Dumb Criminals

What crimes do you think these people have committed?
`THIEF CLEANER’ PLEADS FOR JOB BACK

Stacy Truman, 35, a cleaner at a bank in Manchester, England was sentenced to ten months for the theft of £40,000.

Stacy explained how she found the safe open one morning and in what she described as a ‘moment of madness’ had taken the money and flown to Paris. Stacy had already started her new life when she was caught four days later and arrested on the spot.

Stacy promised to pay back the money she had already spent and apologised for her stupidity.

In court, Stacy pleaded for her job back, stating her imprisonment would be a great loss to the bank.

DRUG DEALER OWNS UP TO POLICE

A 19-year-old man was recently arrested after alerting police to the fact that a thief had stolen his safe containing a large amount of marijuana and drug money from his Brooklyn residence during a home burglary.

The man explained to police, ‘When I arrived home, I noticed someone had broken in to my safe and taken all my marijuana and earnings.’

The self-confessing drug-dealer was arrested in his New York apartment soon after stating ‘I’m not guilty! I don’t smuggle drugs….I just sell them.’
HOMELESS MAN ARRESTED FOR FRAUD

John Bannon, bar manager in the High Bar in London’s West End only noticed someone had pick-pocketed his wallet when his credit card was handed to him by a customer.

‘I noticed a homeless man approaching the bar. Witnesses had seen him in the bar the day before but didn’t take much notice. Then he ordered a round of drinks and pulled out my credit card to pay for them. When I called 911, he was sitting down in the bar and was enjoying his drink, oblivious that he had committed a crime.’

When the police came, he had just finished his pint and was about to order another one.

HILFIGER CRIMINALS SHOPLIFT IN STYLE

Monica Lake, 39, and her step-sister Bethany 35, were arrested for shoplifting from a Tommy Hilfiger store in Florida, dressed head-to-toe in the store’s brand.

‘They strolled out of the store wearing all our most popular items,’ Store assistant Paul said. ‘They had spent an hour trying on different styles before they just walked out.’

Police stated that they had got to know these two women quite well for shoplifting before this incident.

‘I had never met such fashionable criminals until I met these two women.’

The Hilfiger criminals will be sentenced to one year of community service and have been banned from entering top brand stores.
Article Questions

‘THIEF CLEANER’ PLEADS FOR JOB BACK
1. She was arrested ‘On the Spot’ – what does that mean?
2. She pleaded for her job back – Can you explain ‘pleaded’ to your group?
3. ‘She was sentenced to ten months’ – can you explain this?

DRUG DEALER OWNS UP TO POLICE
1. ‘I’m not guilty’ – what’s the opposite of ‘guilty’?
2. ‘I don’t smuggle drugs.’ – What’s the meaning of ‘smuggle’?
3. What’s the difference between a ‘burglary’ and a ‘robbery’?

HOMELESS MAN ARRESTED FOR FRAUD
1. What’s a ‘witness’?
2. ‘How many drinks are in ‘a round of drinks’?
3. What’s the meaning of ‘oblivious’?

HILFIGER CRIMINALS SHOPLIFT IN STYLE
1. What does ‘to stroll’ mean?
2. ‘What does ‘to be banned’ mean?
3. ‘To get to know’ – can you explain this phrase to your group?
Let's have a discussion!

1. Can you list five more crimes?
2. Have you ever committed a **petty crime**?
3. Have you ever been a **victim** of **fraud**?
4. Have you ever **witnessed** a crime?
5. Would you call the police if you saw someone **shoplifting**?

**Story Cards**

**Scenario 1**

Parents arrive home from holiday and realize they shouldn’t have left their teenage son at home alone for the week.

When they arrived home, they saw that:

**e.g** – Someone had stolen the car.

1. 
2. 
3. 

**Scenario 2**

A teacher left his students alone in the classroom and when he returned he realised it had been a terrible idea.

When he got back to the classroom, he saw that:

**e.g** – The students had smashed the windows

1. 
2. 
3. 

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Teachers Notes:

<table>
<thead>
<tr>
<th>Level:</th>
<th>B2 – Upper Intermediate</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Dumb Criminals</td>
</tr>
<tr>
<td>Author:</td>
<td>Aoife McLoughlin</td>
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<tr>
<td>Lesson Aim:</td>
<td>To introduce learners to vocabulary related to crime in the context of short newspaper articles. To familiarize learners with the usage of the Past Perfect tense in context To give learners the opportunity to use the past perfect in their own sentences</td>
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<td>CEFR Student Learning Outcomes:</td>
<td>Listening: I can understand standard spoken language Reading: I can understand specialised articles outside my own field Spoken Interaction: I can keep up a discussion and express my ideas and opinions clearly, precisely and convincingly.</td>
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<td>Lexical Aim:</td>
<td>Learners will meet lexical items such as: witness, jury, court, sentenced, fraud, to commit a crime, to own up to, to plead, to smuggle, to be oblivious, to be put ‘on the spot’, to be banned, to get to know.</td>
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<td>Interaction Patterns:</td>
<td>Pair work Group work</td>
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<td>Preparation:</td>
<td>Post on whiteboard / project the four images of criminals at start of lesson Cut out articles for small groups of students cut out article questions cut out story cards</td>
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<td>Task Time:</td>
<td>90 minutes</td>
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Lesson:
Post on the classroom rooms or project the four images of the criminals on the whiteboard. Give students five minutes to discuss *what crimes they think these criminals have committed*. Get feedback. Encourage students to use their imaginations.

Now write the *four headlines of the articles* on the board and get students to match the headlines to the images. Now ask students to again, with their partners, discuss in more detail what they think the articles are about.

Reading:
Arrange students into four small groups. Give each group a copy of one of the articles to read and relay the story back to each other afterwards. Each group answers the following question: *Was he/she a smart criminal?*

Vocabulary:
Now, instruct learners to underline three words or phrases in the article that they don’t understand and which they would like the other students in the group to explain to them. Give learners time to work on this activity together as you monitor and note errors.

If you have a group/s that finish early, hand out the *article questions* based on their article to give them some guidance in their discussion.

Jigsaw reading:
Arrange students into new groups by giving them a letter (A, B, C and D) and having all the As working together, all the Bs etc... in new groups in order to explain their article to each other.

Now in the same groups, hand out the ‘Let’s have a Discussion’ sheet and encourage students to chat about the questions in as much detail as possible, as you monitor and error correct.

Focus on Past Perfect:
In pairs, students underline sample sentences from the text of the past perfect. Write one sentence from each group on the whiteboard. Now, give students 5 minutes to discuss

1) *grammar rule*
2) *which action happened first*
3) *when the past perfect is used*

*Story cards* – each group takes a card and together write three *past perfect actions* based on the scenario given.