

## **Crime : Teaching suggestions**

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### **Activity 1**

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students work together to put the sentences in the correct order.
3. Stop the activity.
4. Elicit feedback. **Answers:** 1. *The criminal commits a crime* 2. *The police investigate* 3. *The police arrest the suspect* 4. *The police charge the criminal* 5. *The criminal is released on bail* 6. *The criminal goes to court* 7. *The trial starts* 8. *The jury listens to the evidence* 9. *The jury reaches a verdict* 10. *The jury finds the suspect guilty* 11. *The judge passes sentence* 12. *The criminal goes to prison* 13. *The convict is released on parole*

### **Activity 2**

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students do the activity individually before checking in pairs.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback. **Answers:** **Column 1 (Oo) Finish, Teacher, Jury, Verdict, Prison, Suspect(n), Convict(n), Guilty, Justice. Column 2 (oO) Begin, Correct, Police, Arrest, Commit, Parole, Suspect(vb), Release, Convict(vb)**

### **Activity 3**

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

### **Activity 4**

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If your students don't have access to computers in the classroom, set this for homework.

#### **Answers:**

1. **The Bow Street Runners were a group of men employed in the 18<sup>th</sup> century in London to catch criminals.**
2. **1829.**
3. **They are sometimes called Bobbies because Bobby is a diminutive of Robert (after Sir Robert Peel, who founded the London Metropolitan Police Force).**
4. **See below.**

### **Quick Quiz**

Read the clues below and write the solutions on a piece of paper. Then take the first letter of each answer and rearrange them to find a word connected with this month's Talking Point subject: 'Crime.'

1. The police evolved from an organised, uniformed group of men who were employed in mid 18<sup>th</sup> century in London, England, to .....CATCH.....criminals.
2. In 1829 a politician called Sir Robert Peel .....TOOK.....over control of the 'Runners' and formed the London Metropolitan Police Force.
3. Soon after 1829 Sir Robert's Metropolitan Police Force was copied by nearly all the ...IMPORTANT.....cities in the United Kingdom.
4. Policing Britain also involves investigating crimes, both large and small, keeping the peace, controlling riots and civil unrest, directing lost tourists, dealing with domestic .....VIOLENCE....
5. Apart from arresting criminals, the police in Britain also arrange for stolen .....ITEMS.....to be returned to their owners.

6. Living in a Police State .....MEANS.... that your freedom is limited.

**Answers:**

**VICTIM (V for Violence [5], I for Important [3], C for Catch [1], T for Took [2], I for Items [5], M for Means [6]).**

**Activity 5**

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. What did most students feel about the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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