ENGLISH

Chapter 18
Session A

4th
SECONDARY

CRIME AND CONSEQUENCES

EN

SACO OLIVEROS

Talking about problems and solutions

1 Watch the video. What is Sam and Bea's plan of action? Call Bea's mom; report the theft to the police.

2 **Watch again. Which Key phrases do you hear?**

Key phrases

Problems

You won't believe it, but …

What a pain/nightmare!

Regrets

If only I'd/I hadn't …

I wish I'd/I hadn't …

Consoling someone

Don't panic/worry.

We'll sort it out.

Everything'll be OK!

Solutions/next steps

What shall I/we do?

Let's make a plan.

You/we should definitely …

Yes, otherwise …

But first, maybe … ?

Yes, I'll do that.

🇬🇧➡️🇺🇸 **UK ➡ US**

What **shall** I do? (UK) ➡ What **should** I do? (US)

mum (UK) ➡ **mom** (US)

Looking for Solution

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3 Complete 1–5 in the dialogue with five of these words.

bike   call   doubt   lock   report   wait

Sam
Hey, what's up?

Bea
Hi there! Hey, you won't believe it – someone has stolen my **1** _____ !

Sam
Oh no, what a pain! What, right here?

Bea
Yeah. Look – what a nightmare!
If only I'd used a better **2** _____ !

Sam
Hey, don't panic. We'll sort it out.

Bea

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Talking about problems and solutions

3 Complete 1–5 in the dialogue with five of these words.

bike   call   doubt   lock   report   wait

Sam
Hey, what's up?

Bea
Hi there! Hey, you won't believe it – someone has stolen my **1** _bike_ !

Sam
Oh no, what a pain! What, right here?

Bea
Yeah. Look – what a nightmare! If only I'd used a better **2** _lock_ !

Sam
Hey, don't panic. We'll sort it out.

Bea

Bea
Hmm. What shall I do? I wish I hadn't left it here.

Sam
OK, let's make a plan. You should definitely 3 _report_ it to the police.

Bea
Yes, otherwise we won't be able to claim on the insurance. The thief won't be caught.

Sam
You're right. You should 4 _call_ your mum first, maybe?

Bea
Yes, I'll do that.

Sam
Don't worry. Everything'll be OK. They might find it!

Bea
Hmm, I 5 _doubt_ it. But fingers crossed!

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4 **Create your own dialogue. Follow the steps in the Skills boost.**

SKILLS BOOST

THINK
Think of a problem for your dialogue. Make notes about your plan of action.

PREPARE
Prepare your dialogue. Remember to use the Key phrases for talking about problems and solutions.

PRACTICE
Practice your dialogue. Make sure you use the appropriate tone of voice.

PERFORM
Act out your dialogue for the class.

5 **Peer review** Listen to your classmates. Answer the questions.

1 What is the dialogue about?

2 Which Key phrases do they use?

3 Do they use the correct tone of voice?

NOW... LET'S PRACTICE PRONUNCIATION!

Intonation in conditional sentences

1 🔊 75 **Listen and repeat the sentences. Pay attention to the intonation.**

1 If you're guilty, you'll have to pay a fine.

2 If I witnessed a crime, I'd call the police.

2 🔊 76 Lis... ...ne
intonatio... ...bold?

1 I would... ...ere you.

2 Unless... ...count isn't
   secure...

3 Many... ...lved if
   scienti...

GOOD JOB!

thieves, theft

crime and criminals

criminal creatures

Sam the seagull

What would you change if you could make the rules?

cyber-bullying

phishing scam, identity theft …

cyber-crime

school/ classroom rules

How to make new rules and consequences

- Brainstorm all the current rules, and then assess them with your group.

- Change any of the rules if your group agrees.

- Discuss the possible consequences and make sure that they are easy to enforce.

- Consider including steps in the consequences: for example, a first warning before the final consequence.

- Consider including positive rewards to motivate people to do the right thing.

- Rewrite the rules you want to be different. Check they are clear and easy to follow.

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