



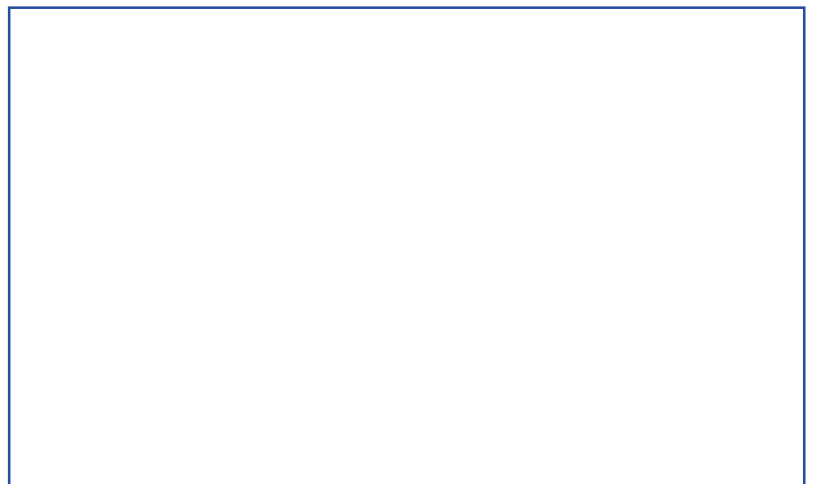
Pre-Reading Activities

A: Pictures

1. Look at the picture. What do you think today's article is going to be about?
2. In the picture find: a dog, a prisoner, a wall, bed sheets



3. In the box draw what you think happens next.
4. Explain your picture to your partner.



Reading Activities

A: Vocabulary

- i) Read today's article without your dictionary.

Dog's bark stops prison escape

1. RIO DE JANEIRO, Thursday July 5 Brazil (Reuters) - A dog's bark stopped 180 Brazilian **prisoners** from escaping. The dog stopped a **mass prison escape** with its barking. A **gang** of prisoners tried to climb the prison walls shortly before **dawn** on Tuesday, a prison spokesman said on Wednesday.

2. "**Guards** ran to see what was happening," the spokesman said. "The prisoners were **armed** and had tied bed sheets together to try and get out." In a shoot-out, one prisoner was killed and seven prisoners, one guard and the dog named Pam were injured. No one escaped.

3. The guards had let Pam, a 10-month-old **stray**, sleep inside the prison for the past few months. The spokesman said, "Pam is going to be fine--we are paying for a private **veterinarian** so he can get special care.

4. Prison escapes and **riots** are common in Brazil where the prison system is **overcrowded** and **understaffed**.

(**riots** - when a group of people behave violently, usually fighting or damaging a building.)

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ii) Look at the words in bold type from today's article. Match them with the best meaning. Don't use your dictionary.

1. The dog stopped a **mass prison escape** with its barking.
 - a. the prison wanted to escape.
 - b. a lot of prisoners wanted to escape from prison.
 - c. a lot of prisoners wanted to go to prison.
2. A **gang** of prisoners tried to climb the prison walls...
 - a. a group of prisoners.
 - b. one prisoner.
 - c. a group of prisons.
3. A gang of prisoners tried to climb the prison walls shortly before **dawn**...
 - a. night time.
 - b. the time before the sun sets.
 - c. the time before the sun rises.
4. **Guards** ran... to see what was happening...
 - a. People who make sure prisoners don't escape.
 - b. People who make sure prisoners escape.
 - c. People who make sure prisons don't escape.
5. The prisoners were **armed**...
 - a. The prisoners have arms.
 - b. The prisoners held hands.
 - c. The prisoners had guns.
6. In a **shoot-out**...
 - a. A fight between people using guns.
 - b. A fight between people using knives.
 - c. A fight between people using their hands.
7. ...one guard and the dog named Pam were **injured**.
 - a. hurt
 - b. hunted
 - c. killed
8. The guards had let Pam, a 10 month old **stray**, sleep inside the prison...
 - a. A dog that is wild.
 - b. A dog that has a home.
 - c. A dog that has no home.
9. ...we are paying for a private **veterinarian**...
 - a. A doctor for people.
 - b. A doctor for animals.
 - c. A doctor for prisoners.
10. ...**overcrowded** and **understaffed**.
 - a. Too many guards and not enough prisoners.
 - b. Too many guards and too many prisoners.
 - c. Too many prisoners and not enough guards.

Check your answers using your dictionary.

B: Paragraphs

In today's article there are four paragraphs. Match the paragraphs with the correct heading.

- | | |
|---|--|
| ___ a. Prisons in Brazil. | ___ c. Information about Pam. |
| ___ b. Dog stops prisoners from escaping. | ___ d. What happened after Pam barked. |



C: Writing and Answering Questions

i) Put the words into the correct order to make questions.

1. the / did / When / prisoners / to / try / escape? /
2. Pam / did / What / do? /
3. What / did / do / guards / the? /
4. was / killed / Who? /
5. do / What / did / the / let / guards / Pam ? /
6. What / guards / are / the / for / paying ? /
7. are / What / in / common / Brazil ? /

ii) Now read today's article again and answer the questions.

D: Language

In today's article there were these words: "Guards ran **to see** what was happening..."

In this sentence we use 'to' to say **why** the guards were running. It gives the purpose of the action.

Here are some more examples of this:

*I went to the bank **to get some** money. I phoned you **to say** sorry. She turned the radio on **to listen** to some music.*

1. Look at today's article again and find another example of **to** being used to give the purpose of an action.

Look at the sentences below. Match a beginning and an ending of a sentence to make a new sentence using **to**.

Beginnings

1. I went to the shop...
2. I went to the gas station...
3. I went to the travel agent...
4. I went to a restaurant...
5. I phoned my friend...
6. I turned the television on...

Endings

1. to buy some gas.
2. to buy some milk.
3. to have a meal.
4. to invite her to dinner.
5. to buy an airline ticket.
6. to watch the news.

1. Example: *I went to the shop to buy some milk.*

- 2.
- 3.
- 4.
- 5.
- 6.

Post-Reading Activities

You may do one or more of these.

A: Discussion

Work together in small groups or pairs. Read and discuss the paragraphs below.

I think that prisons should be like schools or training places. Prisoners should be given the chance to learn from their mistakes.

They should be allowed to go back to school and learn new skills and ideas. This means that prisoners will probably try to improve their behavior when they leave prison.

At the moment prisoners go to jail and only learn different types of crimes from other prisoners. In fact, some people call prison 'criminal school'.

Do you agree with the writer? Why or Why not? Give reasons for your opinions.

B: Language

Work with a partner and answer these questions.

1. Are there prison escapes in your country?
2. Do you wake up before dawn?
3. What are some other places that have guards?
4. Have you ever been somewhere that is overcrowded?



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: Pictures - Notes

This is a prediction exercise. Allow time for students to think about what today's article is about and to speculate on what will happen next. Then ask them to do a quick sketch of what they think happens. You may need to supply some vocabulary when the students explain their picture to their partner. You also may like to ask a few students to explain what they think will happen next.

Reading Activities

A: Vocabulary - Notes

The first part of this exercise is a chance for students to try and work out meanings of words by their context. It is important that students do not use their dictionaries. They may use their dictionaries **at the end** of the activity to check their answers.

A: Vocabulary - Answers

1. b, 2. a, 3. c, 4. a, 5. c, 6. a, 7. a, 8. c, 9. b, 10. c

B: Paragraphs - Answers

a. 4, b. 1, c. 3, d. 2

C: Writing and Answering Questions - Answers

1. When did the prisoners try to escape? Shortly before dawn on Tuesday.
2. What did Pam do? Bark.
3. What did the guards do? The guards ran to see what was happening.
4. Who was killed? One prisoner.
5. What did the guards let Pam do? Sleep inside the prison for the past few months.
6. What are the guards paying for? A private veterinarian.
7. What are common in Brazil? Prison escapes and riots.

D: Language - Answers

2. I went to the gas station to buy some gas.
3. I went to a travel agent to buy an airline ticket.
4. I went to a restaurant to have a meal.
5. I phoned my friend to invite her to dinner.
6. I turned the television on to watch the news.

Post-Reading Activities

A: Discussion - Notes

Give students enough time to understand what the text means. Ask questions to gauge their understanding and be ready to help explain anything. If, however, you are short of time or feel that this text is too difficult, you could give students these questions. (Write them on the board.)

Discuss in pairs or small groups:

1. Why do we need prisons?
2. Do you think prison should be a place where prisoners go back to school? Why or why not?
3. Would you make any changes to prisons?

