

Crime issues

- Interview two students using the questions below and make notes of their answers.

	<i>Student 1</i>	<i>Student 2</i>
<i>Who is your favourite crime writer? Why?</i>		
<i>What is your favourite crime action movie? Why?</i>		
<i>Do you believe that house and car alarms act as a deterrent to thieves?</i>		
<i>What is your view on speed cameras on the roads?</i>		
<i>Do you think that virus protection on computers can protect us from computer hackers?</i>		
<i>What things do you think that criminals should do in jail to help rehabilitate them?</i>		
<i>How do you think lawyers manage to defend people they know are probably guilty in court?</i>		

- In pairs take turns to report back the answers from Ex. 1. How different are the responses you both got?

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TEACHER'S NOTES:

Aim: to practise and consolidate key vocabulary; crime. This warmer is designed to be used in conjunction with unit 9.

Time: 40 minutes

Materials: photocopies of the worksheet for each student

- 1 Students use this discussion activity as a means to discuss different aspects of crime more freely and as expressively as they can. Check that all students understand all the questions and then ask students to go and find two other students to interview. The questions are loosely connected to some of the headlines in the lead-in. Monitor the activity at all times to make sure that students are able to express themselves fully.
- 2 Group students into pairs and ask them to compare their answers. Get feedback from the class.