



**I FIND YOU
GUILTY!!**

CRIMES!

Do you know what happened yesterday in the street? Have you heard about the shoplifter in Carrer Major? Or the bank robbery in la Bordeta?

What do you know about crimes? Have you ever witnessed a crime?

A crime is an act committed which constitutes an offence and is punished by law. We can find crime actions everywhere, even in our city of Lleida. For this reason, the council is going to start a campaign in order to prevent and make people aware of the bad actions committed in Lleida. They have asked some schools to analyze different crimes and elaborate mystery games to warn younger students about the dangers.

At the end of the unit, you will know a lot of new concepts and you will play and design your own mystery game. A mystery game you will be responsible to show and present to other students.

NAME:

UNIT CONTENTS

- Vocabulary: crimes around the world, criminals, punishments, ... **quantifiers, determiners.**
- Revising present tenses, past tense, past progressive tense, **past perfect tense** (introduction).
- Reading about different crimes and criminals, accidents, and murderers around the world and from our city of Lleida.
- Listening to dialogues between detectives or policemen.
- Writing a crime report, translation of a crime report, crime story
- Writing a mystery game.

WARM UP & VOCABULARY: crimes and punishments

1. Read the following questions and answer the first column with your name. Then, you have to go around the class asking for someone who has done or knows the stated actions.

Classroom Activities

QUESTIONS	YOURSELF	Name_____	Name_____	Name_____
Have you ever seen a shoplifter stealing anything in Carrer Major?				
Have you ever been a witness of a thief in your city?				
Do you know any important hijacking ? Which?				
Do you know about any murder in Lleida? Which?				
Have you ever committed vandalism ? What?				
Have you ever stolen anything from your friends? What?				
What is the most terrific crime that you remember?				

2. Debate. Answer the following questions in pairs.

- Do you think that the city of Lleida is safe? Why?
- Which crimes do you think are more common in your city? Why?

VOCABULARY: crimes and punishments

3. Here we have some headlines related with crimes. Match the news headlines with the different types of crime. Then, match it with its criminal.

Computer virus destroys government files

BOEING 747 CHANGES ROUTE AND LANDS IN EGYPT

POLICE QUESTION WOMAN ABOUT MISSING DIAMONDS

NEIGHBOURS COMPLAIN ABOUT GRAFFITI IN SHOPPING CENTRE

Shoplifting	armed robbery	vandalism	hacking
Hijacking	theft	murder	

Thief	hijacker	armed robber	hacker	murderer
	Shoplifter	vandal		

*Which crimes do you think are missing? (bribery and corruption, etc...)

*Give an example of each of them:

DETERMINERS

Take a look at the questions you asked your classmates. Underline all words that contain: **any/some**

Do you remember their meaning? How do we use them?

LIST THE ONES YOU REMEMBER AND WRITE A SENTENCE FOR EACH OF THEM IN YOUR NOTEBOOK.

4. Complete the chart with the vocabulary you have learned. If not, try to look it up in the dictionary for the family Word.

<u>person</u>	<u>noun</u>	<u>verb</u>
thi__		
rob__		
	mur_____	
		mug_____
	frau__	
		burg_____
rap__		
	mansl_____	kill
kid_____		
sm _____		
	hi _____	

3. Prepare the questions and give your opinion.

I think the most serious crime is because.....

I think the least serious crime is because.....

In my opinion, should go to prison because.....

I don't think thatshould go to prison because

PART 1: LET'S ANALYSE OUR WORLD

READING comprehension activities

4. We talk about it!

- Which crimes do you know which were committed around the world? Give examples:
- Why do you think they happened? What are the reasons?
- Which worldwide crimes did affect you the most? Why

2. In pairs, try to translate the following words. How many do you know? ___/ 10

Warn	Insurgents	Gunpoint	Hideout	Banded
Raped	Neighbouring	Take off	Spearheaded	Concerned

3. Read the text about the kidnapping of the Nigerian girls by the group Boko Haram, and answer the following questions individually.

Nigeria's mass kidnapping

What happened?

On that night, residents in Chibok received phone calls warning them of an imminent attack from Boko Haram, the Islamist militant group. Residents in neighboring villages had seen convoys with heavily armed insurgents heading towards the town, where a government school had specially opened for students to take final exams. When the militants arrived in the town, around 15 soldiers stationed in Chibok desperately stopped them for almost an hour. But the soldiers were outnumbered and outgunned and no reinforcements arrived. By the time the assault ended almost five hours later, at least 300 schoolgirls had been taken away at gunpoint. Around 50 escaped by jumping off the back of trucks that headed deep into the vast Sambisa forest, a known hideout of militant training camps. Desperate parents banded together with local youths, armed themselves with homemade weapons and rode motorbikes into the forest.

What has happened to the girls?

Shekau, a Boko haram member, said in a video released on Monday that he planned to sell the girls as "slaves". At least two of the girls have died from snakebites, according to two intermediaries in talks with the groups. Human rights groups have documented cases of girls who have escaped being raped and forced to cook and clean the militants' camps. Locals have also reported sightings of large groups of girls in neighboring.

How important was BRINGBACKOURGILRS?

The #BringBackOurGirls hashtag took off on Twitter more than a week after the girls were taken, spearheaded by a former federal education minister, Oby Ezekesili, and other Nigerians with large

followings on Twitter. It has since attracted the attention of the world's media, and serves as a rallying cry for concerned observers.

- How do you feel when you read about this new? _____

-Why couldn't the village's soldiers fought against the militants? _____

-What did the parents of the girls do? _____

-What were the girls forced to do when they were kidnapped? _____

-Why do you think the Boko Haram did this action? _____

-Do you remember this story? Do you happen to know about any other like this one? _____

-Write 2 adjectives that can describe how you feel after reading this text: _____

LISTENING

5. Imagine that two men entered in your school and they started shooting on the sky and asked all the students to leave the building and go to the playground. What do you think would be your reaction? Would you say something? Would you try to escape? Do you think it is possible to happen in our society? Why?

5A. Watch the following video and try to answer these questions.

<https://www.youtube.com/watch?v=6ClhP9QufeM> first 1,50 minutes:

-How many people did die in the shooting?

-What kind of school is this?

-How old was the gunman?

-How many guns were found in the school?

-Is there another man helping the gunman?

-When and where did the other shooting happen?

-Is it compulsory in the UK to have guns? What do you think?

5B. From what you have seen, try to complete the following chart of a crime suspect. Imagine that you are the police officer and you have just got to the crime place. You have to ask all this information. Work in pairs.

When did the crime happen?	
Where did it happen?	
What did it happen? Describe the situation	
How did it happen? Describe the situation	
Who is the suspect? Describe him	

VOCABULARY: IDIOMS

6. There exists a lot of CRIME IDIOMS. Do you know any?

We have included a list of crime idioms in the exercise. Try to look the meaning up in the dictionary and match the idiom with their definition.



GRAMMAR TIP:
<http://www.ego4u.com/en/cram->

TIP: If you want to know the meaning of an idiom, you have to look up the NOUN/ADJECTIVE/VERB that you have in the sentence.

1. To do something by the book		a. A skilful thief who breaks into places without disturbing people or setting off alarms.
2. To cook the books/accounts		b. To accept the consequences of doing something wrong.
3. To face the music		c. If you do something illegal, you will probably be caught and punished
4. To do something under the table		d. To be in prison.
5. To get away with murder		e. To keep inaccurate accounts for a business, usually in order to pay less tax.
6. A partner in crime		f. To do something secretly, usually because it's illegal or unethical.
7. To be behind bars		g. To be in prison
8. A cat burglar		h. Not to be punished for bad behaviour.
9. To serve time		i. To do something strictly according to the rules or the official procedures.
10. Crime doesn't pay		j. A person who helps you to make a secret plan to do something wrong or dishonest.

2. Fill in the sentences with appropriate idioms:

1. My lawyer is a very accurate specialist, he does everything
2. Police arrests are being given maximum publicity as a reminder that
3. After the criminal, he was released.

4. One of the directors had been and the firm had been losing money for years.
5. Charles Peace is commonly cited as one of the most prolific in history, he broke into thousands of houses during his lifetime.
6. After drinking alcohol all night, the next morning I had to I had a bad hangover.
7. Murderers have to be put for the rest of their lives.
8. A lot of these people work 80-hour weeks with all or half of their salaries paid
9. That guy always—just because he's cute.
10. Ex-judge's has been sentenced to 33 months in prison.

GRAMMAR NOTES ON THE PAST PERFECT

6.- MR Bean and the PAST PERFECT

(<http://www.youtube.com/watch?v=OoI57NeMwCc>)

*Try to combine the pairs or groups of sentences below into **one true sentence** about the short film you are going to see. To do so you will need to guess which thing happened first or if they happened at the same time, and so **maybe** change some tenses, change the punctuation and add words such as adverbs. **You cannot change the order of the sentences** (so that you have to use more complex grammar to make the sentences correct). The sentences are in the same order as the film.*

They couldn't open the ambulance doors. Mr Bean parked behind it.

The girl **queued**. Mr Bean threw her doll.

The men started fighting. Mr Bean **pinched** one of the men's **bottoms**.

Mr Bean took a number ticket. He sat down.

The old man walked towards the chair. Mr Bean ran around the table and sat down.

Everyone saw Mr Bean's hand in the **teapot**. They laughed.

Mr Bean tried to steal his ticket. The old man woke up.

Mr Bean **turned** the number display **over**. The **receptionist** talked on the phone.

The number 25 came up. He took the ticket with number 52 on it.

Mr Bean slept. His number was called. He dropped his ticket on the floor.

Mr Bean **threw** his ticket **away**. He got his hand stuck in the **bin**. He took a ticket with his teeth.