

19 Against the law

Unit profile

Vocabulary: Crime and criminals

Reading: *The Decision – We asked the police to arrest our son*

Grammar: Modals of deduction: past

Vocabulary: Negative prefixes

Writing: A news article

Warmer

- 1 Before class, find headlines for three or four things in the news. Try to find one or two that are not really obvious from the headline alone and try to include one about a recent crime. Photocopy one set per group of four students.
- 2 Write *News stories* on the board and put students into groups to discuss any recent news stories.
- 3 Give students a copy of the news headlines. Ask them to tell others in the group what they know about each story.
- 4 Tell each group to choose one of the stories and to nominate a spokesperson to give a short spoken report on what they know about it.

Your profile

Put students into pairs to discuss the questions. Tell them to talk about the main characters and plot lines of any of their favourite crime movies or TV programmes. Share some ideas as a class.

VOCABULARY Crime and criminals

- 1 2.24 Ask students to read the headlines and check understanding of any challenging vocabulary, such as *witnessing*, *burglary*, *hacker* and *suspect* (noun /'sʌs.pekt/, verb /sə'spekt/) by asking concept questions such as *What happens in a burglary?*, *Who is a witness?*, *What does a hacker do?*, *Will a suspect definitely go to prison?* Explain that they are going to hear five news stories and that they should match each one to a headline. Play the recording and then check answers. Find out if students know of any true crime stories that are similar to the five extracts in the recording.

Answers

1 e 2 d 3 a 4 c 5 b

Audioscript

1

David Rentham, who was arrested on Tuesday for the recent theft of a Picasso from a New York museum, was freed today. As he left the police station, Rentham said, 'I have not committed a crime. Please leave me alone now.'

2

Inspector Ian Payne of the Online Investigations Unit said that they had charged Ian Wallgrove, twenty-seven, at his home in Manchester, with recent attempts to break into government computers. Wallgrove denies the charge.

3

Soap star Carrie Anderson, whose home was burgled last October, gave a statement in a packed London court yesterday. Before she spoke and described what she had seen, the judge warned the jury they should treat the victim of this case as they would any normal person.

4

Police investigating a series of break-ins woke the man to ask him if he had seen anything. They started to suspect his involvement when they spotted gloves and a mask on the back seat of his vehicle.

5

A witness told yesterday how she watched from her car as Robert Thomas, due to be sentenced in court today, escaped from the back of a prison van during a road accident.

- 2 2.24 Put students into pairs to divide the words in the box into actions (*burgled, charged, committed a crime, denies the charge, investigating, sentenced, a theft* – clarify that the verb is *steal*), people (*judge, jury, suspect, victim, witness*), places (*court*) and things (*statement*). Then ask students to complete the texts. Allow them to compare their answers with a partner before playing the recording again for students to check. You may need to confirm answers with the class after listening.

Answers

1 theft 2 committed a crime 3 charged
4 denies the charge 5 burgled 6 statement 7 judge
8 jury 9 victim 10 investigating 11 suspect 12 witness
13 sentenced 14 court

- 3 Ask students to look at the words in exercises 1 and 2 and to categorise them using the areas given in 1 to 5. Check answers. As an alternative, this exercise could be done in small groups, with each person taking responsibility for one question before discussing them in groups.

Fast finishers

Ask fast finishers to write sentences demonstrating the different noun and verb use of the words in exercise 3, e.g. *I suspect he committed the crime. He is the main suspect.* Elicit some examples while checking answers to exercise 3.

Extension activity

Put students into small groups and tell them to use at least six of the words in exercise 3 to create a short news story. Ask one or two groups to read their story to the class.

Answers

- 1 judge, jury, suspect, victim, witness
- 2 make an arrest, charged, release, investigating
- 3 burglary, committed a crime, theft
- 4 hacker, burglar
- 5 sentenced

READING

- 1 Ask students to read the list of crimes. You may need to explain the meaning of *litter* (small pieces of rubbish dropped in public places) and *shoplifting* (taking things from a shop without paying). Then put them into small groups to rank the seriousness of the crimes. Elicit the order and reasons from different groups, and find out which crimes students would tell someone about.
- 2 Tell students to read the events in the list carefully before putting them in the correct order. Ask them to compare their order with a partner. Elicit some ideas, and write the correct answer on the board. Allow plenty of time for this activity, as some students may find it challenging.

Mixed ability

To make the process simpler, give weaker students just these options: a, b, e, f, h and j. (The correct order here is: e, a, b, f, h.) Stronger students can complete the exercise without this support.

Answers

e, a, g, d, b, f, h, c

- 3 Ask students to read the text again and to answer the four questions. Questions 3 and 4 will raise interesting debates, so set and check questions 1 and 2 first as individual work, before setting 3 and 4 as small-group discussions. Share ideas as a class.

Answers

- 1 the hidden money had been taken from the cereal box, the correct password had been used to turn off the alarm, it was obvious as soon as Martin spoke
- 2 it was his first offence, he had been influenced by Tiller, the regret he showed, his statement in court
- 3 and 4 Students' own answers.

Talking points

Ask students the question in the poll, i.e. *Do you think the Griffins made the right decision?* and take a class vote. Put students into small groups to discuss the questions. The expression *peer pressure* (the strong influence on members of a group of young people to behave as everyone else does) may be useful for the second question.

Extension activity

Write the following list of people on the board: *friend, parent, teacher, sister/brother.*

Give the students these three situations:

... causes an accident but no one is hurt.

... causes an accident and someone is slightly injured and has to go to hospital for the day.

... causes an accident and someone is seriously injured and has to spend weeks in hospital.

Ask students to discuss whether they would react differently depending on who caused the accident and how serious the accident was? Share ideas as a class.

EP Word profile

Ask students to explain each use of the phrases with *back* to their partner. Discuss ideas as a class. Then set the exercise on page 128. Check answers.

Answers

- 1
- 1 d 2 e 3 c 4 a 5 b
- 2
- 1 earlier in time
- 2 earlier state
- 3 earlier in time
- 4 away from
- 5 the back

Cooler

- 1 Write the word *alibi* on the board and elicit its meaning (*proof that someone who is thought to have committed a crime is actually innocent, especially the fact that they were in another place or with another person at the time the crime happened*).
- 2 Invent a crime that has happened and briefly tell the class about it. For example, someone stole a gnome from an elderly person's garden. They keep taking photos of it in different places and sending them to the gnome's owner.
- 3 Nominate four stronger students to come outside the classroom with you. Tell them that they are each suspects in the crime and that they need to think about their stories, and create an alibi, so that they don't get caught. While they are doing this, the rest of the class should think of questions to ask them, e.g. *Where were you on Saturday evening?* When they are ready, bring the 'suspects' back into the classroom to answer the questions.
- 4 Find out who students think committed the crime.

GRAMMAR Modals of deduction: past

- 1 Books closed. Write *He must be right* and *He must have been right* on the board. Put students into pairs to discuss what they think the difference in meaning is. Elicit ideas from the class (*He must be right* refers to the present; *He must have been right* refers to the past). Books open. Tell students to read the sentences and ask them what they think the difference between *must* and *could* is here. Tell them to use the sentences to help them complete the rules. Check answers.

→ Grammar reference Student's Book page 156

Answers

1 might/could 2 must 3 can't/couldn't

- 2 Ask students to complete the exercise individually before comparing their answers with a partner. Monitor and help as necessary before checking answers, encouraging stronger students to explain why their chosen answer is correct.

Answers

1 they might/could have left 2 couldn't/can't have seen
3 must have told 4 couldn't/can't have come
5 might/could have started 6 must have been

- 3 Ask students to look at the first picture and nominate someone to describe what has happened. Then put them into pairs to describe what has happened in the other pictures. When eliciting ideas, find out who used which modal verb and why.

Possible answers

- 1 He couldn't have remembered his house key when he left that morning.
- 2 The woman might have set off the shop alarm.
- 3 The teenagers can't have done anything wrong because they are smiling.
- 4 She must have lost all her work on the computer.

Corpus challenge

Ask students what the pattern for modals of past deduction is (*modal + have + been*). Then ask students to correct the sentence.

Answer

I didn't have any idea who it might have been, and I felt a little frightened.

- 4 Ask students to read the story individually before discussing with a partner whether they know what happened or not. Tell them to write sentences using modals of probability and to compare their sentences with a new partner, before checking on page 121.

VOCABULARY Negative prefixes

- 1 Books closed. Write the negative prefixes from page 110 on the board and put students into pairs. Give them one minute to think of as many words as possible with these prefixes. After one minute find out who has the most words and get this pair to read their list aloud or come up and write them on the board. If they make a mistake, make a 'buzzer' noise and ask another group to try. Then set the exercise in the book and check answers.

Answers

1 in 2 im 3 dis 4 un 5 il

- 2 Do the first sentence as an example before asking students to complete the exercise individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to look at the sentences again and to rewrite them so that they use the positive adjectives in the box, e.g. *It's fair to blame Mike for losing his phone. He left it on the bus.*

Extension activity

Write the following grid on the board:

il	un	im
dis	il	in
un	im	dis

Ask students to copy the grid and to use it to play noughts and crosses in pairs. One student is 'noughts'; the other is 'crosses'. When they choose a square they must give a word beginning with that prefix. If they are correct, they draw a nought or a cross on that square. The aim is to get three noughts or three crosses in a row (horizontal, vertical or diagonal). The winning pair is the one to get a line of three noughts or crosses. Act as judge if students think a word has been used with the wrong prefix.

Answers

1 unfair 2 disorganised 3 inaccurate 4 invisible
5 impolite 6 impatient 7 unreliable 8 unpopular

Answers

- 1 a mother
- 2 She pretended to be her daughter in an exam.
- 3 an exam centre in Paris, France
- 4 last week
- 5 She thought she was better at English than her daughter.
- 6 The supervisor had met her daughter in another exam.

- 4 Books closed. Elicit ideas about what news articles should contain. Books open. Ask students to check their ideas in the *Prepare* box, before doing the matching exercise as a class.

Answers

a 4 b 3 c 5 d 2 e 1

- 5 Go through the instructions and questions as a class. Tell students to look at their ideas from exercise 1 on the board. Give them a few minutes to think of ideas and to plan their answers. Monitor and provide support as necessary, giving positive feedback for interesting ideas.

Mixed ability

Support weaker students by planning a topic for them. Choose a recent news story and give students a main idea for each paragraph. This will allow more time for them to focus on the actual writing task, rather than on developing their ideas.

WRITING A news article

- 1 Model the activity by telling the class about a crime story you find interesting. Put students into pairs to discuss the questions. Elicit some of the crime stories and write them on the board, as this will help students with ideas for exercise 5.
- 2 Ask students to complete the exercise individually and check answers. You could also encourage them to think about what information they might include if writing about one of the stories they discussed in exercise 1.

Answers

1 Readers of an international teenage magazine 2 online

- 3 Put students into groups of six and tell them to choose one question each. They should find the answer to their question and then share their answer with the rest of their group. You could also ask students to discuss whether they think the police should have been called and whether the possible punishment is fair or not.

- 6 Set a time limit of around ten minutes to write the article. Remind them to include a headline. Ask students to swap their article with a partner. Their partner should try to match the features from the *Prepare* box to different parts of their article. Tell them to feed back in pairs, highlighting any parts of the *Prepare* box that their partner missed.

Sample answer

A STICKY END

It isn't easy being a thief sometimes. A man who was apparently attending a business conference at a top hotel was thought to be acting a bit suspiciously, so two security guards decided to follow him around. During the coffee break, he was seen talking to other people about the conference, but at the same time, he was carefully stealing their wallets. Nobody noticed this except the security guards.

After the third theft, they moved in on him and accused him of the crimes they had witnessed. The man immediately tried to escape and ran towards the emergency exit, but a waiter realised what was happening and threw a large tray of sticky cakes at him. Trying to avoid the sugary mess, the man slipped and ended up on the floor surrounded by bits of cake. His clothes were all sticky and he even had some cream on his face.

The hotel manager called the police, who arrested the man and led him away. Perhaps the next time he eats a cake, it will remind him of his unsuccessful life of crime!

Cooler

- 1** Before class, find four or five newspaper headlines from newspapers and cut them in half. Try to use stories that are not very well-known. If you don't have time, you could use these headings:
Man breaks out of jail to avoid having to exercise
Suspected shoplifter asks police to watch stolen bike
Woman goes to court in stolen car
Thief caught selling phone back to victim
- 2** Give a set of the headlines to each group of four and tell them to match the two halves. Check answers.
- 3** Ask each group to choose one headline and to write the story.
- 4** If you have used genuine news stories, you may want to give students a copy of the original story for them to compare their story with.

Project

Ask students to search online for real-life crime stories that have been turned into a TV programme or movie. In the following class, they should tell their group about the story, including details about the crime, why they think it was dramatised, and how similar the TV programme/movie was to the original story.

Teacher's resources

Student's Book

Grammar reference and practice page 156

Vocabulary list page 136

Workbook

Unit 19, page 76

Go online for

- Pronunciation
- Corpus tasks