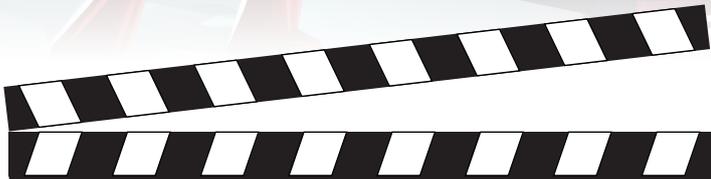


Film and TV

TV / Crime series

Teacher's notes



Age: Teenager/Young adults

Level: Upper intermediate (B2)

Time: 90 minutes + 30 minutes for optional role-play

Activity: In this lesson, students will:

1. practise speaking about crime and the legal system;
2. improve listening comprehension of real-life English from TV series;
3. utilise new language from this lesson in order to participate in an imaginary legal trial.

Language focus: speaking, listening, vocabulary

Materials: one copy of the worksheet per student, a PC or projector, an internet connection in the classroom, the optional role-play activity will require you to cut up the role cards at the end of the student worksheet

Notes:

1. **WARNING:** This lesson refers to two online videos taken from TV series related to crime. While these videos don't contain explicit material, both videos refer (briefly) to murder. You should watch the videos before the lesson to judge whether they are appropriate for the particular group of students.
2. This lesson contains exercises which focus on listening, speaking, reading and vocabulary. If you wish to maximise class time for listening and speaking, you could ask students to complete the reading and vocabulary exercises as preparatory homework before the lesson. It would then only be necessary to quickly correct these parts in class. The exercises which could be done as preparatory homework are marked with a symbol.

1. Speak (10 minutes)

Aims: to introduce the topic of the lesson (crime and its representation on TV), to provide spoken practice, to identify target language related to crime which students might already know

Procedure: Put students in pairs. Ask them to briefly discuss the questions. Monitor their responses. If there are students who are not interested in Crime TV series, encourage them to explain why. At the end of the activity give some feedback, drawing attention to good language which students used. Focus particularly on language that was used which will be useful for the lesson (types of crimes, words related to the legal system, etc).

2. Listen, speak and vocabulary (15 minutes)

Aims: to refresh and expand vocabulary related to crime, to discuss/negotiate appropriate punishments for certain crimes

Procedure: Students remain in pairs. Ask them to read about the seven crimes and help each other to understand. Tell them that they should understand difficult words from the context (so they probably don't need a dictionary). Draw their attention to the five types of punishments and explain that they need to match each crime to a punishment. There are no definite answers: the task is to try to agree as a pair. Perhaps discuss the first crime with the whole class as an example (e.g. 'Steve is only 17 years old and a bicycle isn't a very valuable object. On the other hand, this is his second offence. We could imagine that the police will give him a second caution. What do you think?'). The students then do this for each crime. Monitor their discussions to ensure that they have understood all seven crimes correctly. After a few minutes, elicit suggestions of the appropriate punishment for each crime. There are no absolute answers, but you could mention the following guidelines related to crimes in the UK:

Warnings (also called Police Cautions)	vandalism, minor assault, minor antisocial behaviour, minor theft, etc
Fines	speeding, parking illegally, shoplifting, minor bribery, possession of cannabis, minor tax evasion, etc
Community service	serious damage to property, assault, benefits fraud, etc



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Prison sentence	repeat offences (theft, bribery, etc), assault with a weapon, kidnapping, theft from a person who trusts you, selling of Class-A drugs, large-scale tax evasion, some types of murder, etc
Life sentence	repeat murder offence(s), murder linked to terrorism, murder of police officer, etc

Give students a few minutes to discuss 2b and agree on definitions/examples. Monitor and help weaker groups. In the end, elicit correct definitions for any words which may have caused confusion.

3. Listen and speak (20 minutes)

Aims: to provide listening practice of understanding a TV show, to provide spoken practice of language related to crime and detective series.

Procedure: Play the video. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers in pairs. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Give feedback.

Key:

- a. He's gone missing or he's "just late".
- b. He can "keep his ear to the ground" and if he hears anything he'll let them know.
- c. He needs her to get out of the flat and "keep her head down for a while".
- d. Students' own speculative answers.

4. Read and vocabulary (20 minutes)

Aims: to understand the gist of a text describing the legal system, to expand vocabulary related to the legal system

Procedure: Ask students to read the text individually. Tell them not to worry if they don't understand all the vocabulary at this point, as they just need to get a general idea. Monitor as they read, and help weaker students. Put students in pairs. Give them a time limit of about eight minutes to complete the crossword. Again, monitor and help weaker pairs. Elicit the correct answers. Focus on the pronunciation of difficult words (e.g. adjourn, perpetrator).

Key:

Across – 3. jail, 6. witness, 7. judge, 8. court, 11. incriminate, 12. shoplifting, 13. perpetrator

Down – 1. mistrial, 2. adjourn, 4. lawyer, 5. victim, 9. trial, 10. defendant

5. Listen and speak (20 minutes)

Aims: to provide further listening practice of understanding a TV show, to provide spoken practice of language from previous activities related to crime and the legal system

Procedure: Play the video. Ask students in pairs to briefly compare answers to the four questions. Play it again and let students decide their final answers in pairs. Elicit the answers. Ask students to briefly discuss the final questions in pairs. Give feedback, focusing especially on language related to court and the legal system.

Key:

- a. She thinks that if she answers, she could be incriminated.
- b. He thinks she doesn't want to answer because she was involved in a murder.
- c. She says that she will tell the authorities that this is a mistrial.
- d. He decides to adjourn the trial until the following day.

6. Role-play (30 minutes)

Aims: to incorporate language from earlier tasks related to crime and the legal system, to practise asking and answering questions in an imaginary formal setting (a trial), to negotiate about information which has been presented and try to reach a consensus

Procedure: Tell students that they are going to do a role-play of a trial. Read the information about the trial aloud to the class. If possible, put the text on the board so that students can re-read it during the trial if they need a reminder. Decide a role for each student. Pick stronger students for the roles of defendant (Scarlett) and victim (Ray). If you have an all-male or all-female class, any of the roles could be adapted for either gender (by changing the name, changing 'father' to 'mother', etc).

Ideas for smaller classes:

- You could only have one defence lawyer and one prosecuting lawyer. In fact, you could leave out all lawyers and just get the judge to question each person.

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- You could leave out the judge and jury and simply ask the students to decide which side argued their case better.
- You could leave out a witness or two.

Give each student his/her role card. Give them five minutes to read and prepare their roles as outlined in Step 3. Within these groups, allow students to help each other to understand their role cards. Tell them not yet to reveal information from their cards to students from different groups. Follow the instructions in Steps 4 and 5. If you hear good language from particular students as the 'trial' proceeds, write it on the board so that other students can also use it. Also help students who get stuck by suggesting words or eliciting language from classmates. Provide feedback at the end of the activity.