

Crime Conversation

- A:** How safe do you feel your neighborhood is?
B: Well, it's pretty safe. Some of the neighbors are a little loud on weekends but nothing too bad.
A: That's good. We had a break-in in my building last week.
B: Oh no. What happened?
A: I'm not sure but someone broke in to the apartment upstairs from me.
B: The same thing happened to me when I lived in the city.
A: Someone robbed you?
B: Someone robbed my neighbor. Well, they tried to rob my neighbor. He was home at the time.
A: Wow. What happened?
B: If I remember correctly, the guy smashed a window and got into the kitchen. My neighbor heard the noise and shouted something and the thief got spooked and ran off.
A: Your neighbor was lucky. Did they ever arrest the guy?
B: I'm not sure but I doubt it.



Matching

rob	to tell the police about a crime
break in	to take something <i>by force</i> with no plan to return it
shoplift	to force a way into a house, car, or computer system
report	to take something from a shop while pretending to be a customer
steal	to hold a person and stop them from leaving
arrest	to take something with no plan to return it



- A:** How was work?
B: Not great. I found a kid trying to shoplift this afternoon.
A: A kid? That's terrible.
B: Yeah. Actually, I feel really bad about it.
A: Why?
B: Well, she was really young, only ten or eleven. I found her trying to steal a loaf of bread and some soda.
A: Did you call the police?
B: No. I caught her and, at first, I was really angry but she started crying.
A: Because you yelled at her?
B: No. I didn't yell at her. I think she felt sorry. I just tried to talk to her. It turned out she was really hungry but her mom was working.
A: That's awful. So, what did you do?
B: I let her go. She needed help, not the police.

Crime Conversation

- A:** Is your neighborhood safe?
B: Yeah. My neighbors are a little loud sometimes. But they're nice.
A: That's good. Last week, there was a break-in in my building.
B: Oh no. What happened?
A: Someone broke into the upstairs apartment.
B: A few years ago, someone robbed my neighbor too but he was at home.
A: Wow. What happened?
B: The guy broke a window and got into the kitchen. My neighbor yelled and the thief ran off.
A: That was lucky. Did the police arrest the guy?
B: I'm don't think so.



Matching

rob	tell the police about a crime
break in	take something <i>by force</i> with no plan to return it
shoplift	enter a house, car, or computer system by force
report	take something from a shop and pretend to be a customer
steal	take someone to jail
arrest	take something with no plan to return it



- A:** How was work?
B: I had a bad day. This afternoon, I caught a kid shoplifting.
A: That's terrible.
B: Yeah. I feel really bad.
A: Why?
B: Well, she was only ten or eleven years old. She was trying to steal a loaf of bread and a soda.
A: Did you call the police?
B: No. I just talked to her. She said her mom was working and she was really hungry.
A: That's awful. So, what did you do?
B: I let her go. I just felt bad for her. She looked so skinny.

General Lesson Plan

Topical warm-up conversation

Give students a topic: Talk about crime.

Variation

Have students brainstorm crime-related questions to discuss. Correct their grammar and style where needed

Potential Questions

- *Why do (you think most) people commit crimes?*
- *Do you think the police are fair to everyone?*
- *How safe is your neighborhood?*
- *What do you think about corporal punishment?*
- *How should the courts and police deal with repeat offenders?*
- *Do you enjoy movies or TV shows about crime or the police?*
- *Should children be punished the same as adults for serious crimes?*
- *Is there ever a time when committing a crime is okay?*
- *Does the death penalty help prevent crime?*
- *Do you think the police are honest?*

5 min

Needs analysis / Feedback

Teacher notes down key patterns / phrases from the students' speaking and gives brief error correction, drill, or pattern reinforcement

Vocabulary

Have students match the key vocabulary on the left with their meanings on the right. If time allows, have them make up their own example sentences using nouns and verbs.

5 - 10 min

Listening

Listen to the conversation. Students write down or report what they heard and share with one another.

5 - 10 min

Reading

Check the meaning of the conversation. It's not important to understand the whole thing. Make sure students understand the key phrases listed below the discussion.

5 - 10 min

Practice

Have students practice handling the issues encountered using the coping strategies outlined in the worksheet.

5 - 10 min

Helpful hint:

The topic of crime can range from fun and entertaining detective stories to very serious social issues. Take care wading into sensitive topics. I tend to direct the conversation more along the lines of a movie or drama that reflects the language we want to talk about. If you feel your students want something deeper, put the discussion in their hands.