

Activity Type

Writing, listening and speaking activity, group work

Focus

Crime, law and punishment vocabulary

Narrative tenses

Making suggestions

Making presentations

Aim

To invent a theft, and present the evidence and suspects to a jury, who try to identify the perpetrator of the crime.

Preparation

Make one copy of the two-page worksheet for each group of three or four.

Level

Intermediate (B1)

Time

45 minutes

Introduction

In this creative crime, law and punishment role-play activity, students invent a theft, and present the evidence and suspects to a jury, who try to identify the perpetrator of the crime.

Procedure

Divide the class into an even number of groups of three or four and give each group a copy of the two-page worksheet.

On the first page of the worksheet, each group invents a theft and writes down the facts about the crime.

First, the groups write what was stolen and where it was stolen from. Next, they create three suspects, one is guilty of the crime and the other two are innocent.

For each character, the students explain the suspect's means, motive, and opportunity for committing the crime.

For the innocent characters, the students also explain why they are innocent, even though it might appear that they committed the crime.

On the second page, the groups provide evidence, which they present to another group acting as a jury, including what was stolen from where, information about the characters, and additional clues.

The groups should randomly write the thief's information in the first, second, or third column. In order to make it an interesting challenge for the jury, they should make the innocent characters seem guilty, except for two small facts.

Once all the groups have finished inventing and writing the information about their crimes and suspects, pair up the groups.

The groups then take it in turns to explain their crime to the other group, who acts as a jury. They may show the evidence (the second page) to the other group, but not the true story (the first page).

The jury listens and decides who is most likely to be guilty. They should ask questions and discuss with each other before making a final decision. Once the jury has guessed, students reveal the correct answer and show the true story to the other group.

Note: This resource can be edited using a PDF editor.

The Real Story: Do not show this to the jury until they have made a guess.

A. Something has been stolen! Decide what was stolen and from where.

What was stolen: Where it was stolen from:

B. Now, invent a character who committed the crime by answering the questions.

What is the guilty person's name?

What was their motive? In other words, **why** did they commit the crime?

.....

What was their means? That is, **how** did they commit the crime?

.....

What was their opportunity? In other words, **when** did they steal the item?

.....

C. Next, invent two more characters who could have stolen the item, but are actually innocent. Answer the questions for each character.

What is the innocent person's name?

.....

Why might they have stolen the item?

.....

.....

How could they have committed the crime?

.....

.....

When could they have committed the crime?

.....

.....

Why are they actually innocent?

.....

.....

.....

.....

What is the innocent person's name?

.....

Why might they have stolen the item?

.....

.....

How could they have committed the crime?

.....

.....

When could they have committed the crime?

.....

.....

Why are they actually innocent?

.....

.....

.....

.....

Evidence: You may show this page to the jury.

D. Write information about the theft for the jury.

What was stolen: Where it was stolen from:

E. Now, give evidence about the three suspects who could have committed the crime. Randomly write the guilty character's information in one of the columns. For each character, write their name, job, daily routine, means, motive, and opportunity. For the innocent characters, try to make them sound guilty, except for one small fact.

Name:	Name:	Name:
Job:	Job:	Job:
Daily routine:	Daily routine:	Daily routine:
.....
.....
.....
Means:	Means:	Means:
.....
.....
Motive:	Motive:	Motive:
.....
.....
Opportunity:	Opportunity:	Opportunity:
.....
.....

F. Write two more clues about the theft to help the jury identify the thief.

The first clue is:

The second clue is:

G. Finally, explain the information on this page to the jury, who discuss the case and ask questions. The jury then guesses the identity of the thief. Once they have guessed, reveal the truth on the previous page.