

UNIT 8

Dilemmas



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations and exchange information about personal finance, money, moral dilemmas, crime, cheering people up and true and fictional crime stories
- make predictions and hypotheses about the future or imaginary situations
- talk about hypothetical situations in the past and criticise
- understand and use appropriate phrases to show encouragement
- talk about things people have in common
- write a review

UNIT CONTENTS

G GRAMMAR

- First and second conditionals
- Third conditional; *should have* + past participle

V VOCABULARY

- Money and finance: *award a grant, budget, debit an account, debt, donate to charity, donations, finance a project, income, interest rate, investment, make a living, pay off, put aside savings, savings*
- Crime: *accused of, arrest, burglar, burglary, burgle, cheat, court, guilty, judge, jury, liar, rob, robber, robbery, sentence, suspect, theft, thief, trial, witness*
- Wordpower: *take, take pleasure, take it for granted, take seriously, take my word for it, take longer, take charge*

P PRONUNCIATION

- Sounds and spelling: *l*
- Word groups

C COMMUNICATION SKILLS

- Discussing personal finance
- Discussing moral dilemmas and crime
- Being encouraging
- Using appropriate phrases to show you have things in common
- Writing a review

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the letters *MALDIME* on the board and ask students to rearrange them to make a word that means a difficult decision (*dilemma*).

In pairs, students note down what decisions they have made so far today. These can be minor, for example what to drink at coffee break, or more serious, for example whether to spend a lot of money on something or not. Students discuss what the consequences of making these decisions could be and then decide which decision was the most serious. Take feedback as a class and ask for examples. Take a class vote on the most important decision made today by someone in the class.

- a Ask students to look at the picture and answer the questions as a class. Encourage students to give reasons for their answers and speculations. If you wish, give students the information in the Culture notes below.



CULTURE NOTES

The picture shows a tree covered with money and people picking the notes. The money tree appeared on 24th July 2014 in a park near Tower Bridge, London and had £9,820 on it. The project was organised by the SunLife Insurance Company to encourage people to save money rather than spend everything they earned. The exact amount of money on the tree represented the average savings of a British family. It was in the form of ten pound notes because SunLife suggests that families should save at least ten pounds a month. When people first saw the tree, a crowd developed very quickly, and then an orderly queue formed and people picked the notes from the branches. Within a few hours, the money was gone.

- b Read through the questions with the class and ask students to discuss the questions in pairs or small groups. Circulate and contribute to conversations to encourage discussion. Note any interesting comments to discuss later. Take feedback as a class to check answers and ask for ideas and comments from the conversations. Extend the discussions if appropriate.

Answer

Money doesn't grow on trees = there is not an unending supply of money. People say this to other people, particularly to children, when they don't have enough money to spend on unnecessary things.



EXTRA ACTIVITY

Dictate or write these sayings about money on the board. In pairs or small groups, students decide what the sayings mean and whether they agree with the sayings or not and why.

- 1 *Easy come, easy go.* (money that is easy to get is easy to lose or spend)
- 2 *When poverty comes in the door, love flies out the window.* (love cannot survive a serious lack of money)
- 3 *Love of money is the root of all evil.* (wanting money only leads to bad things)

Monitor and encourage conversation. Ask for comments from the discussions during feedback. Ask students for any sayings related to money in their own language which they can translate into English. Extend the discussion by asking the class for their opinions about these sayings.

8A I'd like to start saving for a home

OPTIONAL LEAD-IN

Books closed. Write the word *money* on the board. Give students two minutes to write down as many words associated with money as they can. When they are ready, put them into pairs. Tell students to explain words on their list. Their partner has to guess what word is being described. Take feedback as a class and find out how many words the students thought of and how successful they were at guessing.

1 VOCABULARY Money and finance

a Students read the statistics and discuss the questions in pairs. If some of the words in bold are unfamiliar to students, ask them to use the pictures and context to guess the meanings. You may wish to elicit or pre-teach *household* (people living together in one unit). Monitor and contribute to the discussions. Take feedback as a class and ask for comments and opinions. Find out which fact surprised the class the most.

b In the same pairs, students match the words and definitions. You may wish to check the meaning of *owe* (needing to pay money back to someone). Check answers as a class.

Answers

- 1 budget 2 pay off 3 donations 4 debt
5 interest rate 6 savings 7 income 8 investment

LANGUAGE NOTES

Words like *debt*, *mortgage* and *budget* all have silent letters in them. We do not pronounce the *b* in *debt*, the *t* in *mortgage* and the *d* in *budget*.

c Read through the collocations with the class. Don't explain the meanings at this point. Students work in pairs and use the collocations to complete the sentences. Check answers as a class. Clarify any collocations that students are still unsure about.

Answers

- 1 award, grant
2 debits, account
3 make, living
4 donate, charity
5 finance, project
6 put aside, savings

VOCABULARY SUPPORT

debit (B2) – take money out, away from an account

donate (B2) – give money (usually to help others)

finance (B2) – provide money

make a living – earn enough money to live on

d Students compare and discuss their answers in pairs. Take feedback as a class.

At the end of this lesson, students will be able to:

- use a lexical set related to money and finance correctly
- understand people asking and answering questions about money
- use first and second conditionals to talk about possible and imaginary situations
- read and understand an article about using cash
- give opinions about money issues

EXTRA ACTIVITY

Write these questions on the board for students to discuss in small groups or pairs:

- 1 *Should children get pocket money every week from their parents? Why / Why not?*
- 2 *How much pocket money should children get?*
- 3 *What did you use to buy with your pocket money when you were young?*

Encourage students to justify their opinions and use supporting arguments. Take feedback as a class and discuss the different viewpoints.

2 LISTENING

a  3.19 Tell the class that they are going to listen to part of a radio programme about personal finance. Tell them it's a phone-in programme (a programme where listeners can telephone to share their comments), so they will hear several voices – the presenter, the expert and two callers. Play the recording for them to tick the topics they hear. Read through the topics first and check understanding of *retirement* (when you finish work because of old age). Tell students not to worry about understanding every word at this point. Check answers as a class.

Answers

- 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓

Audioscript

MICHAEL Welcome to this week's edition of *The Money Pool*. Today, we've invited personal finance expert Mia Radkin on the show to answer questions about your money. Hi Mia.

MIA Hello Michael.

MIC And welcome.

MIA Thank you.

MIC The number is 0800 666961. Give us a call now with your personal finance question, but I believe we already have Jacob on the line.

JACOB Hello Michael – Mia.

MIA Hello.

MIC So, Jacob, you've got a question about savings goals, is that right?

J Yeah, that's right. My income's OK and I more or less manage to keep up with my bills and everything, but I never seem to get much ahead. I'd like to start saving for a home, but it feels like a bit of a waste of time.

MIA OK, Jacob, I noticed that you said you 'more or less' keep up with your bills. What's your biggest monthly bill?

J Well, probably my credit card.

MIA Hmm ... thought so.

J But I always pay at least the minimum amount each month – sometimes a bit more.

MIA Do you mind my asking, Jacob, how much do you owe on your credit card?

J Well, it's about £15,000.

MIA And I imagine you're paying about 18% interest.
J Yeah, about that.
MIA OK, here's what I'd suggest you do, Jacob. Find another credit card provider who will let you transfer your balance to them and pay a very low interest rate. If you transfer your balance, you'll probably pay as little as 3%. And then start paying off that debt as fast as you can. The first step to serious saving is to get out of debt.
J Right.
MIA And then I'd like you to do something else. Get a pair of scissors and cut up your new credit card.
J You mean get rid of it?
MIA That's right, so you don't use it.
J But if I did that, I wouldn't be able to afford things like holidays and going out for dinner.
MIA Well, no. Looks like you might have to make some lifestyle changes too, Jacob. But the first step is to manage your debt – sensibly. OK?
J Yeah, good point. Thanks.
MIC Thank you for calling us, Jacob. So, now we go to Sophie. Sounds like she's got money to spare. Is that right, Sophie?
SOPHIE Hello?
MIC Yes, hello Sophie, you're on air now.
S Oh, right.
MIA How can I help, Sophie?
S Well, I just want a bit of advice, really. I've been putting aside money for the past five years or so. I've got savings of just over £17,500 in a long-term interest account and it's earning about 2.5%. But I worry if this is the best place for it. Should I be investing the money somewhere else?
MIA So, tell me, Sophie. Have you got debts?
S Not really. Well, just my student loan, but money gets taken out of my salary for that. It's automatic; sort of like paying tax.
MIA But you're still paying interest on that loan. If I were you, I'd use the money to pay off your student loan.
S But if I did that, I wouldn't have any spare money, you know, for an emergency.
MIA £17,500 – what kind of emergency are you expecting?!
S Yes, I see.
MIA Look, it sounds to me like you're a pretty sensible person when it comes to money. And I always say before you worry about investment, free yourself from debt.
S Actually, I think my student loan is now about £16,000. If I pay it off, I'll be debt free.
MIA And that's a very good thing to be.

VOCABULARY SUPPORT

edition (B2) – programme

money to spare (C1) – more than you need

on the line (B2) – on the phone

- b**  **3.19** Play the recording again for students to complete the table. Pause the recording at certain points to give students time to note down answers. With a stronger group, you will only need to pause after each caller's conversation. Students compare answers with a partner. Check answers as a class.

Answers

	Jacob	Sophie
Caller's problem	He'd like to start saving for a home, but never seems to save much money.	She has her savings in a long-term interest account and she wants to know if there is a better place to put her money.
Mia's advice	Transfer his credit card debt to one with low interest and then start paying it off as fast as possible. Then cut up his new credit card.	She should pay off her student loan before worrying about investments, because she is paying interest on that.

- c** Put students into pairs to discuss whether they agree with the advice and why/why not. Take feedback as a class and ask for opinions and reasons.

3 GRAMMAR

First and second conditionals

- a** Ask students to imagine they could phone in to the programme. Elicit what questions they would ask Mia. Give an example: *If I phoned in, I'd ask about borrowing money to buy a flat.* Write *if I phoned in* on the board and elicit that this is part of a conditional sentence. Students match the sentence parts to make conditionals from the recording. Check answers as a class.

Answers

- b
- c
- a

- b** As a class, students match the examples and uses.

Answers

- If I were you, I'd use the money to pay off your student loan.
- If you transfer your card, you'll probably pay as little as 3%.
- If I did that, I wouldn't be able to afford things like holidays and going out for dinner.



LOA TIP CONCEPT CHECKING

Ask questions to check students understand the difference in the use of the first and second conditionals. Write three more conditionals on the board and ask the following questions:

1 *If we go to Spain, it will cost a lot of money.*

Ask: *Are we going to Spain?* (we don't know)

Is it possible? (yes)

Is it true that it will cost a lot of money? (yes)

Why? (flights, hotels, eating out, etc.)

2 *If I had a lot of money, I'd go to Spain.*

Am I going to Spain? (no)

Have I got a lot of money? (no)

Would I like to go to Spain? (yes)

3 *If I went to Spain, I'd visit an old friend in Madrid.*

Ask: *Am I going to Spain?* (we don't know)

Is it possible? (yes)

Is it likely? (no)

Which sentence is a real possibility? (Sentence 1)

Which is imaginary? (Sentence 2) and *Which is unlikely?*

(Sentence 3)

- c** Students do the task in pairs. Check the answer as a class.

Answer

2

- d** **3.20** Students read the information in Grammar Focus 8A on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, checking the verb forms and meanings. Tell students to go back to SB p.93.

Answers (Grammar Focus 8A SB p.149)

- a** 3 'll be, come 4 don't spend, will go 5 'd have, studied
6 doesn't finish, won't be 7 knew, wouldn't have
8 were, wouldn't say 9 won't be, tell
10 wouldn't have, didn't speak 11 doesn't rain, 'll walk
12 wouldn't touch, were
- b** 2 I'd love to go dancing tonight if I didn't have so much work.
3 If I were you, I'd buy (some) new shoes.
4 If you fall, you might hurt yourself.
5 If we found that gold, we'd be rich.
6 It won't work if you don't turn it on.

- e** Students do the task individually. Remind them to think about how likely the situations are. Monitor and help where necessary.

- f** Students discuss their sentences in pairs. Monitor and encourage self-correction if and when they have made errors, particularly with form. Check some examples during class feedback and ask why students have chosen to use a particular conditional.

CAREFUL!

Students often use *when* instead of *if* in conditional sentences, e.g. *When I stay late at work, I'll phone you* (Correct form = *If I stay late at work, I'll phone you*. Students may also use the incorrect form in the *if* clause of a second conditional, e.g. *I would pay for the meal if I have enough money* (Correct form = *I would pay for the meal if I had enough money*).

4 READING

- a** Students discuss the question in pairs. Give an example of your own, for example *I bought some paint in a shop to decorate my living room. I paid by credit card.* Take feedback as a class and ask for examples. Write students' examples on the board.
- b** Write the phrase *cashless society* on the board and elicit ideas from the class about what this might be, and whether it's likely ever to happen and why. Read through the possible summaries with the class. Students then read the article to choose the most appropriate summary. Check the answer as a class.

Answer

2

VOCABULARY SUPPORT

host – person that carries an illness
likewise – in the same way
purchase (B2) – something you buy
remote (B2) – a long way from
scenario (C2) – a possible situation
spread (B2) – when an illness is caught by more people
the joke is on us – if we laugh at something but we are actually in the wrong

- c** Read through the headings with the class and ask students to read the article again. They match the headings with the paragraphs and underline sections in each paragraph that helped them make their decisions.

Answers

A sense of reality 4 The honesty of cash 5
Were they so wrong? 6 Better for everybody 3
Almost cashless now 2

- d** Read through the questions with the class. You may wish to elicit or pre-teach *consumer* (a person who buys things or services for their own use). Individually, students answer the questions. Check answers as a class.

Answers

- Most payments are now made by card rather than cash and most people probably haven't got any cash in their wallet or purse.
- Businesses need to pay security companies to keep cash safe. Consumers often pay fees for using cash machines.
- Because the consequences of our spending are more remote from us.
- There is an increased likelihood of dishonesty with digital payments.
- Things are not as transparent as we might like to think they are and though we might be more efficient, we might not be happier.

FAST FINISHERS

Fast finishers can write a comment for the article to show whether they are in favour of cash or credit cards. They can read these comments to the class during feedback and find out if the rest of the students agree.

5 SPEAKING

- a** Tell students that they are going to discuss some opinions about money and finance. Read through the statements and clarify unfamiliar words. Students think about the statements and note down their opinions.

VOCABULARY SUPPORT

obsessed (B2) – unable to think about anything else
oversell – exaggerate

- b** Put students into pairs or small groups. Ask them to discuss the statements and give their opinions. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for comments.
- c** Discuss the question together and ask for reasons.

EXTRA ACTIVITY

In pairs or small groups, students discuss what can be done at school to help students learn about managing money, for example, giving lessons about planning a budget. Students then design a programme of lessons in personal finance for younger or older children. Take feedback as a class and encourage students to question each other's projects.

ADDITIONAL MATERIAL

- ▶ Workbook 8A
- ▶ Photocopiable activities: Grammar p.198, Vocabulary p.218

8B I would have opened it

OPTIONAL LEAD-IN

Books closed. Write *honest* on the board and tell students they are going to do an activity to find out if they can spot when a person is not being honest. Ask students to write down five questions to ask their partners. Give an example, for example *What did you do yesterday after work/school?* In pairs, they take turns to ask and answer their partners' questions. For each question, they must tell one small lie, as well as some true things. Demonstrate with an example of your own, with one small lie included, for example *Yesterday after work I caught the bus home and then I watched some TV. I saw a detective programme. I ordered a pizza and ate that with a glass of fruit juice while I listened to some classical music.* Can the students guess what the lie is? Students do the activity in pairs. Take feedback and decide who was best at telling or spotting a lie.

1 READING and LISTENING

- a  Read the task to check students' ideas. Ask if they have ever been to an event like this and what it was like. In pairs, they discuss the questions. Monitor and contribute to the conversations. Take feedback as a class and ask for answers and comments. They might mention the cost and difficulty of getting tickets to such events. If you wish, give students information from the Culture notes below.

CULTURE NOTES

The Summer Olympic Games were held in London between 25th July and 12th August 2012. London became the first city to have hosted the summer games three times (previously having done so in 1908 and 1948). For the first time women were allowed to compete in the boxing events, so these Games were the first to have female competitors in every sport.

The final budget for hosting the London 2012 Olympics was £9.3 billion and 7 million tickets were sold with the cost ranging from £20 to £2,000 for a ticket at the opening ceremony.

- b Ask students to read the article and answer the questions. Check answers as a class. Ask students what they think most people did with the envelopes and why.

Answer

2

VOCABULARY SUPPORT

reputation (B2) – what other people think about you
stamped (B2) – with a stamp on it
tempted (B2) – persuaded or encouraged to do something which is not always good for you

At the end of this lesson, students will be able to:

- understand a text about a test of honesty
- understand people talking about an imaginary situation
- use the third conditional and *should have* + past participle to talk about imaginary situations
- exchange information about stories
- use a lexical set related to crime correctly
- talk about moral dilemmas and honesty

- c  3.21 Tell students that they are going to hear four people talk about what they would have done if they'd found the letter. Read through the possibilities and play the recording for students to choose the main point each speaker makes. Check answers as a class. Find out if any of the speakers gave the same answers and reasons as the class did.

Answers

1 Speaker 3 2 Speaker 2 3 Speaker 4 4 Speaker 1

Audioscript

SPEAKER 1 Well, I think if I'd found it in the street, I would have posted the letter. It seems quite clear to me. Obviously, the person should have been more careful, but it wasn't addressed to me, so it would have been quite wrong to open it. It would have been theft; it doesn't matter what was in it. If I'd found it in a café, I would have given it to one of the staff to keep for Mr Fingham.

SPEAKER 2 I probably would have opened it to check that there really were tickets inside, but then I would have posted it to Mr Fingham. I'm sure the Closing Ceremony was wonderful, but if I'd used the tickets, I would have felt guilty, so I wouldn't have enjoyed it. If I'd wanted to go, I would have bought my own tickets.

SPEAKER 3 If I'd found this letter, I certainly wouldn't have just posted it. First, I would have looked at it to see what it was, and I think I would have opened it to see if there really were tickets inside, just out of curiosity. Then I would have thought about it. Maybe I would have used the tickets myself, I don't know. I would have been tempted, certainly. Maybe I'm just not a very honest person – but I would have thought, 'Well, it wasn't my mistake; he shouldn't have dropped the letter. So tough luck.'

SPEAKER 4 If I'd seen a letter like this, I probably wouldn't have picked it up; I would have just walked on past and left it for someone else. It's better to mind your own business – you never know what you might find if you pick something up in the street. You hear so many stories about letter bombs these days. I think I would have been afraid to touch it.

VOCABULARY SUPPORT

mind your own business (C2) – it's private (impolite)

out of curiosity (B2) – to find out something that might be interesting

theft (B2) – act of stealing something

tough luck – I do not have any sympathy for your problems

- d  3.21 Give students some time to read through the task and the points to choose from. Play the recording again for students to choose a or b in each case. Pause after each speaker to give students time to think and choose. Check answers as a class.

Answers

Speaker 1 a Speaker 2 b Speaker 3 b Speaker 4 a

- e ▶ Students go to SB p.133 and individually read about what the people who actually found the letters did. Then students go back to SB p.95 and answer the questions in pairs.

Answers

- not very honest
- She wrote her name and number on the envelope in case the owner had any spare tickets and was feeling generous.
- Students' own answers.

2 GRAMMAR

Third conditional; *should have* + past participle

- a Ask students if they can remember what the speakers said about finding the envelope. Write *If I'd found the envelope* on the board to elicit what students can remember. Students look at the examples and answer the questions and complete the rules. Elicit an ending for *If I'd lost the envelope ...* and check students use the correct form.

Answers

- b
- c
- In the main clause of the sentence we use *would + have + past participle*.
After *If*, we use the past perfect tense: *had + past participle*.

- b Tell students: *I picked up the letter and opened it. Now I think that was wrong. I shouldn't ...* Elicit *shouldn't have picked up the letter and opened it*. Read through the examples and discuss the questions as a class. Point out that the contractions are the same as for the third conditional: *I should've /'ʃəd əv/ done it*. Tell students that the words which are usually stressed are the words that carry the meaning of the sentence.

Answers

- b
- b

- c ▶ 3.22 **Pronunciation** Play the recording for students to answer the questions about stressed words. Check the answers as a class. Model or play the recording for students to practise saying the sentences.

Answer

- 2



LOA TIP ELICITING

Give students practice in using the form of conditionals by eliciting responses from the class or by nominating individuals to respond to situations:

Say: *A man found a hundred pounds and didn't give it to the police.*

Elicit: *He should've given it to the police.*

Repeat with the following sentences:

He didn't tell the truth.

He stole some money from a bag.

He paid a lot of money for the tickets.

He forgot to post the letter.

He didn't realise he'd lost it.

- d ▶ 3.23–3.24 Students read the information in Grammar Focus on SB p.148. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class, making sure that students use the correct verb forms. Tell students to go back to SB p.96.

Answers (Grammar Focus 8B SB p.149)

- a
- they hadn't gone/been to the same university, they wouldn't have met and fallen in love.
 - it hadn't been raining, we wouldn't have taken the metro.
 - would have bought the picture if it hadn't been so expensive.
 - would have heard the phone if you hadn't been listening to music.
 - my parents hadn't given me some money, I wouldn't have been able to buy / couldn't have bought a car.
- b
- He shouldn't have spoken to me like that.
 - You shouldn't have pressed that button.
 - You should have told me (it was your birthday).
 - It should have stopped.
 - She should have taken more driving lessons.
- c 1 e 2 f 3 b 4 a 5 c 6 d

CAREFUL!

With both second and third conditionals, students sometimes put *would/would have* after *if*, e.g. *If I would have seen him, I would have asked him* (Correct form = *If I had seen him, I would have asked him*).

LANGUAGE NOTES

Although we can use *should have done* to criticise other people, we can also use it to criticise our own actions in the past or to show regret for something we did, e.g. *I should have checked my homework*. This will be explored more fully in lesson 10B.

- e Students give their answers and reasons to a partner. Ask for examples as a class, focusing on the correct verb forms.

3 SPEAKING

- a Put students into pairs and assign A and B roles. Tell students that they are each going to read two different stories and answer questions about them. Both stories are about dilemmas. You may wish to elicit or pre-teach *moral dilemma* (a situation in which a difficult choice has to be made between right and wrong). Student As should look at the story on this page. Student Bs should go to SB p.132. Students read the stories and answer the questions. Remind students to use third conditionals and *should/shouldn't have* + past participle where possible.

Answers

- A
- a George was driving over the speed limit.
b Because it was a cold night.
c Because George wanted to take his son home.
- B
- 1 He was a well-known artist who also had many years' teaching experience. He made a good impression in the interview.
2 It was clearly wrong; he didn't have an MA.
3 Because she didn't believe him.

- b ▶ Put students in A/B pairs. They tell each other about their stories. They should find out if they would have done the same as their partner.

VOCABULARY SUPPORT

bribe (C1) – when you pay someone to do/not to do something

desperate (B2) – when you need something very, very much

make a good impression on (C2) – make someone think you're good

principal (B2) – a person who runs a school

sack (B2) – to tell someone to leave their job because they've done something wrong

FAST FINISHERS

Ask fast finishers to talk in pairs about something they or someone they know did which was wrong, e.g. cheating in an exam, driving too fast. Their partner gives his/her opinion using *should have*.

4 VOCABULARY Crime

- a** Ask students to suggest words related to crime and put them on the board. Read through the words in the box and find out if students mentioned any of these crimes. Students answer the questions in pairs.

Answers

1 theft 2 lying, cheating, bribery

- b** Students discuss the questions in pairs. Check answers as a class. Ask students if there have been any crimes recently related to the words in 4a.

Answers

1 crime: burglary, theft, robbery, bribery, murder
dishonest behaviour which is not illegal: lying, cheating
2 a theft b burglary c robbery

- c** Read through the words in the box and elicit or clarify the meanings of any unfamiliar items. Students work in pairs to complete the table with the correct forms of the words. Check answers as a class.

Answers

person	behaviour/crime	verb
a burglar	burglary	burgle
a thief	theft	steal
a robber	robbery	rob
a cheat	cheating	cheat
a liar	lying	lie
	bribery	bribe
a murderer	murder	murder
a kidnapper	kidnap	kidnap
a shoplifter	shoplifting	shoplift

VOCABULARY SUPPORT

arson – the crime of setting fire to something on purpose

kidnap – the crime of taking a person by force and often asking for money for their return

shoplift – to steal things from shops

- d** Students read and choose the correct words to complete the headlines. Check answers as a class.

Answers

robbers
theft
murder
cheat
shoplifting
Burglars

EXTRA ACTIVITY

In pairs, students choose one headline and imagine the story for it. Monitor and help with ideas and vocabulary. Take feedback as a class and ask pairs to share their stories.

- e**  **3.25-3.27** Students complete the exercises in Vocabulary Focus 8B on SB p.161. Check answers to Exercise a, play the recording to check answers to Exercise b and monitor the conversations in Exercise d. In the Pronunciation section, play the recordings for students to answer Exercises a and b and check answers. Tell students to go back to SB p.97.

Answers (Vocabulary Focus 8B SB p.161)

a 1 c 2 a 3 b 4 g 5 h 6 e 7 f 8 d
b 1 trial 2 accused 3 arrested 4 court 5 witnesses
6 evidence 7 verdict 8 guilty 9 jury 10 judge
11 sentence

Pronunciation

a It isn't pronounced in *talk*.
b 1 could 2 walk 3 should 4 calm

5 SPEAKING

- a**  Students read the situations and discuss what they would have done in pairs or small groups. Encourage students to give reasons and use third conditionals and *should have* + past participle in their discussions where possible. Monitor and prompt where appropriate to stimulate discussions. Note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and find out how far students agreed with each other.
- b** Students discuss the question in the same pairs or small groups and give reasons for their answers. Ask which crimes are more serious from a legal point of view, and which from a moral one.
- c** Discuss the question as a class.

ADDITIONAL MATERIAL

-  Workbook 8B
-  Photocopiable activities: Grammar p.199, Vocabulary p.219, Pronunciation p.249

OPTIONAL LEAD-IN

Books closed. Write *encouragement* on the board and ask students to say when people need to be encouraged to do things, for example when they have to make a decision/when they are afraid of doing something, etc. Ask students to tell their partners which people have encouraged them most in their lives and to give some examples of how they have needed encouragement recently. Ask for examples in feedback.

1 LISTENING

- a Ask students to discuss the questions in pairs. Give an example of your own for question 1, for example *usually I try to make them think about something else by taking them out somewhere, like for a coffee*. Monitor and prompt where necessary to give ideas. Take feedback as a class and find out the range of things students do to cheer people up.

EXTRA ACTIVITY

Put students in pairs for a role play. Assign roles: one student is feeling depressed because of something that happened at work, for example he/she had an interview for a new job and thinks it went badly. The other student is trying to cheer him/her up. Monitor and support students with any vocabulary they may need. Ask a strong pair to repeat the conversation for the class. This is an awareness activity to find out how many phrases students already know or don't know for cheering people up.

- b Ask students to summarise what happened in the last episode of the story (Becky and Tom were searching for an apartment). They then look at the photos and describe them. Read through the choices in 1 and 2 and ask students to guess the people's problems.
- c 3.28-3.29 Play Parts 1 and 2 of the video or audio recordings for students to check their ideas.

Answers

1 b 2 a

Video/Audioscript (Part 1)

TOM The estate agent just called me back.

BECKY And?

T We didn't get the flat. We just missed it. Someone came in and signed a contract about an hour ago.

B Oh, no. So we just missed it?

T Afraid so.

B That's really disappointing.

T I know. I did try ringing earlier, but kept getting the estate agent's voice mail.

B Don't worry. It's not your fault – we're just unlucky.

T Yeah. I'll go and see what else they've got a bit later on.

B Good idea. I'm sure there'll be plenty of other places. We'll find somewhere.

T Of course we will.

B Bye.

At the end of this lesson, students will be able to:

- understand informal conversations about feeling depressed and having problems
- express encouragement
- show that you have things in common
- pause in the correct places when giving a message
- talk about hopes and worries

(Part 2)

SAM I'm just popping out for an hour.

BECKY Sure.

S What's up?

B Oh, flat hunting – you know ...

S Yeah, it's never easy. Don't give up hope – you'll find something.

B Yeah. You look very smart! What's the big occasion?

S The bank.

B Oh ... scary!

S Well, if I want to make improvements to the kitchen ...

B Yeah, that's going to be expensive.

S Yeah. We need a new cooker, a bigger fridge – that sort of thing.

B Well, the evening meals have been popular though, haven't they?

S Yeah, better than I thought.

B Emma's a great cook.

S Well, I always knew that!

B And it's good to make changes.

S I hope the bank agrees.

B I'm sure they will. Good luck.

S Thanks!

- d 3.28-3.29 Play the recordings again for students to decide if the statements are true or false. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. You may wish to elicit or pre-teach *popping out* (going out for a short time).

Answers

Part 1: 1 T 2 F – Tom tried calling the estate agent. 3 T

Part 2: 4 T 5 F – he wants to buy a new cooker and a fridge. 6 T

2 USEFUL LANGUAGE Being encouraging

- a Individually, students underline the expressions. Check answers as a class.

Answers

1 Don't give up hope

2 I'm sure they will

- b Individually, students look at the expressions for 30 seconds and then complete the conversation. Make sure students have covered the expressions and nobody is cheating. Students compare answers with a partner.

- c 3.30 Play the recording for students to check. In pairs, students can practise reading the exchange. Check answers as a class.

Answers

A I've got my performance review with my boss tomorrow.

B You've had a good year. I'm certain it'll be fine.

A I'd like a pay rise, but I don't think I'll get it.

B Well, you never know.

C It's our final game of the season tomorrow and two members of our team can't play. We're bound to lose.

D It might work out fine.

C But they're our two best players.

D Never give up hope.

- d Read through the situations with the class and then ask students to have the short conversations in pairs. They should try to use the expressions from 2b. Monitor and check that students are using the expressions to encourage each other.

3 LISTENING

- a 3.31 Play the video or audio recording for students to answer the question. Elicit the meaning of the multi-word verb *miss out on something* (to not get something you really wanted).

Answer

Both missed out on something they wanted.

Video/Audioscript (Part 3)

TOM Sam!	S Yeah. Erm, Becky said it's been hard work.
SAM Hi Tom!	T Yeah, we missed out on the perfect flat.
T Hi Sam. Escaped for a few minutes?	S Hmm, I know the feeling.
S I've just been to the bank.	T Oh?
T Oh yeah?	S It was just like that when I was looking for the café.
S To see about a loan to improve the kitchen.	T But you found a good place.
T Oh right. How did it go?	S The café's great. And it's in a good location.
S I don't really know. You know banks ... they never say much at first.	S In the end. Someone else got it first – then they changed their mind.
And then they say no!	T Oh right.
T Yeah, the same thing happened to me.	S So you never know ...
S At the bank?	T Well, I've learnt one thing.
T No, at the estate agent's. They weren't very helpful.	S What's that?
S Yeah right finding somewhere to live. It's really difficult, isn't it?	T The next time we find the perfect place, I'll say 'yes' straight away.
T Yeah, it is. Sorry. I've got to get back to work. Are you going this way?	

- b 3.31 Read through the questions with the class and play the recording again for them to answer. Students compare answers with a partner. Check answers as a class.

Answers

- 1 unsure
- 2 unsure
- 3 Someone else got it first, then changed their mind.
- 4 They sympathise with each other.

4 CONVERSATION SKILLS

Showing you have things in common

- a 3.31 Write *in common* on the board and check students understand the meaning (enjoy or experience the same things). Ask students to work in pairs and discuss recent experiences that they have in common (for example, they had to wait for a long time for the bus or didn't finish their homework on time). Take feedback as a class. Read through the task and the example with the class. Then play the video or audio recording again for students to find two more expressions which Sam and Tom use to show that they have things in common.

Answers

I know the feeling.
It was just like that ...

- b In pairs, students look at the expressions and answer the question. Check the answer as a class.

Answer

after

- c In pairs, students find and correct the mistakes. Check answers as a class.

Answers

- 1 It was the same with me.
- 2 I've had the a similar experience.
- 3 I know a the feeling.
- 4 It was just so like when ...

- d In pairs, students talk about their language-learning experiences. They respond appropriately when they find they have something in common. Monitor and check students are using the expressions appropriately. Take feedback as a class and ask for examples of experiences they had in common. Other students in the class can respond with an appropriate phrase at this stage, too.

5 LISTENING

- a 3.32 Read through the task and play Part 4 of the video or audio recording for students to answer the questions. Check answers as a class. Elicit the meaning of the multi-word verb *come up* (an opportunity becomes available).

Answers

- 1 Katie
- 2 Katie says that something interesting's just come up.
- 3 249 456

Video/Audioscript (Part 4)

KATIE Hello, Tom. It's Katie here from Barkers Estate Agents. Thanks for coming in earlier. Something interesting's just come up. Can you call me back on 249 456?
TOM Hi, Katie? Katie – hi. Hi, it's Tom Gibson here. Yes, I just got your voicemail ...

6 PRONUNCIATION Word groups

- a 3.33 Play the recording and ask students to repeat it. Play it again and ask students to mark the places where Katie paused. Check answers as a class. Compare this with the way students themselves said the sentences before.

Answers

Hello Tom. // It's Katie here // from Barkers Estate Agents. //
Thanks for coming in earlier. // Something interesting's come up. //
Can you call me back on // 249 // 456?

- b Ask students the question and find out which option they think is most probable. Check the answer as a class and ask students whether they do the same in their own language when they leave a voicemail message.

Answer

2

- c Give students some time to think of a telephone message they can leave for their partner.

- d Put students into pairs and make them sit back-to-back to imitate talking on the phone. Students take turns to give and note down their message. Ask students to read out the messages during class feedback and focus on the pausing that students use.

7 SPEAKING

- a** Read through the task and the points with the class. Students decide on a topic and note down their hopes and worries. Monitor and help with ideas where necessary.
- b**  In pairs, students talk about their hopes and worries, giving encouragement and sympathy when necessary. Monitor and note down examples of good language use and any common errors to deal with later during feedback. Take feedback as a class and ask for examples from the conversations.



LOA TIP REVIEW AND REFLECT

Remind students of the roleplay they did at the beginning of the lesson to cheer someone up. Ask them to repeat the same roleplay now, but this time they can use the phrases they have learned in the lesson. In feedback, ask how the conversations were different the second time. This will show them how much they have learned.

ADDITIONAL MATERIAL

- ▶ Workbook 8C
- ▶ Photocopiable activities: Pronunciation p.250
- ▶ Unit Progress Test
- ▶ Personalised online practice

8D Skills for writing

I really recommend it

OPTIONAL LEAD-IN

Books closed. Put students into pairs and give them two minutes to name:

- 1 a famous male and female crime writer from their country
- 2 a famous crime writer from another country
- 3 a famous fictional detective
- 4 a popular crime series on TV
- 5 a popular crime thriller film

Take feedback and find out the most common answers.

1 SPEAKING and LISTENING

- a** Students discuss the questions in pairs. Take feedback as a class and ask for opinions and recommendations.
- b** Read through the question with the class and ask students to discuss their ideas in pairs. Take feedback as a class.
- c** 3.34 Tell students that they are going to hear two people talking about the programme. Play the recording for students to check their ideas.

Audioscript

- PAUL** Did you see that reality crime show on TV last night?
- ZOE** The one about the young woman using the old man's credit card to buy things for herself?
- P** Yeah. It made me really angry. It was like a lesson on how to commit a crime. You know, get friendly with the old person – get them to trust you and then offer to get a credit card for them. I mean, if you show people this stuff, then other people will just copy what that young woman did.
- Z** Do you think so? But it showed you'll get arrested in the end.
- P** That's only because the old man's niece happened to see the credit card statement and notice all those purchases for women's clothing.
- Z** Actually, what amazed me about that is the way the niece spoke to the young woman first. If it had been me, I'd have gone straight to the police.
- P** But I still think the whole programme was sort of saying it's OK to do this. Like, the interview with the young woman. She had all this make-up on, a beautiful dress – it was like she was some kind of star or something. I couldn't believe it!
- Z** That's true and they hardly spoke to the old man. Poor thing, he looked terrified by the whole experience of being filmed.
- P** Exactly and he really didn't want to be on TV. I thought the presenter was really pushy with him – she kept repeating the same question – 'but didn't you realise, didn't you realise?'
- Z** But he must have agreed to it all. They usually have to sign something for those TV programmes.
- P** I bet it was the niece who talked him into it. She seemed to enjoy being on TV, too. That's the problem with programmes like that – all these boring, ordinary people turn into 'famous people'. Well, for about five minutes, anyway.
- Z** But I guess you could say that the programme was like a warning to people. You know, telling them to be careful, who they trust with their money, credit cards, things like that.
- P** Hardly.
- Z** But the presenter did say that at the very end.
- P** Yeah, I suppose so. But the saddest thing of all – the old man still thought the young woman was a 'nice girl'!

At the end of this lesson, students will be able to:

- understand people talking about a TV crime show
- understand a book review
- organise a review
- use a variety of positive phrases to avoid repetition
- write a review

- Z** And the presenter did point out that many thieves are very charming.
- P** But doesn't everyone know that?
- Z** Obviously not! If I were you, I wouldn't watch that show any more.

VOCABULARY SUPPORT

happen to do (C1) – do something by chance or accident

pushy (C2) – ambitious, wanting to get something done, not thinking of others

- d** 3.34 Read through the sentences with the class. Play the recording again for students to decide whether the sentences are true or false. Pause at different points if necessary. A stronger group may be able to do this from memory without playing the recording again. In this case, play the recording afterwards to check. Check answers as a class.

Answers

- 1 T 2 F – she saw it by accident. 3 T 4 F – he hardly spoke.
5 T 6 T 7 F – Paul thinks that everyone knows this.

- e** Students discuss the questions in pairs or small groups. Take feedback as a class.

2 READING

- a** Tell students that they are going to read a review of a crime story. They need to read the review quickly to find out if it is fact or fiction. Check the answer as a class. If you wish, give students information from the Culture notes below.

Answer

fiction

CULTURE NOTES

Ngaio Marsh was one of the four great queens of crime fiction in the golden age of detective fiction in the 1920s and 1930s – the others were Agatha Christie, Dorothy L Sayers and Margery Allingham. Ngaio Marsh was born in New Zealand, but nearly all her novels are set in England. Her books are known and read worldwide and all feature the famous Chief Inspector Roderick Alleyn. She lived from 1896 to 1982.

VOCABULARY SUPPORT

authentic (C1) – real, true

can't put it down – when a book is extremely interesting

clue (B2) – something to help you guess, solve a problem or puzzle

complication (C1) – a difficulty, often unexpected

eccentric (C2) – strange, odd, different from normal

enclosed (C2) – surrounded or covered

surgery (B2) – an operation

whodunit – a crime novel where the problem is to find who killed someone (who done it?)

- b** Students read the review again to complete the table. They compare answers with a partner. Check answers as a class.

Answers

author	Ngaio Marsh
characters	Sir Derek O'Callaghan, his wife, doctors and nurses in the operating team, Chief Detective Inspector Alleyn
setting	1930s, private hospital, London
kind of story	classic whodunit
reason for liking	very imaginative crime fiction, the characters are all very clearly described and they're all a bit eccentric in one way or another, including the detective
why it's recommended	hugely entertaining read, if you want to escape into a mystery story set in a completely different place and time

3 WRITING SKILLS Organising a review

- a** Tell students that it is important to organise a review carefully and divide it into clear paragraphs. The basic frame is usually: an introduction; details about the book, film, etc.; reasons you liked/disliked it; final summary of opinion and recommendation. Ask students to read the review again and match the paragraphs with the descriptions. Check answers as a class.

Answers

1 c 2 d 3 b 4 a

- b** Ask students to underline phrases that show a positive opinion. Check answers as a class.

Answers

Paragraph 1

If you enjoy a classic 'whodunit' and you want a great read, you can't do better than ...

This is my absolute favourite.

... one of the things I love about it is ...

Paragraph 3

The other thing I loved is that ...

Paragraph 4

a hugely entertaining read and I really recommend it if ...

I couldn't put it down.

FAST FINISHERS

Fast finishers can write a comment to say if they would like to read the book or not, and why. Ask for these to be read to the class during feedback, and find out if the class agree with the points of view.

- c** Tell the class that the words in the box are alternatives to the phrases in 3b. In pairs, students complete the sentences and then say which words/phrases from the review they replace. Check answers as a class.

Answers

1 beat (do better than) 2 number one (favourite) 3 enjoy (love) 4 really liked (I loved) 5 enormously, highly (hugely)

4 WRITING

- a** Tell students that they are going to write a review. Ask them to think of a book, film or TV programme they would like to recommend and give them some time to make notes. Monitor and help with ideas where necessary.

LOA TIP MONITORING

Focus on planning as you monitor this stage. Advise students to divide their notes into paragraphs. If necessary, suggest other points to include or points to leave out. Notes need to be clear for students to write a well-organised task.

- b** Students write their reviews individually. Remind them to use phrases from 3b and 3c. Monitor again and encourage self-correction.

FAST FINISHERS

Fast finishers can write a short negative review for a website. They need to think of reasons why they would not recommend this book, film or TV show. Ask students to read these out during feedback.

- c** Students read another student's review and check the organisation and use of expressions.
- d** Students swap reviews with another pair and read them. Take feedback as a class and ask students to comment on the reviews they have read and say whether the review makes them want to read the book, watch the film or TV programme. Encourage them to give reasons.

ADDITIONAL MATERIAL

▶ Workbook 8D

UNIT 8

Review and extension

1 GRAMMAR

- a Write these result clauses on the board and elicit endings:

I'll finish my homework on time if ...

(I put this crime novel down, but I can't!)

I would go to France for a holiday if ...

(I didn't have to pay off my credit card debt.)

I wouldn't have eaten so much if ...

(I hadn't been flat hunting all day long!)

Students complete the endings for sentences 1–5 in their own words.

- b  Students compare their answers with a partner. Check answers as a class and ask for examples.
- c Students read about Sam and make sentences using the third conditional about his night out. You may wish to pre-teach *disastrous* (extremely bad). Check answers as a class.

Answers

- If he'd remembered to lock his front door, he wouldn't have been burgled.
If he'd put some petrol in his car, he wouldn't have run out.
If he hadn't run out of petrol, he wouldn't have had to pay for a taxi home.
If he had checked the name of the club, he could've met his friends.
If he hadn't put his phone in his back pocket, it wouldn't have got stolen.



EXTRA ACTIVITY

Tell students this story: *I went to visit my aunt last year and I helped her get on a social networking site. She found an old friend from her school. She contacted him and they arranged to meet. They liked each other and they got married six months ago. They moved to Spain. My aunt learned to speak Spanish. She started a restaurant in Spain last month. As a class, students give you a series of third conditional sentences about the story, starting with *If I hadn't gone to visit my aunt last year, I wouldn't have helped her*. Finish with: *If I hadn't gone to visit my aunt last year, she wouldn't have started a restaurant in Spain!**

- d In pairs, students write sentences criticising Sam. Take feedback as a class.

Suggested answers

- 1 He should have locked the front door.
- 2 He should have put some petrol in his car.
- 3 He should have checked the name of the club.
- 4 He shouldn't have put his phone in his back pocket.

2 VOCABULARY

- a In pairs, students arrange the words. Check answers as a class.

Answers

- 1 a budget
- 2 income
- 3 debt
- 4 interest rate
- 5 donations
- 6 paid off

- b Students complete the sentences. Check answers as a class.

Answers

- 1 burglaries
- 2 stealing
- 3 cheat
- 4 bribery

3 WORDPOWER *take*

- a Write this gapped sentence on the board: *Soon you'll be able to _____ a break* and elicit the verb to fill the gap (*take*). Students work individually to match sentences 1–6 with follow-up sentences a–f. Check answers as a class.

Answers

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

- b In pairs, students answer the questions. Check answers as a class.

Answers

- 1 charge
- 2 in
- 3 word order – it should be *take something seriously*
- 4 the phrase should be *take my word for it*
- 5 take it for granted



LANGUAGE NOTES

We can also use the phrase *take for granted* with a direct object, e.g. *You mustn't take your parents for granted. Some rich people take their wealth for granted.*

- c Students do the task individually and compare answers. Check answers as a class.

Answers

- took it for granted
took pleasure
take charge
take into account
can't take it
take my word for it

- d  Students discuss the questions in pairs. Take feedback as a class.



FAST FINISHERS

Ask fast finishers to think of three more questions using an expression with *take* and then ask other students the questions.

- ▶ Photocopiable activities: Wordpower p.231



REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.