

E2L Unit: Crime 1 - Fictional and Historical Areas

This unit can be used at any stage of the course; it does not assume knowledge of previous units.

In the course of practising some key IGCSE English skills (and some more general ones) students will look at the issue of crime from historical, fictional and literary perspectives. There are also opportunities to engage in more creative activities. Some of the activities have a direct grammar focus, covering the use of the simple and the continuous verb forms, the language of commands and imperatives, employing adverbs and adjectives, and the four functions of sentences. The oral activities in this unit emphasise role playing and concentrate on the issue of discipline in the home and at school.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Role playing accusation scenarios</u>					
Development of appropriate tone and structure (speaking)	1. After each presentation, the pair answer questions about the situation they were playing. 2. The group evaluate: <ul style="list-style-type: none"> • was it possible to guess the situation fairly quickly? • was the tone used by each of the characters appropriate to the situation? If not, why not? • were the characters 			A whole class discussion of variety of tones and registers used in various situations. Emphasis on recognition and response to the formal or informal nature of situations. Reinforcement of the fact that the examination is a relatively formal occasion.	<link to Crime 1 Lesson 1> <link to Crime 1 Practice Card 1>

	<p>portrayed 'real'?</p> <ul style="list-style-type: none">• did the characters respond to each other/help each other?• did the conversation/interview move forward and achieve its purpose? <p>3. The teacher adds comments and evaluates performance, making particular reference to tone and structures used.</p>				
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<u>The bungled jewellery hoist</u>					
Listening to witness statements (listening)	<p>Listening:</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purpose 	<p>This activity is intended to offer students practice at the type of listening test which features in Part 1 of the examination paper - students hear a series of short sentences and are then asked questions which elicit specific information from those sentences. There is not usually a common theme in Part 1, as there is in this practice exercise. The lesson is also used to contrast 'non-standard' English with standard English.</p>	<p><u>Textbook Resources</u> - Unit 13 of Linda Alderson and Patricia Aspinall's book <i>International English</i> focuses on preparing for the listening test. Pages 78-82 provide good practice at understanding and responding to short sentences.</p>	<p>This activity could be used to extend the use of idiomatic language, which of course is very common in the English language. CUP's on-line dictionary of idioms is useful here. Students could be given 10 idioms and a list of ten possible meanings/contexts and then asked to match them up. To maintain the lesson emphasis on listening skills you may also like to ask students to create their own fictional crime, along with statements made by those involved. Each group could then read out the statement, think of a suitable question and pose this to the rest of the class.</p>	<p><link to Crime 1 Lesson 2> <link to Crime 1 Answer key 2></p> <p>CUP's on-line dictionary of idioms is a useful resource for searching for idioms to use if you choose to attempt the suggested extension exercise: http://dictionary.cambridge.org/. There is also an extensive list of idioms listed by subject (e.g. animal idioms) found at The Idiom Connection at: http://www.geocities.com/Athens/Aegean/6720/. This site also contains some interactive idiom quizzes.</p>

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<u>The case of the escaped bear</u>					
Deductive skills and reading for specific detail (reading)	<p>Reading</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. articulate experience and express what is felt 5. communicate effectively and appropriately 	<p>This interactive activity tests students' reading skills, especially the key skill of selecting specific and appropriate material, and it combines this with using deductive and inferential skills. In working their way through a series of related (and occasionally unrelated 'red herrings') events they will be challenged to concentrate in depth on the material and reach their own conclusions based on the facts of the case. It is hoped that they will also enjoy the experience of pretending to work as a detective.</p>	<p><u>Textbook resources</u> - For further practice of recognising facts and practising factual writing, have a look at pages 63-65 (Unit 10; section 1) of Linda Alderson and Patricia Aspinall's book <i>International English</i>.</p>	<p>This is perhaps a good chance to focus on foreshadowing: the device which writers use to challenge readers to predict what may happen next. You could select some other Sherlock Holmes cases to read (these do encourage active reading and are available as guided readers) to illustrate how events are used to contribute to a resolution. At a more simple level, you may focus on inferential skills sentences: e.g. A man climbs into a bear pit which houses four unhappy and unfed bears - what do you think will happen next? As long as students are inferring from a sound base you should accept any reasonable answer. This may also help you</p>	<p><link to Crime 1 Lesson 3></p> <p><link to Crime 1 Answer key 3></p> <p>The Sherlock Holmes Museum website at: http://www.sherlock-holmes.co.uk/home.htm , has lots of information about Holmes in general, but also features a list of cases which can be printed off and used as further reading material.</p>

				introduce this activity as a fun warm-up session. You may also like to have some fun with 'red herrings' - by devising some simple cases to solve and include clues which are relevant but also clues which are not (the 'red herrings').	
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<u>A day in the life of a working dog</u>					
The language of commands; use of imperatives and other basic functions of sentences (writing)	<p>Reading</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes <p>Usage:</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. show an awareness of register in both formal and informal situations 	The focus of this lesson is to illustrate that the most common type of sentence in English functions as a declarative sentence. This is done by asking students to practise recognising and using the four functions of sentences. There is particular emphasis on the use of the imperative and further practice of this is suggested in the extension work section below. Students may also enjoy reading about the various duties that a working dog performs.		The imperative chain! Invite students to command their classmates to complete actions. Obviously, the commands must be reasonable and inoffensive, and preferably humorous. An example might begin with: pick up the teacher's book; take it to the door; open the door; place the book outside on the floor; smile at the teacher...etc.. The only language allowed is imperatives. If a student does not use an imperative he or she is out of the chain. The game finishes when one person is left. You may like to restrict the time that students have to think. You could also ask students to write a list of imperative sentences to strengthen	<link to Crime 1 Lesson 4> <link to Crime 1 Answer key 4 >

				their understanding of how and when they should be used. Point out also the negative and hostile use of imperatives and how inserting 'try to' or 'be sure to' can make a command seem more like a polite request!	
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Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>An interview with Holmes and Moriarty</u>					
Listening to extended interview (listening)	<p>Listening:</p> <ol style="list-style-type: none"> 1. understand and convey information 2. evaluate information and select what is relevant to specific purposes 3. recognise implicit attitudes 	<p>The aim of this activity is to give students practice at responding to an interview. They will hear Sherlock Holmes and Moriarty discussing their views on crime, on each other, and on past cases and crimes. The exercise after the interview is intended to mirror the type of exercise which will occur in Part 3 of the Listening question paper(s).</p>		<p>Try using the mock interview as a springboard for a role play in which students work in pairs and pretend to be a master criminal and a master detective (not necessarily Holmes and Moriarty). Monitor the discussions and then ask willing students to perform in front of the class. Or alternatively, you could 'hot seat' either the detective or the criminal and invite the rest of the class to question them in detail.</p>	<p><link to Crime 1 Lesson 5> <link to Crime 1 Answer key 5 ></p> <p>The Sherlock Holmes Museum website at: http://www.sherlock-holmes.co.uk/home.htm , has lots of information about Holmes in general, but also features a list of cases which can be printed off and used as further reading material.</p>

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<u>Bonnie and Clyde</u>					
General comprehension; contrasting skimming skills to inferential skills (reading and writing)	Reading: <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. communicate effectively and appropriately 	This article is used to illustrate the difference between the skill of 'skimming and scanning' and the more challenging skill of using inference. Core candidates will need lots of practice in the former, and extended candidates will need to practise both.		This is another chance to integrate Internet research into extension work. Students could access the site below and print off articles on other infamous criminals hunted by the FBI. They could then work in pairs to simplify an article (if needed) and produce a list of questions which test skimming and scanning skills. Your advanced or extended students could also produce some questions testing inferential skill. The article and questions could then be distributed around the class as you see appropriate. However, you may just like to use this lesson to generate a poster (or multimedia) project on infamous criminals.	<link to Crime 1 Lesson 6> <link to Crime 1 Answer key 6> There are a number of other infamous criminals featured on the FBI site at: http://www.fbi.gov/yourbi/history/famcases/famcases.htm

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Cluedo ®					
<p>Instructive writing and practising using the simple and progressive verb forms (reading and writing)</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. understand and convey information 2. understand, order and present facts, ideas and opinions 3. evaluate information and select what is relevant to specific purposes 4. communicate effectively and appropriately <p>Usage:</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 	<p>This activity can be used for three purposes: to focus on instructive writing; to practise using the simple and the progressive verb forms; and, to generate a modified version of the board game Cluedo. You may of course, adapt it to suit your particular needs and/or preferences.</p>		<p>The use of the simple and the progressive form can be extended by logging onto the Internet sites below. You may also wish to regard the suggestion in the activity - that students design their own 'cultural' version of Cluedo - as an extension activity which can be done in small groups over an extended period.</p>	<p><link to Crime 1 Lesson 7> <link to Crime 1 Answer key 7></p> <p>Specific grammar sites that focus on practising the simple and continuous/progressive include:</p> <ul style="list-style-type: none"> • ESL Blue: http://www.collegeem.gc.ca/cemdept/anglais/statifef.htm, which provides a useful on-line interactive test. • The British Council: http://www.learnenglish.org.uk/teen_frame.html, which includes a short lesson on the use of the simple and the continuous in the present perfect tense. • The BBC World Service:

					<p>http://www.bbc.co.uk/worldservice/learningenglish/learnit/review67.shtml, includes this page which illustrates by example the use of the present perfect simple and continuous forms.</p> <ul style="list-style-type: none">• The Webster Guide to Grammar & Writing: http://ccc.commnet.edu/grammar/progressive.htm, is useful for teachers who wish to explore more advanced grammatical principles and practice. This page focuses on the progressive versus the stative. <p>NB: All of these sites contain materials which can be copied and adapted for non-commercial use.</p>
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Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Discipline at home</u>					
Development of conversational skills (speaking)	<p>This activity should be self-assessed by the partners. Two sets of criteria should be used.</p> <ul style="list-style-type: none"> • A common sense, subjective assessment of whether the conversation was successful and fruitful. If not, what were the problems that caused the failure? Whose fault was it? • The assessment criteria grid. At what level were the criteria satisfied? <p>It may be useful for some of the pairs to repeat the task, bearing in mind the self assessment of their first effort.</p> <p>You may wish to sit in on some of the conversations, make an assessment and</p>			<ol style="list-style-type: none"> 1. Engage in some discussion of the nature of a 'good' discussion. 2. Suggest some techniques for resolving differences of opinion in order that the conversation can make progress. 3. Further reference to appropriate tone, particularly when there is disagreement/7debate. 	<p><link to Crime 1 Lesson 8></p> <p><link to Crime Practice Card 8></p>

	suggestions for improvement. Other aspects of the topic could be identified for the second attempt.				
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Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Blackbury Gaol</u>					
Responding in depth to a visual prompt (writing)	<p>Usage:</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range of vocabulary 3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling 4. show an awareness of register in both formal and informal situations 	<p>The aim of this brief lesson is to give students practice in continuous writing. Integrated into this is a simple lesson on when and how to employ adverbs and adjectives. A list is provided for students to use, but they should also be encouraged to add their own.</p>		<p>Writing letters which primarily serve to describe a situation, an event, an opportunity, or a similar set of circumstances will always be a useful activity for IGCSE ESL candidates. Perhaps you could ask your students to write letters to each other describing something - the focus should be on a personal and informal register. It may also be possible to use the Internet and find 'chat' friends who are interested in hearing about the different lives of people in different parts of the world to themselves. This is a good chance for you to monitor your students' use of the Internet and to use it as a productive tool in the classroom.</p>	<p><link to Crime 1 Lesson 9> <link to Crime 1 Answer key 9></p>