

Map of resources

8A Vocabulary

Student's Book, pages 84–85; Workbook, page 86
Photocopiable: 8A (Crimes and criminals)

8B Grammar

Student's Book, page 86; Workbook, page 87
Photocopiable: 8B (Reported speech 1)

8C Listening

Student's Book, page 87; Workbook, page 88

8D Grammar

Student's Book, page 88; Workbook, page 89
Photocopiable: 8D (Reported speech 2)

8E Word Skills

Student's Book, page 89; Workbook, page 90

8F Reading

Student's Book, pages 90–91; Workbook, page 91

8G Speaking

Student's Book, page 92; Workbook, page 92

8H Writing

Student's Book, page 93; Workbook, page 93

Culture 8

Student's Book, page 115
DVD and DVD worksheet: Unit 8

Classroom Presentation Tool Unit 8

End of unit

Unit Review: Workbook, pages 94–95
Photocopiable: Grammar Review
Photocopiable: Vocabulary Review
Exam Skills Trainer 4: Student's Book, pages 94–95
Progress Test and Short Tests: Unit 8

8A Vocabulary

Crimes and criminals

LESSON SUMMARY

Speaking: Describing criminal characters in films; describing photos; comparing different crimes

Vocabulary: Crimes, criminals and associated expressions

Listening: A news report about crime

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 1. Exercise 5 can be set for homework and exercise 6 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Write *crime* on the board and elicit words for crimes students may already know, e.g. *murder*, *robbery*.
- Ask: *Have you heard of any crimes in the news recently?* Elicit ideas.
- Write *burglary*, *theft* and *vandalism* on the board. If necessary, check their meanings and then ask: *Have you ever been a victim of one of these crimes?* Elicit answers.

Culture notes

- Anne Hathaway played Selina Kyle / Catwoman in the Batman film *The Dark Knight Rises*, released in 2012. The role of Batman was played by Christian Bale.
- Kevin Costner played Robin Hood in *Robin Hood: Prince of Thieves*, released in 1991. It also starred Alan Rickman as the Sheriff of Nottingham.
- Ocean's Eleven* (2001) starred George Clooney, Brad Pitt, Matt Damon, Andy Garcia and Julia Roberts. In the film they play a group of gangsters who are planning to rob a number of casinos.

Exercise 1 page 84

- Focus attention on the photos and ask students if they can name the films and/or the characters.
- Then ask students to describe the photos.
- Say: *These characters have all committed the same crime. What is it?* Elicit answers.

KEY

1 Catwoman 2 Robin Hood 3 the lead characters in the film *Ocean's Eleven*, including Danny Ocean
All the characters are involved in theft.

Exercise 2 2.39 page 84

- Go through the words together and check their meaning and pronunciation.
- Students then complete the table.
- Check answers as a class.

KEY

1 arsonist 2 burglary 3 burglar 4 break 5 sell
6 steal 7 mugging 8 mugger 9 murder
10 murderer 11 kill 12 steal 13 theft 14 thief
15 damage

Transcript

See Student's Book, page 84.

Exercise 3 page 85

- Focus attention on the photos and ask where the people are. Elicit answers and write them on the board.
- Ask: *What crime can you see in each photo?*
- Students work in pairs to describe the photos. They should use the vocabulary from exercise 2. Remind them to use the present continuous.
- Ask four different students to describe one photo each to the class.

KEY

(Possible answers)

- A The woman is in a shop. She is shoplifting some sunglasses.
B The thief is in the street or in a jeweller's shop. He/She is stealing a necklace.
C The burglar is outside a house. He is breaking into it/trying to burgle it.
D The man is in the street. He is vandalising a car.

Exercise 4 2.40 page 85

- Tell students they are going to listen to three news reports. They have to match each report to one of the photos.
- Play the recording for students to answer the question.
- Check answers as a class.
- Write the following sentences on the board and ask students to replace these using words from exercise 2:
Thieves have broken into a jeweller's. (Thieves have robbed a jeweller's. / Robbers have broken into a jeweller's.)
They have also damaged bus stops and phone boxes. (They have also vandalized bus stops and phone boxes.)

KEY

1 C 2 B 3 D

Transcript

- 1 Police have launched an investigation into burglaries at homes in the town centre. They believe that one or two burglars are responsible for all of the crimes. According to a police spokesman, they have searched a house near the park and interviewed a suspect. They have not made any arrests but believe they are close to solving the crime. Meanwhile, they have asked home-owners to take extra care with security, and to lock doors and windows when they go out.
- 2 Thieves have broken into a jeweller's in the town centre and escaped with watches and bracelets worth half a million pounds. The crime took place last night, just after midnight, in the West Green Shopping Centre, where there are also a number of bars and restaurants. The police have appealed for witnesses, as they believe several members of the public were in the shopping centre when the crime took place. They are also studying CCTV footage for clues.

- 3 People in Park Hill are unhappy about vandalism in their part of town. According to Jeff Burton, who runs a hairdresser's, the problem has got worse in recent months. Vandals have broken his shop window five times in a month, he claims. They have also smashed car windows, and damaged bus stops and phone boxes. Police say they are close to identifying the culprits and expect to make several arrests over the next few days. They have also promised to patrol the area at night to prevent future crimes.

Extra activity

- Ask: *How bad is crime where you live? Which crimes are most common?*
- Students discuss the questions in pairs.
- Elicit answers.

Exercise 5 page 85

- Tell students that the collocations are from the news reports. Check the meaning of any unknown vocabulary.
- Ask students to work in pairs to complete the collocations.
- Do not check answers at this point.

Extra activity: Fast finishers

Ask **fast finishers** to write a sentence for each of the collocations, e.g. *The police are interviewing a suspect about the robbery last night.*

Exercise 6 2.40 page 85

- Play the recording again for students to check their answers in exercise 5.
- Check answers as a class.

KEY

1 launch 2 search 3 interview 4 make 5 appeal
6 study 7 identify 8 patrol

Transcript

See exercise 4.

Exercise 7 page 85

- Go through the *Recycle!* box together and briefly revise the formation of comparatives and superlatives. Remind students that a comparative is often followed by *than*, e.g. *I am taller than you.*
- Students complete the sentences.
- Check answers as a class.
- Students then make a note of their answers for the questions.

KEY

2 more serious 3 worse 4 the most difficult
5 more frightening

Exercise 8 page 85

- Students ask and answer the questions in pairs. Encourage them to use a variety of phrases to express their opinions, e.g. *in my opinion*, *as I see it*.
- Ask a few students to share their ideas with the class.

Extra activity

Play *Hangman* to revise the spelling of the crimes, criminals and their associated phrases from exercise 2.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe different crimes. I know words for crimes and criminals and can use associated phrases. I can understand a news report about different crimes. I can compare different crimes and give reasons for my opinions.*

8B Grammar

Reported speech (1)

LESSON SUMMARY

Reading: A news report about a mugging using reported speech

Listening: An interview related to a news report about a mugging using direct speech

Grammar: Reported speech (1)

Speaking: Describing another student's description of a crime in reported speech

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 7 can be set as a written activity for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Revise crimes, criminals and associated phrases from Lesson 8A. Say the associated phrase and elicit the crime and criminal, e.g. *damage something* – *vandalism, vandal*; *steal something during a war or natural disaster* – *looting, looter*

Exercise 1 page 86

- Focus attention on the photo. Students discuss the questions in pairs. Alternatively, ask questions about the photo:
What's the man on the right holding? (a mobile phone)
What's the man on the left wearing? (a hoodie)
Why is the man on the left hiding? (He doesn't want to see the other man to see him.)
Are they on a busy road? (No, they're on a quiet street.)
What's going to happen next? (The man in the hoodie is going to mug the man with the phone.)

Exercise 2 page 86

- Students read the news report and answer the question.
- Check the meaning of *passer-by* (a person who is walking past somebody or something).
- Check answers as a class.

KEY

Most listeners thought that the crime was a joke because the reporter was interviewing the man / mugger about street crime.

Exercise 3 2.41 page 86

- Ask students to read the dialogue.
- Play the recording for students to complete it.
- Check answers as a class.
- Ask students if they can tell you the difference between the text and the dialogue. (The text tells us what the people said. In the dialogue we hear the actual words the people said.)
- Ask students to match the sentences in the dialogue with the sentences in the text in exercise 2.

KEY

1 'm doing 2 is 3 saw 4 aren't
5 don't want 6 stole

- 1 He stopped a passer-by and said that he was doing a story on street crime in the area.
- 2 The man said there was a lot of crime there.
- 3 He said he had seen a mugging earlier that day.
- 4 The reporter then said there weren't many police officers on the streets.
- 5 The man said he didn't want more police around.
- 6 The reporter, sounding upset, said that the man had stolen his phone.

Transcript

See Student's Book, page 86.

Exercise 4 page 86

- Ask: *What do you notice about the verbs in exercise 3?* (They have changed tense. They have 'gone back' one tense further into the past.)
- Go through the *Learn this!* box together. Then ask students to complete it.
- Check answers as a class.

KEY

1 past simple 2 past continuous 3 past perfect

Extra activity

Read out simple sentences in the present simple, present continuous and past simple and invite individual students to report the sentences starting with *The teacher said ...* :
I teach a lot of classes. (The teacher said that she taught a lot of classes.)
I'm reading a crime novel. (The teacher said that she was reading a crime novel.)
Peter is enjoying the lesson. (The teacher said that Peter was enjoying the lesson.)
I became a teacher in (2000). (The teacher said that she had become a teacher in (2000).)
I don't enjoy watching football. (The teacher said that she didn't enjoy watching football.)
Anna did her homework well. (The teacher said that Anna had done her homework well.)

Exercise 5 page 86

- Go through the *Look out!* box together. Write the following sentences on the board:
'I'm going to my grandma's today,' he said.
'You can borrow my iPad,' she told me.
'We're seeing our cousins tomorrow,' they said.

- Focus attention on the first sentence. Ask:
Who is speaking? A boy or a girl? (a boy)
How will you start the sentence in reported speech?
(He said that ...)
- Ask students to change the whole sentence into reported speech. Make sure they change the time phrase correctly.
- Do the same with the remaining sentences.
- Students look at the text in exercise 2 and the dialogue in exercise 3 and find the changes.

For further practice of reported speech:

Grammar Builder 8B page 138

- 1 was wearing 2 hadn't arrived 3 wasn't
4 was snowing 5 wasn't enjoying 6 made
7 didn't like 8 had been 9 knew
10 hadn't taken
- 2 he; my 3 he, their 4 my; her; their 5 his; he;
his
- 3 (Possible answers)
2 She said (that) it was raining quite hard there.
3 She said (that) she needed to buy a present for
her sister.
4 She said (that) it was her (sister's) birthday soon.
5 She said (that) she was looking for a silver bracelet.
6 She said (that) she had seen a nice one the day
before in the jeweller's.
7 She said (that) that unfortunately it wasn't there
any more.
8 She said (that) she thought somebody had
bought it.

Extension

- Draw two columns on the board and write *Direct speech* at the top of the left column and *Reported speech* at the top of the right column.
- In the left column, write the following time phrases:
tomorrow, today, this morning, this afternoon, yesterday, last month, next year
In the right column write the following time phrases:
the following year, that afternoon, that morning, that day, the month before, the day before, the next day
- Ask students to match the time phrases and write them in pairs in their notebooks.
- Check answers as a class.
- Key: *tomorrow – the next day, today – that day, this morning – that morning, this afternoon – that afternoon, yesterday – the day before, last month – the month before, next year – the following year*

Exercise 6 page 86

- Students rewrite the quotations as reported speech.
- With a **weaker class**, remind students to think about the tense of the verb they need to use, then focus on pronouns, and finally think about time phrases.
- Check answers as a class.

KEY

- 2 She said (that) two men were burgling the house next door.
- 3 He said (that) teenagers often vandalised his shop.
- 4 She said (that) she had found the money two days earlier.
- 5 The police said (that) they were launching an investigation into drug-dealing in the town centre.
- 6 The teacher said (that) the police had arrested two suspects the Friday before.
- 7 He said (that) crime was getting worse, in his opinion.
- 8 She said (that) muggers often attacked tourists.

Extra activity: Fast finishers

- Write the following on the board:
Time references in direct speech: *tomorrow, today, last month*
Time references in reported speech: *the next / following day, that day, the month before*
- Ask **fast finishers** to write three pairs of sentences using the time references and the tenses in the *Learn this!* box, e.g.
'I'm going swimming tomorrow,' he said.
He said that he was going swimming the following day.

Exercise 7 page 86

- Go through the instructions together and make sure students understand what they have to do.
- The As write their answers to the questions. Tell them to use the tense from each question in their answer.
- Students ask and answer the questions. Monitor and check that students are using the tenses correctly.

Exercise 8 page 86

- Student B reports Student A's answers to a new partner. Student A listens and makes a note of any mistakes.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can report what other people have said. I can make changes to verb tenses, pronouns and time phrases when I am using reported speech.*

8C Listening

A life of crime

LESSON SUMMARY

Speaking: Describing famous criminals; discussing outlaws' motives

Exam topic: Listening for information that is worded differently in the task

Listening: The story of Bonnie and Clyde

Internet research: Researching a famous outlaw

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 7 and 8 can both be set as written tasks for homework.

LEAD-IN 2–3 MINUTES

- Write *Robin Hood* on the board and ask students what they know about him.
- Write *outlaw* on the board and explain that this is a person who has done something illegal and is hiding to avoid being caught.
- Ask: *Was Robin Hood a good or bad person?* Elicit students' opinions.

Exercise 1 page 87

- Focus attention on the photos.
- Ask students to work in pairs and try to answer the questions.
- Check answers as a class.

KEY

Bonnie and Clyde were both American. They were shot and killed by the police on 23 May 1934. Clyde was wanted for murder, robbery and kidnapping. Butch Cassidy (1866–1908) was an American train robber, bank robber and leader of a gang in the American Old West.

Billy the Kid (1859–1881) was an Irish-American gunman who became an outlaw in the American West. According to legend, he killed 21 men.

Exercise 2 page 87

- Go through the strategy together.
- Students try to find synonyms or paraphrases for the underlined words.
- Do not check answers at this point.

KEY

(Possible answers)

- b** arsonists
- c** broke into, valuable jewellery
- d** looked for, criminals
- e** mugged the youth

Extension

- Tell students to look at the vocabulary in Lesson 8A again. Then ask them which crimes have more than one associated phrase. (burglary, drug-dealing, looting, murder, shoplifting, vandalism)
- Ask students to work in pairs. One student makes a sentence using a crime verb and the other rephrases it, e.g.
'He broke into the house.' 'He burgled the house.'
Elicit students' sentences.

Exercise 3 3.02 page 87

- Play the recording for students to match the sentences they hear to those in exercise 2. They then compare the answers to the sentences they wrote in exercise 2.
- Check answers as a class.

KEY

a 5 **b** 1 **c** 2 **d** 4 **e** 3

Transcript

- 1 The police arrested the arsonists.
- 2 They broke into the house and stole some valuable jewellery.
- 3 They mugged the youth and stole his wallet and phone.
- 4 They looked for the criminals.
- 5 The police arrested the suspect.

Exercise 4 3.03 page 87

- Tell students they are going to listen to an interview about Bonnie and Clyde.
- Ask students to read the questions and say what type of information they are listening for (numbers).
- Play the recording for students to listen and note their answers.
- Check answers as a class.

KEY

- 1 12
- 2 Clyde was 25; Bonnie was 23.

Transcript

Host Today on Good Reads I'm pleased to welcome Christina Rayworth, who has written a new biography of Bonnie and Clyde. So, Christina, tell us a bit about their backgrounds.

Christina Bonnie Parker was born in Texas in 1910. She was short and good-looking, a bright student, but she got bored, left school and got married at the age of sixteen. However, the marriage wasn't happy and didn't last long. Clyde was a year older than Bonnie. His parents were farmers, but they didn't own the farm and they were always short of money. His dad finally gave up farming and opened a petrol station in Dallas. Clyde had a job but also started shoplifting and stealing cars.

H So, when did the two meet?

C In 1930. They fell in love immediately. But the police arrested Clyde a few weeks later and he went to prison for two years. In 1932, when he came out of prison, in the middle of the Great Depression, there were huge numbers of people looking for work, and very few jobs. Unable to find work, the young couple joined a gang and started a career of crime.

H But they hadn't killed anybody yet, had they?

C No, but it wasn't long before Clyde shot the owner of a shop while they were robbing it. It was the first of thirteen murders.

H So they continued to rob and steal?

C Yes, they robbed shops and banks across the southern states. They often changed cars – by stealing a new one! Clyde was a good driver and knew the roads very well, so it was difficult for the police to catch them.

H What finally happened to them?

C They had already killed a number of police officers so the police were determined to capture or kill the couple. Bonnie and Clyde frequently visited their families. The police knew this and set a trap. They waited for Bonnie and Clyde to pass in their car and then started shooting. The police fired 130 bullets at the car, killing the couple. Clyde was 25, Bonnie was just 23.

H Why do Bonnie and Clyde continue to fascinate us?

C Well, we like to romanticise them. They were young, they were in love and they were always on the road, never settling down. Bonnie wrote poems and Clyde played the saxophone. That appeals to a lot of people, too. And I guess people think of all outlaws as on the side of the ordinary people, and against authority. But the reality was very different, of course.

H Thanks, Christina, for talking to us.

Exercise 5 3.03 page 87

- Go through the instructions together and make sure students understand what they have to do. Remind students that in some cases, both options might be correct.
- Play the recording again for students to complete their answers. Ask them to make a note of the key words and phrases they hear in the recording, as this will help them in exercise 6.
- Check answers as a class.

KEY

1 a 2 both 3 b 4 both 5 a

Exercise 6 page 87

- In pairs, students compare their notes and try to write the parts of the recording that match the information in the correct options.
- If necessary, play the recording again, pausing after the sentences that match the correct options:
 - 1 a bright student
 - 2 His parents were farmers, but they didn't own the farm and they were always short of money.
 - 3 there were huge numbers of people looking for work, and very few jobs.
 - 4 They often changed cars – by stealing a new one! Bonnie and Clyde frequently visited their families.
 - 5 they were always on the road, never settling down
- Check answers as a class.

KEY

- 2 His family were farmers, but they didn't own the farm and they were always short of money.
3 There were huge numbers of people looking for work, and very few jobs.
4 They often changed cars – by stealing a new one! They frequently visited their families.
5 They were always on the road, never settling down.

Exercise 7 page 87

- In pairs, students discuss the question.
- Ask a few students to share their ideas with the class.

Exercise 8 page 87

- Students research and write a text about another outlaw. Remind them that they can use vocabulary from Lesson 8A. They should not copy from the Internet; they should try to paraphrase information as much as possible.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand crime reports and stories. I can paraphrase sentences to do with different crimes. I can give my opinion on outlaws.*

8D Grammar

Reported speech (2)

LESSON SUMMARY

Reading: A text about a bungling burglar

Grammar: Reported speech (2)

Speaking: Practising reported speech (2)

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *bungling* on the board and pre-teach its meaning (doing something badly or failing to do something).
- Ask: *Have you ever heard of a bungling criminal? How did their crime go wrong?*
- Elicit stories from students. If students are unable to come up with ideas, write the following (fictitious) newspaper headlines on the board:
Man steals car, then posts selfie in the stolen car online
Robber attempts to hide identity by wearing underpants on his head
Woman robs fast food restaurant, then orders a burger before leaving
- In pairs, students take turns to choose a headline and tell each other the story of what happened, adding details.
- Elicit one or two stories.

Exercise 1 page 88

- Focus attention on the photo. Students discuss the questions.
- Ask a few students to share their ideas with the class.
- Ask students to read the text and check their answers to the questions.
- Ask more questions to check comprehension:
What time did Mary see the man? (5 a.m.)
What time did the man try to climb through the window? (about 1 a.m.)
Did Mary agree to help him? (No, she didn't.)
Did she leave him there? (Yes, she did.)
Who did she contact after she had discovered the man? (the police)
How did the firefighters get the man out of the window? (They removed the window.)
How do you think the burglar felt?
How do you think Mary felt after the incident?
- Check answers as a class.

KEY

He got stuck in a bathroom window. He got out when firefighters removed the window.

Exercise 2 page 88

- Ask students to read the sentences and identify the speakers. (a: Mary; b: Mary; c: burglar; d: burglar; e: Mary)
- Students match the sentences.
- Check answers as a class.

KEY

a 4 b 3 c 2 d 1 e 5

Exercise 3 page 88

- Go through the *Learn this!* box together.
- Then tell students to look at the tense changes between the direct speech and reported speech in exercise 3. Ask them what they notice about the tense changes. (They go back one tense in the past.)
- Students complete the table.
- Check answers as a class.

KEY

1 past perfect 2 could / couldn't 3 would / wouldn't

For further practice of reported speech:

Grammar Builder 8D page 138

4 1 had broken 2 would carry 3 had lost
4 could get 5 had ... been 6 couldn't
7 hadn't locked 8 would win

5 2 Emma said (that) they hadn't been to London since last January. 3 Wendy said (that) Tom couldn't speak French. 4 Kylie said (that) she would get a holiday job next summer. 5 Jake said (that) we could play tennis the next day. 6 Kate's brother said (that) she had decided to study medicine. 7 Andy said (that) he wouldn't tell anyone what Josh had done.

Exercise 4 page 88

- Quickly revise time phrases in reported speech, e.g. *yesterday – the day before, this morning – that morning*.
- Before students do the task, remind them to do the following:
Check the name and gender of the person who is talking. This will help them choose the correct pronouns where necessary.
They can use *that* after *said*, although this is not necessary.
- Check answers as a class.

KEY

- 2 Cathy said (that) she had never been jet-skiing.
3 Liam said (that) he would watch the documentary with me that night.
4 George said (that) we/they couldn't go out because it was stormy.
5 Harriet said (that) the volcano had erupted twice that year.
6 Chris said (that) he would probably study maths at college.
7 Joe said (that) we/they could visit the aquarium that day.
8 Mandy said (that) a new florist's had opened in town.

Exercise 5 page 88

- Go through the *Look out!* together. Ask students to identify the subject in the example sentences to clarify comprehension. With a **weaker class**, ask: *Who is 'me' in 'He told me he was cold'?* (the person he is speaking to) *Who is 'he' in 'John said he was hungry'?* (the speaker) Say: *A personal object is the person or people you are speaking to.*
- Students find examples of *say* and *tell* in the story in exercise 2.
- Check answers as a class.

KEY

say He said he couldn't move. She said to the man that he could stay where he was ...

tell The man told Miss Holmes that he had been there for four hours. Miss Holmes told the man that she wouldn't help him because he had tried to burgle her house.

For further practice of reported speech:

Grammar Builder 8D page 138

6 1 told 2 said 3 said 4 told 5 said 6 told

Exercise 6 page 88

- Ask students to read the text quickly. With a **weaker class**, ask students to underline the personal objects.
- Students complete the text.
- Check answers as a class.

KEY

1 told 2 said 3 said 4 told 5 said 6 told

Extra activity: Fast finishers

- Write the following sentences on the board.
 - 1 'You're making too much noise.' – The teacher ____ the students that ...
 - 2 'I want a cold drink.' – Joe ____ that ...
 - 3 'We went shopping yesterday.' – The girls ____ to their friends that ...
 - 4 'You can run very fast.' – Ned ____ Harry that ...
 - 5 'I'll do my homework this evening.' – Anna ____ to her dad that ...
- Ask **fast finishers** to report the sentences using the words given and *said* or *told*.
- Key:
 - 1 The teacher told the students that they were making too much noise.
 - 2 Joe said that he wanted a cold drink.
 - 3 The girls said to their friends that they had been shopping the day before.
 - 4 Ned told Harry that he could run very fast.
 - 5 Anna said to her dad that she would do her homework that evening.

Exercise 7 page 88

- Students write their sentences. Encourage them to write sentences that are true for them. Monitor and help with grammar and vocabulary where necessary.

Exercise 8 page 88

- In pairs, students take turns to read out their sentences to each other. Their partner changes them into reported speech.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can report what other people have said. I can change the tense of direct speech sentences to form reported speech sentences. I can use 'say' and 'tell' correctly.*

8E Word Skills

Adjective suffixes

LESSON SUMMARY

Reading: A mysterious bank robbery

Word skills: Adjective suffixes

Exam topic: Using a dictionary to find the correct adjective suffix

Speaking: Describing an experience using adjectives with different suffixes

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 4 and 5 can be set for homework.

LEAD-IN 2-3 MINUTES

- Tell students about something you lost mysteriously because you were careless, e.g. *When I was eleven I stayed with an aunt for a week. At the end of my visit, my father collected me, and we drove home. At home, we unpacked the car. He carried some things and I carried others. But a day or so later, I couldn't find my suitcase. It had disappeared. My father remembered taking it out of the car and putting it on the road next to the car. We were both sure that we had seen it in the house, but it was nowhere to be found. A few days later, a neighbour told me she had seen a man walking down the road with a suitcase, presumably mine. We must have left it in the road and forgotten about it.*
- Write *careful* and *careless* on the board and elicit their meanings. Ask: *Who was careless?* (my father and I) *How should people be with their belongings?* (careful)
- Underline *-ful* in *careful* and *-less* in *careless* and ask: *What do we call these adjective endings?* (suffixes)

Exercise 1 page 89

- Focus attention on the title and the photo. Ask: *What can you see in the photo?* Pre-teach *vault* /vɔ:lt/ (a room with a strong door and thick walls in a bank, etc. that is used for keeping money and other valuable things safe). Refer students to the dollar sign in the title. Ask: *What does that tell us about the text?*
- Elicit students' ideas.

Exercise 2 page 89

- Students read the text and compare their ideas.
- Check answers as a class.

KEY

The text is about a bank robbery.

Extension

Ask further questions about the text:

Where was the bank? (Chicago, USA)

Who put the money in the vault? (an employee)

Why did the police think it was an 'inside job'? (Nobody had broken into the vault.)

Why did the police expect to find the thief easily? (Robbers are usually careless and leave clues.)

How much of the money have the police found? (\$2,300)

Exercise 3 page 89

- Go through the *Learn this!* box together.
- Students complete the box with examples from the text.
- Check answers as a class and elicit the meanings of the adjectives.

KEY

1 hopeful 2 careless 3 foolish 4 reliable
5 lucky 6 weekly 7 mysterious 8 national

Exercise 4 page 89

- Go through the strategy together. Then ask students to find the nouns in their dictionaries and make a note of their meanings. They then find the adjectives formed from the nouns.
- Check answers as a class.

KEY

affordable, cowardly, furious, painful / painless, peaceful, selfish / selfless

Exercise 5 page 89

- Ask students to read the sentences and check meaning.
- Students complete the sentences.
- Check answers as a class.

KEY

2 peaceful 3 selfish 4 affordable 5 cowardly
6 furious

Extra activity: Fast finishers

Ask **fast finishers** to write six gapped sentences with the adjectives from the *Learn this!* box. They then swap sentences with a partner and complete their partner's sentences with the correct adjective.

Exercise 6 page 89

- Go through the questions together and check that students understand them.
- In pairs, students take turns to ask and answer the questions.
- Ask a few students to share their ideas with the class.

Extra activity

- Write the following sentences on separate pieces of paper:
My brother tried to make a cake, but he spilt the ingredients on the floor. (careless)
My friend always helps me when I can't do my homework. (reliable)
My stomach hurts a lot. (painful)
Tom often does stupid things. (foolish)

My best friend's jokes always make me laugh. (funny)
You shouldn't ride a bike without lights at night. (dangerous)
I always speak to new students at school. (friendly)
The concert was great fun. (enjoyable)
My parents always try to save water and electricity. (economical)
The water is clean. (drinkable)
It's a winter's day and everything is white outside. (snowy)
The man is 45 but often behaves like a little boy. (childish)
Mum shouted at me because I went out without telling her first. (furious)
We need a house that isn't too expensive. (affordable)

- Students take turns to pick a paper and read out the sentence to the class. The class must guess the correct adjective.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand and use different adjective suffixes. I can understand a text about a large amount of money that disappeared from a bank. I can find adjectives with different suffixes in a dictionary.*

8F Reading

An Australian murder mystery

LESSON SUMMARY

Speaking: Talking about famous unexplained deaths; discussing the reading text

Reading: A text about an unexplained death

Exam topic: Predicting answers to multiple choice questions

Vocabulary: Compound nouns related to the reading text

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercises 6 and 7 can be set for homework and exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Write *A murder* on the board and elicit the criminal noun that matches it and its associated phrases: *murder, to kill / murder someone*
- Ask:
What murders have you heard about recently?
Who was the murderer?
Who did they kill?
Why did they do it?
- Elicit answers.

Exercise 1 page 90

- Students discuss the question in pairs. Ask them to say how they think the person died in each case and encourage them to use expressions like *Maybe ...*, *Perhaps ...*, *It's possible that ...*
- If they are unable to think of any ideas, tell them about the pilot, Amelia Earhart, whose plane disappeared over the Pacific Ocean on 2nd July 1937. Earhart was attempting a round-the-world flight. Her body and plane have never been found.

Exercise 2 page 90

- Focus attention on the title and the photos and ask students to describe them.
- Ask: *What do you think the text is about?*
- Tell students to scan the text and answer the question.
- Check the answer as a class.

KEY

The words 'tamám shud' were on a small piece of paper in a secret pocket inside the dead man's trousers.

Extra activity: Fast finishers

Ask **fast finishers** to match the paragraphs with the short summaries 1-8:

- 1 *A very mysterious clue* (fourth paragraph)
- 2 *The wrong man* (seventh paragraph)
- 3 *A dead body on a beach* (first paragraph)
- 4 *What does it mean?* (eighth paragraph)
- 5 *Plenty of possessions but no real clues* (second paragraph)
- 6 *A gift for a soldier* (sixth paragraph)
- 7 *Hiding the identity* (third paragraph)
- 8 *A possible solution?* (sixth paragraph)

Exercise 3 page 90

- Go through the strategy together. Then refer students to the question beginnings and explain that they are from the multiple choice exercise from exercise 4.
- Ask students to underline the key words in the question beginnings that will lead them to the correct information in the text.
- Students predict the answers.

Exercise 4 page 90

- Students read the text again and answer the questions. Remind them to read each option carefully, and not automatically choose the one that best matches their prediction.
- Check answers as a class.

KEY

1 a 2 b 3 c 4 b 5 d

Extra activity: Fast finishers

Write the following questions on the board and ask **fast finishers** to find the answers in the text:
Where did they find the man's body? (Somerton Beach in Adelaide, Australia)
When did they find the man's suitcase? (two weeks after they found his body)
What does 'tamám shud' mean? ('It is the end.')

When did the man with the open-top car find the copy of the poem? (the day after the man died)
How do we know that Alfred Boxall was still alive? (They found him and interviewed him.)
Why don't we know what the code says? (No one has solved it.)

Exercise 5 page 90

- Students find the words to match the pictures. They can use a dictionary if necessary.
- Check answers as a class.

KEY

1 matches 2 comb 3 brush 4 knife 5 wallet
6 scissors

Exercise 6 page 90

- Students match the two halves of the compound nouns. They can then check their answers by looking for them in the text.
- Check answers as a class.

KEY

1 investigation 2 ticket 3 gum 4 prints
5 records 6 car 7 number 8 code
'Fingerprints' is written as a single word.

Exercise 7 page 90

- Tell students to begin by working out how the code works. (It uses the next letter of the alphabet to represent each letter in the code.)
- Check the answer as a class.

KEY

(When the nurse saw the body, she said she) did not know him, but she seemed to recognize him and looked scared.

Exercise 8 page 90

- Say: *In 1948 investigators used dental records and fingerprints to try and find the man's true identity. What can they use in the twenty-first century?* Elicit answers and if necessary, pre-teach *DNA*, and *fibre analysis* (*fibres* are things like hair).
- Students discuss the questions in groups.
- Ask a few students to share their ideas with the class.

Extra activity

- In groups, students devise a code and then write a sentence about the text using the code.
- Groups swap sentences and solve the codes.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a mysterious death. I can predict answers in multiple choice questions. I can give my opinion on the text.*

8G Speaking

Photo description

LESSON SUMMARY

Listening: A candidate's description of a looting scene in a photo; a candidate's opinion on looting

Speaking: Describing a crime in a photo; describing two photos showing someone wearing a placard to show the crimes he has committed and someone wearing an electronic tag

Exam topic: Using a variety of expressions to introduce opinions

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1 and omit exercise 6. Students can do exercises 5 and 7 for homework, using the expressions from exercise 8. If necessary, do exercise 10 in the next lesson.

LEAD-IN 2-3 MINUTES

- Refer students back to Lesson 8A. Ask them to list the crimes in exercise 2 from the least serious to the most serious. Explain that there is no right or wrong answer.
- Students then discuss their lists in pairs.
- Elicit some opinions and reasons for them.

Exercise 1 page 92

- Ask students to brainstorm vocabulary to describe the objects and actions they can see in the photo, e.g. *loot, steal, looter, criminal, hoodie, jeans*.
- Revise the use of *must* and *can*. Students have previously used the words with *be* followed by a noun or adjective. Explain that *must* and *can't* can also be followed by a verb, e.g. *You must be tired. She can't want to go home already!*
- In pairs, students make deductions about the photo and make notes. With a **weaker class**, go through the questions together and ask students to convert them to sentence beginnings with *must* or *can't*, e.g. *The looters can't want people ...*
- Elicit answers.

KEY

(Possible answers)

- They can't want people to recognise them because they are wearing hoodies and one of them is covering his face.
- It must be clothes because one of the looters is holding a pair of jeans.
- It must be happening during the day because it's light.

Exercise 2 3.05 page 92

- Tell students they are going to hear an exam candidate doing the same task.
- Play the recording for students to listen and compare answers.

Transcript

The photo shows a number of men looting a shop. There must be a riot in this area, because the shutter looks broken. They can't want people to recognise them, because most of them are wearing hoodies and one of them is covering his face. The man in the foreground is holding up a pair of jeans. Presumably, he's stolen them from the shop because the label is still on them. It must be a clothes shop. The man on the right can't be one of the looters because he isn't wearing the same clothes and he is just standing there. He probably doesn't want to stop them because he is scared. The man at the back with the stripy hoodie looks like he is trying to climb in. He's probably going to steal something. If I lived in this place, I'd feel really frightened because there's no law and order. Anything could happen.

Exercise 3 page 92

- Check the meaning of the words. Then ask students to work in pairs to describe the remaining two photos. One student should choose photo B and the other photo C.
- Ask students to think of different deductions they can make about the photo. They then think of personal comments they can make about the photo.
- Ask a few students to describe the photos to the class.

For further practice of describing people:

Vocabulary Builder 8G page 121

- A** a beard, curly / straight / wavy hair, eyebrows; a moustache, plaits, a ponytail
B earrings, a necklace, sunglasses, a scarf
- (Possible answers)**
The man has got a beard and a moustache. He's got straight dark hair. He's wearing sunglasses, a hat, a scarf and a jacket.
The woman has got long, straight white and pink hair. She's got plaits and she's wearing earrings. She's also wearing a white top and a waistcoat.

Exercise 4 3.06 page 92

- Tell students they are going to hear an exam candidate comparing the photos from exercise 3.
- Play the recording for students to listen and take brief notes.
- Ask students if they agreed with the candidate's opinions or not, and encourage them to say why.

Transcript

The first photo shows a man snatching a bag from a woman while she's walking through a subway. She's trying to hold onto the bag so he can't steal it. In the second photo, a man is leaning into a car through a broken window. He's also trying to steal a lady's bag. The common theme in the photos is crime. You can see the criminal in both photos. But, unlike the first photo, the second photo does not show the victim. That's because the owner of the car is probably not there.

Another obvious difference is that the criminal in the first photo might not succeed. The woman might hold onto her bag. But in the second photo, it seems as if he's definitely going to get the bag.

Both photos show types of street crime. But I think the first photo shows a more worrying kind of crime. The first photo shows a crime against a person, whereas the second photo shows the theft of some property.

Exercise 5 3.06 page 92

- Go through the task together and make sure students understand what they have to do.
- With a **stronger class**, ask students to complete the sentences before listening to the recording again.
- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

1 theme 2 both 3 unlike 4 difference 5 show
6 whereas

Transcript

See exercise 4.

Exercise 6 page 92

- Go through the task together.
- Check answers as a class.

KEY

Similarities 1, 2, 5
Differences 3, 4, 6

Exercise 7 3.07 page 92

- Refer students to the task and ask them to read the examiner's question.
- Play the recording.
- Ask students to put their hands up if they agree with the candidate.
- Ask individual students to justify their answer.

Transcript

Student Hmm, I'm not sure really. I suppose it's true to say that they're both stealing. But burglary is probably worse.

Teacher Why do you think it's worse?

S In my opinion, it's worse because it affects ordinary people – maybe families, with children. If burglars broke into my house, I would be terrified. Looting from shops is a crime, but it doesn't frighten people in the same way. What is more, the looters aren't taking anyone's personal possessions, so they aren't upsetting anyone.

T OK, thank you.

Exercise 8 3.07 page 92

- Go through the phrases together and check their meanings. Ask students if they remember the candidate using any of them in exercise 7.
- Go through the strategy together.
- Play the recording for students to write the phrases they hear.
- Check answers as a class.

KEY

In my opinion, ..., I'm not sure, really., I suppose it's true to say that ..., What is more, ...

Transcript

See exercise 7.

Exercise 9 page 92

- Go through the task together and make sure students understand what they have to do.
- Students work in pairs to ask and answer the questions. Encourage them to use as many key phrases from exercise 8 as they can.
- Ask a few students to share their ideas with the class.

Extra activity

- Tell students that looting often happens after a natural disaster such as an earthquake or hurricane. For example, after Hurricane Katrina in 2005 and Hurricane Sandy in 2012, there was looting in New Orleans and New York.
- Ask students to reconsider their opinions about looting and discuss them with a partner.

Exercise 10 page 92

- Refer students to the speaking task on page 142. Tell them to look at the photos and ask: *Are these people victims or criminals?* (criminals)
- Go through the task together and check that students understand *pros* and *cons*. Ask them what language from Lesson 8G they should include (phrases for expressing an opinion, giving a tentative opinion and making an additional point).
- Give students a minute to prepare their answers.
- They then do the activity. Monitor while they are speaking and make a note of any errors for a group correction activity at the end of the lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe photos showing crimes. I can express my personal opinion of them..*

8H Writing

An email

LESSON SUMMARY

Reading: An email about a holiday and a crime which took place

Exam topic: Making sure that your informal email is logical and coherent and contains details and extra information

Writing: An email about a holiday and a crime which took place

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercise 8 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *Crime on holiday* on the board. Then tell students about an experience you had of a crime while you were on holiday, e.g. *I was on a crowded bus in Granada in Spain. A tall thin man was standing close to me, but he didn't seem different from anyone else. When I got off the bus, I realised that my purse wasn't in my bag. I thought that the man had stolen it. I went to the police, but I never got my purse back.*
- Ask: *Have you or anyone you know ever been the victim of a crime on holiday?*
- Elicit answers.

Exercise 1 page 93

- Students discuss the questions in pairs or groups.
- Ask a few students to share their ideas with the class.

Exercise 2 page 93

- Students read the task and the email. Ask: *Is the email formal or informal?* (informal)
- Students answer the question.
- Ask: *How does Chris separate the different points in his email?* (He uses different paragraphs.)
- Check the answer as a class.

KEY

yes

Exercise 3 page 93

- Go through the strategy together.
- Go through the instruction together and make sure students understand what they have to do.
- Check the answers as a class.

KEY

Immediately at that moment, just then, suddenly
Some time later a few moments later, after a while, a short while later, before long, shortly afterwards, soon, soon after

Exercise 4 page 93

- Students read the task and the email.
- Check answers as a class.

KEY

Immediately at once
Some time later in the end

Exercise 5 page 93

- Go through the task together and make sure students understand what they have to do.
- With a **weaker class**, you could do the first one as an example.
- Check answers as a class.

KEY

- 1 Just then, the rain stopped.
- 2 At that point, a black car arrived.
- 3 A short while later / A few moments later, a second car appeared.
- 4 At that moment, a woman shouted for help.
- 5 After a while, there were loud gunshots.

Exercise 6 page 93

- Go through the instructions together and make sure students understand what they have to do.
- With a **stronger class**, you could ask students to complete the sentences before reading the email again to check.
- Check answers as a class.

KEY

1 on 2 by 3 In

For further practice of preposition + noun phrases: Vocabulary Builder 8H page 121

3 1 on 2 by 3 on 4 for 5 in 6 at 7 on
8 on

4 1 on the phone 2 on holiday 3 for a walk
4 at night 5 in a hurry 6 on an excursion
7 by mistake

Extra activity: Fast finishers

Ask **fast finishers** to rewrite the following aspects of Chris' email using their own ideas:

- the journey to Dublin
- the hotel
- the restaurant
- how the police investigated the crime

Exercise 7 page 93

- Go through the instructions and the task together and make sure that students understand what they have to do.
- Students plan their emails.
- Write the following checklist on the board to help students:
Start and finish your email appropriately.
Use contractions and informal language.

Exercise 8 page 93

- Students write their emails and use the *Check your work* box to edit them. You could ask students to write their emails on sheets of paper. Put the emails up on the classroom walls. The class vote for the email with the best holiday, the email with the worst crime, the most logical and coherent email and the email with the best details.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a logical and coherent email. I can use informal language correctly and add details to develop different points.*

Exam Skills Trainer 4

LESSON SUMMARY

Reading: An article about the Great Train Robbery

Listening: Guessing the identity of speakers and their reasons for speaking

Use of English: Choosing the correct answer in a gap-fill activity

Speaking: Structuring your speech

Writing: An email to a friend describing a robbery you witnessed

LEAD-IN 2-3 MINUTES

- Elicit the names of famous criminals including and write them on the board. You could also add the names of well-known people who have recently been convicted of crimes.
- Ask: *Do you ever feel sympathy for these people? Can you explain why / why not?*
- Students discuss the questions in pairs giving reasons, e.g. the person had family problems as a child, the person committed the crime to help others.

Reading

Exercise 1 page 94

- Go through the strategy together.
- Students skim-read the first paragraph and answer the question.
- Check the answer as a class.

KEY

Topic 4

Exercise 2 page 94

- Encourage students to underline the key words to help them match the statements to the paragraphs.
- Students read the text again and complete the task.
- Check answers as a class. Ask students which words helped them find the correct answers.

KEY

1 G 2 C 3 D 4 F 5 A 6 E

Extension

- Ask students if they had heard about Ronnie Biggs and the Great Train Robbery before this lesson. If not, explain that Biggs frequently featured in the media. As he got older, he appeared more and more unwell, and it was easy to sympathise with him. Explain also that £2.5 million is the equivalent of over £40 million in today's money. Also point out that Jack Mills, the train driver, never fully recovered from his injuries and died seven years after the robbery.
- Ask: *Do you think it was right to send Ronnie Biggs to prison when he was old and ill?*
- Students discuss the question in groups.
- Ask a few students to share their ideas with the class.

Listening

Exercise 3 page 94

- Go through the strategy and the instructions together.
- Ask students how they expect each person to sound, e.g. a teacher may have a loud clear voice, and may sound quite strict. A news presenter will speak slowly and clearly.

Exercise 4 3.08 page 94

- Play the recording for students to match the people to the recordings.
- Check answers as a class.

KEY

- 1 someone who works in a shop
- 2 a news presenter
- 3 an ordinary girl or woman
- 4 a boy looking for a job

Transcript

- 1 Hello and welcome to George Lewis. I'd like to remind you all that this week is sales week in our shop. You will find plenty of bargains on every floor. There is 50% off many items in ladies' and men's fashion and also children's clothing. You can save 20% on digital cameras and some mobile phones, too. And don't forget to visit our café for our offer of the week menu: one child goes free with each paying adult. Thank you, and I hope you enjoy shopping here at George Lewis.
- 2 Last night, thieves stole two paintings from the Swan Street art gallery, in the town centre. The paintings belong to a local artist, Lucien Grey, and are worth around ten thousand pounds each. A witness saw two men loading the paintings into a white van parked on the corner of Swan Street. The men were wearing hats, dark jackets and jeans. The witness thinks they were in their early thirties. Police would like anyone who has any information to contact them as soon as possible. Now, onto the next news story ...
- 3 **Sam** Hi Lucy! Katie told me you're going to South America next year.
Lucy Yeah, that's right. I want to take a gap year and travel around – and work a bit too.
S I'd love to do that, but I haven't got any money.
L You need to save up.
S But that's really hard. How do you do it? Do you stay at home all the time?
L No, you don't need to do that. But I work in the holidays and sometimes at weekends. I don't buy many clothes or CDs any more either. I still go out, but not every night.
S Maybe I need to get a job then.
L I think that's a good idea.
- 4 **Anna** Hey Jake, are you still looking for a job?
Jake No, I've found something in town, in that new clothes shop that opened on the high street last month. My brother's still looking though.
A Oh right, well you can tell him I saw an advert in the restaurant near my house for part-time waiters.
J That sounds good. Is it evenings or lunchtimes?
A I don't know. I've got the number. Do you want to give it to him?
J OK, thanks. I'll put it in my phone.

Exercise 5 3.08 page 94

- Ask students to read the questions and see if they can remember the answers.
- Play the recording again for students to answer the questions or check their answers.
- Check answers as a class.

KEY

- 1 C
- 2 A
- 3 C
- 4 D

Transcript

See exercise 4.

Use of English

Exercise 6 page 95

- Go through the strategy together.
- Students complete the text.
- Check answers as a class.

KEY

- 1 B
- 2 A
- 3 C
- 4 C
- 5 B
- 6 C
- 7 A
- 8 A

Speaking

Exercise 7 page 95

- Go through the strategy together. Students complete the task.
- Check answers as a class.

KEY

- 1 J
- 2 J
- 3 O
- 4 St
- 5 Su
- 6 St

Exercise 8 page 95

- Focus attention on the photos.
- In pairs, students take turns to compare the photos using the questions to help them.
- Monitor and make a note of any particularly good responses to review in a feedback activity at the end of the lesson.

Writing

Exercise 9 page 95

- Go through the strategy together.
- Ask a few students to describe a time when lost their phone and how they felt.
- Students write notes about the three points.

Exercise 10 page 95

- Go through the task together. Then ask students to think about what they could say for each point.
- Encourage students to think if they could use the present perfect, past simple, past perfect, reported speech, *can't* and *should* in their email.
- Also, refer them to phrases for starting and ending an email and remind them to use informal language and short forms.
- When students have written their emails, they can swap with a partner and give each other feedback.
- Go round the class and find out the different imaginary things that the students have bought and their punishments.

Learning outcomes

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can read a text to get a general idea what it is about. I can predict the identity of a speaker and their reasons for speaking. I can think about different options in a gapped text if my first choice doesn't make sense. I can structure a speech when I speak at length. I can write an informal email about a time I witnessed a robbery.*