

Overview

Lead-in	Vocabulary: Crime
9.1	<p>Can do: Tell a short anecdote</p> <p>Grammar: Participle clauses for sequencing</p> <p>Vocabulary: Law and insurance</p> <p>Speaking and Pronunciation: Consonant clusters (2)</p> <p>How to... tell a short anecdote</p> <p>Reading and listening: Crime stories</p>
9.2	<p>Can do: Speculate about past and present events</p> <p>Grammar: Deduction: present and past</p> <p>Vocabulary: Compound adjectives</p> <p>Speaking and Pronunciation: Stress: compound adjectives</p> <p>Reading and listening: Can you solve the mystery?</p>
9.3	<p>Can do: Take part in a discussion about crime and punishment</p> <p>Grammar: Relative clauses</p> <p>Speaking and Pronunciation: How to... start, move on and finish a discussion</p> <p>Reading: Was Sherlock Holmes a real person?</p> <p>Listening: My name is Sherlock Holmes</p>
Vocabulary	News headlines
Communication	Can do: Solve problems with other people
Writing bank	<p>Write a factual account</p> <p>How to... summarise clearly and concisely</p>
Extra activities	ActiveTeach and ActiveBook

CEFR Can do objectives

- 9.1** Tell a short anecdote
9.2 Speculate about past and present events
9.3 Take part in a discussion about crime and punishment
Communication Solve problems with other people
Writing bank Write a factual account

CEFR Portfolio ideas

- a)** Work in pairs. You are probation officers. You have been asked to make recommendations for the judge in advance of sentencing the four people on page 128. Talk about possible punishments and outcomes and record the discussion.
- b)** Design and write a crime-prevention leaflet on protecting your home from theft while on holiday. Include suggestions on how to deter burglars.
- c)** Find a crime story in the news. Imagine you were an eyewitness to the crime. Write a witness statement for the police, giving details of what happened and what you saw.

Lead-in

OPTIONAL WARMER

Focus Ss' attention on the photo of the graffiti artist. Ss discuss the following questions in pairs: *How serious a 'crime' is this in your view? What would be a suitable punishment for this? How do you think local authorities should deal with this problem?*

- 1a** ► Ask Ss to look at the photos and discuss the question in pairs. Get feedback from the whole class.
- b** ► Ss look at the columns and example words, then try to think of more words and expressions connected with crime and the law. Write Ss' suggestions on the board under the different headings.

Possible answers

law court: lawyer for the defence; lawyer for the prosecution; the accused
 crime: murder; shoplifting; graffiti; arson
 criminal: a murderer; a shoplifter; an arsonist
 evidence: DNA; an eyewitness; CCTV footage
 punishment: community service; life in prison; a sentence

- 2** ► Ss look at the underlined words and phrases and check the meanings of those they are unfamiliar with in their dictionaries. Get feedback from the whole class. Help with the meanings, word stress and pronunciation.

Answers

victim = someone who has been hurt or killed because of a crime
criminals = people who commit crimes
punishments = legal consequences of a crime
community service = a non-custodial punishment involving helping people or improving the environment
suspect = someone the police think might have committed a particular crime
innocent = when you did not commit the crime
guilty = when you did commit the crime
witnesses = people who saw or heard something related to a particular crime happen
evidence = one or more reasons for making you believe something is true or not true
petty crimes = non-serious crimes
suspended sentence = a period during which your punishment is not active, provided you do not commit another crime
prison = a place where guilty people are sent to live as punishment
graffiti = illegal artwork, usually drawings or words, in public places
vandalism = deliberate damage done to public places
forensic scientist = the person who examines the physical evidence connected to a crime

- 3** ► Ss discuss the statements in pairs. Ask: *Were there any statements you disagreed about?*

9.1 Legal madness

In this lesson, Ss listen to an amusing but true story about a crime involving cigars and an insurance company. Ss tell each other stories about crimes which went wrong

- 1 ▶ Ss discuss the questions in pairs. Ask: *What is your favourite police drama on TV? Why?*
- 2 ▶ Ss match the words/phrases from the box with the appropriate definitions.

Answers

to commit arson: b
 to commit fraud: h
 to be arrested: a
 to convict someone of: c
 to sentence someone to: f
 to get away with something: j
 to sue someone: l
 to be insured/to insure something: d
 to make a claim: g
 to pay a premium: e

- 3 ▶ Ss complete the sentences with the words/ phrases from exercise 2 in the correct form.


Answers

- 1 sue
- 2 sentenced
- 3 premium
- 4 convicted
- 5 make a claim
- 6 insured
- 7 committed arson
- 8 get away with
- 9 arrested
- 10 committed fraud


- 4 ▶ Ss discuss the questions in small groups.

Listening

5a ▶ Tell Ss that they are going to listen to a story about a crime involving cigars, a lawyer and fraud. Ss work in pairs and suggest what the story might be using as many of the words in exercise 2 as possible. Don't ask for feedback at this point.

b ▶  2.29 Play the recording. Ss listen and compare their ideas with the actual story. Ss should check in pairs what the actual story was and how similar/different it was from theirs. Ask: *Was your story similar to the real story?*

6a ▶ Ss read the sentences and try to put them into the correct order. Ss check answers with a partner. Don't ask for feedback at this point.

b ▶  2.29 Play the recording again. Ss listen and put the sentences in the correct order.


Answers

9, 7, 5, 3, 2, 8, 6, 1, 4

OPTIONAL EXTENSION

Write the following expressions on the board: *Fair enough*; *What on earth for?*; *You're kidding!*; *Cross my heart*. Ss work in pairs. They find the expressions in the audioscript on page 173 and decide what they might mean. (*Fair enough* = That sounds reasonable and fair to me. *What on earth for?* = I don't understand why. *You're kidding!* = You're joking. *Cross my heart.* = I promise)

Pronunciation | consonant clusters (2)

7a ▶  2.30 Remind Ss of the work they did on consonant cluster at the beginning of words in Lesson 6.1. Explain that for this exercise they will focus on consonant clusters at the end of words. Focus Ss' attention on the table. Play the recording. Ss listen and write the words they hear in the correct place in the table. Ss compare answers with a partner. Ss take turns to practise saying the words with a partner.

Answers

-st: first; scientist; sentenced
 -xt: next; context
 -nce: evidence; insurance
 -nst: against; sentenced
 -nts: punishments; clients
 -cts: suspects; products

- ▶ Focus Ss' attention on the Pronunciation bank on page 161.

Grammar | participle clauses for sequencing

OPTIONAL LEAD-IN

Focus Ss' attention on the sequencing exercise in exercise 6a. Ss focus on the first two sentences of the sequence: *First a lawyer bought some rare cigars. Next, he insured the cigars against fire.* Elicit different ways of making these two sentences into one sentence. Then write on board:
After buying some rare cigars, he insured them against fire.
Having bought some rare cigars, he insured them against fire.
 Explain to Ss that these are both sequencing devices (ways of showing the order of events). Ask: *Which action happened first? (buying the cigars) Which action happened second? (insuring the cigars)*

8a ▶ Ss look at the first two sentences in the Active grammar box. Ss then complete sentences 3 and 4 with *cashing* or *cached*. Ss compare answers with a partner.

Active grammar

3 cashed
 4 cashing

b ► Ss choose the correct option in the rules in the Active grammar box. Ss compare answers with a partner.

Active grammar

- A past participle
- B present participle
- C either before or after
- D first
- E Past Simple

► Explain that the subject must be the same in both participle and main clause in these kind of sentences. (*Having made a claim, the insurance company did not pay* is not possible because the subject of the participle clause – the lawyer – is different to the subject of the main clause – the insurance company.)

► Focus Ss' attention on the Reference section on page 131.

9 ► Ss complete the sentences by writing the correct form of a verb from the box. Ss compare answers with a partner.

Answers

- | | |
|------------|-----------|
| 1 going | 4 read |
| 2 promised | 5 won |
| 3 doing | 6 staying |

OPTIONAL EXTENSION

Focus Ss' attention on the sequencing exercise they did in exercise 6a. Ss work in pairs and make sentences based on the story using *After...* and *Having....* Ss will have to change some of the sentences in exercise 6a so that the subject is the same in both clauses.

10a ► Focus Ss' attention on the example in exercise 10b before they start so that they know what the activity involves. Then, each student thinks about three things that happened to them last week and what they did after each one.

b ► Put Ss in pairs (A and B). Ss A tell Ss B the first of the things they did. Ss B try to guess what Ss A did next. Ss swap roles and continue taking turns telling each other about what they did. Remind them to tell each other if they were correct or not.

Speaking

11 ► Explain to Ss that they are going to look at two picture stories about unlucky criminals and crimes that went wrong. Divide the class into As and Bs. Ss A work in pairs and look at the pictures on page 122. Ss B work in pairs and look at the pictures on page 148. Tell them that the pictures make a story (in the correct order) and they should work out the story with their partner.

12 ► Ss now read the story which goes with their picture story and check if their ideas were correct or not. Ss read their stories individually and then check with their partner. Student As read the story on page 149 and Student Bs should read the story on page 122.

13a ► Ss prepare their story. Point out the language in the How to... box, but remind them to adapt the language for their particular story. Ss should make notes about what they will say but they should not write full sentences.

b ► Put Ss in pairs (A and B). Tell them to show each other their picture stories and to tell their stories. Remind them to include the structures with *Having + past participle* and *After + present participle* as appropriate.

OPTIONAL EXTENSION

Ss look at the pictures for their partner's story and write the narrative in their own words without looking at the text. They then compare their version with the text (reading it for the first time) and check how much is similar and if they have missed anything out.

9.2 It's a mystery!

In this lesson, Ss read a short mystery which describes a number of suspects in a crime. Ss speculate about who committed the crime and listen to others discussing this and read the solution to the mystery. Ss discuss what is happening in a series of photos.

Reading

OPTIONAL WARMER

A national park is a reserve of natural or semi-natural land, set aside for animal and environmental protection and for human enjoyment. There are usually restrictions in place against development of the land. Elicit the names of famous national parks in the world (Yellowstone National Park (US); Everglades (US); Masai Mara Game Reserve (Kenya); Uluru-Kata Tjuta National Park (Australia); Teide National Park (Spain); Kruger National Park (South Africa); Valley of Flowers National Park (India); Snowdonia National Park (UK).

Teach the word *park ranger* (a person whose job it is to protect a forest or national park). Elicit the typical duties of a park ranger (e.g. making sure humans are not endangering the animals or damaging the environment, etc.). Ask: *Do you think a park ranger's job is also about solving crimes?*


- 1 ► Ss look at the picture and discuss the questions in pairs.
- 2 ► Explain to Ss that they are going to read the first part of a mystery story which takes place in a national park and is solved by the park ranger. Ss look at the questions, then read the text and answer them. Ss compare answers with a partner. Teach the word *tongue-tied* (when you find it difficult to express your views usually because you are nervous or shy).

Answers

- 1 intruders entered and vandalised the ranger's cabin in the park
- 2 three different couples (six suspects)
- 3 very confident – he doesn't need to check

Listening

3a ► Ss discuss which of the couples they think committed the crime in pairs. Don't ask for feedback at this point.

b ►  2:31 Play the recording. Ss listen and answer the questions. Ss discuss the questions with a partner. Ask Ss to give reasons for their answers.

4 ► Ss talk about who they think committed the crime again, having listened to the discussion. Don't ask for feedback at this point. Ask: *Do you think you would be a good detective?*

Grammar | deduction: present and past

OPTIONAL LEAD-IN

Write the following on the board: *Jan and Marek might be the vandals and Reg must be tired.* Ask Ss: *How sure is the speaker that Jan and Marek are the vandals?* (not sure – it's possible) *How sure is the speaker that Reg is tired?* (very sure) *Why is he so sure?* (Reg has been walking around the park looking for the vandals all day). Now write the following on the board: *Jan and Marek might have committed the crime and Jan and Marek might be the vandals.* Ask Ss: *Are we talking about the past, present or future in each of these sentences?* (*might have committed* is talking about yesterday; *might be the vandals* is talking about now).

5 ► Ss focus on the extracts from the Listening, then complete the rules in the Active grammar box. Ss compare answers with a partner.

Active grammar

- | | |
|----------------|-------------------------|
| B must + have | E can't |
| C might | F can't/couldn't + have |
| D might + have | |

► Focus Ss on the Reference section on page 131.

► Ask what the negative of *Reg must be right* is (not *Reg mustn't be right* but *Reg can't be right*). Explain that for this particular use of these modals, the negative form of *must* is *can't* (not *mustn't*) and the positive form of *can't* is *must* (not *can*). This can be confusing for Ss who may be tempted to say Adam and Jean can be the vandals. Explain that we do not use the positive form of *can* to make deductions.

6 ► Ss choose the correct word in each sentence. Ss compare answers with a partner.

Answers

- | | |
|------------|------------|
| 1 couldn't | 5 can't |
| 2 might | 6 must |
| 3 must | 7 might |
| 4 must | 8 couldn't |

7 ► Ss complete the sentences as directed. They check answers in pairs, then as a whole class.

Answers

- 1 can't have forgotten
- 2 must have seen
- 3 might have gone
- 4 must have told
- 5 must be
- 6 can't/couldn't have spent
- 7 might be
- 8 can't/couldn't have left

8a ▶ Ss discuss the reasons each of the couples might have had for committing the crime with a partner, using modals of deduction (e.g. Jan and Marek might have stolen the food in the cabin because they were hungry. They only caught two fish all day so they mustn't be very good fishermen).

b ▶ Ss read the solution to the mystery on page 147. Get feedback from the whole class. Ask Ss: *Were you right? Are you surprised? Why/Why not?*

Answers

Adam and Jean Wisemen are the vandals. Reg knew they were lying because the ground was wet inside their tent. They claimed to have put up the tent the previous night but the rain didn't start until that evening.

Vocabulary | compound adjectives

9 ▶ Ss read the sentences and think about the meaning of the words which might go in the gaps. Then, they combine a word from column A with a word from column B to form a compound adjective to go in each of the gaps. Ss compare answers with a partner.

Answers

- 1 middle-aged (aged approximately between 40 and 60)
- 2 well-dressed (had nice clothes on)
- 3 tongue-tied (nervous about speaking)
- 4 far-fetched (difficult to believe)
- 5 red-handed (found in the act of doing something illegal)
- 6 fire-proof (protected against fire and heat)
- 7 gift-wrapped (covered in wrapping paper)
- 8 pig-headed (stubborn)
- 9 colour-coded (sorted according to colour)

OPTIONAL EXTENSION

Ss find and learn some more compound adjectives. Divide the class into two groups (A and B). Group A should look at the following list A and Group B should look at the following list B.


A: *big-headed; two-faced; well-off; sugar-free*

B: *colour-coded; absent-minded; hard-up; off-peak*

Give Ss dictionaries to use in order to find the compound adjectives, checking the meaning and pronunciation. Tell them to write an example sentence for each too.

Then put Ss in pairs (A and B). Tell them to teach each other their adjectives, focusing on meaning and pronunciation and giving their partner an example sentence.

Pronunciation | stress: compound adjectives

10 ▶  2.32 Play the recording. Ss listen and write down the questions which they hear. Ss compare answers with a partner. If possible, have a slide or handout prepared with the questions written on it so that Ss can check their answers for spelling and punctuation. Although the audioscript is provided in the Students' Book, it is important that Ss do not look at this yet.

Answers

- 1 When you were a child, were you ever caught red-handed doing something you shouldn't?
- 2 In what situations have you found yourself tongue-tied?
- 3 Between what ages is someone middle-aged do you think?
- 4 What things do you have in your house which are colour-coded?
- 5 How often do you get things gift-wrapped professionally in shops?
- 6 Has anyone ever told you a story you thought was really far-fetched?

11a ▶ Play the recording again. Ss listen and decide whether the first or second part of each compound adjective is stressed. Ss compare answers with a partner.

Answers

stress on first part: *tongue-tied, gift-wrapped, colour-coded*
stress on second part: *red-handed, middle-aged, far-fetched*

b ▶ Ss read the rules and decide on the correct option in each. Ss compare answers with a partner.

Answers


- 1 first
- 2 second

c ▶ Play the recording again. Ss listen and repeat the questions.

12 ▶ Ss take turns to ask and answer five of the six questions. Encourage them to ask for and give details.

Speaking


13a ▶ Focus Ss' attention on the photos and ask them to discuss the questions in pairs. Don't ask for feedback at this point.

b ▶  2.33 Play the recording. Ss listen to see if they were right. Ss compare answers with a partner.

Answers

- 1 he is a burglar
- 2 in someone's house
- 3 he is stealing computer equipment but is caught red-handed

14a ▶ Ss discuss the questions with a partner.

b ▶  2:34 Play the recording. Ss listen to see if they were right. Ss compare answers with a partner.

Answers

- 1 The householder had set up a webcam which started recording when it detected movement and then sent the pictures automatically to a private email address.
- 2 & 3 Ss' own answers.

c ▶ Ss discuss the first question in pairs. Elicit adjectives to describe how the burglar felt during whole-class feedback.

▶ Then for the second question, write the following headings on the board: *burglary*, *vandalism* and *graffiti*. Ss discuss ways of preventing these crimes with a partner. Get feedback from the whole class.

OPTIONAL VARIATION

Write the following words on the board and ask Ss what they have in common: *guard dog*, *security camera*, *caretaker* (they are related to the theme of home security – all ways of protecting your home/property). Then ask them to work in pairs and continue the list, adding more ways of protecting your home against burglars and intruders. (Possible answers: *burglar alarms*, *remote-controlled gates*, *combination locks*, *padlocks*, *deadlocks*, *window locks*, *door chains*, *window bars and grilles*, *shutters*, *peepholes*, *CCTV/video surveillance*). Ask Ss: *Which are the best ways to prevent a burglar coming into your home?*

9.3 The real Sherlock?

In this lesson, Ss read a short article about the inspiration for the Sherlock Holmes character in real life and listen to someone describing what it is like to be called Sherlock Holmes. Ss discuss the seriousness of different crimes and what punishments might be appropriate in each case.

Sir Arthur Conan Doyle published the first Sherlock Holmes story in 1887. The popularity of the character grew rapidly as he appeared in an ongoing series of self-contained stories. Soon people loved Holmes so much that they refused to believe he wasn't a real person; letters addressed to 'Sherlock Holmes, Consulting Detective' arrived daily at 221b Baker Street, each begging him to take on a real case. Although Holmes is, of course, a fictional character, he was largely based on a real person: Dr Joseph Bell, who met Conan Doyle at the University of Edinburgh Medical School.

Reading

OPTIONAL WARMER

Introduce the topic of detective stories. Write the word *Whodunit* on the board and ask Ss to discuss what it is (= 'who done it' and is another way of describing a detective story or a murder mystery book).

Ask Ss to discuss the following questions in pairs.

Do you like reading 'whodunits'? Why/Why not?

Can you name any authors or characters of famous detective books/films? Which is your favourite? Why?

1a ▶ Ss look at the photos. Ask: *Do you recognise the character?* (Sherlock Holmes). Ask: *How do you know?* Ss answer the questions in pairs. Don't ask for feedback at this point.

b ▶ Ss read the article quickly and check their answers.

Answers

- 2 No, he is a fictional character (but he was inspired by a real person).
- 3 He is famous for being a fictional detective in the stories by Arthur Conan Doyle, starting with the first book in 1887 and continuing today.

2 ▶ Ss read the article again and complete the notes. Ss compare answers with a partner.

Answers

- 1 professor – student
- 2 University of Edinburgh Medical School
- 3 1877
- 4 playing sport
- 5 bird-watching
- 6 tattoos
- 7 hands
- 8 1887
- 9 Baker Street and Scotland Yard

3 ▶ Ss work together and read the article again to find words that mean each of the definitions given.

▶ Tell them that the paragraph numbers and word form are given to help them find the words.

Answers	
1 intelligent	3 remarkable
2 admiration	4 innovation
	5 popularity

4 ▶ Ss discuss the first question in pairs. Write the following headings on the board to focus the discussion: *his creator, who SH is based on, the public reaction*. Elicit Ss' views about the second question as a whole-class discussion.

OPTIONAL EXTENSION

Tell Ss that there is going to be a film based on the student days of Arthur Conan Doyle. Ss discuss which actors should play the parts of Conan Doyle and Joseph Bell in the film.

Grammar | relative clauses

5 ▶ Ss read the information in the Active grammar box and decide which of the examples contain 'defining relative clauses' and which contain 'non-defining relative clauses'. Ss compare answers with a partner.

Answers	
1 Defining	4 Non-defining
2 Non-defining	5 Non-defining
3 Defining	6 Non-defining

▶ Focus Ss' attention on the Reference section on page 131.


6 ▶ Ask Ss to look at the example, then to re-write the sentences to make one sentence using either defining or non-defining relative clauses. Remind them to think about the use of commas and that. Ss compare answers with a partner.

Answers	
1 John, who has been my best friend since school, is helping me to start a new business.	
2 The flat that I've been in for a couple of years, needs redecorating.	
3 Tamsin, whose parents emigrated to Australia last year, is going there for the winter.	
4 My neighbour, who I've always liked, has given me his old computer.	
5 The family at the end of the road, whose dog barks constantly, are thinking of moving.	
6 The car that she's had for years is for sale.	

7 ▶ Ss complete the sentences in a way that is true for them.

Listening

8a ▶ Tell Ss that they are going to listen to an interview with an ordinary man whose name is 'Sherlock Holmes'. First, ask them to discuss the questions in pairs. Don't ask for feedback at this point.

b ▶  2.35 Play the recording. Ss listen and see if their ideas were right. Ss compare answers with a partner.

Answers

- 1 Because his parents were great fans of the original Conan Doyle stories.
- 2 People don't forget you. People make funny comments. People think you can solve mysteries.

9 ▶ Play the recording again. Ss listen to find out the significance of the things in the list. Ss compare answers with a partner.

Answers


- 1 His friends and family call him 'Holmes'.
- 2 His parents were great fans of these.
- 3 This is the type of name his parents wanted to choose for him.
- 4 This is what people sometimes ask him when they're trying to be funny.
- 5 People think he can explain what TV magicians do.

10 ▶ Put Ss in small groups. Get feedback from the whole class. Ask: *Who likes/doesn't like their first name? Why/Why not?*

Speaking

11a ▶ Ss look at the four descriptions. Ask: *What crime did each person commit?* (Paulo – identity theft; Jenny – shoplifting; Akio – spraying graffiti; Teresa – speeding)

b ▶ Ss discuss the questions with a partner. Get feedback from the whole class on the seriousness of each of the crimes.

12 ▶  2.36 Explain that Ss will hear two friends discussing the same questions as they did in exercise 11b. Play the recording. Ss listen and decide if they agree.

Answers

they agree that Paulo committed the most serious crime and Akio the least serious

13 ▶ Ss read the How to... box and think about what words might go in the gaps. Play the recording again. Ss listen and complete the sentences. Ss compare answers with a partner.

Answers

Why don't we start ...

Let's go for it.

So, moving on to ...

Let's come back to ...

What else do we have to decide?

I think that's it.

OPTIONAL EXTENSION

Teach the phrase *mitigating circumstances*, which comes up in the listening (reasons which might explain bad behaviour). Play the recording again. Ss identify any possible mitigating circumstances for each of the crimes (Paolo – unemployed, so he was desperate; Jenny – she might be addicted to stealing things; Akio – his graffiti is not offensive but quite artistic; Teresa – perhaps rushing to a medical emergency).

14 ▶ Ss discuss appropriate punishments for the four people in exercise 11. Encourage them to use the language in the How to... box and to give reasons for their opinions. Get feedback from the whole class. Ask: *What did your group decide for Paolo? Does everyone agree? Why/Why not? What about Jenny?*, etc.

OPTIONAL EXTENSION

Ss imagine that they are the lawyer for either the defence or the prosecution at the trial of one of the people from exercise 12. Ss choose which person. They write the speech which will be delivered to the judge before he decides on the sentence at the end of the trial, arguing for or against a tough sentence and providing details of mitigating circumstances, if any. Encourage Ss to invent details which have not been provided.

9 Vocabulary | News headlines

OPTIONAL WARMER

Ss list the different parts of a newspaper in pairs (e.g. *headlines; main story; front page; editorial; sports section; entertainment section*, etc.) Write the word *headline* on the board. Make sure Ss understand what it means. Ask: *What is the purpose of a headline? Are they sometimes difficult to understand? Why?* Explain that headlines are usually short, to create more impact. In order to achieve this words are often missed out (e.g. articles, pronouns, auxiliary verbs, etc.).

1a ▶ Explain that headlines often use a particular vocabulary, often dramatic, shorter words in order to achieve maximum impact. Ss match the words 1–12 (from headlines) with the meanings a–l using dictionaries if necessary. Ss compare answers with a partner.

Answers

1	i	7	f
2	d	8	g
3	j	9	k
4	h	10	b
5	c	11	e
6	l	12	a

b ▶ Ss discuss, in pairs, what they think the headlines mean. Get feedback from the whole class.

Answers

- A A well-known Hollywood actor has been involved in a tense situation in a bank, maybe a robbery.
- B A very successful sports personality is going to leave the sporting life.
- C A politician has been involved with a spy in some way.
- D A prince and a shop assistant are planning to get married.

2 ▶ Ss choose the most likely alternative in each headline. Get feedback from the whole class.

Answers

- 1 Key
- 2 axes
- 3 blaze
- 4 back
- 5 drama
- 6 clash
- 7 bids
- 8 quits

3 ▶ Ss look at the headlines. Ss discuss what each one might be about and whether they would continue reading the article or not with a partner. Get feedback from the whole class. Ask: *Which is the most interesting headline?*

Suggested answers

- 1 Manchester United football team have lost heavily in a tournament
- 2 There is a development to a story about a painting by Van Gogh.
- 3 A bomb has exploded in northern India.
- 4 There has been a problem with recording the votes in an election in California. Some may have been stolen or changed.

OPTIONAL EXTENSION

Put Ss in pairs. They imagine they are about to read a big Sunday newspaper containing many sections. They tell each other which part they would read first, second and so on (e.g. *I would skip the news section and look first at the sports results. Then I would read the reviews of new films, etc.*).

5 ▶ Focus Ss on the tip in the Lifelong learning box. Then, they discuss the questions in small groups. Get feedback from the whole class. Write Ss' ideas on the board.

9 Communication

In this lesson, Ss discuss six lateral thinking puzzles with other Ss. They try to solve the puzzles by asking *Yes/No* questions and guessing the answers.

Lateral-thinking puzzles are stories in which you have some basic clues to a realistic scenario, but the clues don't tell the full story. You need to work out the full story using problem-solving that involves looking at the situation from unexpected angles. You need to think 'outside the box'.

OPTIONAL WARMER

Demonstrate a lateral-thinking puzzle with the whole class. Give the following basic scenario: *Anthony and Cleopatra die inside their house during a storm but their bodies are never found. The only clues to what happened are a wet patch of carpet, a cat and some broken glass. What happened?* Ss can ask *Yes/No* questions only and try to solve the puzzle. Explain that you will only answer correctly formed *Yes/No* questions and remind Ss of the intonation patterns for questions which were covered in Unit 7. Tell Ss that if they already know the solution, they should just remain quiet for now.
(Solution: *Anthony and Cleopatra are goldfish. Their goldfish bowl fell and shattered during a storm. The cat ate the two goldfish.*)

1 ▶ Tell Ss that they are going to try to solve six lateral-thinking puzzles. First, they read all six scenarios and note down any vocabulary they don't understand. Then, they discuss the meanings of the unfamiliar vocabulary with a partner, using a dictionary if necessary. Finally they think of possible explanations for the six problems in pairs.

2 ▶ Divide Ss into six groups (1–6). Each group corresponds with one of the puzzles. Ss 1s work in pairs, 2s work in pairs and so on. Each pair finds and reads the solution to their problem. Ss read the explanations on the relevant page. Explain that the solution to one of the other puzzles might be on the same page so they must be very careful to only read the solution to their own puzzle.

▶ Next, Ss look at the sample sentences and then each pair tries to think of two *Yes/No* questions to ask about each of the other five puzzles.

▶ Put Ss in groups of six, including at least one student from each group. Ss take turns to ask *Yes/No* questions about one of the puzzles. Encourage them to keep the answers simple and not give any more information than is necessary to answer the question. When the other Ss have asked their questions, they try to guess what the solution might be. Get feedback from the whole class.

OPTIONAL EXTENSION

Write the following types of puzzle on the board and ask Ss to explain to each other what they are: *crossword, sudoku, wordsearch, jigsaw puzzle, anagram*. Ask Ss to discuss the following questions.

*Can you add any more types of puzzle to the list?
Do you like these types of puzzle? Why/Why not?*

9 Review and practice

1 ▶

Answers

- 1 After travelling/Having travelled for hours to get to the village, she thought she should stay there for at least a couple of days.
- 2 After seeing/Having seen his neighbour struggling with a lot of heavy bags, he offered to help her.
- 3 After coming/Having come first in her university exams, she was approached by a top firm of lawyers.
- 4 After taking/Having taken home an injured cat she had found by the side of the road, she felt she had to keep it.
- 5 After seeing/ Having seen a young man take a CD without paying, he told the security staff.
- 6 After speaking/Having spoken to his father, he told his boss he wanted a raise.
- 7 After getting/Having got a long letter from their cousin, they decided to go and see him.

2 ▶

Answers

- 1 He might have stayed late at the office.
- 2 I can't have left my gloves in the car.
- 3 She might be at the station already.
- 4 She must have shown me her holiday photos at least ten times.
- 5 She can't have finished all her homework already.
- 6 They must have been really pleased to be the winners.
- 7 My letter might have got lost in the post.
- 8 He can't be serious about getting a dog.

3 ▶

Answers

- 1 No commas necessary.
- 2 I'm going to spend a few days in Seville, where I first met Raquel.
- 3 No commas necessary.
- 4 No commas necessary.
- 5 We decided to stay at the Regina Hotel, which some friends had recommended to us.
- 6 Tim, whose job involves a lot of travelling, has offered to let us use his flat for a few weeks.

4 ▶

Answers

- 1 Steve works for a small company which/that makes kitchen equipment.
- 2 ✓
- 3 Did you hear exactly ~~that~~ what he said?
- 4 The demonstration, which had been going on for several days, ~~is~~ was finally over.
- 5 ✓
- 6 My sister, ~~that~~ who speaks French and Italian fluently, wants to be an interpreter.

5 ▶

Answers

- 1 witness
- 2 arson
- 3 far-fetched
- 4 punishment
- 5 sued
- 6 community service
- 7 tongue-tied
- 8 convicted

9 Writing bank

1 ▶

Answers

- 1 He had thought through some things but not others.
- 2 not successful at all

2 ▶

Answers

- 1 readers who like an amusing story in the newspaper
- 2 to make it believable
- 3 a, d, e

3 ▶

Answers

- A 3
B 1
C 2

4a/b ▶ Ss prepare and write a factual account of a news story.