

6 Language Skills worksheet

Reading

- 1 Read about three different bank robberies. Which robbery was the biggest in the history of the country?

Getting in the bank

People often think of bank robberies as scary, dangerous events, where people walk into banks with guns and take money. But there are other ways into banks.

On 4th January 2011, bank robbers in Argentina carried out a successful bank robbery in Buenos Aires. The robbery happened over the New Year weekend, and no one knew about it for a day or two.

The robbers emptied over 100 safety deposit boxes, taking the savings of many Argentinians, who were extremely angry. The robbers had spent about six months digging a 30-metre tunnel into the bank, which had lights and an air supply. They had rented a nearby building in July the year before, and had started to dig a tunnel which came out exactly where the safety deposit boxes were stored. They took about \$6.5 million.

The police investigating the crime were impressed by the clever way the criminals had carried out the robbery, but the public were not impressed. Alarms at the bank had been ringing during the night, but police saw that the doors were shut, so they decided not to investigate. If they had gone inside the building, they would have found the thieves.

In a similar story in Brazil, six years earlier, thieves stole about £36 million after tunnelling into

a bank through a 200-metre tunnel. This tunnel also started from a nearby house. Neighbours reported seeing workmen taking large amounts of earth from the building every day. People thought the building belonged to a construction company, and so they didn't think this was strange. Again, the police didn't find out about the robbery until Monday morning, when the bank opened after the weekend. It was the biggest bank robbery in Brazil's history.

But before all this, there had been a robbery in England using the same method. The Baker Street robbery of 1971 took place at Lloyds Bank in London. Again, the robbers had rented a building near the bank and tunnelled about 15 metres to get to the bank. This robbery is still unsolved today and must continue to be very irritating for the British police.



- 2 Answer the questions.

- 1 Why did no one know about the robbery in Argentina at first?

- 2 How long had the robbers spent digging the tunnel?

- 3 How much money did the thieves steal in Brazil?

- 4 Who did people think owned the building?

- 5 When did a similar robbery happen in England?

- 3 Say when each robbery happened and describe the three tunnels.

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Writing

- 4 Write a short account of a crime for your school website. Answer the questions below and write a paragraph of 80 to 100 words.

- Date it happened?
- How many people involved?
- What was the crime: theft / smuggling / robbery?
- How was it solved?



Remember!

Use modals of deduction to talk about crime:

They must be guilty.

They can't be criminals.

Third conditional:

If they hadn't broken the alarms, the police would have caught them earlier.

Listening





- 5  06 Listen to a news report about three different crimes and circle the correct answers.

- 1 How much money did thieves steal from the bank in London?
 - a) £100,000.
 - b) £1,000,000.
 - c) £10,000
 - d) £10,000,000.
- 2 Why have the police been given more powers?
 - a) So that more of them can carry guns.
 - b) Because they can now put people in prison for 28 days without trial.
 - c) So they can investigate crime more effectively.
 - d) Because people were protesting about guns.
- 3 What happened at the gallery in London?
 - a) A robber stole some works of art.
 - b) Police stopped people stealing some works of art.
 - c) People restored some works of art.
 - d) Robbers broke in at night.
- 4 How did police find out about the plan?
 - a) Someone heard the robbers talking on the phone.
 - b) The police heard the robbers talking on the phone.
 - c) The robber told someone else about it on the phone.
 - d) They found the robber's mobile phone.
- 5 How did Mrs Wade get her car back?
 - a) The police found the thief.
 - b) The police found the car.
 - c) She caught the thief.
 - d) The thief drove it to the police.

6 Language Skills worksheet

Speaking pairwork Student A

1 Read the information about four situations and complete the table with your deductions.


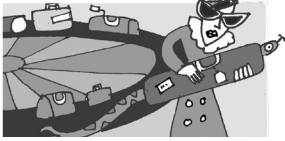


	Make two deductions that <i>must</i> be true.	Make two deductions that <i>might</i> be true.	Make two deductions that <i>can't</i> be true.
<p>Your friend sees someone running out of the bank with a suitcase and a gun.</p> 			
<p>Your friend sees a woman at the airport with an animal in her bag.</p> 			
<p>Your friend is in town and can hear a house alarm ringing.</p> 			
<p>Your friend sees someone painting graffiti on the bus stop near school.</p> 			

2 Discuss your ideas with your partner. Compare your ideas and decide together which are the best deductions for each situation.

6 Language Skills worksheet

Speaking pairwork Student B

1 Read the information about four situations and complete the table with your deductions.

	Make two deductions that <i>must</i> be true.	Make two deductions that <i>might</i> be true.	Make two deductions that <i>can't</i> be true.
<p>Your friend sees someone running out of the bank with a suitcase and a gun.</p> 			
<p>Your friend sees a woman at the airport with an animal in her bag.</p> 			
<p>Your friend is in town and can hear a house alarm ringing.</p> 			
<p>Your friend sees someone painting graffiti on the bus stop near school.</p> 			

2 Discuss your ideas with your partner. Compare your ideas and decide together which are the best deductions for each situation.

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Speaking: Teacher's notes

Language

Modals of deduction and possibility
Modals of obligation, prohibition and ability
Crime

Instructions

- 1 Divide the class into pairs and decide who is Student A and B in each pair. Hand out one Student A worksheet and one Student B worksheet to each pair.
- 2 Ask students to imagine that their friend is in each of the four situations. Students should complete the columns with their deductions about what must be true, what might be true and what can't be true in each case.
- 3 Students find out their partner's ideas and compare them with their own. They discuss them together.
- 4 In pairs, students discuss and then decide upon the best answer in each situation. They should make notes.
- 5 Ask students to present their ideas in pairs to the class. At the end, hold a class discussion.

Answers

Students' own answers.

Possible answers:

	Make two deductions that <i>must</i> be true.	Make two deductions that <i>might</i> be true.	Make two deductions that <i>can't</i> be true.
Your friend sees someone running out of the bank with a suitcase and a gun.	1 He must be a robber. 2 There must be money in the suitcase.	1 He might fire the gun. 2 The police might arrive soon.	1 He can't be a thief. 2 The suitcase can't be his.
Your friend sees a woman at the airport with an animal in her bag.	1 There must be an animal in her bag. 2 She must be a smuggler.	1 She might not know about the animal. 2 The animal might be asleep.	1 She can't be a very nice woman. 2 The animal can't be happy.
Your friend is in town and can hear a house alarm ringing.	1 There must be a fire. 2 The house must be empty.	1 The neighbours might call the police. 2 There might be thieves in the house.	1 The alarm can't be broken. 2 The house can't be locked.
Your friend sees someone painting graffiti on the bus stop near school.	1 The person must be a vandal. 2 They must have some paint.	1 The person might go to our school. 2 They might go to jail.	1 They can't be a teacher from the school. 2 They can't be a vandal.

Optional activity

- Students write a short email giving their friend advice on one of the situations.