

Living in English: *Law and Order*





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**A. GROUP DISCUSSION - Discuss the following questions about law and order with your group.**

(Definitions of the **highlighted** words appear below and on the following page.)

1. Do you think that there is a lot of **crime** in your city?
2. Do you always lock your doors and windows when you go out? Do you keep your doors locked when you are at home?
3. Have you ever been a **victim** of a crime?
4. Have you ever been a **witness** to a crime?
5. Have you ever served on a **jury**? Would you like to be on a jury? Why or why not?
6. Do you know how people are selected for jury duty in your country?
7. Have you ever received a speeding ticket? If so, how much was the **fine**?
8. Have you ever had any other **traffic violations**? If so, what were they?
9. Have you ever had to ask a lawyer for advice?
10. What can a person do in your country if they cannot afford to hire a lawyer?
11. Does **capital punishment** exist in your state/country?
12. Do you think **criminals** should be required to serve their whole **sentences** or do you think that they should be allowed out of prison early for good behavior?
13. What is the purpose of jails and prisons? Are they to **deter** crime or **rehabilitate** criminals?
14. Do you think that the violence shown on TV and in movies today increases the amount of violent **crime** in our society?
15. Do you think that people **charged with** a violent crime should be allowed out on **bail** while waiting for their court case?
16. Do you know the difference between criminal law and **civil law**? Can you give an example?
17. Have you ever **sued** anyone or been **sued**?
18. Are **judges** in your state/country appointed or elected?
19. How long can the police in your country hold a person in **custody** before charging him/her?
20. If you were charged with a crime, would you rather be **tried** by a judge or a jury?
21. What would you do if you heard someone breaking into your house?
22. What can we do to make our cities safer?

**B. VOCABULARY**

crime – (noun) serious offence against the law; serious law breaking

victim – (noun) a person who has been hurt or suffered from a crime, accident, war, etc.

witness – (noun) a person who has seen an event and is able to describe it

jury – (noun) a group of people chosen to make a decision in a court of law

fine – (noun) money paid as a punishment for breaking the law

traffic violation – (noun) breaking a law related to driving

capital punishment – (noun) death penalty; punishment of death

criminal – (noun) person who commits a crime or breaks a serious law

sentence – (noun) punishment given to a criminal by a judge

(verb) to say what the punishment is

deter – (verb) try to prevent something from happening

rehabilitate – (verb) bring back to good condition or better situation

charge (with a crime) – (verb) officially state that a person has broken the law

bail – (noun) money that is demanded by the court, paid by a person who has been charged with a crime,
as a security that the person will return for his/her trial

civil law – (noun) law dealing with the private rights of citizens, not with crime

sue – (verb) make a legal claim against; take to court and ask for compensation for damages or suffering

judge – (noun) the person in charge of a court of law

custody – (noun) guarding, imprisonment

take into custody – seize by the police; arrest

try – (verb) examine information in a court of law and make a decision

trial – (noun) whole process of examining information in a court of law and making a decision



C. FILL IN THE BLANKS - Choose the correct word or expression from the list on the previous page to complete the following sentences.

1. Frank has a perfect driving record. He has never had a _____.
2. You saw the accident, so you may have to go to court as a _____.
3. The _____ told the jurors to take their time making a decision.
4. The robber told his _____ to empty his pockets and give him all his money.
5. The thief received a ten year _____ for his crime.
6. Mary had to pay a \$100 _____ for driving through the red light.
7. His _____ was not very serious, so the judge sentenced him to only three weeks in jail.
8. If he can't pay the \$50,000 _____, he will have to remain in jail until his trial.
9. Last year Robbie drove his father's car after getting drunk at a party. As a punishment, his father would not allow him to drive the car for two months. His father hopes that punishment will _____ Robbie from drinking and driving in the future.
10. Many countries have decided to end _____. Instead, they sentence their very dangerous criminals to life in prison.
11. It only took the _____ five hours to decide that the man was guilty.
12. The police are going to _____ him with robbery. They found the stolen money in his apartment.


Vocabulary Development Exercises - CATEGORIZING

A. Directions: Work with a partner or in small groups to place each of the following words in the proper category. Some words may fall into more than one category, but be prepared to explain your reason for your choice. You may need to use your dictionary.

- | | | | |
|----------------|--|-----------------------|---------------------------|
| 1. sentence | 12. kidnapping | 22. witness stand | 33. B&E (break and entry) |
| 2. jaywalking | 13. manslaughter | 23. community service | 34. evidence |
| 3. sheriff | 14. lethal injection | 24. shoplifting | 35. theft |
| 4. judge | 15. D.U.I. (driving under the influence) | 25. parole | 36. fine |
| 5. jail | 16. fingerprint | 26. detective | 37. badge |
| 6. handcuff | 17. execution | 27. transcript | 38. gavel |
| 7. assault | 18. defense attorney | 28. arson | 39. jury |
| 8. lawyer | 19. murder | 29. deputy | 40. chief |
| 9. arrest | 20. prosecutor | 30. rape | 41. siren |
| 10. lieutenant | 21. uniform | 31. forgery | 42. robes |
| 11. vandalism | | 32. death penalty | |

Police	Punishment	Type of Offense	In the Court

B. Add as many other words to each category that you can think of and explain the meanings to your partners.



What's The Crime?

Directions: Read the following situations and decide which crime each person was charged with. (Choose from the list below.)

forgery – hijacking – vandalism – arson – shoplifting – manslaughter – domestic abuse

1. Nora Roberts stuffed three sweaters into her large handbag and left the store without paying for the items. She was charged with _____.
2. Frankie broke three windows of his neighbors' house and threw eggs at the garage door. He was charged with _____.
3. Albert signed someone else's name on several checks and then cashed them at the bank. He was charged with _____.
4. The old man hit his wife so hard she ended up in the hospital. He was charged with _____.
5. When Bart punched the man in the face, the man fell down and hit his head on the sidewalk and died. Bart was charged with _____.
6. The men deliberately started the fire by pouring gasoline all over the boxes and then lighting a match. The men were charged with _____.
7. The two men used guns and knives to force the pilot to land the plane. They were charged with _____.

Who's Talking?

Directions: Read the following quotations and decide who is speaking. (Choose from the list below.)

witness – jury foreman – highway patrol officer – clerk of the court - defendant – judge – thief - prosecutor

1. "This is a stick-up! Empty the cash register and put all the money in this bag." _____
2. "I plead not guilty?" _____
3. "Call 911! I just saw someone running out of the bank with a gun." _____
4. "I'm going to prove to you that the defendant is guilty of this crime." _____
5. "We find the defendant not guilty." _____
6. "You were driving 30 miles an hour over the speed limit." _____
7. "Bail is set at \$10,000." _____
8. "All rise". _____



Sentence Completion

Directions: Complete the sentences by matching the correct beginnings and endings.

- | | |
|---|-------------------------------------|
| _____ 1. The policeman.... | A. testified to what he had seen. |
| _____ 2. The criminal was taken to jail..... | B. transcribed the proceedings. |
| _____ 3. The witness was able to pick the man.... | C. the government's case. |
| _____ 4. Everyone stood when... | D. to all the evidence. |
| _____ 5. The defendant..... | E. sentenced the robber to 5 years. |
| _____ 6. The prosecutor presented the.... | F. handcuffed the robber. |
| _____ 7. The defense attorney... | G. represented the accused. |
| _____ 8. The witness | H. out of the line-up. |
| _____ 9. The jury listened carefully... | I. and fingerprinted. |
| _____ 10. The court reporter.... | J. pleaded not-guilty. |
| _____ 11. The jury foreman | K. the judge entered the room. |
| _____ 12. The judge.... | L. delivered the verdict. |

Preposition Practice

Directions: Choose the correct preposition from the list below. You may use the same preposition more than once.

of – to – for – with – on – over – through – from

1. The two men were charged _____ robbery and assault.
2. Frank was driving 20 miles per hour _____ the speed limit. Then he went _____ a red light.
3. Mr. Jones was accused _____ forgery.
4. Mary was fined _____ speeding.
5. The jury found him guilty _____ the crime.
6. The judge sentenced him _____ five years in prison.
7. The jury is responsible _____ deciding innocence or guilt. The judge is responsible _____ giving the sentence.
8. The witness swears _____ a bible to tell the truth.
9. The court reporter listens _____ the whole trial and records everything that is said.
10. The defendant was released _____ \$5000 bail.
11. The robber was released _____ prison after serving a three year sentence.
12. You are a witness _____ the crime, so you will have to go to court to testify.



Laws, Crime, and Punishment

Citizens of most countries believe strongly in the rule of law. **Laws** are written rules that are intended to **guide** people in their day-to-day lives. Every country has its own set of laws and these laws may be quite different in different places. For example, in the United States, Canada, and many European countries, the law states that people drive on the right side of the road. In England, Japan, New Zealand and other countries, people must drive on the left side of the road. When people break the law, **punishments** may also differ from place to place. For instance, some countries **impose the death penalty** for very serious crimes, whereas other countries do not believe in **capital punishment**.

In free and democratic countries, laws are made by elected government representatives. Laws can be made by different levels of government. Laws that everybody in the country must **obey** are made by the **national or federal government**. These kinds of laws may relate to serious criminal offenses, federal taxes, passport regulations, immigration, etc. Laws that apply only to the individual state or province are made by the government of that region. These laws may involve highway traffic regulations, provincial or state taxes, rules about education, minimum wages paid by employers, etc. City or **municipal laws**, often called **by-laws**, are made by city officials and are relevant only to the local area. Rules that relate to speeding limits within a city, property taxes, parking restrictions, building codes, etc. are included in municipal by-laws.

While laws are made by the elected representatives, the **police** and **courts** exist to **enforce** the laws. Not all law breaking is considered a crime. Courts deal with both **criminal** and **civil cases**. In criminal cases, the community accuses an individual of committing an offence. The community is represented in court by the government which presents the case against the **accused** person in court. An example of a **criminal offence** is theft. In **civil cases**, private individuals or companies who cannot solve a problem themselves ask the courts to decide. Breaking a contract is an example of a civil offence. It is sometimes possible for both a criminal and a civil case to result from the same incident. Suppose a person is injured in a car accident and the person who caused the accident had been drunk. The driver could be charged with drunk driving and that case would go to **criminal court**. But the **victim** could also **sue** the driver for his/her pain and suffering and that case would go to **civil court**.

Criminal offences are those offences that **violate** public law. In most countries, these **crimes** are divided into two categories: less serious offences and more serious offences. In the United States, these offences are referred to as **misdemeanors** and **felonies**. Leaving a restaurant without paying the bill, disturbing the peace by making loud noises, stealing a chocolate bar are examples of misdemeanors. Kidnapping, assault, and murder are examples of felonies. Individuals **convicted of a crime** may be sentenced to different kinds of punishments such as **finances**, **community service**, **imprisonment**, etc. Felonies are more serious crimes and therefore have much **harsher sentences**.



Reading Comprehension

Directions: Read the article on the previous page and answer the following questions.

1. Give an example of how laws differ from country to country. _____

2. What is the purpose of laws? _____
3. What is another term for the death penalty? _____
4. What is a by-law? _____
5. Give an example of a by-law. _____
6. Who makes the laws that apply to the whole country? _____
7. If you want to sue somebody, what kind of court would try the case? _____
8. Who enforces the laws that are made by elected government representatives? _____

9. Is breaking a contract considered to be a crime? _____
10. What level of government would probably make a law that regulates the minimum wage an employer must pay an employee? _____
11. What level of government would make a law regarding the speed limit on highways?

12. Explain the difference between misdemeanors and felonies. _____

13. Give an example of your own, explaining how an incident might be tried in both a criminal and a civil court.



Different Areas Of Law

Directions: There are many different areas of law and some lawyers choose to specialize in one or more of these. Read the list of different types of law specialties below. Work with a partner or small group. Discuss the different specialties and think of examples of problems that each specialty might cover. When you have finished, share your ideas with the rest of your classmates. Then read the situations that follow and decide which type of lawyer you would recommend for each problem.

Business or Corporate Law	Employment Law	Personal Injury Law
Bankruptcy Law	Family Law	Real Estate and Property Law
Civil Rights Law	Immigration Law	Tax Law
Consumer Law	Insurance Law	Wills and Estate Planning
Criminal Law	Intellectual Property Law	Workers Compensation Law

1. May Sanji has been looking for an apartment. Recently, she found one that she would like to rent. However, when the landlord found out that she was a recent immigrant, he told her that the apartment had already been rented. She knows for a fact that the apartment is still available and feels that the landlord does not want to rent to her because of the color of her skin. What type of lawyer should she see? _____
2. Larry Michaels is a writer. He has published several books in the education field. Last week he found a web-site that has copied material from his books without his permission and is selling it on the Internet. What type of lawyer should he see? _____
3. Anita Flores is worried about her elderly mother who lives in Mexico. She wants to sponsor her to come to live in this country. What type of lawyer should she see? _____
4. Roberta Anderson was divorced three years ago and received custody of her children. Her husband was ordered by the court to pay her \$1000 per month, but he stopped making the payments six months ago. What type of lawyer should she see? _____
5. Write your own situation here and then ask your classmates to discuss the type of lawyer they think the situation requires.

**Pair Work – Student A****You're The Judge! What's The Sentence?**

Directions: You and your partner each have a different legal case. Share your case information with your partner by answering his/her questions. Then together, make a decision as to what would be an appropriate sentence for the defendant in each case.

Case #1

Joan Mathews is 40 years old. She was married when she was 21 and has three children, ages 14, 12, and 8. For the past 15 years, Mr. Mathews had been assaulting his wife and she was taken to the hospital numerous times for her injuries. Mrs. Mathews had called the police many times to report the abuse, but each time, Mr. Mathews promised never to hurt her again, and she allowed him to continue living with the family. On April 20, Mrs. Mathews called 911. When the police arrived, they found Mr. Mathews lying on the floor dead. There was a gun on the table and Mrs. Mathews was sobbing. She told the police that she had shot her husband because he was beating her again. The jury found Mrs. Mathews guilty of second degree murder.

1. What is the name of the defendant in Case #2? _____
2. What is his occupation? _____
3. What problem has Mr. Corrigan had in the last ten years? _____

4. What happened on New Year's Eve? _____

5. How did Mr. Corrigan feel about this and what did he promise? _____

6. What has he told the boy's family he would like to do? _____
7. What was the jury's verdict? _____
8. What sentence will you give him? _____
9. Give your reasons for your decision. _____

**Pair Work – Student B****You're The Judge! What's the Sentence?**

Directions: You and your partner each have a different legal case. Share your case information with your partner by answering his/her questions. Then together, make a decision as to what would be an appropriate sentence for the defendant in each case.

Case #2

Donald Corrigan is 42 years old and happily married with two children. Mr. Corrigan has a good job as an accountant and makes a good income. However, Mr. Corrigan is an alcoholic and has lost his license twice in the past ten years for drunk driving. Mr. Corrigan has tried several times to quit drinking, but on New Years Eve, he went to a party and got quite drunk. When he was driving home, he hit a 15 year old boy who was crossing the street. The boy died three days later. Mr. Corrigan was terribly upset about the accident and has promised never to drink again. He has written a letter of apology to the family of the boy who died and has offered to put money into a scholarship in the boy's memory. The jury found Mr. Corrigan guilty of manslaughter.

1. What is the name of the defendant in case #1? _____
2. How many children does she have? _____
3. What had been happening to her for the past 15 years? _____

4. Why did she allow her husband to continue to live with her? _____

5. What happened on April 20th? _____
6. What did she tell the police? _____
7. What was the jury's verdict? _____
8. What sentence will you give her? _____
9. Give your reasons for your decision. _____



More Vocabulary Practice

Directions: Choose the correct word from the list below to complete the following sentences.

*bail – evidence – parole – verdict – trial – testify – plead – prosecutor – convict
appeal – acquit – accused – guilty – sentence – defense attorney – innocent*

1. The whole process of examining evidence and making a decision is called the _____.
2. After a person is arrested and charged with a crime, he/she is called the _____.
3. The judge asked the defendant, “How do you _____? Guilty or not guilty?”
4. The lawyer for the government is called the _____. The lawyer for the accused is called the _____.
5. Before a witness can _____, he/she has to swear to tell the truth.
6. In the American judicial system and many others, a person accused of a crime is considered to be _____ until proven _____.
7. They don’t think the accused will be released on _____ before his trial because he is considered very dangerous.
8. Before a trial takes place, the police and lawyers for the government collect _____ or proof about the case.
9. The decision reached by the jury is called the _____.
10. If the jury finds the defendant guilty of murder, the judge will _____ him to life in prison.
11. If a person is found guilty of a crime by a court of law, he/she has the right to _____ the verdict to a higher court.
12. After serving a certain length of time in prison, a person can apply for _____. This allows the prisoner to be released early, but he/she is still under supervision.
13. If the jury decides to _____ the defendant, he will be released immediately. If they decide to _____ him, he will be taken to prison.



Idioms Related to Law and Order

A. Look at the following idioms and choose the correct definition from the list below. Write the definition beside the idiom.

1. **behind bars** _____
2. **take the stand** _____
3. **under oath** _____
4. **press charges (lay charges; charge)** _____
5. **drop the charges** _____
6. **throw the book at** _____
7. **bail someone out** _____
8. **on death row** _____
9. **crack the case** _____
10. **get off** _____

- a) officially accuse someone of a crime
- b) in prison and waiting to be put to death
- c) pay to get someone out of jail or help someone out of a difficult situation or problem
- d) in jail or prison
- e) give a hard punishment to someone or get very angry at someone
- f) solve the crime
- g) not be convicted; not be found guilty of a crime
- h) enter the witness box to give testimony or evidence in a courtroom
- i) withdraw the formal accusation that someone has committed a crime
- j) having promised to tell the truth in court

B. Idiom Follow-up - Who Did What? - Choose the correct word from the list below.

judge – victim – government - witness – thief - detective - murderer

1. The _____ **took the stand** and testified to what he had seen.
2. The _____ **threw the book** at the criminal.
3. The _____ **waited on death row**.
4. The _____ **cracked the case**.
5. The _____ **hopes the defendant doesn't get off**.
6. The _____ **will spend two years behind bars**.
7. The _____ **dropped the charges** because there wasn't enough evidence.



Find Someone Who....

Directions: Walk around the class and interview your classmates. Find someone...

1. who has never had a traffic violation. _____

2. who has bailed someone out of difficulty recently. _____

3. who has had a parking ticket recently. _____

4. who has had his/her purse or wallet stolen. _____

5. who is not afraid to walk alone at night in his/her neighborhood. _____

6. who believes in capital punishment. _____

7. who thinks that our laws are too soft on criminals. _____

8. who has had the book thrown at him/her recently. _____

9. who has had his/her house broken into. _____

10. who can explain the expression, "*an eye for an eye*". _____



Law and Order – Teacher’s Notes

These activities are designed for intermediate level adult ESL learners. However, with some modifications, they may also be suitable for upper-beginner through advanced levels. The main focus of the unit is on various laws, legal procedures, legal systems in different countries and crime variations.

Recommended Visuals to Accompany the Unit

Different clippings from newspapers, magazines, books containing the images of judges, jury, lawyers, criminals being handcuffed, police officers at work, etc.

Group Work - Discussion

Break the class into small groups to discuss the questions in Section A. You may need to teach the vocabulary in Section B beforehand. When the students have completed their discussions, have them share some of their information with the class as a whole.

Then ask the students to complete exercise C individually to review the vocabulary.

(Ans. 1. traffic violation 2. witness 3. judge 4. victim 5. sentence 6. fine 7. crime 8. bail 9. deter
10. capital punishment 11. jury 12. charge)

Vocabulary Development Exercise - Categorizing

This activity is intended to help familiarize the students with the judicial system. Have the students work in pairs or in small groups and encourage lots of conversation. The students may follow up this activity by making their own list of law and order words and asking other classmates which category they would place them in.

Vocabulary Development - What’s the Crime?, Who’s Talking?

These exercises may be done individually as a review after you have taught a lesson on weather or you may prefer to have the students try them in pair work. Those students who may be familiar with the vocabulary will be able to assist others in doing the categorizing exercise. Working in pairs also helps stimulate conversation.

Ans. What’s the Crime?

1. shoplifting 2. vandalism 3. forgery 4. domestic abuse 5. manslaughter 6. arson 7. hijacking

Ans. Who’s Talking?

1. thief 2. defendant 3. witness 4. prosecutor 5. jury foreman 6. highway patrol officer
7. judge 8. clerk of the court

**Sentence Completion**

1. F 2. I 3. H 4. K 5. J 6. C 7. G 8. A 9. D 10. B 11. L 12. E

Preposition Practice

1. with 2. over, through 3. of 4. for 5. of 6. to 7. for, for 8. on 9. to 10. on 11. from 12. to

Reading - Laws, Crimes, and Punishment

This short reading and activity introduces the students to the different types of laws, types of law enforcement agencies and different kinds of offences.

Reading Comprehension

Laws, Crime, and Punishment – Ans.

1. In United States, Canada, and many European countries, the law states that people drive on the right side of the road. In England, Japan, New Zealand and other countries, people must drive on the left side of the road.
2. to guide people in their day-to-day lives 3. capital punishment 4. City or municipal laws, often called by-laws, are made by city officials and are relevant only to the local area. 5. parking restrictions, property taxes, speeding limits
6. National or Federal Government 7. civil court 8. police and courts 9. no, it's a civil offence
10. State or Provincial Government 11. State or Provincial Government
12. Leaving a restaurant without paying the bill, disturbing the peace by making loud noises, stealing a chocolate bar are examples of misdemeanors. Kidnapping, assault, and murder are examples of felonies.

Different Areas of Law- exercise

This activity is intended to help familiarize the students with various areas of law specialties. Have the students work in pairs or in small groups and encourage lots of conversation. The students may follow up this activity by writing their own situation and asking other classmates which type of lawyer this situation requires.

Pair Work – You're the Judge!

Break the class into pairs and give one student sheet A and the other sheet B. Student A has Case 1, student B has 9 questions pertaining the corresponding case, and vice-versa. In order to do the matching exercise each student will have to read to his/her partner their case and together they can make a decision as to what would be an appropriate sentence for the defendant in each case. Ensure that the students write the sentences on their sheets as these will be needed to complete the Pair Work exercises.



Vocabulary Review

This is a review and follow-up exercise to the reading and group work exercises.

- | | | | | | | |
|----------|-------------|------------|---------------------------------|------------|---------------------|---------------------|
| 1. trial | 2. accused | 3. plead | 4. prosecutor, defense attorney | 5. testify | 6. innocent, guilty | |
| 7. bail | 8. evidence | 9. verdict | 10. sentence | 11. appeal | 12. parole | 13. acquit, convict |

Idioms related to Law and Order

For exercise A, put the students in groups and ask them to choose the correct meanings to the idioms provided. Have them fold their papers in half or cover the bottom of the page so they cannot see the meanings in exercise B. This is a follow-up exercise to make sure the students correctly grasped the meanings of the exercise A. Let the students do exercise B on their own.

Ex. A. Ans.

1. D 2. H 3. J 4. A 5. I 6. E 7. C 8. B 9. F 10. G

Ex. A. Ans.

1. witness 2. judge 3. murderer 4. detective 5. victim 6. thief 7. government

Group Interaction – Find someone Who....

Distribute the worksheet. First have the students write the questions they will ask before they begin the oral practice and review the questions together. (This will ensure that they are asking the questions correctly as they circulate around the room.) When the students circulate around the class asking the questions they have written, and then find a classmate who can answer the question, they will write the student's name on the line and follow-up with one more question of their own. Ex. *Have you ever had your purse or wallet stolen?* If the student answers *Yes*, the second question might be, *Did the police catch the thief?*, *Did you press charges?*, etc. Try to encourage the students to engage in real conversation during this activity. Follow-up by sharing the information with the whole class. This activity provides a good opportunity for the students to practice the new vocabulary from the unit.