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|--|--|---|---|
| <b>burglar</b>   | <b>drink-driving</b>   | <b>identity fraud</b>   | <b>internet piracy</b>  |
| <b>shoplifting</b>   | <b>mugging</b>   | <b>drug trafficker</b>  | <b>vandalism</b>  |
| <b>life imprisonment</b>   | <b>community service</b>   | <b>fine</b>   | <b>prison sentence</b>  |
| someone who enters a building illegally in order to steal things           | driving after you have drunk too much alcohol  | the crime of stealing information about someone that makes it possible to use their bank account or credit card | the use of the internet to illegally copy content, such as songs or films                     |
| the crime of stealing things from a shop                                   | an attack on someone in a public place in order to steal their money, jewellery or other possessions | someone who buys and sells illegal substances   | the act of deliberately damaging or destroying things, especially public property             |
| a punishment in which someone is sent to prison for the rest of their life | work that someone does as a punishment, instead of going to prison                                   | an amount of money that you have to pay because you have broken the law   | a punishment given by a judge involving a period of time spent in a building you cannot leave |

## Activity

Pair work: matching/memory training

## Aim

To consolidate or revise vocabulary related to crime and punishment

## Vocabulary

Crime and punishment

## Preparation

Make a photocopy of the worksheet for each pair. Cut up the cards.

## Time

10–15 minutes

## Lesson link

Unit 10, page 146

## Teaching notes

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### Procedure

- › Organise the students into pairs. Explain that they are going to play a game that will help them remember vocabulary related to crime and punishment.
- › Give a set of cards to each pair. The students spread the cards out face up on their desks (or on the floor). Give them a few minutes to match the words or collocations to their definitions. Circulate and check if their matches are correct. Alternatively, the students could go around and check each other, resolving any differences along the way, before the teacher checks.
- › Now tell the students to shuffle the cards and place them all face down in rows. They take turns turning over two cards at a time. If a student finds a match, he or she keeps the cards. If not, the cards are put face down in the same place they were before. The student with the most cards at the end is the winner.
- › While the students are doing the activity, check their pronunciation of the words or collocations.

### Extension

In class, or at home, students can make their own cards to revise a different lexical area in *Ready for B2 First*.