

# 8 IT'S A CRIME

## Objectives

FUNCTIONS	reporting what someone said, asked or requested; giving and reacting to news
GRAMMAR	reported speech (review); reported questions, requests and imperatives
VOCABULARY	crime; reporting verbs

## Student's Book page 74–75

### READING

- Books closed. When introducing a new topic, it's a good idea to assess students' current knowledge of it. Draw two small circles on the board and write the word *crimes* in one and *criminals* in the other. Put students into pairs and ask them to write a list of crimes and a list of criminals. Elicit an example or two of each in open class before students begin. Set a time limit of, say, three minutes and challenge pairs to list as many words as they can. You could set this up as a competition to raise energy levels. While monitoring, look at students' lists to gauge how many words they already know. During feedback, create two mind maps on the board. Don't translate words from L1 at this stage; the exercise is to see how many words students know in English. Books open. Ask students to work with a partner to translate as many of the words into their own language as they can. Reassure them that they may not be able to translate all of them; some words will be new.
- Focus attention on pictures A–F and ask students to match them with the words from Exercise 1. If you're using an Interactive Whiteboard (IWB), this would best be done as a heads-up activity with books closed. During feedback, check understanding by asking concept-check questions such as: *Does a burglar steal from a person or a place?* (a place); *Does a pickpocket steal from a person or place?* (a person); *What about a mugger?* (a person); *If a pickpocket steals my phone do I know about it at the moment when my phone is taken?* (no); *If a mugger steals my phone, do I know about it at that moment?* (yes); *Does a robber steal from a house, a person or a bank?* (a bank); *What does a shoplifter do with shops?* (steals things from them); *Does a con man tell the truth?* (no). Also say the words for students to repeat and for you to check pronunciation. Elicit/point out that stress falls on the first syllable of all of these words.


### Answers

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

### Optional extension

Ask students to find the names of the crimes that correspond to each of the criminals.

burglar – *burglary* con man – *fraud* mugger – *mugging*  
 pickpocket – *pickpocketing* robber – *robbery*  
 shoplifter – *shoplifting*

- You could give some examples of your own or elicit one or two in open class to get students started on this exercise and then let them continue in pairs. To add an element of competition, ask students to think of as many examples as they can in three minutes. Nominate pairs to share their ideas in open class and praise the pair that got the most examples.
- Tell students they are going to read two news stories about crime. Focus attention on the photos and headlines and ask students to try to imagine what the stories are about. If you're using an IWB, this would best be done as a heads-up activity with books closed. Elicit students' predictions in open class and write them on the board. Next, ask students to read the stories quickly to check their ideas. To encourage them to skim the texts for a general understanding, set a two-minute time limit. Refer to the predictions written on the board during feedback.
-  2.08 Students read the instructions and questions, and underline any difficult words. Clarify understanding of these in open class. Remind students who Mrs Atkins and Mr Caron are. Check/clarify: *get in touch with*, *victim*, *careless*, *theft*. Look at the example with students and ask them to find the part of the text that gives them the answer. If you're using the IWB, nominate a student to come to the front and point to it. Play the audio while students read and answer the questions. Ask them to underline key parts of the text as they did for the example. Students compare answers in pairs. During feedback, prompt students to justify their answers by referring to the text.

### Answers

1 Mr Caron 2 Mr Caron 3 Mrs Atkins 4 Mrs Atkins  
 5 Mr Caron 6 Mrs Atkins

## TRAIN TO THINK

### Thinking about empathy

- This exercise requires a deeper understanding of the first story. Give students time to read it again and to imagine how they would feel if they were the teacher

and if they were the thief. Encourage students to compare ideas in pairs and give reasons for their answers before a whole-class check.

### Answers

1 c 2 b 3 a

- 7 Students read the second story again and discuss how the people felt with a partner. Encourage them to note down their ideas and to expand on their answers as much as possible when speaking. Praise those who do this. Nominate students to share their ideas in open class and encourage reactions from others.

### Suggested answers

The children probably felt very disappointed because they didn't get the Xbox.  
 His wife would have felt angry because they were conned and spent a lot of money on a photo.  
 The reporter probably felt sorry for the family, but also perhaps pleased to have a good story.  
 The con man was perhaps very happy that his/her con had worked.

## SPEAKING

Divide the class into small groups and ask groups to nominate one student to be secretary. The secretary should note down the group's ideas. During feedback, ask who thinks they would've reacted similarly to Mrs Akins in her situation.

### Optional extension

Ask students to discuss these questions in small groups:

*Why do people commit crimes like those in Exercise 1?  
 What are some of the possible effects on the victims?  
 What do you think society should do with each of the different types of criminal?*

Monitor but avoid error correction. The focus of this task is on fluency, not on practice of structures or lexis. Instead, make a note of common errors. Write a mix of correct and incorrect sentences on the board, ensuring anonymity, and ask students to identify and correct the mistakes during feedback.

## Student's Book page 76–77

## GRAMMAR

### Reported speech (review)

- 1 Ask students to try to complete the sentences first, then go back to the news stories to check. Do number 1 as an example in open class before students continue in pairs or individually.

### Answers

1 'd been 2 had given 3 'd always liked  
 4 was ... feeling 5 would be 6 could go  
 7 'd ... write 8 wasn't going to report

- 2 Do number 1 as an example. Students work in pairs to complete the exercise. Check answers in open class.

### Mixed ability

Ask stronger students to cover Exercise 2 and transform each sentence in Exercise 1 into direct speech before looking at Exercise 2 to check their answers. Weaker students proceed directly to matching the direct speech in Exercise 2 with the (reported) sentences in Exercise 1.

### Answers

a 3 'I've always liked it.'  
 b 4 'I'm still feeling very surprised.'  
 c 1 'I was really angry!'  
 d 6 'I'm grateful that I can go to school on my bike again.'  
 e 5 'Most people would be angry in my situation.'  
 f 8 'I'm not going to report the incident to the police.'  
 g 2 'A friend gave it to me years ago.'  
 h 7 'I'll probably write another message.'

Before students complete the rule, refer back to Exercises 1 and 2 and elicit that the present simple in direct speech (e.g. b in Exercise 2) changes to the past simple in reported speech (Exercise 1 number 4). Encourage students to work in pairs to complete the table and to refer to Exercises 1 and 2 to help them. Check answers in whole class.

### Rule

1 past continuous 2 past perfect 3 past perfect  
 4 past perfect 5 would 6 could 7 would  
 8 was/were going to

### LANGUAGE NOTE

Most languages report speech, but it can be useful for students to compare how it is done in L1 with how we do it in English. As well as tenses, some time phrases may need to be changed in reported speech e.g. *last night* → *the night before*, *tonight* → *that night*, *next week* → *the following week*. Pronouns also change e.g. *these* → *those*, *this* → *that*, *here* → *there*, *my* → *his/her*, *we* → *they*, etc. The two main verbs used to report speech are *say* and *tell*. These have the same meaning but are different in use (*tell* is immediately followed by an object (someone)).

### Optional extension

If you want to check that students have got the concept, read out these statements (or others of your choice):

*My mother plays tennis twice a week.  
 I'm going to buy a new bicycle on Saturday.  
 My neighbour can play four instruments.*

Write *My teacher said...* three times on the board and ask students to work with a partner and complete the sentences with the information you gave them.

In open class, elicit

*My teacher said his mother played tennis twice a week.  
 My teacher said he was going to buy a new bicycle on Saturday.  
 My teacher said his neighbour could play four instruments.*

- 3 If you're short on time, set this for homework. Ask students to read sentences 1 to 6 and underline the verbs and circle the pronouns in each one. Do number 1 in open class as an example, drawing students' attention to the changes in tense and pronoun and to the fact that *I'd* here is *I would* (not *I had*). Encourage students to refer to the rule while doing the exercise. Students compare answers in pairs before a whole-class check.

### Suggested answers

- 1 The manager said (that) he'd be happy to put cameras all over the shop.
- 2 Dad said (that) the police couldn't find the con man.
- 3 The woman told the police (that) they'd seen the robber from across the street.
- 4 The shop owner said (that) they were thinking of having a new alarm installed.
- 5 Our neighbours said (that) they hadn't heard or seen anything.
- 6 The man told his kids (that) he'd buy the games console for them.

### Fast finishers

Ask students to write sentences reporting some of the things their friends have said to them recently. Encourage them to use both *said* and *told*.

Workbook page 72 and page 125



Be aware of common errors related to *say* vs. *tell*, *go* to Get it right on Student's Book page 125.

## VOCABULARY

### Crime

- 1 Books closed. Put students in groups of three or four and ask them to list as many words connected to crime from this unit as they can, with just one student writing. Give them one minute for this. During feedback, ask the group with the most words to read out their list while the other groups listen and check off words that also appear on their lists. Ask the other groups to share any words not yet mentioned with the class.

Books open. Students match words and definitions in pairs. During feedback, focus on pronunciation. Draw attention to the long vowels in *murder* /'mɜːdə/, *murderer* /'mɜːdərə/ and *caught* /kɔːt/.

### Mixed ability

Make similar-ability pairings where possible. Stronger students cover up definitions 1–10. They should try to define the words before looking at the definitions in the book and completing the exercise. Weaker students complete the exercise as it appears here.

### Answers

- 1 to commit a crime 2 to go to prison 3 to arrest
- 4 to murder 5 a fine 6 to break in 7 a murderer
- 8 to get caught 9 to get into trouble 10 a prisoner

### Optional extension

Put students into AB pairs. Bs close their books. As read out the definitions. Bs say the word being defined. After a couple of minutes, As and Bs switch roles and repeat.

- 2 **SPEAKING** Tell students they are going to invent a story about a crime. First they should discuss the questions in pairs, before making a plan in note form and finally expanding the plan into a story. Monitor to help with questions and to encourage students

to use adjectives and adverbs to make their stories more interesting. Regroup students so that they can tell their story to a new partner. For further practice of reported speech, students could return to their original partner to report the story they have just heard. Listen to one or two of the most imaginative stories in open class.

Workbook page 74

## LISTENING

- 1 **SPEAKING** Books closed. Write on the board:

*What are the punishments if you get into trouble at school? Do you think that some of the punishments are too strict?*

As a warm up, students discuss their answers in pairs. Nominate one or two students to share their answers with the rest of the class and write any useful new vocabulary on the board. Books open. Check/clarify: *mug*, *suffer*. Students discuss their answers in pairs or small groups. Encourage them to use some of the crime vocabulary from this unit and to show empathy to both the criminal and victim in their responses. Listen to some of their answers in open class.

- 2 **2.09** Tell students they are going to listen to a radio interview about a mugging. Play the audio while students answer the question and check which of their ideas from Exercise 1 are mentioned.

### Suggested answer

Restoring Justice is a programme that tries to help criminals to change instead of punishing them. Criminals have to meet their victims and try to see the situation from their perspective. It is for people who have committed crimes and who would normally go to prison. It also helps victims of crimes move on from what happened to them, while giving them the feeling that something positive might come out of their suffering in that they're helping prevent future crime.

### Audio Script Track 2.09

- |           |  |
|-----------|--|
| Presenter | This is Radio 24 and today we're looking at a programme called Restoring Justice. It's an unusual way to try and help people change – people who would normally go to prison. Listen to one of them, Jason Wilkins. He's 17 and he got arrested for mugging somebody.  |
| Jason     | Well, I was in court and I knew I was gonna go to prison ... and I was feeling awful about it. And then the judge said he'd give me a choice. I didn't understand what he meant. He asked me whether I wanted to go to prison for half a year, or join a special programme called Restoring Justice. He said the programme would last for six months, and it meant I'd have several meetings with the woman I'd mugged. He told me to think carefully about my choices. I was ... I really didn't know what to say ... um ... I didn't want to meet her again ... but then, of course, I definitely didn't want to go to prison, so I said I'd join the programme. |
| Presenter | Ken Simmons, you're a social worker on this programme. Can you tell us more about it?  |
| Ken       | The idea behind this programme is that people who've stolen something or mugged somebody, but haven't attacked their victims physically ...  |

well, they get a chance to see what they've done through the eyes of their victim. We're hoping that this helps them to think more the next time they get into a similar situation.

Jason The first time I met Mrs Schwartz – the woman I mugged – was very difficult. At the meeting, there was also Ken, my social worker, and then my mum and dad. I was terrified about meeting Mrs Schwartz, but she kind of helped ... um ... the first thing she said was that she wasn't going to get angry with me.

Presenter Here's what she said when we spoke to her.

Mrs Schwartz I wasn't keen on the idea of meeting my mugger, I must say. The experience had already been frightening enough. But then I thought, 'Well, we'd all like a country with less crime, wouldn't we? And who knows? Maybe I can make a contribution to that.' I was also rather nervous, but I really felt I wanted to try and change his ways.

Jason Well, now I've met Mrs Schwartz three times, and I've learnt a lot from it. I can really say that. I'll never forget when she looked me in the eyes and asked me why I'd done it. I told her that I wanted some money to spend. And the moment I said that, I thought how stupid I'd been to mug somebody because I wanted to buy some stuff. The second time, she asked me if I knew who'd suffered most from what I'd done. And I said to her, 'You of course!' She just said that no, it wasn't her, and asked me to look at the other side of the table, where my mum and dad were sitting. I knew immediately what she meant.

- 3 2.09 Before listening, give students two minutes to read sentences 1–6 and make notes on the type of information they are listening for. They could also try guessing answers based on the first listening. While listening, encourage students to just note down key words. Weaker students could just focus on questions 2, 4 and 6. After listening, give students a copy of the audio script in pairs for them to check their answers, and for weaker students to answer 1, 3 and 5, prior to a quick whole-class check. If you're using the IWB, project the audio script on the screen.

### Suggested answers

- 1 He didn't want to meet the woman he'd mugged again but he also didn't want to go to prison.
- 2 The main idea is for criminals to empathise with their victims and see the consequences of their actions.
- 3 Terrified
- 4 Unsure / nervous
- 5 He wanted some money to buy things.
- 6 Jason's parents

### Optional extension

Put students into pairs and ask them to write a dialogue between a mugger and his victim. This could be the mugger and the victim from the listening or people students invent. Monitor and help with vocabulary and ideas. Give students time to practice their dialogues before listening to one or two in open class. For further practice of reported speech, ask students to exchange dialogues with another pair and transform them into reported speech.

### Optional extension

Write on the board: *Restoring Justice is an excellent way to help criminals.* Make AB pairs. Tell As they agree with the statement and Bs they disagree. Students debate the statement and try to convince their partner to change their opinion. Allow students to discuss their real opinions afterwards.

## GRAMMAR

### Reported questions, requests and imperatives

- 1 Students work in pairs to match sentence halves. Following feedback, consider asking students to transform each of the sentences into direct speech and writing these on the board before eliciting word order changes between direct and reported requests and imperatives in open class.

### Answers

1 d 2 b 3 c 4 a

### Alternative approach to the grammar

If your students need more support with this language area, do this activity, which also incorporates personalization, before moving on to the rule. Direct a few questions and requests to individual students. For example: *1 Be quiet, Pedro! Daniel, Could you open the window, please? Are you tired today, Ana?*

In open class, ask students to report what you said and elicit:

- 1 *You told Pedro to be quiet.*
- 2 *You asked Daniel to open the window.*
- 3 *You asked Ana if she was tired.*

Establish that sentence 1 is an imperative, sentence 2 is a request and sentence 3 is a *yes/no* question. Ask students to look at the different structures and try to work out the rules of how to report imperatives, requests and *yes/no* questions with a partner. Give them a couple of minutes for this. Listen to some of their ideas in open class, but do not comment at this stage. Instead, direct students to the rule.

Ask students to work in pairs and refer to the sentences in Exercise 1 and those on the board, if you did the alternative approach, in order to complete the rules.

### Rule

1 if; whether 2 asked 3 told

### LANGUAGE NOTE

Students sometimes apply the rules for *yes/no* questions to open-ended questions such as *What have you been doing?* or *Where did you go on holiday last year?* When there is a question word (*what, where, why, who, when, how*), we use that question word in the reported question but we do not use the auxiliary verb. The word order is like an affirmative sentence, but we change the tense as with reported statements. For example:

*He asked me if I had been doing.* ✗  
*He asked me what had I been doing.* ✗  
*He asked me what I had been doing.* ✓

Also, reported questions and requests do not have a question mark at the end of the sentence.

- 2 Go through the example in open class. Students work in pairs to complete the exercise. Encourage them to check if the sentences are *yes/no* questions, requests or imperatives and to refer to the rule before writing their answers. Check answers.

#### Answers

- 1 The presenter asked if/whether victims were scared of meeting their muggers.
- 2 Ken's wife asked if/whether he had seen the article about Restoring Justice in the newspaper that morning?
- 3 The presenter asked him to tell them more about the ideas behind the programme.
- 4 Ken's manager told him not to include other criminals in the programme.

#### Fast finishers

Ask students to write sentences reporting things they have been asked or told to do in the last week.

- 3 Students write questions in direct speech and swap with a partner before doing the transformation task. You could get students to write questions in pairs and swap with another pair for the second stage if a more supportive approach would be best for your students.

#### Optional extension

Make similar-ability AB pairings for this role play activity. Tell students that A is the parent and B is the child. Parents tell children to do a variety of things. After a minute or so, regroup students into As and Bs. Bs report what they were told to do (*She told me to...*) and Bs report what they said to the child (*I told her to...*). Monitor and record any mistakes with verb patterns. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback. Before doing this, nominate students to report one or two things back to the class. You could also get the class to decide who the strictest parent was.

Workbook page 73 and page 125

## THINK VALUES

### Respecting the law; understanding that punishment will follow crime

- 1 Books closed. Ask students if they can remember any of the punishments mentioned so far in the unit (*a fine, going to prison, attendance at Restoring Justice*). Elicit examples and explanations of what they mean in open class and write all good suggestions – reformulating as necessary – on the board. Books open. Students work with a partner to complete the exercise. Check answers in open class.

#### Answers

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

- 2 Give students a minute or two to number the punishments individually. Make small groups for students to discuss, compare and try to reach agreement on their ranking as a group. Monitor to ensure they are on task and that all students are contributing to the discussion. Listen to their ideas in open class and get a show of hands for what the class considers to be the most and least serious.

- 3 **SPEAKING** Read the headlines with students and check understanding. Groups decide on the fairest punishment for each crime. Students should think about the possible reasons for the crime before deciding on the punishment, for example, the speeding driver may have been in a hurry to get to hospital. When each group has decided on their punishments, make new groups for students to compare with a different pair/group. Monitor, but avoid correcting mistakes. The focus of this task is on fluency, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity, at the end write them on the board, and praise the student who used them.

### Student's Book page 78–79

## READING

- 1 A recording of this text is available with your digital resources. Books closed. To focus on the topic of deterrents, type in the key words *Stop Crime* into an internet search engine and show a variety of images on the IWB. If you do not have access to the Internet, draw a red circle on the board with the word *crime* written inside and crossed out. Ask students to work in pairs and list ways of stopping crime. Give them one or two examples to get them started, for example increasing punishments, building skate parks for teenagers. Listen to their ideas in open class and encourage further discussion. Books open. Focus attention on the photos and title. Students discuss in pairs what they think the article is about. If you're using an IWB, do this as a heads-up activity with books closed. Ask students to scan the text quickly to find the two ideas mentioned. Set a time limit of two or three minutes to encourage them to read quickly. Students compare answers in pairs before a whole-class check.

#### Answers

Posters showing a large pair of eyes so that people feel they're being watched; large woolly balls to help create a more pleasant environment

- 2 Ask students to read the sentences and underline any difficult words or phrases. Check/clarify: *put up* (posters), *bike racks*, *interfering* (with the woolly balls) as well as any other words students have underlined. Tell students that they should read the article very carefully and check that the text matches the information in a sentence *exactly* before deciding an answer is true. Ask them to underline the part of the text which helped them decide and to compare their answers with a partner before checking with the whole class. During feedback, ask students to correct the false statements.

#### Answers

1 F They put a poster on a wall. 2 F There were only fewer thefts from the bike rack with the poster. 3 T 4 T  
 5 F The balls are there to create a pleasant environment.  
 6 F Some people think the scheme is a waste of police time.

- 3 **SPEAKING** When students have discussed their answers in pairs, you may like to switch pairs for them to present their answers to a new partner. Monitor both discussion stages and make a note of common errors – perhaps focusing on students' use of vocabulary relating to crime. Write these up on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

## VOCABULARY

### Reporting verbs

- 1 Books closed. Write the words *say* and *tell* on the board. Remind students that we use many other verbs to report speech as this is more interesting than always using *say* and *tell*. Books open. Ask students to discuss the meaning of each of the verbs in pairs. Go through them in open class and check understanding. Next, students work with a partner to choose a verb to complete each sentence and put it into the correct form. Students refer to the article to check.

#### Answers

1 persuade 2 explained 3 claim 4 agreed  
 5 inviting 6 encourage 7 refuse 8 demanding  
 9 recommend

- 2 Encourage students to refer back to the sentences in Exercise 1 to help them with this exercise. Also get them to work in pairs. Check answers, giving further examples to clarify meaning if required.

#### Answers

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

- 3 If you're using an IWB, display Exercise 1 on the screen and elicit that the word that follows *persuade* in number 1 is an object, and that the object is followed by *to* + infinitive. Ask students: *Do we write persuade next to 1, 2, 3 or 4 in the rule box? (2)*. Do the same for number 2, if necessary, before students complete the rule. If you aren't using an IWB, write the sentences on the board and follow the same procedure. Go through answers in open class. Tell students that they should think about these structures when they learn any new reporting verbs to ensure they are using them correctly.

#### Rule

1 refuse 2 invite, encourage, persuade 3 explain, demand, recommend

- 4 Students work in pairs to complete the exercise, referring back to the rule box either to help them choose the correct verb form or to check their answers once they've finished.

#### Answers

1 to meet 2 for forgetting 3 to help 4 me to go  
 5 having 6 me to enter 7 that we read 8 to drive

- 5 Students work with a partner to rewrite the sentences using suitable reporting verbs. If you're short on

time, ask students to just do numbers 1–5 in class. Students can do 6–9 for homework.

#### Mixed-ability

Provide additional staging for weaker students. First, they should choose an appropriate verb for each sentence. Do feedback on this before they write sentences using appropriate verbs.

#### Suggested answers

- 1 They apologised for forgetting to inform us.
- 2 The mayor explained/said/claimed that they were going to introduce a new system to reduce crime.
- 3 The reporter asked the official to give them more information about the plan.
- 4 The man said/claimed/told me that if I worked for them, I'd be very rich soon.
- 5 The woman refused to buy the watch because it was too expensive. / The woman explained that she didn't want to buy the watch because it was too expensive.
- 6 The teacher told us to study the text carefully.
- 7 The man offered to help me with my work.
- 8 The headmaster invited/asked my parents to go to his office the following morning.
- 9 Jack agreed to go to the cinema with Olivia, but only if she paid.

#### Optional extension

Ask students to look back at the news stories on page 75 and use some of the reporting verbs to write sentences reporting what was said or what might have been said by the people in the stories. Monitor to ensure students are using reporting verbs correctly.

Workbook page 74 and page 125

## WRITING

### A report of a crime

This can be set for homework or done as a collaborative writing task in class. Ask students to work in pairs and think of an interesting crime to report. Tell them to make notes before expanding their notes into a report. Make sure they include all the points mentioned in the instructions. In the next lesson, put students into small groups and ask them to read each other's reports and choose the most interesting.

### Student's Book page 80–81

## CULTURE

- 1 To lead into the topic, ask students if they know any fictional criminals. Ask: *What type of crimes did they commit? Were they caught? What was their punishment?* Encourage open class discussion. Tell students they are going to read about three criminals who became very rich. Set a three-minute time limit to encourage students to scan the text quickly to answer the questions without trying to understand every word.

#### Answers

- 1 Dennis Kozlowski – embezzlement  
 Ronald Biggs – train robbery  
 Albert Gonzalez – hacking

- 2 Dennis Kozlowski – prison sentence  
 Ronald Biggs – prison sentence  
 Albert Gonzalez – prison sentence (20 years)

- 2 **▶▶2.10** Play the audio while students read and listen to check their answers.
- 3 Students read again in order to answer the questions. Establish whether they need to write full sentences or if notes are sufficient. Students compare answers in pairs before open class feedback.

### Answers

- 1 Dennis Kozlowski got his money by embezzling (or stealing) money from his company.  
 2 He spent it on a big house, an apartment and a private concert.  
 3 Ronnie Biggs got his money by stopping a train and stealing 120 mailbags of money from it.  
 4 He got caught when police found his fingerprints.  
 5 Albert Gonzalez got his money by hacking into computer networks of huge retail stores, stealing the details of 140 million credit cards and selling these on to criminal organisations.  
 6 He got a 20-year prison sentence.
- 4 **SPEAKING** Divide the class into pairs or small groups for students to discuss. Monitor and help with vocabulary, recording any useful language onto the board to review with the whole class during feedback.
- 5 **VOCABULARY** Students match the definitions with the words, using the context provided by the article to help them. Explain that it is a useful skill for both the real world and for exams to use context to help you work out meaning of unfamiliar vocabulary. Ask students to compare their answers in pairs before you check with the whole class.

### Mixed ability

Ask stronger students to focus on the words in the text and try to guess meaning from context before referring to and matching to the definitions in the exercise. Weaker students can complete the exercise in pairs.

### Answers

- 1 gang 2 tracked down 3 nearby 4 victims  
 5 embezzlement 6 help themselves to 7 all over the place 8 retail stores

### BACKGROUND INFORMATION

**Dennis Kozlowski** (born in New Jersey, USA, 1946) is the son of a policeman. In 2005, after being found guilty of embezzling large sums of money from Tyco, he was sentenced to 25 years in prison. However, he was released in January 2014. He maintains that he did nothing wrong and that as CEO of Tyco, he was authorized to spend the money.

**Ronald Biggs** (1929 – 2013) had been to prison twice before getting involved in The Great Train Robbery in 1963. He escaped from prison in 1965, and fled to Belgium and then France where he had plastic surgery to alter his appearance. He was in Australia until 1970, when he fled to Brazil. He stayed in Brazil until 2001. He was put in prison as soon as he got back to the UK and finally released in 2008.

**Albert Gonzalez** (born in 1981) began computer hacking when he was in his teens. He went on to mastermind the biggest credit card theft in history between 2005 and 2007. In 2011, Gonzalez claimed that he had been working for the United States Secret Service at the time of the hacking.

## LISTENING

- 1 **▶▶2.11** Write these warm-up questions on the board:

*Have you or your family ever been the victim of a theft? What was stolen?*

*What can we do to stop people breaking in to our homes? If you were the victim of a theft, what would you do?*

Students discuss in pairs. Monitor and prompt students to try to use crime vocabulary from the unit. After five minutes or so, nominate students to report back to the class on their discussions. Books open. Focus attention on the four pictures and nominate individuals to describe each one. If you're using an IWB, this would best be done as a heads-up activity with books closed. Tell students that they are going to hear four conversations that are connected to the pictures. Before playing the audio, divide the class into four groups (A, B, C and D). Ask As to predict words they might hear in relation to picture A and so on. Regroup to make ABCD groups for students to share their ideas. Play the audio while students listen and complete the exercise. Check answers in open class.


### Answers

- A 3 B 2 C 1 D 4

### Audio Script Track 2.11

- 1  
 Man You'll never guess what.  
 Woman What?  
 Man Someone broke into our house the other day.  
 Woman No way!  
 Man Yes, we'd just got back from the cinema and we saw the front door open. I knew what had happened immediately.  
 Woman What did they take?  
 Man They didn't take anything, but they left the house in a real mess.
- 2  
 Man You won't believe what happened to me last week.  
 Woman Tell me.  
 Man I was walking down the street when this man just took my phone out of my back pocket and ran away.  
 Woman What?!
- 3  
 Man Yes. He was gone before I could do anything.  
 Woman Did you report it to the police?  
 Man Yes. They said it's happening a lot at the moment.
- 3  
 Boy I heard a really sad story about an old lady. She was conned and lost her life savings.  
 Woman Really?  
 Boy Yes. Someone rang her up and offered her an amazing deal to buy property in London.  
 Woman Right...  
 Boy So she transferred all her money into this bank account and, of course, she never heard from the man again.  
 Woman That's awful. Old people are very vulnerable.  
 Boy I know. It makes me worried about my grandparents. It's just the sort of thing that could happen to them.

- 4
- Woman There was a scary story in the paper the other day. It was about gangs of teenagers going into shops and stealing clothes.
- Man How?
- Woman Well, a couple of them start an argument in the shop and the others use this as a chance to take stuff.
- Man I'd better warn my uncle. He's got a clothes shop.
- Woman Yes, tell him to be extra careful at the moment.

- 2  2.11 Give students time to make a note of what they remember from the first listening before you play the audio again. Allow students to compare answers with a partner before a whole-class check.

### Answers

Conversation 1: burglary; nothing  
 Conversation 2: mugging; his phone  
 Conversation 3: con; the old lady's life savings  
 Conversation 4: shoplifting; clothes

## FUNCTIONS

### Giving and reacting to news

- 1 Books closed. If you're using an IWB, this exercise can be prepared before the lesson and done as a whole-class activity on the board. Using the text icon, prepare a screen showing all of the jumbled sentences. Type each sentence in a different colour and place the words randomly on the screen. In class, divide students into pairs or small groups. Display the words for groups to create four sentences from the words on the board. The winner is the first group to write all four sentences correctly. Alternatively, this exercise can be done from the book with students working in pairs or small groups to write the sentences. During feedback, elicit/explain that these expressions are used as a way of introducing a story.

### Answers

1 You'll never guess what  
 2 You won't believe what happened to me last week  
 3 I heard a really sad story about an old lady  
 4 There was a scary story in the paper the other day

- 2 Students work in pairs to complete the expressions. These all appeared in the previous listening. Check answers in open class. You could include a pronunciation focus here. Model the expressions using appropriate intonation (an increased range) for students to repeat.

### Answers

1 Tell me 2 What? 3 Really! 4 That's awful!  
 5 No way!

- 3 Students create conversations using the expressions from Exercises 1 and 2. First, ask them to brainstorm ideas for what the news might be before they focus on language. Monitor and make sure students are using the expressions correctly. Encourage students to show surprise and concern by using appropriate intonation as they practise their dialogues. Invite one or two pairs to perform their dialogues for the class.

## PRONUNCIATION

For practice of intonation to express surprise, go to Student's Book page 121.

Student's Book page 82–83

## CAMBRIDGE ENGLISH: Towards First

## THINK EXAMS

## READING AND USE OF ENGLISH

### 1 Part 3: Word formation

#### Answers

1 scientist 2 entered 3 various 4 valuables  
 5 apology 6 unlucky 7 criminals

Workbook page 71

## TEST YOURSELF UNITS 7 & 8

### 1 VOCABULARY

#### Answers

1 give up 2 selfish 3 set off 4 got into trouble  
 5 burglar 6 find out 7 generous 8 after all  
 9 arrested 10 shy

### 2 GRAMMAR

#### Answers

1 encouraged 2 would 3 'm not used to 4 going to  
 5 got used to 6 had been

### 3

#### Answers

1 She asked me if I knew who ~~has~~ **had** taken the bike.  
 2 My mum ~~let~~ **made** me do all the washing-up for a week because I was late home one night.  
 3 He persuaded me **to** report the theft to the police.  
 4 I really want to go on the school trip, but my dad won't ~~make~~ **let** me.  
 5 The reporter explained **me** that the mugger would get community service.  
 6 My parents make me ~~to~~ tidy my bedroom.

### 4 FUNCTIONAL LANGUAGE

#### Answers

1 along; about 2 fancy; count 3 heard; That's  
 4 believe; Tell