass reading and listening exams

Reading and listening exams
In reading and listening exams you need to understand texts and answer questions about them correctly. You can use similar strategies in both exams to help you pass.

1 Read texts A and B. Which is from a reading exam and which is from a listening exam? How do you know?

 CAPITAL OF CYCLE CRIME
Shocking figures released today by the police highlight the growing problem of cycle theft in London. The data shows that an estimated 26,000 bikes were stolen in the capital last year, a significant increase on the previous year’s figures. Cycling campaigners dispute the statistics and claim that only one in four missing bicycles are ever reported.

2 Choose the correct alternatives.
1 In a ... exam, use the title and the topic sentences to predict what the text is about.
  a reading    b listening
2 In a ... exam, use the glossary and the introduction to predict what the text is about.
  a reading    b listening
3 In ... exam(s), read the questions carefully to predict what the text is about.
  a both  b neither
4 Read the questions carefully and ... the key words in each question.
  a cross out  b underline
5 It is a good idea to think of ... for the key words in the questions.
  a antonyms  b synonyms
6 Remember that ... questions only have one correct answer.
  a open  b multiple-choice
7 If an open question asks you to use your own words, you ... copy from the text.
  a can  b can’t
8 If a true / false question asks you to quote from the text, you must use ...
  a your own words. b the exact words from the text.

3 What should you do in a reading or listening exam? Order the strategies.
  a Check your answers carefully. Have you answered in the correct way?
  b Highlight key words in the questions to help you find the information you need.
  c Read the questions carefully and make sure you understand them.
  d If you have not answered some of the questions, guess. Don’t leave any blank answers.
  e Read or listen for the second time. Check any doubts and answer the difficult questions.
  f Make predictions using the glossary, introduction, titles and topic sentences.
  g Read or listen for the first time. Make notes and answer the easier questions.

4 CHALLENGE The best way to improve your reading and listening skills is to read and listen to English. Keep a diary for a week and note down when you read or listen to English.
How to … pass reading and listening exams

1 • Read through the information in the box with the students.
   • Ask students to look at the two texts in Ex 1 and skim them quickly to find out which is from a reading exam and which is from a listening exam.
   • Check students understand that they do not need to understand every detail.
   • Elicit how students knew which text was which.

2 • Students read the sentences and choose the correct alternatives to complete them.
   • Check answers as a class.

FAST FINISHERS
Students write comprehension questions for the two texts in Ex 1. Remind them of the different types of questions they could use, eg true / false statements, open questions, multiple-choice questions, etc. When the class has finished Ex 2, ask students to read out some of their questions for their classmates to answer.

3 • Read through the strategies with the students.
   • They then put the strategies in the most logical order for a reading or listening exam.
   • Check answers as a class.
   • Remind students that, unless wrong answers are penalized in an exam, it is always best to guess the answers to any unanswered questions.

4 CHALLENGE
• Check students understand that they should record all the examples of English they see or hear outside the classroom in their diary, even if they were not consciously practising English at the time.
• Discuss as a class at the end of the week to find out how much English students have seen outside the classroom.

Optional extension
Students brainstorm all the different places they can find examples of written and spoken English to practise with for free, eg in adverts in magazines and on the television; on the internet on news pages, encyclopaedias, online magazines and blogs; watching films and television programmes; etc. Remind them that much of what they read on the internet, particularly on blogs and in chatrooms, may not be written by native speakers so not to be surprised if they see mistakes. Ask students to bring to the next class five specific ideas for where to find authentic English on the internet, eg news – www.bbc.co.uk; movies – www.imdb.com; music videos – www.youtube.com; etc, and share these with their classmates.

Homework: Workbook pages 62–69