

E2L Unit: Crime 2 - Contemporary Issues

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 explore a variety of current issues, cases, research and other material connected with the topic of crime and punishment today.

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Understanding legal terms</u>					
Legal jargon - extending vocabulary (writing)	Usage 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	This is the opening lesson of the topic module and might be used to generate discussion about the theme of crime and punishment, as well as introducing the students to some new vocabulary. It is not intended to cover all of the advanced (and hence <i>potentially</i> difficult) vocabulary in the unit but rather to set the mood of what is to come later. It is suggested that this activity functions as a 'warm-up' and that is why students are encouraged to form groups and to treat the lesson as a game show - loosely termed		If the 'Criminal Word Usage' gameshow does not manage to cover all of the vocabulary, you could ask students to write sentences using the unused or remaining terms. Or you could modify the gameshow idea, but still focus on the theme of new vocabulary, perhaps by utilising the 'Call My Bluff' format - each group suggests three definitions of a single term and the other groups have to decide which is the correct one. You could precede this by showing all students the vocabulary list for a few minutes before the game begins. This	<link to Crime 2 Lesson 1> <link to Crime 2 Answer key 1 > As a general introduction to crime you might like to get students to access the FBI site of the government of the United States of America at: http://www.fbi.gov/kids/kids.htm . This site contains a lot of useful material for students of all ages and is both educational and interesting.

		"Criminal Word Usage!"		format may well work better with weaker ESL groupings, whereas the initially suggested format may well be more productive with more advanced groupings.	
--	--	------------------------	--	---	--

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Decision-making - should these prisoners receive parole?</u>					
Teamwork - discussing case studies (reading and 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. understand and employ a range of vocabulary 3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and 	<p>In this lesson students will learn about the principle of awarding parole to convicted offenders, and they will engage in an activity in which they constitute a mock parole board, considering two cases of prisoners who have applied for parole. There is also a writing exercise - students will write appropriate letters to the prisoners seeking parole to inform them of the award board's decisions.</p>	<p><u>Textbook Resources</u> - Chapter 2 of Marion Barry's <i>Success International</i> follows the theme of 'You and your community' - there is a particularly relevant article on 'Living with a foster family' which could be used either to introduce the concept of case studies or to form the basis for a created case study.</p>	<p>This is a useful exercise if you wish to engage students in teamwork. In addition to following the suggested lesson plan above, you can add to the scenarios by asking students to invent some more crimes and criminals and then ask them to write case reports for each criminal (they should of course consider the list of eight requirements for parole when constructing these). Then pass the case reports around, so that another group can act as a parole board and review the prisoner's appeal, noting its decision, before passing the case along to the next group/parole board. At the end of the exercise,</p>	<p><link to Crime 2 Lesson 2> <link to Crime 2 Answer key2></p> <p>For more information about the work of Parole Boards have a look at http://www.inil.com/users/dguss/gator70.htm which lists a number of State Parole Board internet addresses in the USA. The Alabama Board of Pardons and Paroles has a useful page relating to victim's rights which enhances the content of this lesson/activity: http://agencies.state.al.us/pardons/hearing.htm !</p>

	<p>spelling</p> <p>4. show an awareness of register in both formal and informal situations</p>			<p>decisions with reasons/explanations can be compared.</p> <p>There is also a chance to include a 'mini-lesson' on how to employ the conditional tense in writing letters - with regard to the conditions of release or conditions placed on applying for parole.</p>	
--	--	--	--	--	--

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Underlying causes of crime and restorative justice</u>					
Reading for gist and detail and debating an issue (reading and speaking)	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 	As well as learning something about restorative justice, the aim of this lesson is to familiarise students with the skill of scanning for information and writing a short response in an explanatory style. This is achieved by reading an article and answering questions relating to the article.		This is a useful exercise as a springboard for a debate on the issue of whether criminals should be given a chance to redeem their actions by confronting their victims, or whether criminals need to learn that committing serious crime always results in confinement and severe punishment (the so-called 'zero tolerance' policy now adopted in many parts of the USA). The motion could be: "This house declares that where possible an offender should be given the chance to meet with his or her victim so that he or she can understand fully the impact of their crime." If a debate format seems too formal, you could form smaller discussion groups and each group	<link to Crime 2 Lesson 3> <link to Crime 2 Answer key3>

				is then asked to contribute to a forum on the same issue. It is likely that there will be opposing points of view on this important and topical issue.	
--	--	--	--	--	--

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Discussing the issue of punishment</u>					
Developing vocabulary through conversation (speaking)	<p>The group self-assess their performance using the assessment criteria grid.</p> <p>Teacher may use recorded interviews to use as examples for use by the whole class.</p>	<p>The aims of the information and exercises included in this lesson are to:</p> <ul style="list-style-type: none"> • provide information for teachers and students regarding assessment criteria • suggest activities that will enable students to satisfy these criteria • provide material for use in these activities. <p>At the end of this activity there is an oral examination Practice Card.</p>		After the whole class discussion/debriefing the original groups may repeat the interview exercise, adopting changed roles and dealing with another aspect of the topic.	<p><link to Crime 2 Lesson 4></p> <p><link to Crime 2 Practice card 4</p>

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Interpreting crime statistics</u>					
<p>Converting graphical information into written conclusions (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 <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 	<p>This is a short lesson which offers some simple practice in understanding and interpreting graphical information. Students are introduced to the idea of trends and are invited to describe and comment on statistical changes which occur over a period of time. A simple bar chart is given - for a fictional town called Tillingsbury - describing the changes in four types of crime in the town over a period of four years. Students will 'read' the information and write a brief report on any significant change(s).</p>	<p><u>Textbook Resources</u> - Chapter 8 of Marion Barry's <i>Success International</i> includes the analysis of a bar chart. This is found on page 141 and can be used as further practice in reading graphical information.</p>	<p>You could ask students to locate a statistical chart in a local newspaper and bring it in to share with the class, perhaps building up a poster display of the various ways in which graphical information is presented. The different methods of presenting information graphically could then form the basis of another lesson. Or alternatively, you could ask students to form small groups and produce a graph of their own (different types of chart for each group perhaps) which describes trends - these can then be used as a creative wall display.</p>	<p><link to Crime 2 Lesson 5></p> <p><link to Crime 2 Answer key 5></p> <p>Any number of statistical charts can be found on web sites. However, the most relevant to ESL skills tested at IGCSE examination level are those which are relatively simple and which show trends in the subject areas which the exercises in the examination papers usually engage with - e.g. education, the world of work, current affairs, health and welfare, travel, and school affairs, etc.</p>

	of register in both formal and informal situations				
--	--	--	--	--	--

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Closed Circuit Television (CCTV): "Is Big Brother watching you?"</u>					
Summarising and responding to a current issue (writing)	<p>Reading and Writing</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>Usage</p> <ol style="list-style-type: none"> 1. exercise control of appropriate grammatical structures 2. understand and employ a range 	This lesson raises various issues in connection with closed circuit television surveillance (CCTV). Students will practise writing a summary of an article on the subject and will also be encouraged to write an essay-type response in which they convey their own point of view about it.	<p>If you wish to offer your students more practice at summarising, then have a look at Looking at both sides of the ski industry: advantages and disadvantages , which can be found in the topic module 'Let's go Skiing' (part of the 'Travel & Transport' unit). Also, reading an article - about The Okavango Delta, located in the topic module 'Taking a train journey across parts of Africa' ('Travel, transport and tourism' unit), includes practice at writing a guided summary.</p> <p><u>Textbook Resources</u> - To practise further the skill of presenting one's own views in the light of others (in essay form)</p>	<p>Students could also be asked to summarise this article from other perspectives. Doing this should illustrate the principle that summarising is about reducing content to that which is relevant to purpose. You could also vary the extended writing exercise, so that different aspects of the 'Big Brother' theme are conveyed (those more suitable for your cultural and geographical context perhaps). The key thing to remember though is to practise writing which is 'describing, persuading and commenting'. About 'half and half' is usually a good guide: half the essay to consider others' views (better if opposing) and</p>	<p><link to Crime 2 Lesson 6></p> <p><link to Crime 2 Answer key 6></p> <p>For those students who are interested in literature and/or are keen to pursue the theme of Big Brother as the symbol of a totalitarian regime, have a look at http://www.bedfordstmaritins.com/litlinks/essays/orwell.htm , which contains links to other George Orwell sites as well as essays and comment about Orwell's creation of Big Brother in his book <i>1984</i>.</p>

	<p>of vocabulary</p> <p>3. demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling</p> <p>4. show an awareness of register in both formal and informal situations</p> <p>NB: Summaries are marked for both content (understanding of) and language.</p>		<p>the COLP series, module 3, integrates an essay writing activity into its chapter on 'Technology: Our ever changing world'. The whole chapter links well to the content of this lesson/activity, but pages 96-100 are particularly useful for practising writing for the specific purpose of considering different points of view and exposing one's own point of view.</p>	<p>the other half to conclude strongly with the student's own <i>informed</i> views. Students can even generate their own invented quotations around a current local or global issue - this may be a fun way of introducing this lesson/activity - by working in pairs to write a few. The most interesting and useful issue generated could then be used for the essay assignment.</p>	
--	---	--	---	---	--

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Listening to Crime Update - a radio series</u>					
Listening for specific detail (listening)	<p>Listening</p> <p>Students should be able to:</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>This activity seeks to mirror a typical TV or radio 'Crimewatch' type programme. By utilising a series of short statements, we can test students' basic listening skills. The lesson seeks only to do this. The 'suggested extension work' section does, however, take this much further, and can complement the lesson plan. It may perhaps, be more useful to begin with the extension work as a way into this form of assessment.</p>		<p>A useful way to practise the skill of listening for specific information (and then evaluating which information is relevant) might be to allow students to create their own crime headlines. This could also form the foundation for an 'ice-breaker' lesson for new groups. Put students into teams of three or four and ask them to produce six headlines for a radio news show. Tell them that the tone must suit the serious and formal register of crime. After they have all created their headlines, they hand them to you, and you write up some questions which elicit specific information from each headline. Try to make your questions</p>	<p><link to Crime 2 Lesson 7></p> <p><link to Crime 2 Answer key 7></p>

				<p>increase slightly in difficulty. From this point on you can organise the proceedings as you see best, depending on your class size, room arrangements, etc. Each member of each team should read out at least one headline - and while doing this, the other groups are trying to answer your questions. You could also use this as a springboard for more advanced students to prepare and present their own complete Crimewatch radio show, and you can of course add humour by allowing students to be more creative with their crime suggestions!</p>	
--	--	--	--	--	--

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>Computer Crime</u>					
Scanning for detail and paraphrasing (reading and speaking)	<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. 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 	By using an article and a series of invented (but apparently factual) statements, the increased importance of the issue of computer crime is raised. Reading skills are tested, as is the ability to infer from implicit detail. Incorporated into this is a key language skill of paraphrasing.		This is of course a cross-curricular theme. Most school computer departments would have dealt with the issue of restricting potential damage to its computers and to any data stored on them. However, this is a chance for the English department to exhibit its natural creativity and design a few posters which could perhaps contribute to computer room rules and guidelines. From the linguistic perspective, you could ask students to focus on the use of the imperative - DO attach passwords to your important files; DON'T tell somebody else your log-on password; etc. Such an 'imperative' poster is useful by itself, but may also help ESL students prepare for speech	<link to Crime 2 Lesson 8> <link to Crime 2 Answer key 8>

	<p>formal and informal situations</p> <p>Speaking</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>writing and other forms of writing where audience involvement becomes important.</p>	
--	--	--	--	---	--

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>A Career in Forensic Science</u>					
Writing a formal letter, employing the past perfect tense (writing)	<p>Reading</p> <ol style="list-style-type: none"> 1. 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. 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 	Students will read about forensic science and about the different routes that can be followed if one wishes to become involved in forensic science as a career. There is also a grammar focus in this lesson: distinguishing between the past and the past perfect tense. This is integrated into learning about the career of a forensic scientist and is practised when students are invited to write a formal letter asking a university to consider them for entry onto a Forensic Science degree course.		This lesson could act as a springboard for formal letter writing extension work. You could also draw out and expand on the grammar element, perhaps showing that the perfect tense can be used in the present and the future also. If seeking a more creative extension, why not try 'hot-seating' a 'student' forensic scientist and ask him or her to talk about the kind of work they do and the type of career they have already had? As an introduction to this lesson, it may be possible for you to invite a local forensics specialist into the school to give a brief talk. If your location doesn't support this, why not ask one of your science teachers to don	<p><link to Crime 2 Lesson 9></p> <p><link to Crime 2 Answer key 9></p> <p>There are a large number of forensic science web sites to visit for examples of real court cases or to extend the specialist fields within forensics. A good place to start looking is: http://www.forensic-science-society.org.uk/forhistory.html, - the homepage of the British Forensic Science Society. For those students who are interested in forensics as a potential career, have a look at Michigan University's page: http://www.cj.msu.edu/~academic/forenhome.html, which also contains additional general forensic science</p>

				a suitable disguise and pretend to be a forensic scientist?	information and links.
--	--	--	--	---	------------------------

Learner outcomes and skills	Syllabus Assessment Objectives	Teacher notes	Optional resources	Extension work	Online resources & links to lessons
<u>A consideration of causes of violence and possible approaches to a solution</u>					
Engaging in and sustaining a conversation (speaking)	<p>1. Each pair self-assesses their performance and agree strengths and weaknesses, using the following criteria:</p> <ul style="list-style-type: none"> • did both partners participate in discussion and decision-making equally? • did the discussion progress or become circular/repetitive? • did both partners remember to speak in sentences and avoid undue informality of structure/slang? <p>2. The pairs deliver their presentations to the whole group, and are assessed using the</p>	<p>The aims of the information and exercises included in this unit are to:</p> <ul style="list-style-type: none"> • provide information for teachers and students regarding assessment criteria • suggest activities that will enable students to satisfy these criteria • provide material for use in these activities. <p>At the end of this activity there is an oral examination Practice Card.</p>		Further whole group discussion could identify particular aspects of the topic which pairs might like to investigate in more detail and prepare presentations for future sessions.	<p><link to Crime 2 Lesson 10></p> <p><link to Crime 2 Practice card 10></p>

	assessment criteria grid. Teacher and the whole group could make separate or joint assessments.				
--	---	--	--	--	--