

2 Crime Doesn't Pay



1 Listen and Discuss

1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?
2. Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?
3. Discuss the articles. Which criminal do you think is the most foolish? Why?

- a **British Burglar Says “Sorry” With Flowers**
- b *Killer Sentenced to Die for Second Time*
- c Credit Card Thief Signs Own Name
- d *The Impatient Inmate*
- e **Paper Boy Steals Truck to Speed Up Deliveries**
- f **Criminals with Big Plans, Small Car**

1

GRAYSON, California, USA — An inmate who was just a day away from being released from jail fled the county prison on Thursday, according to the Grayson sheriff's department. When Bob Newton, 32, saw a gate that had been opened for a truck, he couldn't resist the opportunity to escape. Deputy Royjindar Singh saw Newton run through the gate and disappear into a cornfield. Newton is being pursued by a K-9 unit, a helicopter, police deputies, and the California Highway Patrol. Newton had been serving a five-day sentence for a misdemeanor reckless driving charge. When caught, Newton could now face up to a year in state prison.

2



KUALA LUMPUR, Malaysia — Malaysian police reported on Tuesday that two armed robbers stole a car, then hijacked a security van with \$13 million inside. However, the robbers encountered a problem when they tried to

transfer the money to their getaway car. The car the robbers had stolen was a compact car. It was so small that it could not carry all of the cash, and the robbers were forced to abandon more than half of it!

Unit Goals

Vocabulary

Crime
Punishment

Functions

Discuss crime
and punishment
Read and discuss
newspaper articles
Explain steps
in a process

Grammar

The Passive
Past Perfect and Past
Perfect Progressive

Listening

Listen for specific
details

Pronunciation

Linking adjacent consonant
sounds

Reading

Crime Puzzles

Writing

Write a story for a
newspaper

Form, Meaning and Function

Simple Past
Used to and *Would*

Warm Up

With books closed, ask students about what kinds of crimes are common in their community and about recent crimes they've seen in the news. As students talk, make some notes on the board about crime words that come up in the discussion, such as **steal, hijack, robber, burglar, thief, theft**. Also include words related to law enforcement, such as **police, prison, jail, and sentence**.

1 Listen and Discuss


- Discuss the first introductory question with the whole class. Elicit two or three famous crimes students have heard of. As students talk, continue to add words to the vocabulary list on the board. **Note:** As the topic of crime can bring up sensitive issues, direct the discussion as much as possible to less violent crimes.
- Focus students' attention on the headlines. Point out that there are six headlines, but only three newspaper stories on pages 20 and 21. Have students read the headlines and skim the stories quickly to match the stories with the correct headlines.

Answers

Story 1: The Impatient Inmate

Story 2: Criminals with Big Plans, Small Car

Story 3: Credit Card Thief Signs Own Name

 Play the audio for the three stories on pages 20 and 21. Have students read along in their books.

- Have students read the stories again one by one. After they read each story, ask a few questions to check comprehension. For example:

The Impatient Inmate

Where does the story take place? (California)

How did Newton escape?

(He went through an open gate.)

What was Newton's crime? (reckless driving)

How long was his sentence? (5 days)

How long might Newton be in prison now when they catch him? (1 year)

Criminals with Big Plans, Small Car

What did the robbers do? (They stole a security van with \$1.3 million in it.)

What kind of car did they steal for the getaway car?

(a small, compact car)

What problem did they have? (There wasn't enough room in the small car for all the money they had stolen.)

Credit Card Thief Signs Own Name

What did the criminal steal? (a credit card)

What mistake did he make when he used the credit card? (He signed his own name, not the name on the card.)

Did he buy expensive things with the card? (No, he bought coffee, milk and cereal.)

- When you're sure students understand the main points in each story, put students in groups to discuss the third introductory question: **Which criminal do you think is the most foolish? Why?** Tell students that each group must choose one criminal they think is the most foolish.
- Have one person from each group report the group's decision and explain why.

2 Crime Doesn't Pay

- Draw a two-column chart on the board. Label the columns **Crime** and **Punishment**. Have students work with a partner and write as many words as they can from the stories under each header. Possible answers include:

Crime: drunk driving, armed robber, hijack, getaway car, stolen (steal), escape

Punishment: inmate, release, jail, prison, sheriff, deputy, serve a sentence, misdemeanor, accused, charged

- Invite two students to come to the board and write their words in the appropriate columns. Discuss the words with the class.

Quick Check

A

- Have students work individually to match the words with their meanings.
- Check answers by calling on students to read aloud the word and the meaning. Then have students find each word in the stories and read the sentences that contain the words aloud.

Answers

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

Language Builder

If students ask, explain that in the U.S. a *misdemeanor* is a crime that is not considered very serious. Someone who commits a misdemeanor usually pays a fine or spends a few days in jail. More serious crimes are called *felonies*. For a felony, a person can spend months or years in prison.

B

- Have students work individually to write *true* or *false* for each sentence. Then have students compare answers with a partner.
- Check answers by calling on students to read a sentence and say if it's true or false. For the false sentences have students say the correct story.

Answers

1. false (That's *The Impatient Inmate*.)
2. true
3. true
4. true
5. false (That's *Criminals with Big Plans, Small Car*.)

2 Pair Work

- Brainstorm a few crime stories that have been in the news recently. Remind students of some of the stories they mentioned earlier. Students might also think of crimes they have seen on police shows on TV. Again, direct students toward less violent crimes.
- Have each student choose a story. Give them four or five minutes to make some notes about the story. Go around and help with vocabulary as needed.
- Have students tell their story to a partner. They should include as many details as possible.
- Ask two or three volunteers to tell their stories to the whole class.

Workbook

Assign page 229 for practice with the vocabulary of the unit.



Teaching Tip

When dealing with sensitive topics like crime in the classroom, be aware that some students may find the topic upsetting. Keep the mood in the classroom light and the focus on the less serious, more amusing aspects of crime.



Additional Activity

Practice the verb collocations with crime vocabulary. Write these sentences on the board and have students fill in the verbs. If necessary, write a list of the verbs in a different order for them to choose from.

The police _____ the man of stealing a credit card. (accused)

He _____ a two-month sentence for robbing the grocery store. (served)

They're going to _____ him from jail next week. (release)

The police _____ the robbers with a helicopter. (pursued)

Two prisoners _____ from the jail last night. (escaped)



There are strange crimes and also strange laws. In Michigan, U.S.A., it's illegal to chain an alligator to a fire hydrant. In Oklahoma, a state in the U.S. that has no sea coast, it's illegal to hunt whales. In Cyprus, eating and drinking (even water) while driving is illegal.



3



ROSARIO, Argentina — Argentine police didn't have much of a challenge finding a man accused of using a stolen credit card. The man used the credit card, then signed his own name on the receipts! The credit card was reported stolen from an unlocked apartment last month. According to the police, Alfredo Ramirez, 21, had used the credit card to buy a cappuccino at a

coffee house and to buy milk and cereal at a grocery store. The next time he tried to use the stolen card, it was declined and seized. Ramirez has been charged with three counts of unauthorized use of a credit card.



Quick Check ☒

A. Vocabulary. Match the words with their meanings.

- | | |
|-----------------------|---|
| 1. _____ decline | a. without permission |
| 2. _____ unauthorized | b. to leave or give up something |
| 3. _____ to abandon | c. to refuse |
| 4. _____ inmate | d. a minor crime |
| 5. _____ misdemeanor | e. to take control of a moving vehicle by force |
| 6. _____ hijack | f. a prisoner |

B. Comprehension. Answer **true** or **false**.

1. _____ *Credit Card Thief Signs Own Name* talks about a prisoner breaking out of prison.
2. _____ *Credit Card Thief Signs Own Name* reports the story of a credit card theft.
3. _____ *Criminals with Big Plans, Small Car* is about a hijacking and a robbery.
4. _____ *Criminals with Big Plans, Small Car* tells the story of robbers who did not prepare well for their crime.
5. _____ *The Impatient Inmate* reports on a robbery.

2 Pair Work

Think of a crime story that you heard or read about in the news. Tell your partner about it, explaining the details.

2 Crime Doesn't Pay

3 Grammar

The Passive

Use the passive to put the focus on an action, rather than who did the action.

The passive is formed with *be* (any tense) + past participle.

The crime **was committed** early in the morning.

The murder weapon **has been found**.

The murderer **will be brought** to justice.

To include who did the action, use the preposition *by*.

The burglar **was arrested by the police**.

Note: Newspapers often use the passive to report crime stories.

Past Perfect and Past Perfect Progressive

We use the past perfect to talk about an activity or event that was completed before another activity or event in the past.

Reiko **had forgotten** to lock the door before she left the house.

The criminal **had** already **escaped** by the time the police arrived.

We use the past perfect progressive when the activity was in progress at the time another activity or event happened in the past.

Juan **had been getting** cash from the ATM when he was mugged.

The driver **had been swerving** between lanes when the police officer stopped him.

A. Rewrite the active sentences as passive sentences.

 Police found the suspect wearing a cow costume.

The suspect was found wearing a cow costume.

1. A 92-year-old grandmother chased and caught the criminal.
2. The police discovered 54 money boxes in the suspect's home.
3. Police found the suspect hiding in a trash can.
4. The jury found the suspect guilty of stealing \$40,000 worth of bananas.
5. The police will fine him for littering the sidewalk.

B. Write the newspaper headlines as full, passive sentences.

 Killer Sentenced to Die for Second Time

A killer has been sentenced to die for the second time.

1. Man Accused of Driving Stolen Car to Court
2. Man Jailed for Driving Too Fast
3. Break-In Suspect Found Asleep in House
4. Man Found Guilty of Stealing Candy from Child
5. Man Arrested for Not Paying Library Fines
6. Businessman Fined \$35 for Illegal Parking



3 Grammar

The Passive

- Write these sentences on the board:
The police accused the men of stealing a car.
The men were accused of stealing the car (by the police).
- Explain that in the first sentence the action (accused) is performed by the subject (the police). The verb *accuse* is an active verb in this sentence. In the second sentence the men receive the action. Here the verb *accuse* is passive. Draw arrows to show how *the men* moves from the object to the subject position.
- Have students read the explanation and the examples in the chart. Ask: ***What's more important in passive sentences, the action or the person or people who do the action?*** (the action)
- Direct students' attention to the three stories on pages 20 and 21, and have them find more examples of sentences in the passive. Ask about the tense of the verbs. For example:

Newton saw a gate that had been opened...
(past perfect)

Newton is being pursued... (present progressive)

The robbers were forced... (simple past)

The credit card was reported... (simple past)

Ramirez has been charged... (present perfect)

Past Perfect and Past Perfect Progressive

- Write this sentence on the board: ***When Alicia got home, the robbers had already left.*** Then write these sentences on the board and label them as 1 and 2 to show which action happened first:
(2) Alicia got home. (1) The robbers left.
Explain that the verb phrase *had already left* is in the past perfect. We often use the word *already* with the past perfect.
- Have students read the explanation and the examples.
- Have students find more examples of the past perfect in the stories on pages 20 and 21. For example:
... the gate had been opened...
Newton had been serving...
The car the robbers had stolen...
Ramirez had used...

Language Builder

Point out that in many cases we can use either the past perfect or the simple past or past progressive. However, the past perfect helps make the order of events clearer.

A

- Read the directions and the example with the class. Point out that the example sentence does not include the phrase *by the police* because it is not the most important part of the sentence.
- Do the first sentence with the whole class. Point out that in this sentence students should include the phrase with *by*. The detail about the grandmother is an important part of the sentence.
- Have students work individually to write the sentences. Check answers as a class.

Answers

1. The criminal was chased and caught by a 92-year-old grandmother.
2. Fifty-four moneyboxes were discovered in the suspect's home.
3. The suspect was found hiding in a trash can.
4. The suspect was found guilty of stealing \$40,000 worth of bananas.
5. He will be fined for littering the sidewalk.

B

- Ask a volunteer to read aloud the directions and the example. Ask students what changes were made.
- Do the first sentence with the whole class. Elicit the sentence: ***A man has been accused of driving a stolen SUV to court.*** Point out that the present perfect is better for this situation since the time is not known or not important. Make sure that students add the necessary articles.
- Have students work individually to write the sentences. Check answers by having students write their sentences on the board.

Answers

Answers will vary. Sample answers:

1. A man has been accused of driving a stolen car to court.
2. A man was jailed for driving too fast.
3. A break-in suspect was found asleep in the house.
4. A man has been found guilty of stealing candy from a child.
5. A man has been arrested for not paying library fines.
6. Some businessmen have been fined \$35 for parking illegally.

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C

- Read aloud the directions and go over the example. Point out that the labels *1st* and *2nd* give the order of the events.
- Have students work with a partner to combine the sentences. Point out that they may need to change the order of the sentences.
- Check answers by having pairs write their sentences on the board.

Answers

1. Tania had been talking on the phone when she heard an intruder in the house.
2. Before he was arrested for stealing state funds, he had been a trusted politician.
3. Luckily, I had installed an alarm before the robbery took place.
4. Before he got into his car, he had been jogging.
5. I didn't have any money because my wallet had been stolen.

D

- Have students read the newspaper article through first, without writing, to get the main idea of the story. Ask a few questions about the main events in the story. For example:

What kind of crime did John Wilkinson plan?

(to rob a drugstore)

Where did he leave his car? (in front of the drugstore)

Why couldn't he get into his car after the robbery?

(He left his keys in the car.)

- Do the first item with the whole class as an example. Explain that this is a simple statement about one event in the past.
- Have students work individually to complete the paragraph. Then have students compare answers with a partner. When their answers are different, they should discuss whether or not both answers are possible.
- Check answers by calling on students to read the completed story aloud.

Language Builder

Point out the idiom in the story *...went off without a hitch*. To *go off without a hitch* means to do something without having any problems or interruptions.

Answers

1. attempted
2. had spent
3. had bought/bought
4. had taken/took
5. felt
6. had planned
7. went
8. tried
9. ran
10. had left
11. tried
12. discovered
13. had made
14. had thought/had been thinking/thought
15. had locked/locked

E

- Have students look at the picture and read the directions and the questions.
- Put students in small groups to answer the questions and make up a story.

Workbook

Assign pages 230–232 for practice with the grammar of the unit.



Teaching Tip

Tell students that as they become more advanced in English, they will come across more situations where there is more than one possible answer to a question or more than one way to say something correctly.



Additional Activity

Have students make a timeline of important events in their lives. Then have them write sentences with the past perfect. For example: *Before I started first grade, I had already learned to read*. Then have them share some of their sentences with the class.

C. Combine the sentences to create one past perfect or past perfect progressive sentence.

💡 (1st) Marco was walking down a poorly lit street. (2nd) He was mugged.
Marco had been walking down a poorly lit street when he was mugged.

1. (1st) Tania was talking on the phone. (2nd) She heard an intruder in the house.
_____ when _____.
2. (1st) He was a trusted politician. (2nd) He was arrested for stealing state funds.
Before _____.
3. (1st) Luckily, I installed an alarm. (2nd) The robbery took place.
_____ before _____.
4. (1st) He was jogging. (2nd) He got into his car.
Before _____.
5. (1st) My wallet was stolen. (2nd) I didn't have any money.
_____ because _____.

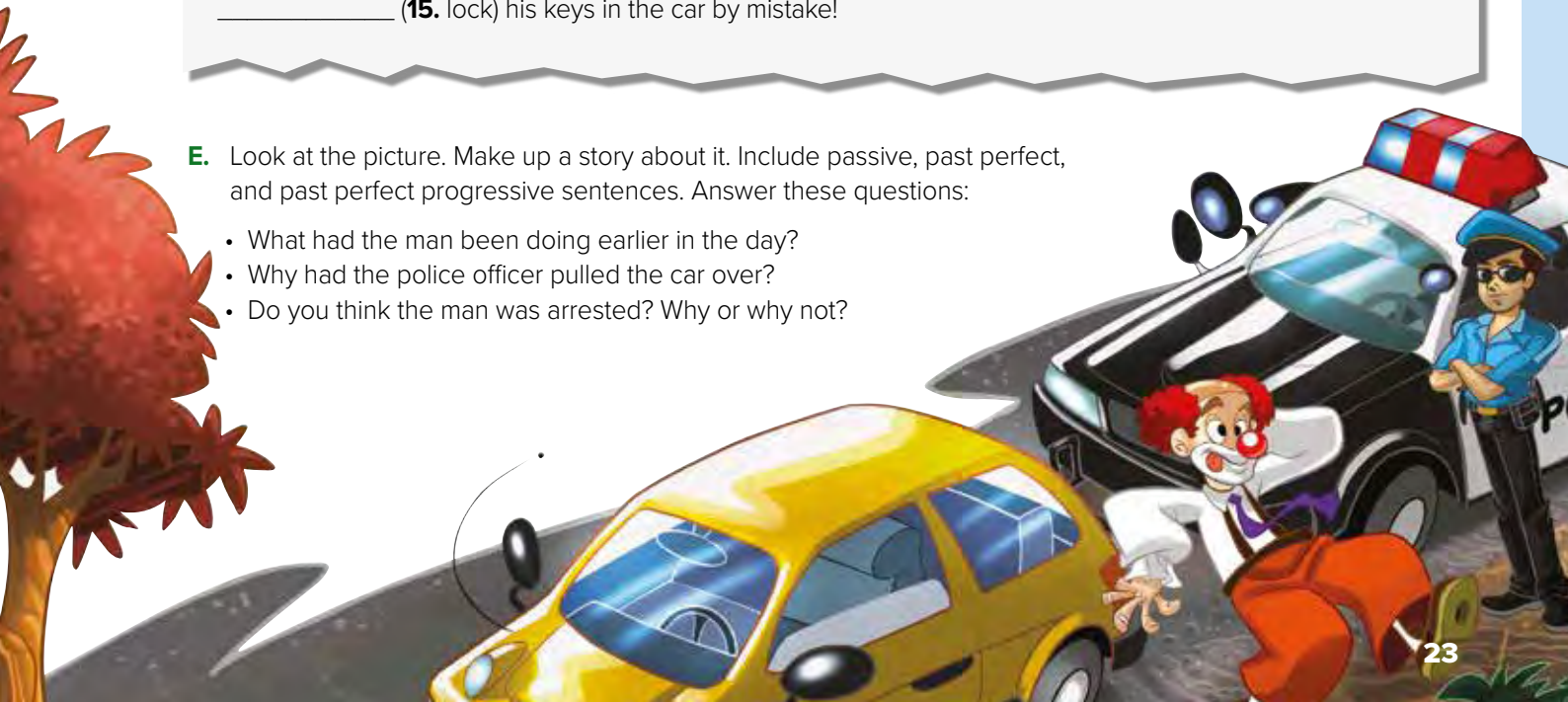
D. Complete the newspaper article with the correct form of the verbs. For some answers, both the simple past and the past perfect forms are possible.

Would-Be Robber Forgets Important Detail

STANTON, Texas—John Wilkinson, 24, _____ (1. attempt) to rob the Stanton Drug Store yesterday. Wilkinson _____ (2. spend) weeks planning every detail of the robbery. He _____ (3. buy) a ski mask to cover his face. And right before the robbery, he _____ (4. take) the license plate off his car. Wilkinson _____ (5. feel) confident that he _____ (6. plan) the perfect robbery. The robbery itself _____ (7. go) off without a hitch. The problems began when Wilkinson _____ (8. try) to get away. Wilkinson _____ (9. run) to his car. He _____ (10. leave) it parked and running in front of the pharmacy. He _____ (11. try) to get in the car but the door wouldn't open. Wilkinson _____ (12. discover) that he _____ (13. make) an incredibly stupid mistake. He _____ (14. think) so much about the robbery, that he _____ (15. lock) his keys in the car by mistake!

E. Look at the picture. Make up a story about it. Include passive, past perfect, and past perfect progressive sentences. Answer these questions:

- What had the man been doing earlier in the day?
- Why had the police officer pulled the car over?
- Do you think the man was arrested? Why or why not?



4 Conversation

- Albert:** When traveling in cities, I used to worry about being pickpocketed. Then I learned how pickpockets do it. That taught me how to prevent it from happening to me.
- Ali:** So how do they do it?
- Albert:** Well, to begin with, they look for someone on the street who has stopped to look at buildings or people. That's one of the reasons tourists are an **easy mark**.
- Ali:** Then what happens?
- Albert:** The pickpocket will often pretend to bump into the victim **by accident**. He might act as if he's dizzy. He may ask where you're from, act really friendly, and try to shake your hand.
- Ali:** Then what?
- Albert:** At this point, he might pretend to lose his balance and fall against you. Like this (*falling over*).
- Ali:** Then what?
- Albert:** That's it. You've **let your guard down**, and consequently, he's **nabbed** your wallet.
- Ali:** **Are you kidding? Come on.** My wallet couldn't possibly be stolen that easily.
- Albert:** Are you sure?
- Ali:** **I'm positive.**
- Albert:** Then what's this in my hand?
- Ali:** My wallet!



Real Talk

easy mark = likely victim(s)
by accident = not on purpose
let your guard down = not be careful enough
nabbed = stolen
Are you kidding? = Are you joking?
Come on. = Please be serious.
I'm positive. = I'm certain.

About the Conversation

1. What crime are the people talking about?
2. How does the crime happen? Explain the steps.
3. Have you or anyone you know ever been pickpocketed or robbed? What happened?

Your Turn


Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box.

Ordering

To begin with...
Once...

At this point...
Consequently...

4 Conversation

- Focus students' attention on the photos. Ask:
What's happening to the person with the wallet?
Introduce the word *pickpocket* as a noun and a verb. *To pickpocket* means "to steals things from another person's pockets" (or other thing they carry with them, such as a purse or backpack). A *pickpocket* is someone who steals from others.
-  Play the audio twice. The first time, students listen with their books closed. The second time, they read along in their books.
- Ask questions to check comprehension. For example:
How do pickpockets choose their victims? (They look for people who are looking at buildings and other things. They often choose tourists.)
What do they do before they commit the crime? (They bump into their victim, or act very friendly and shake the victim's hand.)
What do you think Albert does when he says, Like this? (He acts out what the pickpocket does.)
Why is Ali surprised at the end of the conversation? (Albert has stolen his wallet from his pocket.)
- Have students practice the conversation with a partner. Then they switch roles and practice again.

Real Talk

- Model the phrases for the students to repeat.
- Ask students who says each phrase and why. Possible answers include:
easy mark (Albert says this to describe the type of person it's easy to steal from.)
by accident (Albert says this to explain that the pickpocket bumps into people and makes it look like it was not intentional.)
let your guard down (Albert says this to describe a moment when the victim stops paying attention and isn't careful.)
nabbed (Albert uses this slang expression to mean *stolen*.)
Are you kidding? (Ali says this because he doesn't believe that Albert's telling the truth. He thinks it's a joke.)
Come on! (Ali wants Albert to stop kidding or joking.)
I'm positive. (Ali says this to emphasize that he is very sure no one could steal his wallet that easily.)

- Have students practice these phrases by using them in sentences or situations with a partner.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers to questions 1 and 2 by calling on pairs to read a question and an answer.
- Discuss question 3 with the whole class. Ask several students to tell stories about times when they or people they know have been pickpocketed.

Answers

- They are talking about pickpocketing.
- Look for someone who isn't walking; pretend to bump into the victim by accident; shake victim's hand, act really friendly; take wallet and walk away.
- Answers will vary.

Your Turn

- Call on a student to read the directions aloud.
- Direct students' attention to the box. Tell them that these are some expressions people use when describing a process in order to put the steps in the right order. Ask: **Which expressions does Albert use in the conversation?** (to begin with, consequently)
- Brainstorm with students a few ideas that they might use for the conversation. Remind them that it doesn't have to be about crime. Some starter ideas might be things like these: *how to study for a test*, *how to learn new words*, *how to get your parents to say "yes."*
- Put students in pairs to create their conversations. Remind them to use the phrases from the box. Students should switch roles so each student gets a chance to explain something.
- Ask two or three pairs to present their conversations to the class. As they do this, have the class check off the phrases that they use to put the steps for their process in order.

5 Listening

- Focus students' attention on the photo. Ask: **What do you think the man is doing?** Elicit from students some things they do to stay safe from crime. Make notes of their answers on the board.
- 🔊 Play the audio once for students to just listen. Play it again for them to write their answers.
- 🔊 Play the audio a third time. Pause after each section to ask students to summarize what they heard, using the notes they wrote in the chart.
- Review the notes on the board. Which things were also mentioned in the lecture on safety?

Answers

1. Things you can do to stay safe: Keep valuables out of sight. Travel with another person. Stay alert. Avoid unfamiliar locations. Take a self-defense class.
2. You can recognize dangerous people or situations.
3. *Answers will vary.*

🔊 Audioscript

Thanks for coming to our "Safety Tips" seminar today. This short class will give you important tips and tools for maintaining your personal safety.

One of the easiest and most important things you can do to prevent yourself from being mugged is to keep valuables out of sight. Expensive watches, rings, and necklaces make you an easy mark. They are like an invitation to a mugger. I recommend leaving these things at home to prevent them from being nabbed. However, if you must wear them, make sure that they are covered by your clothing until you arrive at your destination. I had been wearing an expensive watch earlier in the day. I took it off before leaving home.

Whenever possible, travel with at least one other person. When a person is walking down a street on their own, they are more likely to become a target.

Another extremely important and basic way of staying safe is to stay alert! Always remain aware of your surroundings and don't let your guard down. While I walked here today, I was taking constant, quick glances around. This gives you the chance to recognize people or situations around you that are potentially unsafe. If you feel unsafe, quickly walk to a well-populated area and, if necessary, get help.

Whenever you can, avoid unfamiliar locations. If you must travel through an area you aren't familiar with, become familiar with it. Before I came here today, I had never been to this part of town. So before I left my house, I mapped out the route to get here. I also made sure to find out the location of the local police station.

You might also consider taking a self-defense class. I took a self-defense class last year, and as a result, I feel more confident about my ability to protect myself. In fact, while I was taking the class, someone actually tried to mug me. I say "tried" because, thanks to the class, he didn't succeed!

6 Pronunciation

- 🔊 Play the audio for the explanation while students read along in their books.
- Model the first sentence for the class, showing how the *s* from *tips* becomes the first sound of *seminar*.
- 🔊 Play the rest of the audio for students to listen and repeat the sentences.

7 Vocabulary Building

A

- Read the directions with the class. Have students read the list of words and the sentences. Then have students work individually to complete the sentences.

B

- Have students compare answers with a partner.

Answers

- | | | |
|------------|----------------|------------|
| 1. insured | 4. coincidence | 7. assume |
| 2. suspect | 5. installed | 8. display |
| 3. grim | 6. pavement | |

Workbook

Assign page 233 for additional reading practice.



Teaching Tip

Tell students that they shouldn't try to write a lot while listening. They should write only one or two words about important points. When the recording stops, they should complete their notes before they forget.



Additional Activity

Give a dictation. Play the audio of the last paragraph of the Listening. Pause the recording after each sentence and have students write as much as they can. Then put students in small groups to compare what they've written and add to or change their sentences. Play the audio again for students to check.

5 Listening

Listen to the lecture on safety. Take notes and then answer the questions.

1. Complete the chart.

Things you can do to stay safe	Tick <input checked="" type="checkbox"/> the things you do
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

2. Why is it important to stay alert?
3. Which of these safety precautions do you already take?
Will you start taking others?

6 Pronunciation

When a word ends with the same consonant sound that the next word begins with, the two sounds are linked. Listen and repeat the sentences. Practice linking the consonants.

1. Thanks for coming to our safety tips seminar.
2. This class will give you important tips.
3. To prevent yourself from being mugged, keep valuables out of sight.
4. Don't let your guard down.
5. I must travel to an unfamiliar area.

7 Vocabulary Building

assume	grim	pavement
coincidence	installed	suspect
display	insured	

- A. You will see these words in the reading on pages 26 and 27.
Complete each sentence with one of these words.

1. That watch is valuable. You should have it _____ in case it's ever stolen.
2. The police are looking for the _____. He has dark hair and was wearing a green shirt.
3. The news about the plane crash was _____. There were no survivors.
4. I was just thinking of Tom when I bumped into him on the street. What a _____!
5. Alex had a new house alarm _____ to keep his home safe.
6. My brother fell on the _____ at the skateboard park and broke his wrist.
7. I _____ that I'm meeting her at the usual time. But maybe I'd better check.
8. The department store has a beautiful vacation _____ in their window.

- B. Check your answers with a partner. If you do not understand the meaning of a word, look it up in a dictionary.

8 Reading

Before Reading

What mystery or crime stories have you read?
Talk about the characters and the story.

Crime Puzzles

The Case of the Stolen Jewels

Detective Colmes was at the coffee shop around the corner when he learned that Jones's Jewelry had been broken into. He arrived at the scene of the burglary in moments.

Mr. Jones, the owner of the store, explained what had happened. "I arrived this morning to open up the store. As I walked up to my shop, I noticed a lot of broken glass on the pavement. I looked up and realized that the display window had been broken." Colmes looked out the broken window at the sidewalk, littered with glass. Mr. Jones continued, "Then I saw that all of the jewelry from the display window was gone. The doors were still locked, so this must be where the burglar broke in!"

"Why didn't the alarm go off?" asked Colmes. "It's a strange coincidence," said Mr. Jones. "I removed our old alarm system yesterday and made an appointment to have a new one installed today."

Colmes looked around at the empty jewelry cases. "I assume your jewelry was insured?"

"Of course!" said Mr. Jones. "Thank goodness for that!"

Colmes nodded and said, "Mr. Jones, I believe there was a crime indeed. And it was committed by you."

What crime does Colmes suspect Mr. Jones of committing? Why?



The Case of the Bowling Alley Murder

The Center Street Bowling Alley, the oldest bowling alley in the city, closed at midnight. At 4:00 A.M., the janitor found a terrible sight: a man with a knife in his back lying in one of the lanes. Detective Colmes quickly arrived at the scene with a swarm of police officers.

"Anybody know the victim?" asked Colmes. "I do," said one of the officers. "That's Bob Reynolds. He's running for councilman. He and Mike Jenner have been having a bitter campaign battle."

"Perhaps we should pay Mr. Jenner a visit," said Colmes. Before leaving the bowling alley, Colmes took his cell phone out of his pocket and left it behind.

On arriving at Mike Jenner's house, Colmes told Jenner, "I have some grim news. Bob Reynolds has been murdered."

"No! I can't believe it!" cried Jenner.

"We'd like to speak with you about the murder. But first, I need to get back to the police station to file the report. Can you meet me at the station?"

"Of course. I'll help in any way I can."

"I'll give you a call." Colmes patted his pocket. "Uh oh, I must've left my cell phone at the bowling alley. Would you mind picking it up and bringing it with you to the station?"

Jenner looked confused, but said, "Sure. I'll do anything to help with the investigation."


Later that day, Jenner brought Colmes's cell phone to the station. He was arrested and charged with murder. Why?



8 Reading

- With books closed, discuss the **Before Reading** questions. Ask students about mystery or crime stories they have read or that they watch on TV. Who are their favorite detective characters?

READING STRATEGY Jigsaw reading

- Tell students that they are going to read a crime story. Put students in pairs and assign each pair one of the two crime stories on page 26. Tell them that they are going to read the story and then tell another pair about their story. (They should not read the other story.)
- In pairs, students read the story and then practice retelling the story in their own words.
- As students are working, go around the room and help as needed. Answer questions about the stories and give them some ideas about how they can retell this story.
- Have students work with a pair that read the other story. Each pair then tells their story to the other pair. (They should not tell them the explanation of the crime.) Students should ask questions about anything they don't understand. Remind them of the language for asking for clarification and confirming that they studied in Unit 1.
- When students finish telling the story, they ask the other pair to guess how the detective knew who had committed the crime.
-  When students have finished telling the stories, play the audio for the two stories. Have students read along as they listen.
- Invite one pair to tell each of the stories for the class. Have students ask questions about any details in the stories they still don't understand.

- As an extension, work with the vocabulary of the reading. Write these definitions on the board and have students find the words in the stories.

The Case of the Stolen Jewels

left lying in a mess all over a certain area

(paragraph 2: littered)

moved the head up and down to agree

(paragraph 5: nodded)

The Case of the Bowling Alley Murder

a large number of something (paragraph 1: a swarm)

full of angry, unhappy feelings (paragraph 2: bitter)

touch quickly with the flat part of the hand

(paragraph 8: pat)

2 Crime Doesn't Pay

After Reading

- Have students work individually to write *true* or *false* for each sentence. Have them rewrite the false sentences to be true. Then have them compare answers with a partner.
- Check answers by calling on students to read a sentence and say if it's true or false. Then have them refer to the part of the story that proves this.

Answers

1. false (He was at the coffee shop.)
2. false (The glass was outside on the sidewalk.)
3. false (The story says it was the "oldest" bowling alley. This implies there are others.)
4. false (They were having a bitter campaign battle.)
5. true

9 Speaking

- Put students in small groups to discuss the questions. Give one student the role of reporter and say that this student will have to report what the group says about the characteristics of a good detective.
- Ask students to draw a similar organizer in their notebook. As students are working, go around and check that everyone is participating in the discussion, and writing their ideas in the organizer.
- Have the reporter from each group tell the class the characteristics the group thinks make a good detective. Do the members of the group think they would be good detectives? Why or why not?

Workbook

Assign pages 234–235 for additional writing practice at word and sentence level.



Teaching Tip

When students are having a group discussion, try to make sure that each person in the group has something to do. For example, give each student a role to play, such as leader, reporter, or secretary. This helps ensure that everyone participates.



Additional Activity

Play the Alibi game. Write the word **Alibi** on the board and explain it. Tell students that a crime has been committed. Make it something silly, such as someone stole all the potato chips from the cafeteria. Give the time. Say that four students are suspects. Divide the class into five groups. Put all the suspects in one group. They have to agree on an alibi to explain why they couldn't have committed the crime at that time. The other groups are the police. They make up questions to ask the suspects. Then each one of the four suspects goes to a different group to be interviewed. The police groups compare answers. If the suspects' answers agree, they are innocent. If they give different answers, they're guilty.



One of the best-known crime writers in the world was Agatha Christie. She wrote 66 mystery novels. Her books have sold more than 2 billion copies around the world and have been translated into 45 languages.

Answer

The Case of the Stolen Jewels:

Detective Colmes suspects that Mr. Jones took the jewelry himself and pretended that there had been a burglary so he could collect insurance money. The broken window is Colmes's clue. If someone had broken into the shop, the broken glass should have been on the inside of the shop. Since it was outside the store, the window must have been broken from inside.

Answer

The Case of the Bowling Alley Murder:

Detective Colmes never told Mr. Jenner in which bowling alley the murder took place. Yet Mr. Jenner knew which bowling alley to go to for Colmes's phone. Mr. Jenner must have known where the murder took place because he was there!

After Reading

Answer **true** or **false**.

1. _____ Detective Colmes was at the police station when he heard about the robbery.
2. _____ The broken glass was inside the store.
3. _____ The Center Street Bowling Alley is the only bowling alley in the city.
4. _____ Mike Jenner was Bob Reynolds's friend.
5. _____ Colmes left his cell phone at the bowling alley on purpose.

9 Speaking

1. Talk about the characteristics of a good detective. Work in pairs or groups.
2. Write your ideas in the organizer below. Use the organizer to discuss in groups or in class.

Crimes that a detective investigates	Characteristics needed to solve crimes	Do I have these characteristics?

10 Writing

- A.** Read the title of the article below and decide who it is addressed to. Give reasons for your answer.

CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE!

1. Read the article and answer the questions.
 - Why did the burglar leave the house in a hurry?
 - What did the police find?
 - How did they discover the identity of the burglar?
2. Read the article again and answer the questions.
 - How does it begin?
 - Are all the events presented in the order they happened (chronologically)? Why? Why not?
3. Find out which paragraph/s focus on:
 - the police investigation
 - the burglary
 - the arrest
4. How many past forms can you find?
5. Are there any passive forms? Why? Why not?



A burglar was arrested after leaving his cell phone at the house that he broke into. The man was going through the rooms, looking for valuables, when he heard someone unlock the door and enter the house. So, he jumped out of a window and fled to avoid getting caught.

The police searched the house later, looking for prints and other clues to help them identify the man. All of a sudden, one of the owners pointed to a cell phone plugged into one of the sockets, charging, and said that he had never seen it before

and did not know who it belonged to. The police checked with the rest of the family and confirmed that it did not belong to any of them.

One of the police officers had an idea. He called a contact listed in the phone memory, and told the person that the owner of the phone had been in an accident, so the police were trying to get in touch with friends and family. The man was identified. He was later arrested and charged with a total of 12 burglaries!

10 Writing

- Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: **Who do you think the person is? What is he doing in the picture? Where do you think he is? Why?**
- Have volunteers report answers/ideas for the class.

A

- Write the title CHARGING YOUR CELL PHONE, CAN GET YOU IN TROUBLE on the board and allow students to reflect and make suggestions on what the title is referring to. Elicit and discuss suggestions in class.
- Read the directions for 1 with the class and have students to try and predict what the article is about. For example:

Was the burglar arrested? How do you know? What makes you think that?



- Play the audio and have students listen and follow in the text. Were their predictions confirmed?
- Have students read the text individually to make notes then form groups to compare their notes. Circulate and monitor participation. Help when required.
- Call on students to report to the class. Ask them to give reasons for their answers.

Answers

- Because he heard someone enter the house and he didn't want to get arrested.
- They found a cell phone that did not belong to anyone in the family, plugged into a socket.
- One of the police officers called a contact listed in the phone memory and the man was identified.
- Direct students to question 2 and have them work alone on their answer. Then ask them to compare with a partner.

Answers

- A burglar ...broke into.* It begins with the final event and the reason that led to it to raise reader interest and expectations.
- Have students work on 3 in pairs. Ask them to highlight words or phrases that they used as clues in the text.

Answers

Clues will vary.

- paragraph 2:** police, searched, prints, clues, identify the man
- paragraph 1:** arrested, broke into, looking for valuables
- paragraph 3:** police officers, idea, get in touch, identified, arrested and charged with 12 burglaries
- Have students read directions 4 and 5 and highlight relevant items.

Answers

- was arrested, broke into, was going through, heard, jumped, fled, searched, pointed, had never seen...etc., i.e. all the past forms in the text
- There are a few passive forms. For example: A burglar was arrested (paragraph 1) and the man was identified, was arrested/charged.
The passive forms are used to focus on the burglar and the burglary and not the person or people who acted, in this case the police, because it is understood that the police investigated the case and caught the burglar.

2 Crime Doesn't Pay

B

- Tell students that they are going to write a newspaper or web article about a foolish crime. Ask them to work in pairs to write a definition of a foolish crime. Call on pairs to tell the class what they wrote. Compare with other pairs.
- Read directions for 1 and 2 and organize students in pairs or small groups. Ask them to brainstorm on stories and talk about the components that are important, for example, the character/s, the location, the events, the reasons, etc.
- Have students look at the pentagon and work on **Who**. Ask them to make notes using the lines over the pentagon. Circulate and monitor.
- Call on a student from each pair/group to report using their notes.
- Have students use the rest of the diagram to make notes on the location, events, reasons and time of events in the story. Circulate and monitor participation.
- After groups/pairs have made their notes around the pentagon read directions for 3 and 4.
- Direct students to the Writing Corner. Have students read the first point and discuss what kind of stories or openings to stories/articles make them want to read on.
- Call on volunteers to report their thoughts in class.
- Ask the class to reflect on the order used in the burglary story they read. Use questions like these:
Were events reported in the order they happened?
Are there a lot of details between events as they are reported?
- Read the next point in the Writing Corner about density. Explain that such articles are dense because a lot of information is packed within very limited space. Point out that having notes which outline the events and other information will help students write an article of this type.
- Encourage students to word process their articles in order to facilitate drafting and editing and save time.
- Organize students into pairs/groups. Ask them to write their first draft and exchange drafts in order to comment and make suggestions. Direct them to the model text but allow them to change the beginning of their article if they want.
- Have students read the comments and suggestions, edit and re-draft.
- You may wish to have one or two more editing stages here before asking students to write their final draft and post it to each other or mail it to each other if possible.
- Call on volunteers to share their articles in class.



Additional Activity

Regroup students and ask them to integrate their notes on the story and create a new story or series of silly crime stories.



Teaching Tip

Encourage learners to focus on the content of their story/article. Explain to them that it is important to decide on what they are going to write and then on how they are going to write it. If they only focus on language, their story is going to be weak even if it is all grammatically correct and not very attractive to the reader.

Workbook

Assign page 236 for additional writing practice above word and sentence level.

- B. 1.** Write a story for a newspaper or web article describing a crime. Choose a real or imagined crime. The crime should be a foolish, non-violent one.
- 2.** Before you write, answer the five “Ws” about this crime: **Who**, **What**, **Where**, **When**, and **Why**. Use the pentagon chart to help you think and make notes around it.

Who?

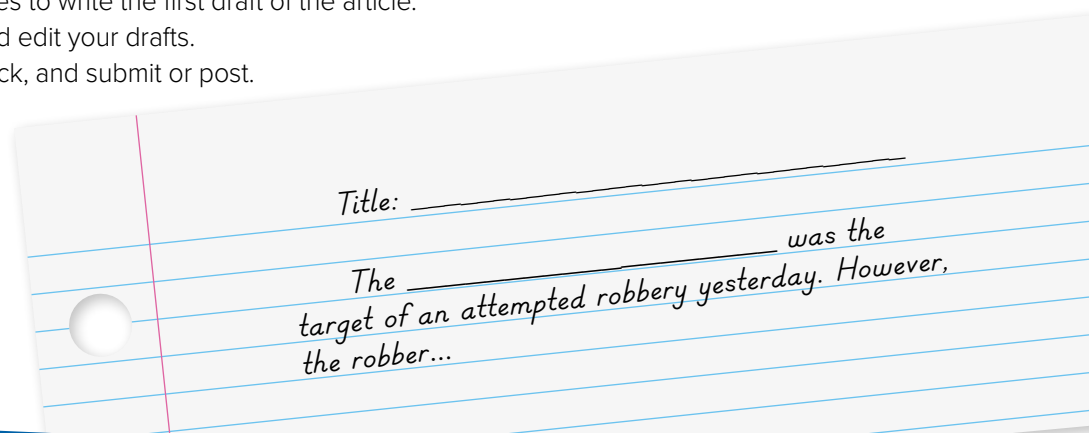
What?

Where?

When?

Why?

- 3.** Decide on a headline for your article.
- 4.** Use your notes to write the first draft of the article.
- 5.** Exchange and edit your drafts.
- 6.** Re-write, check, and submit or post.



Writing Corner

When you write an article, a story for a newspaper or magazine:

- open with an account of an event that has happened recently; if a reader is attracted by the first few lines, they are more likely to read the whole story.
- notice that articles which provide the account of an event do not usually present things in natural order (chronologically); Use a variety of verb tenses to jump back and forth in past time: What happened? What had happened?; What was going to happen (but probably didn't?); What has happened?
- use time markers to help your reader follow the order of events in the narrative: Before...; Later that day ...; Soon after ...; When ...; While ...; and so on.
- bear in mind that such articles are usually quite 'dense', i.e. they contain a lot of information in little space

2 Crime Doesn't Pay

11 Form, Meaning and Function

Simple Past Tense: *Be*

How **were** the burglars caught?

Was the pickpocket sorry for his crime?

There **were** security cameras everywhere.

Yes, he **was**. He apologized to the victim.

Simple Past Tense: Regular and Irregular Verbs

What **did** the police **do**?

Where **did** they **go** after they were arrested?

They **arrested** the criminal.

They **went** to the police station.

They **didn't arrest** the man.

They **didn't go** to the police station.

Time Expressions for the Past

The armed robber stole a car **yesterday**.

The burglar went to jail **in 2006**.

Nathalie forgot to lock the door **last night**.

I went to Oman three years **ago**.

The Past with *Used to* and *Would*

We use *used to + be* to talk about past states that are no longer true:

Q: What **did** you **use to be** afraid of when you were younger?

A: I **used to be afraid** of elevators. I always took the stairs instead.

We use *used to + verb* and *would + verb* to talk about past habits that are no longer true:

Q: **Did** you **use to** travel a lot in your job?

A: Yes, I **used to (would) travel** to a new place every year. I **didn't use to like** it much and now I prefer to stay in one place.

A. Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

Fahd: What _____ (1.happen) to you yesterday?

Imad: I _____ (2. go) to the Falcon's football game and a pickpocket _____ (3. steal) my wallet.

Fahd: Oh no! _____ (4.do) you call the police?

Imad: Yes, and they _____ (5.catch) the thief!

Fahd: That's great! How _____ (6.do) they catch him?

Imad: There _____ (7.be) security cameras everywhere.



B. Work with a partner. Ask and answer about how Omar's life has changed. Use *used to* and *didn't use to*.

A: How often **did** Omar **use to** watch crime dramas on TV?

B: He **used to watch** crime dramas every day. He **didn't use to do** anything else!

1. Omar watched TV every day. Now he goes to the gym.
2. Omar ate a lot of junk food. Now he eats fruit instead.
3. Omar was overweight. Now he isn't.
4. Omar was always tired. Now he has more energy.
5. Omar didn't sleep well at night. Now he sleeps more soundly.



11 Form, Meaning and Function

Simple Past Tense: *Be*

- Direct students' attention to the first part of the grammar chart. Choose students to read aloud the questions and answers. Point out that we use the simple past of *be* to talk about a past situation rather than an action or an event.

Simple Past Tense: Regular and Irregular Verbs

- Direct students' attention to the examples in the presentation. Call on students to read aloud the *Wh*-questions and answers. Review the function of the simple past tense to describe things that happened and finished in the past, that is, completed actions.
- Point out that in questions the auxiliary *did* is used for all persons, singular or plural. Also point out that the inverted form of the question (the subject before the verb) follows the same pattern as questions with the auxiliary *do* in the simple present.
- As review, write regular and irregular at the top of two columns on the board. Ask students to tell you verbs that are regular in the past, and verbs that are irregular. If necessary, provide examples: watch/watched = regular; go/went = irregular.
- Ask: *How do we change a regular verb to talk about the past? (add -ed) What about verbs like study and cry that end in a consonant and y? (The y changes to i, and we add -ed.)*

Time Expressions for the Past

- Use the irregular verbs in sentences about what students do every day. Have students respond with sentences about **yesterday**. For example:
You: Ali rides his bike to school every day.
Student: He rode his bike to school yesterday.
- Tell students to write sentences about themselves using the simple past tense and time expressions. Then they should work with a partner to ask and answer and complete the sentences about their partners.
- Call on volunteers to read out their sentences for the class.

The Past with *Used to* and *Would*

- Write the following question on the board and ask students to answer it truthfully:
When you were younger, what were you afraid of?

- Share with the class a fear of your own and write it on the board. For example,
When I was younger, I was afraid of the dark.
- Call on volunteers to share their fears with the class and write them on the board under your own.
- Elicit or say that *used to be* describes a past state (or situation) which is no longer true. The auxiliary *didn't* (followed by use) is used in negative sentences. Point out that in questions the auxiliary *did* is used for all persons, singular or plural. The auxiliary *did* is also used in short answers to yes/no questions.
- Point out that we can substitute *used to* for *would* when we talk about past habits but not when we talk about past states.

A

- Have students work on this exercise alone and then compare their answers with a partner.
- Ask students to role-play the conversation in pairs.

Answers

- | | | | |
|-------------|----------|-----------|---------|
| 1. happened | 3. stole | 5. caught | 7. were |
| 2. went | 4. did | 6. did | |

B

- Students should work in pairs and take it in turns to ask and answer about Omar's life.
- Call on a volunteer pair to demonstrate for the class.

Answers

Answers will vary. Sample answers.

- A:** What did Omar use to do every day?
B: He used to (would) watch TV every day. He didn't use to go the gym.
- A:** What did Omar use to eat?
B: He used to (would) eat a lot of junk food. He didn't use to eat fruit.
- A:** What did Omar use to look like?
B: Omar used to be overweight. He didn't use to be slim.
- A:** How did Omar use to feel?
B: Omar used to always feel tired. He didn't use to have much energy.
- A:** How did Omar use to sleep?
B: Omar didn't use to sleep well. He used to be awake most of the night/have insomnia

Past Progressive

- Go over the material in the presentation. Explain that we use the past progressive to talk about an action that started before a certain time in the past and was still in progress at that time.
 - Elicit how the past progressive is formed: *was/were* + the *-ing* form of the verb.
 - Have students say what they and their families were doing at a certain time in the past. First, talk about you and your family. For example, *Yesterday between 6 and 7 o'clock I was eating dinner. My brother was watching the news. My daughter was doing her homework.*
 - Draw students' attention to the use of the past progressive with *always* to express irritation with a past, **repeated** activity.
 - Ask a student to read out the next example and write it on the board: Put a circle around the word *when* and underline the past simple. *I was reading a crime novel when the power went out.*
 - Explain that we use *when* + simple past tense after the past progressive when we want to show that a short action happens in the middle of a longer action and may or may not interrupt it. Draw a time line on the board to show this function.
 - Explain that the clause with *when* can come first or last in the sentence. For example, both of the following sentences are correct: For example, *I was getting off the bus **when** the accident happened.* **When** the accident happened, I was getting off the bus.
 - Call on a volunteer to read out the last example sentence in the presentation and write it on the board. Elicit that we use the past progressive with *while* to show two longer actions happening at the same time. Again, draw a timeline on the board to show this clearly.
 - Point out that verbs to do with thinking and feeling are not normally used in the progressive form. For example: *like, agree, know, want, believe, and understand.*
- C**
- Ask students to read through the dialogue quickly and answer the question: *What crime does the policeman think John has committed?* (The policeman thinks that John robbed the Stanton Drug Store.)

- Tell students to work alone to complete the gaps and then compare their answers with a partner.
- Call on volunteers to role-play the conversation.

Answers

- | | |
|------------------------|--------------------|
| 1. were/doing | 9. went |
| 2. was | 10. did (you) buy |
| 3. was buying | 11. was buying |
| 4. were (you) shopping | 12. did (you) take |
| 5. wasn't shopping | 13. did (you) say |
| 6. were parking | 14. weren't buying |
| 7. was parking | 15. Did (you) rob |
| 8. didn't go | |

D

- Have students work in pairs or groups of three to discuss John Wilkinson's possible guilt or innocence. Encourage them to refer back to the conversation when reporting their group opinion. For example, *We think that John Wilkinson is guilty as he says he didn't know why he was taking the license plate off his car. This seems very strange to us!*

Answers

Students' own answers.

Workbook

Assign pages 237–238 for more practice with the form, meaning and function of the structures in the unit.



Teaching Tip

When teaching grammar, always stress the functional aspect of a particular structure and not just its mechanical form.



Additional Activity

Have students work in small groups and tell about a real school event. They should tell what was happening when they arrived and what they did when they were there. The other students should try to guess the school event.

Past Progressive

We use the past progressive when we describe what was happening at a specific time in the past.

Q: What were you doing at three o'clock today? **A:** I was driving home from work.

We use the past progressive when we talk about a temporary state or action.

Q: Have you always lived in Riyadh? **A:** No. A few years ago, I **was living** in Dubai.

Q: What **were** you **doing** in Dubai? **A:** I **was working** at a hotel.

We use the past progressive with *always* to describe a repeated or annoying action.

My neighbor's son **was always getting** into trouble when he was younger.

We use the past progressive to describe a long action that is interrupted by a short action.

I **was working** on my computer when suddenly the power **went out**.

We use the past progressive to describe two actions that were happening at the same time.

While I **was studying**, my brother **was watching** TV.

- C.** Read the interview between the policeman and Mr. John Wilkinson. Complete the paragraphs with the simple past tense or the past progressive form of the verb in parentheses.

Policeman: What were you doing (1. do) at 3 P.M. yesterday, Mr. Wilkinson?

John: I _____ (2. be) in the 'Supermarket.' I _____ (3. buy) milk.

Policeman: Who _____ you _____ (4. shop) with at that time?

John: I _____ (5. shop) with anyone. I was alone.

Policeman: At 3 P.M., a security guard saw you outside the 'Ski and Snow' store. You _____ (6. park) your car. Is that true, Mr. Wilkinson?

John: Oh yes, that's right. At 3 P.M. I _____ (7. park) my car. But I _____ (8. go) to the 'Ski and Snow' store to buy a ski mask. I _____ (9. go) to the 'Supermarket'...

Policeman: What _____ you _____ (10. buy) at the 'Supermarket' Mr. Wilkinson?

John: I _____ (11. buy) some cheese.

Policeman: Why _____ you _____ (12. take) the license plate off your car when you were parked next to the 'Snow and Ski' store, Mr. Wilkinson?

John: Ermmm... I don't know.

Policeman: Why _____ you _____ (13. say) that you _____ (14. buy) a ski mask at the 'Snow and Ski' shop, Mr. Wilkinson?

John: Ermmm... I..... didn't say that. Did I say that? I meant

Policeman: _____ you _____ (15. rob) the Stanton Drug Store yesterday, Mr. Wilkinson?



- D.** With a partner, discuss if you think John Wilkson is guilty or innocent. Give some reasons why based on the interview in exercise **C**.

12 Project

1. Choose and research one of the following topics:

Famous Crimes

Famous Frauds

Famous Blunders

Intellectual Property Crimes

2. Work in pairs or groups. Collect information from different sources and make notes in your organizer.
3. Use your notes to prepare a PowerPoint presentation or a poster.
 - Select photos/pictures or design/draw your own.
 - Plan what you are going to present and in what order.
 - Prepare your texts, e.g. bullet points, slogans, descriptions and/or accounts.
 - Share the work.
 - Collate your material and prepare.
4. Rehearse and then present in class.

	<input type="checkbox"/> Crime	<input type="checkbox"/> Fraud	<input type="checkbox"/> Blunder
What was it about?			
Who was involved?			
Where did it take place?			
When did it happen?			
Why did it happen?			
How was it resolved?			

When you prepare a PowerPoint presentation, remember to:

- Focus on your audience:
- what the audience knows or expects
 - ways to keep them interested and engaged
 - ways to entertain them, e.g. a joke, or a comment
- Focus on your content:
- decide what you are going to talk about
 - select and use keywords/information
 - illustrate with visuals or examples
 - be prepared to say more than what is on your slides
- Focus on your slides:
- do not include too many points on each slide
 - do not use a small font
 - limit your points to about 4 or 5 maximum
 - use bullet points, charts, or graphs
 - use visuals
 - reveal the information gradually
 - include notes in the margin if you need a reminder of what you want to say
 - do a trial run—practice using your material and software



12 Project

- Direct students to task 1. Ask them to explain the meaning of **frauds** and **blunders**.

Answers

Fraud: an act of deceiving someone for personal gain or to damage to another individual

Blunder: a bad mistake that is caused by carelessness

- Have students work in pairs or groups and choose the topic that they are going to research in 1. Call on a student from each group to report the topic that the group is going to focus on.
- Read 2 with the class and have students research, collect information and make notes. Allow them to add more details if they wish. Circulate and monitor to make sure that they are focusing on their chosen area and making notes.
- Ask students to read directions for task 3 and explain what they are required to do.
- Remind them to assign tasks to different members of the group in order to make the best use of time and resources. Point out that it would be better if they decided on some of the points as a group. For example, planning what they are going to present and in what order.
- If students have access to a library and/or the Internet, you could aim to complete this and do the presentation on the same day. If not, they will have to organize themselves carefully to share tasks and do their research and data collection individually, then coordinate and present as a group.
- Before students start preparing their presentation material direct them to the points to remember. Write on the board: **Focus on your audience, Focus on your content, Focus on slides.**
- Have students listen to the points as you read and assign them to the appropriate heading/category. Read one or two points at a time and ask students to categorize. Call on volunteers to report their ideas and decide in class. Encourage them to talk about each point and provide examples.
- Give groups time to organize themselves and share the tasks that need to be completed among members of the group. Let students work on their presentations.
- Circulate and monitor and/or help when necessary.

- If there is access to the Internet in the classroom or in the library, encourage students to use it in order to access information, download pictures and design their slides.
- When the tasks have been completed, ask groups to coordinate all their work and work on the actual presentation both in terms of staging and materials. Circulate and make sure that students are following guidelines, for example limiting the points on each slide to a minimum of 5, using visuals as well as doing a trial run.
- Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in the presentations.



Teaching Tip

Remind students to bear their audience in mind when they are in the process of preparing a presentation and while doing it. Explain, that there is always the temptation to include too much but what students need to keep remembering is how they feel when someone tries to give them a huge amount of information at once.



Additional Activity

Have students use a real event in the news or in history. Tell them that they are allowed to intersperse, delete or substitute words or information. They then read their modified text as naturally as possible for the rest of the students to spot the "defect" and stop them. If listeners spot 4 "defects" the presenters stop.

13 Self Reflection

- Brainstorm *Crime Doesn't Pay*. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.
- Have students scan pages 20 and 21. Ask them to think about things they liked and things they disliked about this part of the unit. Use questions to help them remember. For example:
Which headlines on page 20 did you find more intriguing? Why?
Which silly crimes do you remember? Which one was the silliest? Why?
- Give students time to make notes about likes and dislikes and easy or difficult items in the section.
- Before directing students to pages 22 and 23, ask them some questions. For example:
Choose a news item about an event?
Who was involved and/or affected?
Were the police contacted?
What has been found so far?
- Have volunteers answer the questions. Elicit more questions and answers from pairs of students after you give them a couple of minutes to think.
- Discuss the grammar of the unit with the class. Call on volunteers to say if they found it easy or difficult and give reasons.
- Have students make notes in the Self Reflection chart. Ask them to focus on likes, dislikes and easy or difficult items.
- Direct students to pages 24 and 25. Call on volunteers to say what they remember from the Conversation. Elicit expressions from volunteers.
- Have students reflect on safety in pairs. Call on pairs to say which safety tip they remember from the Listening.
- Have students make notes in the chart.
- Write *Crime Puzzles* on the board and brainstorm language and information that students remember from the Reading. Call on volunteers to list as much as possible on the board.
- Organize students in pairs and ask them to answer as quickly as they can to questions like these:
Was the case of the stolen jewels a fraud or a burglary? How do you know?
Did the second case involve a murder or an accident? How do you know?

- Have students reflect on the Speaking activity. **Which are the characteristics that make one a good detective? Can you name students who could be "good detectives"? What qualifies them?**
- Have students complete their Self Reflection charts as before about likes, dislikes and things they found easy or difficult.
- Before directing students to 10 Writing ask them to say what they remember about articles on crimes. Give them some time to work in pairs and then call on volunteers to answer.
- Have students scan pages 28 and 29 and make notes as before.
- Direct students to the 12 Project page and hold a discussion about what they found more or less useful and more or less interesting. Hold a class discussion about project work. Elicit ideas from the students and explain some of the benefits of this kind of work. List some aspect of project work on the board. For example:
Personalization
Creativity
Natural language use
Focus on meaning
Research/collecting information
Using other knowledge
- Allow time for students to make notes on the project section individually. Then have them check with a partner.
- Have students fill out the checklist alone and write their five favorite words.
- Discuss areas that students feel they need more work on and make suggestions. Check to make sure that they have chosen the appropriate suggestion from the last column in order to deal with difficulties.

13 Reflection

Things that I liked about Unit 2:	Things that I didn't like very much:
_____	_____
_____	_____

Things that I found easy in Unit 2:	Things that I found difficult in Unit 2:
_____	_____
_____	_____

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
discuss crime and punishment			
read and discuss newspaper articles			
explain steps in a process			
use the passive			
use the past perfect and past perfect progressive			
use the simple past tense: <i>be</i>			
use regular and irregular verbs in the past			
use <i>used to</i> and <i>would</i>			
use the past simple versus past progressive			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help

