

# Theme: Crime

<b>Title</b>	<b>Crime</b>
<b>Nation</b>	<b>SWEDEN</b>
<b>Subject</b>	<b>English</b>

The students work with crimes in different ways. They look up words, learn them, discuss crimes in groups and class, they watch a short film, write an interrogation and a letter, they look up facts on the Internet. They then present their letter written and gives an oral presentation of the chosen criminal or crime.

Aim: Working with this activity the students will learn how to find information on the Internet, they will listen to English and they will use written and spoken English. They will learn new words.

## LESSON PLANNING

<b>Step 1</b>	<p>The teacher introduces the project by showing the pupils a picture from the Internet of the Godfather. Who was he? What other different infamous historical criminals do they know of? (real or not). Names on Whiteboard/Smartboard. What crimes did they commit? Words on Whiteboard/Smartboard.</p> <p>A worksheet is handed out where the different aims and steps are accounted for. There is also a deadline presented for the written work as well as a date set for the oral presentation in class.</p>
<b>Step 2</b>	<p>The students work on their own or in pairs. They make a wordlist of 10-15 crimes in English and their Swedish equivalent, they work with google translate or a dictionary. In pairs they compare the words with each other, complete their own list with new words from the friend's list. They write definitions of each word in English. Example: when you break into other people's houses.....and learn the words at home for next time</p>
<b>Step 3</b>	<p>They take turns to describe the different crimes to each other in pairs and the friend is to find the correct word. Discussions in groups: What is the most serious crime among those you have found? Why? Each group tells the class of their opinions.</p>
<b>Step 4</b>	<p>On Youtube there are many short films called "Victor and Hugo Bunglers in crime". Let the students watch one of them and then answer the questions of the sheet below.</p>
<b>Step 5</b>	<p>Write (together with one or two friends) an interrogation between the police and Hugo and/or Victor. Perform it in the class.</p>
<b>Step 6</b>	<p>The students write a letter from a criminal to one of his/her victims or the other way round and hand it in to the teacher. The teacher corrects it and gives it back to the student. The students exchange letters with each other and then write an answer to the friend's letter and reads it out to him/her.</p>

<b>Step 7</b>	The students then look up facts on the Internet. They find out everything they can about a certain criminal or a certain crime and after that they start working on their oral presentation. They are instructed to use the past tense, pictures and not to read out their text in class. They are allowed to use key words, though. They give their oral presentations.
<b>Step 8</b>	The whole class listens to "The Ballad of Bonnie and Clyde" on YouTube and fill in the gaps on the handout. Let them correct the paper on their own (with the key). In the end the whole class sings the song together.

# WORK SHEET TO "VICTOR AND HUGO BUNGLERS IN CRIME"

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**On Youtube there are many short films called "Victor and Hugo Bunglers in crime". Watch one of them and answer the following questions as well as you can.**

Name or link to the film you saw: \_\_\_\_\_

a) What does Hugo look like? Describe his looks and his clothes

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b) And Victor? \_\_\_\_\_

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c) What is their car like? \_\_\_\_\_

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d) Which crime do they want to commit?

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e) Is anybody paying them to commit the crime? If yes, who?

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f) Write a summary of what happens!

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g) What goes wrong and why?

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## **The ballad of Bonnie and Clyde** Name: \_\_\_\_\_

Bonnie and Clyde were 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_

But I can tell you people They were the 4. \_\_\_\_\_

5. \_\_\_\_\_

Bonnie and Clyde began their 6. \_\_\_\_\_ doin'

One 6. \_\_\_\_\_ 7. \_\_\_\_\_ down Savannah way,

They 8. \_\_\_\_\_ a 9. \_\_\_\_\_, and high-tailed

outa that 10. \_\_\_\_\_

Got clean away in a 11. \_\_\_\_\_ car,

And waited till the heat 12. \_\_\_\_\_,

Bonnie and Clyde advanced their 13. \_\_\_\_\_

And made the 14. \_\_\_\_\_

Into the banking 15. \_\_\_\_\_.

"Reach for the 16. \_\_\_\_\_" sweet-talking Clyde would holler

As Bonnie 17. \_\_\_\_\_ dollars in the dewlap bag,

Now one 18. \_\_\_\_\_ man-he tried to take 'em alone

They left him Iyin' in 19. \_\_\_\_\_,

And 20. \_\_\_\_\_ about it all the way home.

Bonnie and Clyde got to be 21. \_\_\_\_\_ number one

Running and 22. \_\_\_\_\_ from ev'ry American lawman's gun.

They used to laugh about dyin',

But deep inside 'em they knew

That pretty soon they'd 23. \_\_\_\_\_

Beneath the 24. \_\_\_\_\_ together

25. \_\_\_\_\_ up daisies to welcome the sun

And the morning 26. \_\_\_\_\_.

Acting upon 27. \_\_\_\_\_ information

A fed'ral deputation laid a 28. \_\_\_\_\_.

When Bonnie and Clyde came 29. \_\_\_\_\_ in the sunshine

A half a dozen carbines opened up on them.

Bonnie and Clyde, they lived a lot 30. \_\_\_\_\_

And finally together they 31. \_\_\_\_\_

**FOLD THE PAPER HERE WHILE DOING THE EXERCISE. THEN UNFOLD IT AND  
CORRECT IT YOURSELF!**

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**KEY**

Bonnie and Clyde were pretty lookin' people  
But I can tell you people They were the devil's children,  
Bonnie and Clyde began their evil doin'  
One lazy afternoon down Savannah way,  
They robbed a store, and high-tailed outa that town  
Got clean away in a stolen car,  
And waited till the heat died down,  
Bonnie and Clyde advanced their reputation  
And made the graduation  
Into the banking business.  
"Reach for the sky" sweet-talking Clyde would holler  
As Bonnie loaded dollars in the dewlap bag,  
Now one brave man-he tried to take 'em alone  
They left him lyin' in a pool of blood,  
And laughed about it all the way home.  
Bonnie and Clyde got to be public enemy number one  
Running and hiding from ev'ry American lawman's gun.  
They used to laugh about dyin',  
But deep inside 'em they knew  
That pretty soon they'd be lyin'  
Beneath the ground together  
Pushing up daisies to welcome the sun  
And the morning dew.  
Acting upon reliable information  
A fed'ral deputation laid a deadly ambush.  
When Bonnie and Clyde came walking in the sunshine  
A half a dozen carbines opened up on them.  
Bonnie and Clyde, they lived a lot together  
And finally together they died.