

**LISTENING CORNER****LISTENING 1. Law and order in UK.** <https://www.youtube.com/watch?NR=1&feature=endscreen&v=aE3gMN97TKw>

1a. **Vocabulary.** Listen to the recording. Write a minimum of 10 words related with **CRIMES** that you can hear.

**1b. Listen and answer the following questions.**

1. What are the features of British police and prosecutors? (List at least 3)

I

II

III

2. How do they address British judges in the court?

3. What peculiar thing do British judges wear?

4. What do the British drink most willingly?

5. What kind of diet do they have?

6. What is the expression in a court for “not having more questions”?

**1c. Answer now these questions according to your level of understanding and personal opinions.**

*Was the exercise easy or difficult? Why?*

*Do you think judges are fair with the criminals?*

*Is it a difficult or easy job? What do you think about judges in your country?*

**LISTENING 2. The murder of Lord Smithe.** [http://en.ver-taal.com/com\\_20120915\\_murderoflordsmithe.htm](http://en.ver-taal.com/com_20120915_murderoflordsmithe.htm)

**2a. Watch the video and answer the questions online, then, write down the answer for these two general questions.**

Who is the murderer? \_\_\_\_\_

What is the strange thing about the video?

*Which has been your score in the online activity?* \_\_\_\_\_

**LISTENING 3. Murder mystery.**

**3a.- Look at these words in a dictionary if you don't know their meaning. Write it next to them.**

Fake:

Set something alight:

Fled:

To convict:

Hanged:

inherit:

take place:

extract:

Shortly after:

**3b.- Now, listen to the audio and then, complete the missing parts of the story in your notebook.**

In \_\_\_\_\_ (1), Alfred Rouse **faked** his \_\_\_\_\_ (2). He **hit a man over the head** and put him in a car, which he then **set alight**, in Hardingstone, a small town in Northamptonshire, UK.

Rouse then **fled** to Wales, but his crime was discovered, and he was **convicted** of \_\_\_\_\_ /

(3) and **hanged**.

But, if Rouse did not die in the burning car, who was \_\_\_\_\_ (4) ? DNA tests are being carried out in the hope of answering this question.

Paul Davies, \_\_\_\_\_ (5) , from South Wales, believes his "missing" great grandfather could be the \_\_\_\_\_ (6).

Mr Davies said his great grandfather, James Brick, \_\_\_\_\_ (7) Rouse's girlfriend.

Mr Brick had \_\_\_\_\_ (8) , but he left his family and \_\_\_\_\_ (9) **shortly after** he \_\_\_\_\_ (10) some money.

Rouse was having money problems at the time of the crime. "If Rouse had come across James Brick and learned he had money, it could have been an **incentive** \_\_\_\_\_ (11)," says Mr Davies.

Also, like Rouse, Mr Brick \_\_\_\_\_ (12). This could have been another reason for Rouse \_\_\_\_\_ (13) him as a victim.

Who really died in Alfred Rouse's car? Was it James Brick? Perhaps these questions will be answered soon.

Scientists at Northumbria University \_\_\_\_\_ (14) DNA from the victim of the murder. It is just possible that they might be able to identify the body, \_\_\_\_\_ (14) years after the murder \_\_\_\_\_ (15).

**LISTENING4. DEATH PENALTY.** <http://www.ello.org/english/Mixer001/T007-DeathPenalty.html>  
**Listen to the different recordings. What do they think about the Death penalty? Match the speakers (1-6) with the sentences that fit best with the speaks (A-F)**

SPEAKER 1	A. Terrorist or rapist deserve the death penalty
SPEAKER 2	B. He/she does not believe in death penalty
SPEAKER 3	C. It is difficult to say if the criminal committed the crime.
SPEAKER 4	D. I don't believe in it. However, I feel sometimes pushed to kill the criminals.
SPEAKER 5	E. It is better to face society and feel shame
SPEAKER 6	F. If I were a criminal, I would not do a crime if I knew I would die.