

Unit 6

Behind bars

The theme of this unit is crime, and the title *Behind Bars* is an expression which means *to be in prison*.


UNIT OBJECTIVES:

Vocabulary	crime; word building (verb, adjective, noun + preposition)
Grammar	passive; <i>to have something done</i>
Reading	a text about a crime: <i>'Who stole the Mona Lisa?'</i>
Listening	listening to a radio bulletin about a crime
Speaking	talking about a TV drama
Pronunciation	stress in verbs; joining prepositions
Writing	writing a review of a book, film or TV series
Get it right	<i>interested in; rob vs. steal; to have one's hair cut; richer not more richer</i>
Life skill	judging right from wrong

The two videos for this unit are:

v1 *Have you seen a good TV series recently? What was it about?* It is recommended that students watch this video and do the corresponding worksheet after completing the Speaking tasks on page 75.

v2 *Changing cities* This video and its worksheet are best done at the end of the unit.

 An augmented reality link to both videos is included on the Student's Book page opposite.

CLASS DISCUSSION

Use the photo as a point of departure for a class discussion. Ask the questions on the page and some or all of the extra suggested questions below. Some possible answers are given in italics. Give students space to lead the conversation off in other directions, but staying within the theme.

- What do you think has happened? *Maybe an accident; an attack; a robbery*
- Why do police use lights and sirens? *To get through traffic; to warn people that a fast car is approaching*
- Why do you think crime dramas are so popular on TV? *They are exciting and fast-moving*
- Can you name some police films or TV dramas?
- Have you ever witnessed a police operation in real life?
- Would you like to join the police? Why? / Why not?
- Why do people commit crimes? *For money; revenge; out of anger; jealousy; madness; carelessness; fear; having no alternative*

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion, you could take a photo of it, or ask students to do so. You could show this photo at the beginning of the next class and ask students to remember what the words and phrases were about.

POSSIBLE ANSWERS

What can you see? *A street at night; police cars; flashing lights; yellow tape saying police line do not cross*

What sounds do you think you would hear? *Sirens; police radios; voices; traffic*

What is the yellow tape for? *To stop people coming near; to keep the area clear; to protect the evidence*

WB

For more class discussion and for students to test their powers of deduction and detection, you can ask students to do the quiz on criminal knowledge, on page 54 of the Workbook.

Unit 6

Behind bars

UNIT OBJECTIVES

- find out about crime
- read and understand a text on crime
- topic words: crime
- listen to the radio news
- grammar: passives; *To have something done*
- word building: verb, adjective, noun + preposition
- speaking: talking about a TV drama
- writing: a TV drama
- life skill: judging right from wrong



Look at the photo. Talk to your partner for one minute about what you think has happened.

Think about these questions:

- what can you see?
- what sounds do you think you would hear?
- what is the yellow tape for?

Have you ever seen anyone commit a crime?

VIDEO 1

VIDEO 2





Tip

Look at the title or headline and pictures before reading a text. Predict what you think it's going to be about before you read.

1 Read the headline and look at the photo. How do you think this happened? Compare with a partner.

2 Find these words in the text. What do they mean? Translate them into your language.

- 1 arrested (v) 2 evidence (n)
- 3 lie (n) 4 spread (v) 5 victims (n)

3 Read the text quickly – in about three minutes! Was your answer to Exercise 1 correct?

4 Choose a new heading for the text. Explain your choice to a partner.

- 1 An astonishing adventure
- 2 Crime never pays
- 3 How to make easy money
- 4 Portrait of a crime

Tip

Use synonyms and pronouns to follow information in the text:
the Mona Lisa – it – the picture – the painting...

5 What do the words and pronouns highlighted in blue refer to?
the building – the Louvre Museum

6 **2.18** Read the text again and listen. Put the notes about the people in the table. One of the pieces of information goes into two columns.

- arrested 1913
- published article in 1932
- stole painting
- wanted to sell six copies of the *Mona Lisa*
- in Morocco in 1914
- went to prison

Vincenzo Peruggia	Karl Decker	Eduardo de Valfierno
worked at the Louvre	American journalist	Argentinian

7 Compare your answers to Exercise 6 with a partner and add one more piece of information for each person.

8 Choose the best answer according to the text. Only one answer is possible.

- 1 In August 1911, the *Mona Lisa* ...
 - a was protected by bulletproof glass.
 - b was the world's most famous painting.
 - c was sold by an art dealer in Italy.
 - d disappeared for two years.
- 2 According to Decker, Valfierno ...
 - a had six copies of the *Mona Lisa* made after the original painting was stolen.
 - b told buyers that the copies were the original painting.
 - c kept the original painting for himself.
 - d took the original painting to Argentina.

9 Answer the questions according to the information in the text. Use your own words.

- 1 Why was there a mystery surrounding the *Mona Lisa* for two years?
- 2 How was the *Mona Lisa* found?
- 3 Did Peruggia make money out of the *Mona Lisa*?
- 4 Name one fact which suggests Decker's story isn't true?
- 5 According to the author, why is the *Mona Lisa* a celebrity?

10 Find words or phrases in the text that match the definitions. Check in your dictionary.

- 1 control that severely limits what can happen (adj, paragraph 1)
- 2 a search for something (n, paragraph 2)
- 3 a change in the way in which something happens (n, paragraph 5)
- 4 someone who deceives other people (n, paragraph 5)
- 5 an illegal plan for making money (n, paragraph 5)

11 Why would Valfierno tell Decker about his crime (if Decker's story were true)? Discuss in pairs or small groups.

Phrasal verbs

shut down: if a business or large piece of equipment shuts down or someone shuts it down, it stops operating

get away with: to succeed in avoiding punishment for something

show up: to arrive somewhere in order to join a group of people, especially late or unexpectedly

turn out: to be known or discovered finally and surprisingly

hold onto: to keep something you have

turn up: if something that you have been looking for turns up, you find it unexpectedly



In this section students read a magazine article. *Who stole the Mona Lisa?*, about the theft of Leonardo da Vinci's painting from the Louvre Museum in 1911, which resulted in the painting becoming world famous.

They study vocabulary connected to the theme of crime in the article. They are also given phrasal verbs which appear in the text, along with their meanings.

If students enjoy reading this story, ask them to type *list of con artists* into a search engine. There, they will find the names of over 30 people who have committed crimes similar to the *Mona Lisa* story, such as Victor Lustig, who sold the Eiffel Tower, or Frank Abagnale, who became the subject of the film *Catch Me if you Can* with Leonardo DiCaprio. They could follow the links to research and read about any one of these characters.

Tip

Books closed. Ask students what they do first in order to get an idea of what an article is about. Tell students to turn to page 68 and to read the tip to see if they were right.

1 Ask students to look at the headline and the photo and discuss how they think the crime happened in pairs.

2 Ask students to find the words and set a time limit of about three minutes to encourage them to scan the text quickly. Bring the class together and ask which line the words occur in (*arrested* – line 27; *evidence* – line 54; *lie* – line 54; *spread* – lines 13 and 45; *victims* – line 46).

Put students into pairs and ask them to use the information about the word (the part of speech given) and the context to guess the meaning of the word before translating it. Monitor and help by pointing out key words in the surrounding text if necessary before asking for volunteers to give answers. For each item, nominate one or two individuals to say if they agree with an answer before feeding back.

3 Give students about three minutes to read the text and check their answer to Exercise 1. Ask *Who guessed correctly, more or less, what the text was about?* and for a show of hands. Nominate individuals to give a very brief summary of the content of the text.

4 Tell students that they will choose a new heading for the text from four options. Explain that there is not necessarily one right answer, but that they must be able to justify their choice.

Ask students to read the four options and check vocabulary as necessary. Set a two-minute time limit before asking students to explain their choice to a partner. Ask for volunteers to explain their choice, and see who in the class agrees with each suggestion and reason. Take a class vote on the preferred heading.

Tip

Read the tip and example which lists the different terms used in the text to refer to the *Mona Lisa*. Ask them to find these in the text. Ask students why a writer uses pronouns and synonyms (*to avoid repeating the same words*).

5 Read through the instructions and go through the example to show that the synonym might appear in an earlier sentence. Ask students how many other words and pronouns in blue they can find (four) before identifying meaning. Check answers as a class.

ANSWERS

the crime – the theft (not explicitly stated but described in the two preceding paragraphs)
He – Vincenzo Peruggia
He – Eduardo de Valfierno
she – the *Mona Lisa*

6 Read through the instructions and direct students to the table. Play the audio. Students follow in their books and listen at the same time. They then complete the table in their notebooks.

7 Put students into pairs to compare and expand on their answers to Exercise 6. Ask for volunteers to give answers and extra information for each person.

ANSWERS

Vicenzo Peruggia: *worked at the Louvre*; arrested 1913; stole painting; went to prison; was working in collaboration with de Valfierno
Karl Decker: *American journalist*; in Morocco in 1914; published article in 1932; may have invented the story
Eduardo de Valfierno: *Argentinian*; in Morocco in 1914; wanted to sell six copies of the *Mona Lisa*; made millions selling copies of the *Mona Lisa*



Optional activity

Books closed. Put students into groups of three. Each one tells the group about what one of the people did from memory. The others listen, check the information is correct and add anything else they remember.

- 8 Ask students to read the sentence stems and four optional endings. Check meaning if necessary. Remind students that only one answer is possible and monitor and answer questions as students complete the activity individually. Check answers as a class, asking for the words from the text that helped them decide.

ANSWERS

- 1 d 'Two years later, there was still no sign of But then'
2 b 'Valfierno to convince . . . were the original!'

- 9 Read the instructions and ask students to focus on key words in the questions to help them locate the answers. Monitor and help as necessary before asking for several volunteers to suggest answers for each of the questions.

POSSIBLE ANSWERS

- 1 Because nobody had seen the painting and so didn't know where it was.
2 A man tried to sell the painting to an art dealer. The art dealer contacted the police and the man was arrested.
3 He didn't make any money out of the sale of the painting, but he was paid to steal it.
4 There's no evidence for Decker's story. Nobody has ever seen any of the copies of the *Mona Lisa*.
5 The *Mona Lisa* is a celebrity because of what happened.

- 10 Read the instructions and check students have access to a dictionary. Go through the first item together with the class. Monitor and help as necessary as students continue in pairs.

ANSWERS

- 1 closely-guarded (line 2) 2 hunt (line 18)
3 twist (line 38) 4 con man (line 40)
5 scam (line 48)

11

Give pairs or groups a few minutes to discuss this question. Then go through ideas as a class.

POSSIBLE ANSWER

Perhaps Valfierno was trying to show Decker how clever he was. Perhaps he was just a very talkative man, and said more than he intended to.

Phrasal verbs

Ask students to read the definitions of the phrasal verbs, then read the sentences where they appear in the text (highlighted in yellow) to see them in context. Give more example sentences with the verbs, if necessary (*The factory shut down because the owner died.; He always gets away with not doing his homework. She always shows up when there's free food!; It turned out that he was a cousin of hers and she had never known!; He held onto that photo long after they stopped being boyfriend and girlfriend.; Did that necklace you lost ever turn up?*). There is a practice exercise for these phrasal verbs on page 70 so there is no need to get the students to practise using them yet. However you might want to familiarise them a bit more with the verbs at this point with one of the following tasks:

- Put students into pairs to find the subject and/or object of each phrasal verb in the text.
- Give students a couple of minutes to memorise the particle that goes with each verb, then ask them to close their books and test each other.

Get it right

Read through the examples. Tell students to ask each other questions beginning: *Are you interested in ...?* They can do this as an open class pair activity.

Streetwise

Read through the notes on *whereabouts*. Ask for a volunteer or nominate a student to ask a question containing the word *whereabouts* and then nominate a second student to answer. That student then asks a different question and nominates another to answer. Continue for several pairs. Tell the class to listen and check that the questions asked are grammatically correct.



For more practice see pages 56–57 of the Workbook.

Streetwise

whereabouts

whereabouts can be a noun, meaning the place where a person or thing is:

The exact whereabouts of the Mona Lisa was a mystery for a few years.
OR it can be an adverb, meaning *in what part or area*.

Whereabouts in Madrid do you live?

Get it right 

We say:

- ✓ He wasn't interested in keeping the painting.
- ✗ He wasn't interested on keeping the painting.

WHO STOLE THE MONA LISA?

Leonardo da Vinci's *Mona Lisa* is perhaps the most closely-guarded work of art in the world. It is protected from visitors at the Louvre Museum in Paris by a guard rail and bulletproof glass. However, security was not so tight on August 21, 1911, when it was stolen from **the building** in the early hours of the morning. Once the theft was discovered, the museum was **shut down**, and the police searched trains and ships and had border crossings closed, but it was no use. The painting had disappeared.

The publicity surrounding the case spread around the world, and the *Mona Lisa* became the world's most famous painting. When the Louvre reopened, people queued just to see the empty space where the picture had been. However, despite the massive police hunt, the whereabouts of the *Mona Lisa* remained a mystery.

Two years later, there was still no sign of the painting, and it seemed that the thief had **got away with the crime**. But then, in December 1913, a man got in touch with an art dealer in Italy offering to sell him the painting. The art dealer contacted the police and when the man **showed up** with the picture, he was arrested, and the *Mona Lisa* was rescued.

So who was the mystery art thief? It **turned out** that he was Vincenzo Peruggia, a workman

who had been employed at the Louvre. **He** had simply taken the picture off the wall, hidden it under his coat and taken it home to his tiny Paris apartment. Peruggia was convicted and sent to prison, but the story does not end there.

In 1932, an American journalist named Karl Decker published an article which added a new twist to the story. According to Decker, Peruggia had been working in collaboration with an Argentinian con man called Eduardo de Valfierno. Before the *Mona Lisa* was stolen, Valfierno had six very good forged copies of the painting made, with the intention of selling them. **He** then paid Peruggia to steal the original. Once news of the theft had spread all over the world, it was much easier for Valfierno to convince his victims that his copies of the painting were the original. Valfierno made millions from the scam, but he wasn't interested in keeping the original himself - he let Peruggia **hold onto** it. Valfierno revealed this whole story to Decker at a chance meeting in Morocco in 1914.

However, it seems that this story may itself be another lie. There has never been any evidence to support Decker's claims, and none of the six forged copies has ever **turned up**. The Valfierno story might have been invented by Decker in order to sell a magazine story. Whatever the truth is, the *Mona Lisa* is now not only a work of art, **she** is also a celebrity.

Crime



- 1 Look at the words and pictures. Use them to complete the phrases.
- | | |
|----------------------------|--------------------------------|
| 1 to commit a <i>crime</i> | 6 to receive a ... (two words) |
| 2 to arrest a ... | 7 to rescue a ... |
| 3 to forge a ... | 8 to rob a ... |
| 4 to hijack a ... | 9 to steal a ... |
| 5 to kidnap a ... | 10 to witness a ... |

- 2 2.19 Listen and check your answers.

- 3 Match the verbs from Exercise 1 with their meanings.

- When the police take someone away to ask them about a crime that they might have committed. *arrest*
- To take a person away illegally by force usually in order to demand money in exchange for releasing them.
- To see something happen, especially a crime.
- To violently take control of a plane during a journey.
- To make an illegal copy of something.
- To help someone out of a dangerous situation safely.
- To do something illegal or wrong.
- To take money or property illegally. The person or place that it was taken from comes after this verb.
- To get or be given something.
- To take money or property illegally. The thing taken comes after this verb.

Get it right

We say:
 ✓ They stole the painting. ✗ They ~~stole~~ the bank.

Tip

Verbs are often the same or similar to nouns with a related meaning. Learn these words together.

- 4 Complete the table. You may use a dictionary.

Verb	Noun: the criminal	Noun: the crime
to burgle	1 <i>burglar</i>	2
to hijack	3	4
5	kidnapper	kidnapping
to murder	6	7
to rob	8	robbery
to steal	9	theft
to vandalise	10	vandalism

- 5 Complete the sentences with the correct form of words from Exercise 4.

- There are a lot of *burglaries* in this area, so some of my neighbours have alarms.
- A plane was _____ during a transatlantic flight from New York to London.
- The _____ kept their victim locked in a cellar.
- Shoplifting is _____.

Pronunciation: stress in verbs

- 6 Look at the verbs and decide which box they go in.

arrest burgle commit escape hijack
 kidnap murder receive record rescue

<i>arrest</i>	<i>burgle</i>

- 7 2.20 Listen and check your answers.

- 8 Tell your partner about a TV or newspaper report you have seen about one of the crimes on this page.

PV

- 9 Complete the sentences with the words in the box.

get held show shut turned turned away
 down onto out up up with

- The witness didn't *show up* in court.
- The airport was _____ after a terrorism alert.
- Not many people _____ murder.
- In the end, the murderer _____ to be the servant.
- The stolen jewels _____ in Italy.
- Peruggia _____ the painting.

Crime

This section deals with vocabulary connected to crime.

The pronunciation section focuses on syllable stress in verbs.

The phrasal verbs section recycles language from the magazine article *Who stole the Mona Lisa?*

The target vocabulary and pronunciation are reviewed on page 78.



Target vocabulary

to arrest (a thief)	murderer
burglar	a prison sentence
burglary	to rescue (a hostage)
to burgle (a house)	to rob a bank
to commit (a crime)	robber
to forge (a passport)	robbery
to hijack (a plane)	to steal
hijack (n)	theft
hijacker	thief
to kidnap	vandal
kidnapper	to vandalise
kidnapping	vandalism
murder (n, v)	to witness (a murder)

- 1 Ask students, in pairs, to look at the words and pictures and identify what they can see. Ask them to continue with the activity individually.

- 2 2.19 Ask students to compare their answers to Exercise 1 in pairs before listening to check.

ANSWERS

2 thief 3 passport 4 plane 5 millionaire
6 prison sentence 7 hostage 8 bank 9 car
10 murder

- 3 Go through the example as a class. Put students into pairs to do the exercise. Check answers as a class.

ANSWERS

2 kidnap 3 witness 4 hijack 5 forge 6 rescue
7 commit (a crime) 8 rob 9 receive 10 steal

Get it right

Read the sentences and ask why the second sentence is wrong. (*The verb rob is used to focus on the place or person from which the thing was taken. Steal is used to focus on what is taken.*)

Tip

Read through the tip. Use the example in Exercise 4 (*to burgle*) to illustrate the meaning and ask what the English is for the person (*burglar*).

- 4 Monitor as students complete the table individually.

ANSWERS

2 burglary 3 hijacker 4 hijack 5 kidnap
6 murderer 7 murder 8 robber 9 thief
10 vandal

- 5 Go through the example with the class. Ask for volunteers to give the completed sentence.

ANSWERS

2 hijacked 3 kidnapers 4 theft

Pronunciation: stress in verbs

- 6 Students work with a partner and decide if the stress is on the first or the second syllable.

- 7 2.20 Play the audio and ask students to check their answers to Exercise 6.

ANSWERS

● ● arrest, commit, escape, receive, record
● ● burgle, hijack, kidnap, murder, rescue

- 8 Ask students to tell each other about recent crimes in the news. Start them off by giving an example.

- 9 Ask students to use the words in the box to make phrasal verbs, referring back to the *Phrasal verbs* box on page 68 if necessary. Then ask them to complete the sentences.

ANSWERS


2 shut down 3 get away with 4 turned out
5 turned up 6 held onto



For more practice see pages 55 and 63 of the Workbook.


Radio news

In this section students listen to a radio bulletin about local crimes. These are usually scripted, which means the speech is quite fast and information-rich, without features of conversational English such as false starts and hesitations.

- 1  Read the instructions before students do the activity in pairs. Ask for a spokesperson from each pair to tell the class about one crime story. Encourage the other students in the class to check factual information, and add any more detail if they can. Do not overcorrect for accuracy at this stage, but help students to express their ideas.


Tip

Read the tip and ask students how thinking about the topic first can help them. *(It will help them recognise and understand information much more quickly while they are listening.)*

- 2  Go through the instructions and put students into pairs to continue the activity. Bring the class together and work through the photos. Accept all answers as long as they are topically connected to the photo.


POSSIBLE ANSWERS


- a graffiti, damage, witness, youths
- b driving, crash, police, alcohol, test
- c police, night, burglar, burglary
- d armed, robber, robbery, murder, shot, hold-up

- 3  **2.21** Tell students they will listen to the news reports, and they should match each one with a corresponding photo. Play the audio, pausing after each report to elicit or give the photo matching it.


ANSWERS

- Story 1 – photo d Story 2 – photo a
- Story 3 – photo b Story 4 – photo c

 The audio script can be found on page T163.


- 4  **2.21** Play the audio pausing after each report for students to make notes. Put students into pairs to compare their notes.

Tell students to look at their notes and their answers to Exercise 2. Point out that, even if they didn't guess many of the words, simply thinking about the topic might help them recall connected vocabulary by association.

- 5  **2.21** Go through the instructions and ask students to read the sentence stems and optional endings. Explain any new vocabulary as necessary. Play the audio. Ask for volunteers to give answers and to give reasons for their answers.


ANSWERS

- 1 c 2 c 3 a 4 a

- 6  **2.22** Ask students to read questions 1–4 before they listen. Play the audio. Ask for volunteers to answer each of the questions. Ask students whose view of the three members of the public interviewed they agree with.

ANSWERS

- 1 the bus station area of the city
- 2 there have been a number of pickpocketing incidents in the area
- 3 being watched all the time is like living in a police state
- 4 it's too expensive and the money could be used for something else


 The audio script can be found on page T163.

Idioms


- 7 Do the first item as a class. Put students into pairs to complete the activity. Check answers as a class.

ANSWERS

- 1 d 2 a 3 c 4 b

- 8  Give students thinking time to make notes before putting them into pairs to discuss. Monitor and join in, encouraging them to give reasons for their point of view.

Reflection

- 9  Ask students to reflect on the strategies.



For more practice see page 60 of the Workbook.

Radio news



1 Work with a partner and discuss the questions.

Think of two crime stories which have been in the news recently. What can you remember about them (clues: *who? what? where? why? when? how?*)?

Tip

Before you listen, think about the specific topic and the words which are often used with that topic.

2 You will hear some local crime stories on the radio. Work with a partner, look at the photos and write four words you think you'll hear in each story.

3 **2.21** Listen and match the news reports (1–4) with the photos (a–d) in Exercise 2.

4 **2.21** Listen again and make a note of the key words in each story. Compare with a partner. Then compare with your answers to Exercise 2.

Story 1	Story 2	Story 3	Story 4

5 **2.21** Listen again and choose the best answer to complete 1–4.

1 The armed robber is also charged with attempted murder because ...

- a he escaped in a stolen car.
- b he forged a passport.
- c he shot a security guard.
- d he killed a security guard.

2 Witnesses saw some young men ...

- a painting graffiti.
- b setting fire to some cash machines.
- c riding in supermarket trolleys.
- d causing £15,000 of damage.

3 The person arrested for dangerous driving ...

- a was going too fast.
- b stopped by a tree.
- c was above the legal limit for alcohol.
- d failed to appear in court.

4 The burglaries were all committed ...

- a in the Newton area of the city.
- b during the night.
- c by builders.
- d while the owners were in their homes.

6 **2.22** Listen to the final part of the news report and answer the questions.

- 1 Where have new security cameras been installed?
- 2 Why have they been installed?
- 3 What does the first member of the public think?
- 4 How does the second member of the public feel?

Idioms

7 Read these extracts from the listening. Match the idioms in **bold** with their meanings.

- 1 It's like the police **have got their eye on you** all the time
 - 2 It must have **cost an arm and a leg!**
 - 3 I think they're all just **lining their own pockets!**
 - 4 If it helps **keep some of these kids on the straight and narrow**, so much the better
- a to be very expensive
 - b to stop someone from breaking laws
 - c to take money for your own personal use
 - d to watch carefully

8 Work with a partner and discuss the questions.

- 1 What do you think about security cameras, are they a good or bad thing? Why?
- 2 Would security cameras have helped in any way in the stories in Exercise 3?

Reflection

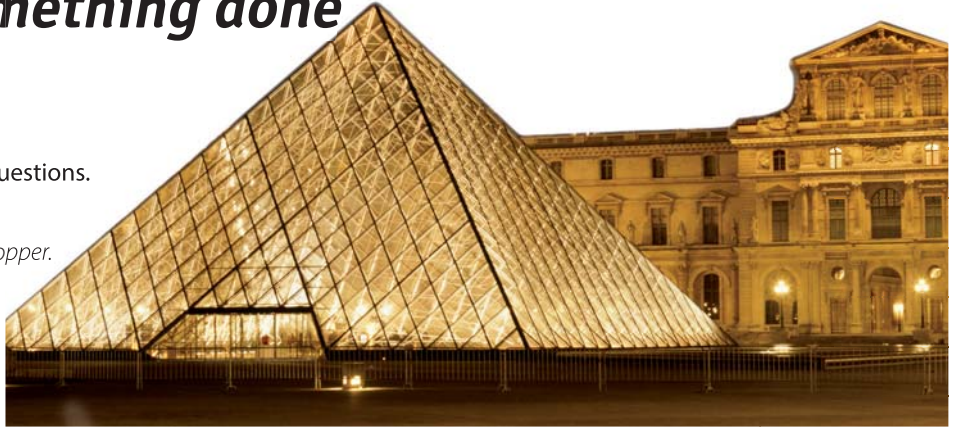
9 What helped you understand the listening?

- Thinking about the topic and words associated with the topic before listening.
- Listening for key words.
- Listening for gist.
- Guessing the meaning of words and phrases you didn't understand.



Passive; To have something done

Passive



1 Look at this pair of sentences. Answer the questions.

active: *Edward Hopper painted this picture.*

passive: *This picture was painted by Edward Hopper.*

- 1 What tense are the two sentences?
- 2 What is the form of the **main verb** in the passive?
- 3 What other verb is used in the passive?
- 4 Which sentence focuses on the artist?
- 5 Which sentence focuses on the painting?
- 6 Which preposition has been added in the passive?

See Language reference on page 139.

2 Complete the sentences with the correct form of the verbs in the box.

abandon ~~built~~ build buy cut
give murder sell paint use

The life story of a house

- 1 The house was built in beautiful woodland.
- 2 It was _____ by a rich businessman.
- 3 Many years later, it was _____ to a railway company.
- 4 The trees were _____ down and the house was _____. No one lived there anymore.
- 5 A railway was _____ in front of the house.
- 6 It was _____ by Edward Hopper in 1925.
- 7 It was _____ as the model for the house in Hitchcock's film *Psycho*.
- 8 In the film, someone was _____ in the house.
- 9 The painting was _____ to the Museum of Modern Art in New York.

3 2.23 Listen and check your answers.

4 The sentences below are related to the *Mona Lisa* story in the reading text on page 69. Put the words in the correct order.

- 1 from / it / protected / visitors / is
It is protected from visitors.
- 2 building / stolen / was / it / from / the
- 3 shut / museum / down / the / was
- 4 trains / searched / ships / and / were
- 5 the / might / Decker / invented / story / been / by / have

5 Complete the questions about the *Mona Lisa*. Use the past simple passive.

- 1 *When was it stolen?*
It was stolen in 1911.
- 2 _____ from?
From the Louvre Museum.
- 3 _____ by?
Vincenzo Peruggia.
- 4 _____ again?
It wasn't found again until 1913.
- 5 _____
In Italy.

6 Work with a partner. Ask and answer the questions in Exercise 5.

7 Complete the sentences with the verbs in brackets in the tense shown.

- 1 The incident was recorded on the bank's security camera. (*record*: past simple passive)
- 2 The robber _____ to leave the country. (*not allow*: future simple passive)
- 3 His condition _____ as stable. (*describe*: present perfect passive)
- 4 The damage to the supermarket _____ to be worth £15,000. (*estimate*: present simple passive)
- 5 The woman _____ for dangerous driving before. (*not arrest*: past perfect passive)
- 6 You feel like you _____ all the time. (*watch*: present continuous passive)
- 7 The guards realised that the painting _____. (*must steal*: present perfect passive)
- 8 The painting _____ by then. (*sell*: future simple passive)
- 9 The twins _____. The others were trying to play with them. (*not exclude*: past continuous passive)



Passive; *To have something done*

In this grammar lesson students will study the passive and *to have something done*.

The grammar is reviewed on page 78. The *Language reference* section can be found on page 139.

Passive



Optional activity

Books closed. Write the two example sentences in Exercise 1 on the board, one above the other. Draw an arrow joining the word *picture* in both sentences, and the name *Edward Hopper* in both sentences. This will make it clear that these words have exchanged position in the two sentences.

Then write a third sentence: *The picture was painted in 1925*. Ask: *Does this sentence say who did the action? (no)*. Point out that in the passive, you don't have to say who did it.

- 1 Tell students to answer the questions in pairs. Check the answers together or tell students to check their answers using the *Language reference* section on page 139. Use the *Language reference* section to show that the form of the verb in the passive is the past participle. The past participle form is sometimes, but not always, the same as the past form.

ANSWERS

- 1 past simple 2 past participle
3 the auxiliary verb *be* 4 the active sentence
5 the passive sentence 6 *by*

- 2 Go through the example with the class, before asking students to complete the sentences individually. Monitor and point out any key words in the sentences which might help students select the correct word, and remind them to check for tense if necessary.

Ask for volunteers to read complete sentences, and see if the class agrees, but do not give feedback at this stage.

- 3 **2.23** Ask students to listen carefully to check their answers to Exercise 2, reminding them that they should also listen for the correct form of the verb. After checking the answers, ask students why the writer has used the passive form (*to focus on the house, not the people who did things with it*).

ANSWERS

- 2 bought 3 sold 4 cut; abandoned 5 built
6 painted 7 used 8 murdered 9 given

- 4 Go through the example with the class. Ask for volunteers to give answers and nominate individuals to say if the answer is correct or not before feeding back.

ANSWERS

- 2 It was stolen from the building.
3 The museum was shut down.
4 Trains and ships were searched.
5 The story might have been invented by Decker.

- 5 Go through the example as a class, pointing out that the answers to the questions give clues for which *Wh* question word to use. Check answers as a class.

ANSWERS

- 2 Where was it stolen from?
3 Who was it stolen by?
4 When was it found again?
5 Where was it found?

- 6 Put students into pairs to ask and answer the questions. Monitor for accuracy and encourage students to self-correct if necessary.

- 7 Go through the example as a class. The students to refer to the *Language reference* section on page 139 as they continue the activity individually. Check answers as a class.

ANSWERS

- 2 won't be allowed 3 has been described
4 is estimated 5 hadn't been arrested
6 are being watched 7 must have been stolen
8 will be sold 9 weren't being excluded



Optional activity

Play a version of *I Spy* in groups. One student thinks of an object which is visible in the classroom. The others have to guess what it is. The questions must be in the passive. For example: *Is it made of metal? Is it used to carry books?*

To have something done

- 8 Look at the sentences below and answer the questions.
Valfierno **had** six very good forged copies of the *Mona Lisa* **made**.
- 1 Who made the copies? (Valfierno? Somebody else?)
 - 2 Who ordered the copies? (Valfierno? Somebody else?)
 - 3 How do you form the causative? (to have something done)

See Language reference on pages 139 – 140.

Streetwise

get something done

We can say *get something done* as well as *have something done*, mainly in informal spoken English.
Where did you get your hair cut?

Get it right

We say:

- ✓ I had my hair cut at the weekend.
- ✗ I cut my hair at the weekend.

- 9 Complete the sentences using the information in brackets. Use the causative *have*.



After my house was burgled, the place was a real mess.

- 1 First of all, we *had new glass put in the windows*. (put new glass in)
 - 2 Then we _____ . (change locks)
 - 3 We also _____ . (paint living room)
 - 4 We _____ . (repair television)
 - 5 We _____ . (wash sofa covers)
 - 6 And finally, we _____ . (clean curtains)
- It cost a fortune!

- 10 2.24 Listen and check your answers.

- 11 Work with a partner. Look at the photo and imagine the 'life story' of this car. Describe it using the passive and/or the causative *have/get*. Here are some verbs you could use.

buy drive make paint repair
sell steal take use for

This car was made in a factory in Russia ...



Verb, adjective, noun + preposition

Tip

When you learn new verbs, adjectives and nouns, notice if they are usually followed by any particular prepositions.

- 1 Make sentences from the table below. Use a dictionary if necessary.

Dr Watson works with Sherlock Holmes.

Verbs

1 Dr Watson works	as	the <i>Mona Lisa</i> .
2 The film's based	with	aggressive behaviour.
3 The painting is known	with	a true story.
4 Police officers are trained to deal	on	Sherlock Holmes.

Adjectives

5 The gang was involved	of	his future.
6 Vandals are responsible	to	theft.
7 Emile was ashamed	about	anything.
8 I'm not accustomed	for	several armed robberies.
9 He was worried	at	stealing from his mother.
10 I was wrongly accused	for	your attitude.
11 I'm surprised	in	life in the city.
12 You must be ready	of	a lot of damage to public property.

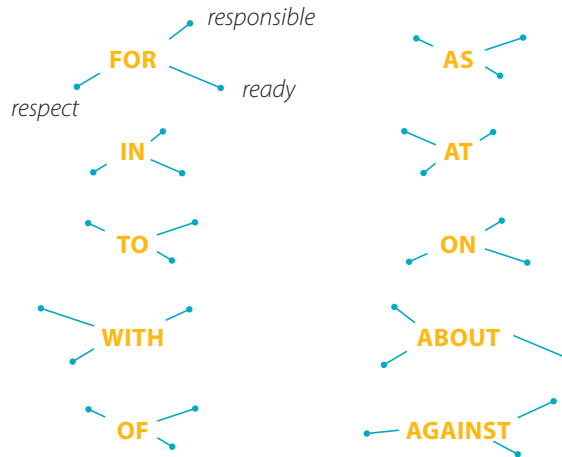
Nouns

13 We have a duty	for	humanity.
14 Thieves have no respect	against	report crimes.
15 Genocide is a crime	to	other people's property.



- 2 2.25 Listen and check your answers.

- 3 Complete the word spiders using the words in Exercise 1.



- 4 Add more verbs, adjectives and nouns to the word spiders.

See Language reference on page 140.

Pronunciation: joining prepositions

- 5 In some of the sentences in Exercise 1, it sounds as if the preposition is joined to the end of the word before it like this:

worry **dabaut** cry **magainst** involve **din** accuse **dof**
surprise **dat** ashamed **dof** base **don** know **nas**

- 6 2.26 Listen to the sentences. Match the 'sounds like' words with the sentences. Then practise saying them.

sounds like:

dat din fon sagainst sin sof tabout

- Be honest about your feelings.
tabout
- I won my case against my employer.
- We were alarmed at the price.
- I'm not interested in law.
- Be suspicious of emails like this.
- There's been an increase in burglary.
- We should be tough on crime.

- 7 Work with a partner. Think of at least seven new sentences using the words in bold in the table in Exercise 1.

I wasn't responsible for the damage to the computer.

Verb, adjective, noun + preposition

In this section students study different phrases containing dependent prepositions.

The pronunciation section looks at joining prepositions.

The target vocabulary is reviewed on page 78.



Target vocabulary

accused of	deal with	respect for
accustomed to	duty to	responsible for
ashamed of	involved in	surprised at
base on	known as	work as
crime against	ready for	worried about

Tip

Write the example sentence from Exercise 1 on the board. Explain that verbs, adjectives and nouns are often followed by a certain preposition. Read the tip with the class.

- 1 Students make the sentences individually. Don't give answers at this stage.
- 2 2.25 Play the audio for students to listen and check their answers to Exercise 1.

ANSWERS

- 2 The film's based on a true story.
- 3 The painting is known as the *Mona Lisa*.
- 4 Police officers are trained to deal with aggressive behaviour.
- 5 The gang was involved in several armed robberies.
- 6 Vandals are responsible for a lot of damage to public property.
- 7 Emilie was ashamed of stealing from his mother.
- 8 I'm not accustomed to life in the city.
- 9 He was worried about his future.
- 10 I was wrongly accused of theft.
- 11 I'm surprised at your attitude.
- 12 You must be ready for anything.
- 13 We have a duty to report crimes.
- 14 Thieves have no respect for other people's property.
- 15 Genocide is a crime against humanity.

- 3 Go through the example to demonstrate the activity. Put students in pairs to compare answers before checking as a class.

ANSWERS

in: involved to: accustomed, duty with: deal
of: ashamed, accused as: works, known
at: surprised on: based about: worried
against: crime

- 4 Ask students to work individually before putting them into pairs to compare. If students have trouble thinking of words, start sentences with some of the words in the *Possible answers* below.

POSSIBLE ANSWERS

for: arrest; pay; look in: make; find to: tell; listen
with: charge; help of: think; make; tired
as: work; use at: look; good on: insist
about: pleased; annoyed against: fight; argue

Pronunciation: joining prepositions

- 5 Say the phrases below so that they sound the same as the misspelt phrases in the box on page 74:
worried about; crime against; involved in; accused of; surprised at; ashamed of; based on; known as.
Explain that in normal speech, if a word ends with a consonant sound and the next word begins with a vowel sound, it sounds as if the consonant is at the beginning of the next word.
- 6 2.26 Play the audio. Check answers and then get students to say the sentences with the words joined up in this way.

ANSWERS

2 sagainst 3 dat 4 din 5 sof 6 sin 7 fon

- 7 Ask students to work in pairs to think of sentences using the target vocabulary. Monitor for correct use and pronunciation of the dependent prepositions.



For more practice see pages 61 and 63 of the Workbook.



Talking about a TV drama

1 Look at the photo. What do you think this TV drama series is about? Discuss with a partner.

2 Read and listen to the conversation. What does Laura say to Jim to make him want to watch the series?

Laura: Have you seen the TV series *Sherlock*?

Jim: No, I haven't. What's it about?

Laura: It's about the detective, Sherlock Holmes, but it's set in modern times.

Jim: Is it any good?

Laura: Yes, it's great. I love the Sherlock character. He's brilliant at solving crimes, but he's really rude to people, especially when he's dealing with his friend, Watson. It's quite funny to watch the two of them together, especially when they have an argument.

Jim: So how has it changed to make it modern?

Laura: Well, for example, one episode is called *The Hounds of Baskerville*. It tells the story of Baskerville, which is a military research base. The gigantic hound is a vision and is caused by a chemical weapon. Watson is an ex-soldier who has returned from Afghanistan, so he is able to help solve the crime.

Jim: Wow. It sounds great. I'm sorry I've never seen it.

Laura: I've got the box set on DVD. I'll lend it to you when I've finished with it.

Jim: OK, great. Thanks!



3 Find phrases in the conversation for the following functions:

- 1 asking about the topic
- 2 saying where/when it happens
- 3 asking for an opinion
- 4 introducing the main event or sequence of events
- 5 reacting to a description

Useful language

Talking about a film, book or TV Drama	Giving general information	Talking about a specific episode	Giving your opinion
What's it about?	It's set in / It takes place in ...	It tells the story of ...	I enjoyed / didn't enjoy it because ...
Is it any good?	It's about ...	It starts ... / At first ...	It's quite funny to watch because ...
		At the beginning / end ...	It sounds (great).
		Eventually ...	

Tip

When you're talking about a TV drama, give general information about the series and also talk about a specific episode.

- 4 Practise the conversation in Exercise 2 with a partner.
- 5 Work with a partner. Make notes about a TV drama you've watched or know about.
- 6 Work with a different partner and have a conversation like the one between Laura and Jim. Take turns to tell your partner about the TV drama in Exercise 5.

Life skill

Judging right from wrong

Identifying the problem

Discuss with a partner.

- 1 Read the situation below and decide what you would do.
- 2 Compare and discuss with a partner.

You see your classmate stealing something from school. They are alone and don't know



you're there. You leave quietly and think about your options. What will you do?

- a Nothing. (Later, the teacher asks, 'Did anybody see anything?'. What will you say?)
- b Tell the thief what you saw. (What will you say, exactly?)
- c Report what you saw to a teacher. (How will you explain the delay in reporting it?)
- d Write a note and put it in the thief's locker. (What will you write in the note?)

Suggesting a solution

Compare with a partner.

- 3 In what other ways could you respond to the situation?

What about you?

Tell your partner or the class.

- 4 Have you ever seen anyone doing anything wrong? What did you do or say?

Judging right from wrong

Nobody's perfect, we all make mistakes, but there are different degrees of right and wrong.

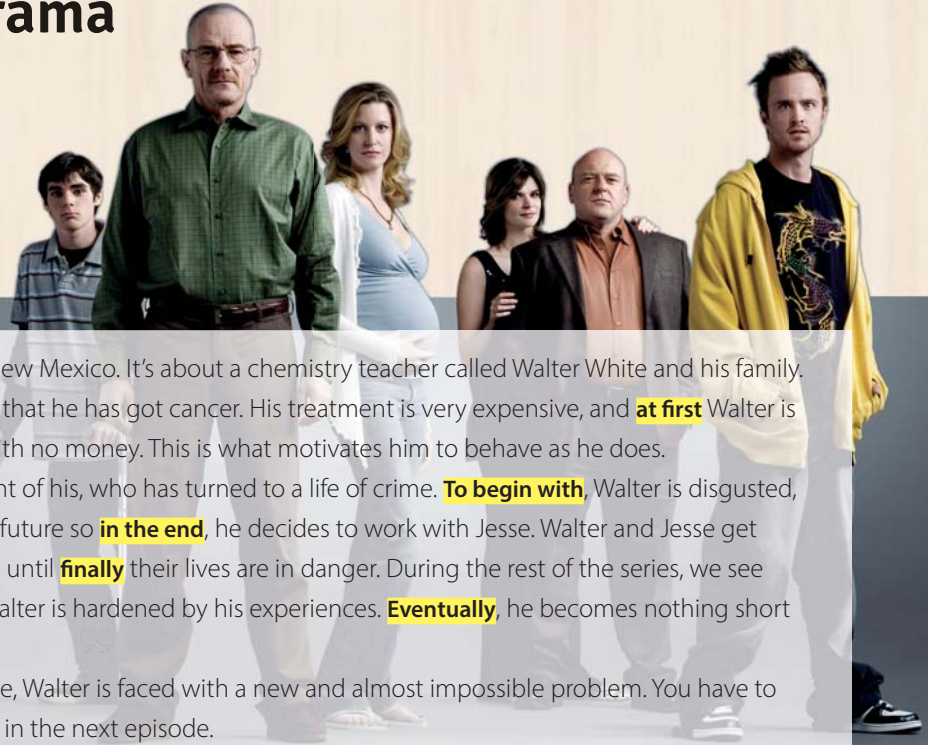
Remember: give people a chance to right a wrong for themselves.



A review of a TV drama

Writing task: write a review (100 – 150 words) on a TV drama you watch and like.

BREAKING BAD



Breaking Bad is an American TV series set in New Mexico. It's about a chemistry teacher called Walter White and his family.

At the beginning of the series, Walter is told that he has got cancer. His treatment is very expensive, and **at first** Walter is worried about dying and leaving his family with no money. This is what motivates him to behave as he does.

By chance, Walter meets Jesse, an ex-student of his, who has turned to a life of crime. **To begin with**, Walter is disgusted, but he wants to be able to secure his family's future so **in the end**, he decides to work with Jesse. Walter and Jesse get involved in all sorts of awful criminal activities until **finally** their lives are in danger. During the rest of the series, we see how his personality changes. **Little by little**, Walter is hardened by his experiences. **Eventually**, he becomes nothing short of a tough criminal.

I enjoyed the series because in each episode, Walter is faced with a new and almost impossible problem. You have to keep watching to see how he will deal with it in the next episode.

- 1 Read the review. How would you describe this series? Choose from the words in the box and compare with a partner. You can use a dictionary.

action comedy crime fantasy
mystery romance science fiction

- 2 Find the following phrases and decide in which paragraph they occur in the review.

- 1 You have to keep watching to see ...
- 2 ... set in New Mexico.
- 3 Eventually he becomes ...
- 4 At the beginning of the series ...
- 5 I enjoyed the series because ...
- 6 During the rest of the series ...

- 3 Decide which part of a review, A–D, these sentences belong in.

A The context	(paragraph 1)
B The problem	(paragraph 2)
C The development	(paragraph 3)
D My opinion	(paragraph 4)

- 1 The people work together to destroy the evil dragon.
C – the development
- 2 It was a long time ago in a place far from here.
- 3 I thought the story was really exciting.
- 4 The town was dominated by a cruel dragon.

Tip

Organising your ideas in a logical paragraph order helps your reader follow the review.

Writing builder

- 4 Complete the text with the words in the box.

setting book recommendation
plot opinion main events

A review explains the **1** *main events* in the plot of a film, TV series or **2** . It should provide the writer's **3** on the topic. The first paragraph should give information on the title, the characters, the author or director and the **4** . The second paragraph should describe the **5** and the characters and explain which are the strong or weak points of the story. The last paragraph should contain the writer's opinion on the topic and could even give a **6** .



A review of a TV drama

In this section students read a review of a TV drama, which serves as a text for analysis and a model for a final writing activity.

The *Signposts in writing* are reviewed on page 78.

There is a guide to writing a review of a TV drama in the *Writing guide* on page 152.

- 1 Tell students to look at the picture and ask what they think the TV drama is about and what they can tell about the man. Go through the instructions with the class and ask students to check the vocabulary of types of drama in their dictionaries if necessary. Set a time limit of about two minutes for students to read the review to encourage them to skim the text for the general idea. Ask for a volunteer to suggest the answer and see if the class agrees before feeding back. Encourage other students to give reasons for their answer.

ANSWER

crime



Optional activity

Ask the following questions to check students have understood the review. *What do we find out about Walter at the beginning of the series?* (He's a chemistry teacher who has cancer and he's worried about leaving his family with no money.); *How did Walter meet Jesse?* (By accident.); *How does Walter feel about his ex-student's way of life?* (He is disgusted by it.); *Why does Walter decide to work with his ex-student?* (So he can get money to provide for his family.); *In what way does Walter change?* (He becomes harder and turns into a criminal); *Why does the writer continue to watch the series?* (Because he wants to know how Walter deals with each new problem.)

- 2 Read the instructions and ask students to read the phrases. Monitor and help if necessary as students find the phrases in the review. Put students into pairs to compare and ask for a volunteer to say the first phrase and where it occurs. The volunteer nominates another student to say the next phrase and then this student nominates another. Continue until all phrases have been covered.

ANSWERS

1 paragraph 4 2 paragraph 1 3 paragraph 3
4 paragraph 2 5 paragraph 4 6 paragraph 3

- 3 Ask students to look at the table which gives the logical order of information in a review text. Check students understand each paragraph title (*context* is the circumstances or setting in which the story takes place, for example, time, place, background; *problem* might be an actual problem or refer more generally to the main character's conflict; *development* is the storyline or plot; *opinion* is an overall personal evaluation).

Tell students they will read some information about a different TV drama. Go through the example with the class, and monitor and help if necessary as students continue individually. Check answers as a class before reading the sentences in the correct order to give students more of a feel for the logical sequence of information in a review.

ANSWERS

2 A – the context
3 D – my opinion
4 B – the problem

Tip

Read the tip aloud and explain that all readers have expectations about the way information is presented in different types of texts and this helps us understand it.

Writing builder

- 4 Tell students to read the words in the box and check understanding before asking them to complete the text individually. Monitor and help with vocabulary in the text as necessary before putting students into pairs to compare answers. Read the paragraph aloud, pausing for students to call out the missing words. Give the correct answer if there is a difference of opinion.

ANSWERS

2 book 3 opinion 4 setting 5 plot
6 recommendation



Signpost

Read through the information and ask students to say which of the paragraphs in the review they all occur in (paragraph 3 – the development, all highlighted in yellow).

- 5 Tell students to look at the three columns in the box, and tell them that each column contains an initial situation and following development. Read through the example, pointing out that the words *poor*, *richer*, *millionaire* are all topically connected. Ask students to continue the activity individually. Nominate individuals to give answers.

ANSWERS

The criminal gang was big. Members of the gang were arrested. There was only one left.

The town was small. It got bigger. It became an enormous city.

The weather was warm. It got colder. It was freezing.

POSSIBLE ANSWERS

1 At the beginning, Frank was poor. Little by little, he got richer. In the end, he became a millionaire.

2 At the beginning, the criminal gang was big. Little by little, members of the gang were arrested. Finally, there was only one left.

3 To begin with, the town was small. Little by little, it got bigger. Eventually, it became an enormous city.

4 At first, the weather was warm. Little by little, it got colder. In the end, it was freezing.

Useful language

Ask student to look at the *Useful language* box. Point out that each of the columns contains phrases that could be used to logically organise a review following the paragraph plan in Exercise 3. Give students three minutes to study the phrases. Ask them to close their books and put them into pairs or small groups to write as many phrases as they can remember.

Get it right

Ask students to explain why the second sentence is wrong. (*Adjectives of one syllable are usually made into the comparative form by adding 'er'. More + adjective is used in other cases. 'er' and more are never used together.*)

Call out the following adjectives from the review for students to say the comparative form of words: *expensive (more); worried (more); disgusted (more); impossible (more); tough (tougher).*

Improve your writing

- 6 Read the instructions and do the first item with the class as an example (see *Possible answers*). Point out that using the signposts clarifies the exact relationship between one action and how it develops. Check students understand that there is more than one phrase for talking about the first and final situation and ask for a volunteer to make another group of sentences about Frank.

Ask students to link the other situations in Exercise 5 using signposts in the box and monitor and check students' punctuation.

Write!

- 7 Ask students to choose a book, film or TV series to write about and put them into pairs or small groups with others who have chosen the same topic. Tell students to follow the stages in STEP 1. Monitor and help with ideas as necessary as students write notes in a table like the one in Exercise 3.

Ask students to follow STEP 2 individually, selecting words and phrases from the *Useful language* box and adding them in the appropriate place in their table.

Once students have written their first draft, ask them to review their writing, answering the questions in STEP 3.

Tell students to follow STEP 4 and write a final draft and recheck their work. Finally, ask students to write a brief note about why they chose the book, film or TV series they did.



Optional activity

Students could swap reviews and answer the questions in STEP 3. They could give each other feedback and say if they agree with each other's opinions.



For more practice see page 62 of the Workbook.

Signpost

Writers use signposts to describe the development of a story, for example, the highlighted words and phrases in the review **to begin with**, **little by little** and **eventually**.

- 5 Match situations 1, 2 and 3 in the box.

Frank was poor. He got richer. He became a millionaire.

Situation 1	Situation 2	Situation 3
Frank was poor.	It got bigger.	It became an enormous city.
The criminal gang was big.	It got colder.	He became a millionaire.
The town was small.	Members of the gang were arrested.	It was freezing.
The weather was warm.	He got richer.	There was only one left.

Get it right

We say:

- ✓ He got richer.
- ✗ He got ~~more~~ richer.

Improve your writing

- 6 Link the situations in Exercise 5 with the signposts in the box.

at first at the beginning to begin with
eventually finally in the end little by little

See Writing guide on page 152.

Useful language

Context	Problem	Development	Opinion
It's about ...	At first ...	During the rest of the series ...	I enjoyed (the series) because ...
It's filmed in ...	At the beginning of the series ...	Eventually, he / she / it becomes ...	I recommend ...
It revolves around ...		Finally ...	In my opinion, ...
It's set in ...		In the end ...	You have to keep watching to see / find out.
		It ends with ...	
		Little by little ...	
		To start/begin with ...	

Write!

- 7 Write a review of a book, a film or a TV series (100 – 150 words).

Steps

STEP 1: Getting ideas

- Work with a partner. Choose a book, film or TV series you have seen or know of. Make sure you understand exactly what type of book, film or TV series it is!
- Brainstorm your ideas on the book/film/TV series.
- Write notes in a table like the one in Exercise 3.

STEP 2: Organising your ideas and writing a first draft

- Write a first draft of your review.
- Follow the structure A–D that you have created in the table.
- Think about the language you need to use for your review – both the useful language and the signposts.

STEP 3: Reviewing your writing

Re-read your first draft and answer these questions:

- 1 Have you followed the plan?
- 2 Have you used some signposts to show the development of the story?
- 3 Have you used the appropriate language for a review?
- 4 Is your grammar, spelling and punctuation correct?
- 5 Does each sentence lead smoothly to the next?

STEP 4: Writing a final draft

- Recheck your work before handing it in.
- Write a brief note to your teacher about why you chose this book, film or TV series.



Crime

1 Complete the story with the words in the box.

arrested forged hijacked hostages
kidnapped sentence thieves witness

The news today was nearly all bad. A plane was 1 *hijacked* in Africa and all of the passengers were taken as 2 . A tourist was 3 in Central America by a gang who wanted ransom money. The mafia killed a 4 . A criminal gang were selling 5 World Cup tickets, and a millionaire received a two-week prison 6 for not paying any tax. And finally, some 7 stole a cheque from an old lady. They were 8 when they tried to cash it!

Verb, adjective, noun + preposition

2 Match the beginnings of the sentences with their endings.

1 – b

- | | |
|-------------------------------------|-------------------------------------|
| 1 Don't be upset ... | a for killing many innocent people. |
| 2 Holmes was often very rude ... | b by his behaviour. |
| 3 Criminals have no respect ... | c for the law. |
| 4 He was not accustomed ... | d in a court case before. |
| 5 The police often have to deal ... | e with violent criminals. |
| 6 The terrorist was responsible ... | f to prison life. |
| 7 I've never been involved ... | g to people |

Passive

3 Change the sentences into the passive.

- They've shown photos of the murderer on TV.
Photos of the murderer have been shown on TV.
- They are taking the burglars to the police station.
- They didn't guard the *Mona Lisa* 24 hours a day.
- They arrested a suspect last night.
- They didn't see the vandals entering the building.
- Have they rescued the hostages yet?
- Are they replacing the damaged cash machines?
- Do they keep your fingerprints on record?

To have something done

4 Put the words in the correct order.

- did / cut / have / hair / you / where / your?
Where did you have your hair cut?
- eyes / your / have / yet / had / tested / you?
- made / curtains / I / got / new / some
- repaired / to / that / need / TV / you / get!
- our / cleaned / we've / had / windows / never

Pronunciation awareness

5 Choose the verb with the different stress pattern.

- | | | | |
|-----------|----------|---------------|---------|
| 1 escape | arrest | <u>hijack</u> | commit |
| 2 receive | burgle | murder | rescue |
| 3 enter | record | kidnap | witness |
| 4 protect | visit | open | offer |
| 5 copy | remain | contact | publish |
| 6 invent | convince | support | kidnap |

Signposts in writing

6 Put the sentences in order and use the signposts in the box to help the reader.

at first at the beginning eventually finally
in the end little by little to begin with

- I got better and better. I could speak fluently. I couldn't speak any English.
At first, I couldn't speak any English. Little by little, I got better and better. In the end, I could speak fluently.
- She was poor. Amanda was rich. She spent all her money.
- He became more corrupt. The leader was good. He became an evil dictator.
- It was an ecological disaster area. It grew more polluted. The planet was green and pleasant.

The review section for the unit includes further practice activities for the following language areas:

Vocabulary: crime (page 70); verb, adjective, noun + preposition (page 74)

Grammar: passive (page 72); *to have something done* (page 73)

Pronunciation awareness: stress in verbs (page 70)

Signposts in writing: the development of a story (page 77)

Crime

- 1 Tell students to look at the words in the box and see if they can guess the crime story. Ask for volunteers to give suggestions but do not comment at this stage. Tell students to read the text, ignoring the spaces, to see if their ideas were more or less right. Students continue the activity individually.

ANSWERS

2 hostages 3 kidnapped 4 witness 5 forged
6 sentence 7 thieves 8 arrested

Verb, adjective, noun + preposition

- 2 Go through the example with the class before students continue individually.

ANSWERS

2 g 3 c 4 f 5 e 6 a 7 d

Passive

- 3 Direct students to the *Language reference* section on page 139 to review the grammar before they do the activity if necessary.

Write the example sentence on the board and ask students to name the tense (*present perfect passive*). Explain or elicit that the object of the first sentence has become the subject of the second sentence. Suggest that students identify the subject for the passive sentence before they start writing. Students continue individually.

ANSWERS

2 The burglars were taken to the police station.
3 The *Mona Lisa* wasn't guarded 24 hours a day.
4 A suspect was arrested last night.
5 The vandals weren't seen entering the building.
6 Have the hostages been rescued yet?
7 Are the damaged cash machines being replaced?
8 Are your fingerprints kept on record?

To have something done

- 4 Go through the example with the class before students continue individually.

ANSWERS

2 Have you had your eyes tested yet?
3 I got some new curtains made.
4 You need to get that TV repaired!
5 We've never had our windows cleaned.

Pronunciation awareness

- 5 Go through the example with the class. Suggest to students that they say the words in their heads to help them 'hear' the different stress patterns.

ANSWERS

2 receive 3 record 4 protect 5 remain 6 kidnap

Signposts in writing

- 6 Go through the example with the class. Remind students that they will have to add punctuation. Ask them to continue individually.

POSSIBLE ANSWERS

2 To begin with, Amanda was rich. Little by little, she spent all her money. Finally, she was poor.
3 At first, the leader was good. Little by little, he became more corrupt. In the end, he became an evil dictator.
4 At the beginning, the planet was green and pleasant. Little by little, it grew more polluted. Eventually, it was an ecological disaster area.