

Language Arts

People in Crime

Revised Edition 1999
Education Department
Hong Kong

Teacher's Notes

There are many ways to organise a class according to the aims of a lesson, and according to different learning and teaching styles. If students work on their own, they can often achieve high levels of concentration. If students work in groups, they can have a lively exchange of views and ideas. Perhaps the best compromise is pair-work. For each section of this unit, it is envisaged that the teacher will begin by introducing the coming work, explaining its purpose. Worksheets will then be distributed. The teacher will then explain further, and, if necessary, give examples. The pairs can, after this, get down to work quietly, discussing their work. The teacher will move around the room offering encouragement and assistance, and observing what progress the students are making. When it seems that most people have just about completed the work, the teacher should take over again to check and discuss answers. There are various ways in which this can be done. Possibly 4 pairs could write up their answers on the board, and discussion on any discrepancies could follow. Or students might call out their answers in a fairly informal way. If there is disagreement, students should be encouraged to justify their answers; a class vote might even be taken. The teacher should not be in haste to give the definitive answer.

Where appropriate, marks could be collected in an informal way, so that students can compare their marks with the class average.

Activity A. Introductory general quiz.

Purpose: to start students thinking about the topic.

Activity B. Vocabulary matching

Purpose: to activate and teach the appropriate vocabulary for use in the unit.

Activity C. Word square

Purpose: to activate and teach the appropriate vocabulary for use in the unit.

Activity D. Sentence matching

Purpose: to enhance awareness of cohesion and coherence. Used in Use of English.

Activity E. Writing in a hard-boiled style.

Purpose: to increase awareness of style and to produce written text.

Activity F. Multiple-choice cloze.

Purpose: to build vocabulary and to enhance awareness of parts of speech. Used in Use of English.

Activity G. Oral presentations and discussions.

Purpose: to practise oral skills. Used in Use of English.

Activity H. Proof-reading

Purpose: to encourage close attention to grammatical accuracy, and to enhance the ability to check one's writing. Used in Use of English.

Activity I. Listening

Purpose: to listen carefully to details.

Activity J. Writing stories in different ways.

Purpose: to encourage a creative approach to writing.

Activity K. Making logical deductions

Purpose: to develop logical thinking.

Activity L. Listening

Purpose: to enhance note-taking skills.

Activity M. Reordering sentences.

Purpose: to create an awareness of the methods used to create coherent and cohesive text.

Activity N. News briefs

Purpose: to encourage imagination and discussion (or even writing).

Note: It would be best if students were given advance notice of this and prepare it for the next class.

Activity O. Cloze summary

Purpose: to increase knowledge of how to re-express ideas and manipulate word forms. Used in Use of English.

Activity P. Matching sentences.

Purpose: to enhance awareness of cohesion and coherence. Used in Use of English.

Activity Q. Alphabet.

Purpose: to reinforce vocabulary learning, and give the unit a sense of closure.

The activities have been put in an order that gives students a mixed diet for each teaching session. The order is not, however, sacred, and activities can be re-ordered or omitted depending on the amount of time available and the interests of the class and the teacher.

The units in the IEC aim to help students explore different methods with which they can improve their English. The aim of Crime Stories is to interest students so that they use English willingly and enjoyably, and in this way acquire language without conscious effort.

Activity A

Introducing the unit.

The teacher may wish to tell one of his/her own favourite crime stories, or discuss a film or TV programme of current interest. The Quiz (Activity A) can then be done by the class in a general session or as a competition between groups.

Answers

1. Sherlock Holmes, usually shown wearing a deerstalker hat, and often carrying a magnifying glass.
2. O.J. Simpson
3. One who kills again and again.
4. Examples include Jack the Ripper, Dahmer, Christie and Company. Films on the topic include Silence of the Lamb, Seven, Blue Steel, Kalifornia and many others. Hong Kong has produced its own serial killers such as Lam, the infamous taxi-driver who killed a series of hostesses.
5. Cain, who killed his brother, Abel.
6. Federal Bureau of Investigation, FBI
7. New Scotland Yard
8. Yakuza
9. Triads
10. Mafia
11. electric chair, gas chamber, firing squad, hanging, lethal injection, stoning etc.
12. a private detective
13. cop
14. 85
15. John Woo's films — Killer, Better Tomorrow, Hard-boiled, Lethal Weapon etc.

Students could be asked to add questions to the quiz drawing on current events. It is not expected that any one student can answer all the questions, but it is hoped that the class as a whole will be able to complete the quiz. (Naturally at times students will know the answers but not in English.) Discussion of the various answers should be encouraged (e.g. what do the class know about the yakuza?)

Activity B

This is to help ensure that students have some of the necessary vocabulary for this unit. Let the students work on each section in pairs and then collect answers from around the class. Allow opportunities for disagreement before giving the final answers. To help reinforce learning, ask the students to give you sentences that use the words. One could even ask them to construct very short stories using the words in each sub-section.

Answers

Vocabulary Matching

I.

- | | |
|---------------------|------------------------------------|
| i. triads..... | d. Chinese criminal gangs |
| ii. vice..... | a. illegal sex |
| iii. assault..... | e. attack |
| iv. hit man..... | b. professional killer |
| v. con..... | f. a clever way of cheating people |
| vi. accomplice..... | c. criminal helper |

II.

- | | |
|-------------------|--|
| i. execution..... | b. putting to death |
| ii. accuse..... | f. say someone committed a crime |
| iii. victim..... | d. someone who suffers from a crime |
| iv. jury..... | a. people who decide if someone is guilty or not |
| v. verdict..... | c. the decision of a court |
| vi. serial..... | e. again and again |

III.

- | | |
|--------------------|--------------------------------------|
| i. draw..... | e. pull out a gun |
| ii. stab..... | b. put a knife into someone |
| iii. kidnap..... | d. hold someone illegally for money |
| iv. blackmail..... | c. demand money to keep a secret |
| v. charge..... | a. what the police accuse someone of |
| vi. sentence..... | f. punishment given by a judge |

IV.

- | | |
|----------------------|--|
| i. racket..... | d. criminal activity |
| ii. trafficking..... | f. dealing in drugs |
| iii. ransom..... | e. money to release someone from criminals |
| iv. witness..... | a. someone who saw what happened |
| v. prosecutor..... | b. lawyer who tries to prove someone is guilty |
| vi. undercover..... | c. secret police work |

Activity C

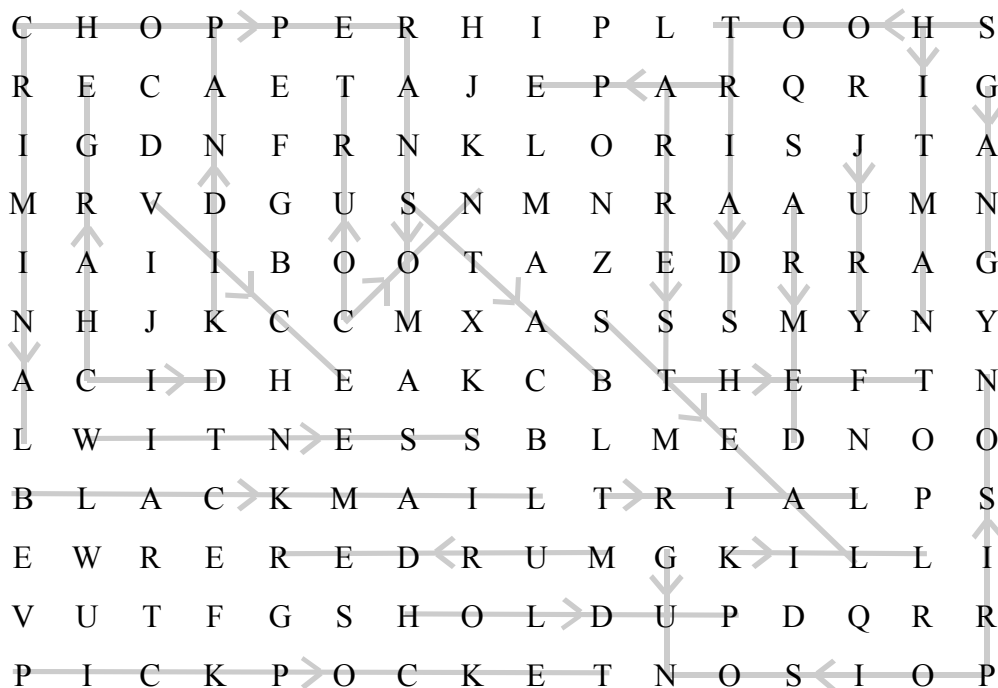
The word search provides further enjoyable vocabulary consolidation.

The words included are:

armed	gun	ransom
arrest	hitman	rape
blackmail	holdup	shoot
charge	jury	stab
chopper	kidnap	steal
CID	kill	theft
con	murder	triads
court	pickpocket	trial
criminal	poison	vice
gang	prison	witness

First let students look for words without assistance, telling them only how many there are. If they seem to be experiencing any difficulties, tell them which words they should be looking for.

The teacher may wish to ensure that the students can use the words properly in sentences.



Activity D

A Use of English type matching exercise

Answers and connections

1. D pronouns/tense/boy → child/kidnap → ransom
2. I pronouns/tense/enter → leave finger prints → inside
3. E pairs → one → other/tense
4. B speech → telephone/photos → blackmail
5. J pronoun/tense/dead → blood
6. G direct address/tenses
7. A pronouns/tense/use of time/warehouse → goods
8. F tense/logic - not a break-in → inside job
9. H tense/killing → gang-war
10. C direct address/surrounded → come out

Allow students to work on the exercise in pairs, and then collect answers from around the class. Ask students to justify their answers so that they become conscious of the sorts of clues to coherence and cohesion they should be looking for.

Activity E

Now that the students are thinking about crime, and have some vocabulary to use, it is time to do some writing. The aim is to help make the students aware of different styles. As the hard-boiled detective style (invented by writers such as Hammett and Chandler) uses fairly simple sentence structures, it is suitable for learners.

It is hoped that the teacher will read the short samples aloud to the class in an appropriately interesting way. The students can then settle down, probably in pairs, to do some writing. Some examples should be shared with the class. The teacher may wish to give further (amusing) examples.

Students who wish to do extra follow-up work may wish to produce extended detective stories.

Activity F

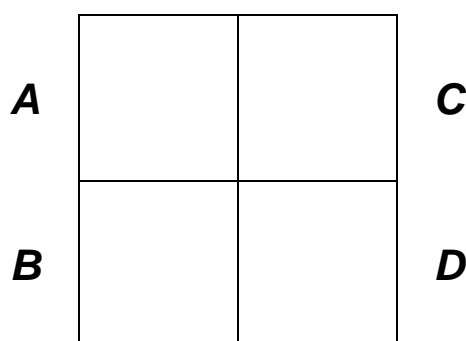
Another Use of English language systems exercise. Ask students to discuss carefully each option and decide why it is appropriate or inappropriate. They should not just dash through the exercise half-guessing. As the pairs work, the teacher should move around spotting incorrect answers and talking to the students about them, trying to lead them to see the problem with their response.

Answers with some notes

1. c in a book or newspaper, on TV or the radio
2. a busy, b and c would require infinitives
3. c out of
4. d latest = most recent
5. a out i.e. removing it from the house
6. b in a normal place
7. c if, indirect question
8. b after = take care of
9. a something
10. d time, she has to wait
11. a another
12. c amazing. Active: they amaze people
13. d they buy, 'suggest' and full clause (or gerund)
14. a resell, sell a second time
15. c withdraw, past
16. b negotiation
17. b over = give
18. c to return, 'promising' and infinitive
19. d fact
20. c had, 3rd (unreal) conditional
21. b set-up
22. d change

Activity G

This is an oral exercise very similar to the Use of English examination. Allow students 10 minutes to prepare a presentation based on their passage, using a small piece of paper for notes. The students then make their presentations in turn, taking up to 2 minutes each. The group then hold a discussion on one or two of the topics given. In the exam this takes 12 minutes. Here one might use 15-20 minutes for both topics. Groups may be called upon to give brief reports of their discussions to the class. Students should be seated in 4's.



While the activity is in progress, the teacher should join groups for brief periods to offer encouragement, and to ensure that English is really being used.

After the presentations, students should try to give each other some feedback (or maybe a mark out of 10) e.g. "You spoke very clearly, but you didn't look at us when you were speaking."

Activity H

Further crime material is presented in the form of a Use of English proof-reading exercise. Give students plenty of time to work through the text and then encourage them to discuss and defend their answers.

Answers

1. ✓
2. dies agreement, flat-partner who dies
3. ✓
4. ✓
5. it ~~is~~ out bury an object = it out
6. ✓
7. goes main verb
8. experience wrong meaning
9. whose belonging to whom
10. ✓
11. ~~with~~ end up and adjective
12. are tense, general
13. a ~~is~~ good idea indefinite article
14. make infinitive
15. a long spelling
16. to ~~is~~ notice infinitive
17. as
18. nothing sense
19. ~~However~~ No contrast
20. years plural
21. ✓
22. ~~at~~ unnecessary
23. 3
24. stories plural
25. ✓

Activity H (cont...)

- | | | |
|-----|---------------------|-------------------------------------|
| 26. | will | tense |
| 27. | sleep | infinitive |
| 28. | ✓ | |
| 29. | dead | adjective |
| 30. | up | keep up=continue, wrong sense |
| 31. | also | redundant |
| 32. | do | normal verb : do die |
| 33. | being | redundant |
| 34. | will | redundant, present tense |
| 35. | is | unnecessary (which relative clause) |
| 36. | ✓ | |
| 37. | again | redundant |
| 38. | proper | adjective |
| 39. | even | no sense |
| 40. | violence | noun |
| 41. | ✓ | |
| 42. | ✓ | |
| 43. | an | |
| 44. | near | preposition |
| 45. | ✓ | |
| 46. | Although | no dependent clause |
| 47. | a / few | a few |
| 48. | has | no sense |
| 49. | as | no sense |
| 50. | as | no sense |
| 51. | ✓ | |

Activity I

Listening

The students listen to the tape twice. They may take any notes they wish, and ask the teacher any reasonable questions. They then talk to their partners about the mystery and offer solutions.

If they do not seem to be having much success, it might be a good idea to check that they have the events down reasonably accurately as it may help them to reach a solution.

The teacher will judge when it is time to offer the 'real' story. "The Vanishing Lady" is adapted from the Hitchcock film of the same name.

Tapescript

This story is set in a small, rather politically unstable country in Eastern Europe, around 1920. Mary is a wealthy young woman, who has been travelling round seeing the world. It is now time for her to go home, and she travels to the small town of Lot to get a train which will eventually take her back to London. While in Lot she meets a very pleasant elderly lady, Mrs. Baker, who has been a language teacher in Lot for a few years, and is now returning home to England. Mary and Mrs. Baker meet at the station and travel together in the same compartment in the train, sitting opposite each other. Later they are joined by an important looking gentleman and his wife. Mary and Mrs. Baker chat, have a cup of tea, read some magazines, and enjoy the journey. Mrs. Baker leaves the compartment to go to the toilet, and doesn't return. After an hour or so Mary gets worried. She looks through the train, but cannot see Mrs. Baker. Fearing she may have been taken ill, she decides to speak to one of the train guards. He returns with her to her compartment. Mrs. Baker is still missing. The guard talks to the gentleman and his wife. They look very surprised and say there never was a Mrs. Baker. They hadn't seen anyone in the compartment except Mary, who had been asleep most of the time. Mary couldn't believe it. Of course, Mrs. Baker had been there. But the guard obviously didn't believe her at all. Then the gentleman spoke again.

"Let me introduce myself. I am Dr. Ernest Page. I am a leading brain surgeon. I am travelling today to the next station to pick up a seriously ill patient, and take her to the nearest large city where there is a well-equipped hospital where I can perform an operation. So, you see I am an expert in anything to do with the brain. It is obvious to me that you have imagined Mrs. Baker. I suppose you have been travelling around alone for some time. Now you have had a very clear dream. It's quite common, and nothing to worry about."

"But, of course, Mrs. Baker was real. I couldn't be mistaken," said Mary.

"No, maybe real to your brain, but not really real," replied the doctor. "We never saw her. You imagined it. Now let me give you something to relax, and we'll forget all about it."

Activity I (cont...)

Just then the train started to slow down to enter a small station. Dr. Page excused himself and went to meet his patient. Mary watched everything to see if Mrs. Baker appeared. There on the station platform. Was an ambulance man with a patient whose head was covered in bandages. The patient was carried onto the train, and Dr. Page's two nurses took the patient into a quiet cabin. The men got off, and the train continued its journey. No one else appeared.

Although no one believed her, Mary was still sure she had not imagined Mrs. Baker, and she started searching the train again. It took her almost 40 minutes, but she was completely unsuccessful. She returned to her compartment. There was someone new sitting opposite her now. Dr. Page got up as soon as he saw her.

"Ah, I'm so sorry I said no one had been sitting opposite you before. My mind must have been on my patient. Of course, this lady got on at the same time as you. She only stayed about 10 minutes, then went to chat to a friend. You fell asleep, and your dreaming mind turned this stranger into Mrs. Baker. So simple."

But Mary was sure he was lying. This woman had never been there before. Suddenly she began to see what had happened.

Can you work out the truth?

Problem: Mrs. Baker's disappearance

Dr. Page's suggestion: Mary has been alone a long time. Mary saw a stranger and dreamed she had seen a friend.

Events: Mary and Mrs. Baker board a train

Dr. Page and wife join them.

Mrs. Baker disappears

Mary searches and talks to Dr. Page

Train stops

Bandaged patient gets on

Train continues

Mary searches

Strange woman appears

Mrs. Baker has been working undercover for the British government. Dr. Page is an agent determined to prevent her reaching London. His men capture her on the train. Someone pretending to be a patient is put on the train. Mrs. Baker is drugged and her face bandaged - and the first "patient" comes to sit in the compartment. Mrs. Baker will be carried off at the next station, and will probably die during her "brain operation".

Activity J

This is intended to constitute an important part of the entire module. By now, it is hoped that the students are interested in crime stories, have plenty of ideas about them, and have a reasonable bank of words to draw from when writing about crime. The aim is to extract varied and interesting short pieces of writing in different styles from the students. The tasks can easily be divided up among partners so a sort of group project can emerge. Graphic design and illustration should be encouraged as it suggests pride in the piece of work.

The unit should be read aloud by the teacher and any competent readers in the class.

Activity K

Deductions

This activity aims to be entertaining, produce spoken English, and help develop logical thinking skills. The teacher should work through the student worksheet with the class reading it aloud and handling any questions. Allow as many answers as possible and encourage active participation.

Suggested answers

a teacher — chalk dust

fisherman — fishy smell

kitchen-worker — skin on hands obviously in water frequently, red/swollen hands

baker — flour dust

has been on holiday recently — sun-tan, or an item of clothing associated with a specific place

has been to the beach — sand on shoes

is left-handed — by observation

used to smoke — no smell of smoke, but yellowed teeth

is married — wedding ring

is often late — doesn't have a watch

two different socks — got up late/forgetful/absent-minded

smart shoes, old clothes — stole the shoes!

big thigh muscles — plays a lot of ball games

school blazer — has an elder brother/sister

refuses to show arms — injects drugs

Allow this activity to continue as long as it is producing a reasonable number of interesting ideas.

Activity L

A listening activity similar to the earlier one. Let students hear the mystery stories twice and try to solve them.

The first is loosely based on *The Man with the Twisted Lip* by Arthur Conan Doyle.

The second is based on a real case from UK, 1925.

Tapescript

Mr. and Mrs. Hume lived peacefully outside London in the middle of the last century. Mr. Hume went into London most days. Mrs. Hume didn't know much about his business, but he paid the bills and looked after her nicely so she didn't worry very much.

One day she had a little bit of business of her own to attend to so she went up to London herself. She got a bit lost on the way, and wandered into a very poor area near the river. Suddenly to her surprise she saw her husband looking out of a window of a very dirty old building. She only saw him for a moment, but he looked very frightened, and then disappeared.

Mrs. Hume tried to get into the building, but no one would answer her knocks. A policeman was passing just then, so she asked for his help, and eventually an old lady let them in, and they rushed upstairs. There in the room where she had seen her husband was a dirty old beggar, but no sign of her husband. They searched, but all they found was a small piece of torn cloth on a nail by the window. The old lady seemed simple and insisted she knew nothing. The beggar only mumbled and gave no help at all. The policeman said he knew him. His name was Gunn, and he was quite a well-known beggar in that part of London. More police officers arrived and the river below the window at the back was searched. Sure enough Mr. Humes's clothes were found, weighted down with hundreds of low-value coins. The mystery seemed to be increasing every minute.

The police arrested the beggar, and told Mrs. Hume to go home. She did, but there was no sign of her husband. Very worried indeed, she went early in the morning to Sherlock Holmes. He thought about it, and soon came up with the solution, and a rather ashamed Mr. Hume was soon at home.

Can you solve the case?

Activity L (cont...)

Suggested answers

Characters: Mr. and Mrs. Hume

old lady

police

beggar (Gunn)

Events: Mr. Hume goes into town

Mrs. Hume goes into town

Mrs. Hume sees frightened Mr. Hume in building

Mrs. Hume goes up with police

No Mr. Hume, only beggar

Mr. Hume's clothes in river, pockets filled with coins

Mr. Hume missing

Problem: Where did Mr. Hume disappear to?

Solution:

Mr. Hume went into London to work as a beggar. He had a room in which he changed from his suit into rags.

Seeing his wife did indeed frighten him. He didn't want her to know his shameful secret. He quickly changed into his beggar's clothes, blackening his face etc. He put the coins he'd collected begging into the river. He spent all night at the police station wondering how he could get out of this situation.

[Actually, Holmes allowed him to keep his secret from his wife as long as he stopped begging.]

Activity L (cont...)

Tapescript

William lived on a farm. He had a girlfriend, by the name of Susan. Their relationship was a pretty stormy one. She was the friendly type, and worked in a bar in the local town. He was the jealous type, and liked to be quiet. Finally, tragedy happened. Susan was found dead in the big old wooden corn store on the farm. There was a rope round her neck, and the neck itself was very badly bruised. William said he'd gone into the corn store after working all day around the fields, and found Susan hanging. Of course, he'd taken her down as quickly as he could, but she was already dead. He couldn't understand why she should commit suicide, but there it was. The police listened to his story, and then checked something. They then arrested William for the murder of Susan.

How do you think they knew?

Suggested answers

Characters: Susan

William

Events: Susan is found with a rope round her neck.

William says she hanged herself.

How to check:

The wooden beams would be very dusty. Where Susan had hanged herself the dust would be disturbed. There was no sign of any disturbance. William had strangled Susan. He was himself hanged as a result.

An extra task is offered for any keen students.

Activity M

A short story (very loosely based on a Graham Greene story on a fairly common theme) has been printed in the wrong order. The students are asked to reassemble it into a coherent, continuous text. Explain the exercise and allow the students time to put their text together and discuss each other's solutions.

Answers

1. C Mrs. So's murder had been rather unpleasant.
2. F She had been beaten to death with a hammer.
3. A The killing had been noisy, and it had woken old Mrs. Tse from the flat across the way. She had been peeping out of her door when the murderer came out.
4. D She had seen him very clearly for a moment.
5. G He was a big, muscular man.
6. B His face was dark and cruel, and she would not forget it.
7. E This made Mrs. Tse very valuable to the police.
8. L It was her description that led them to the murderer, and she was definitely the prosecution's star-witness.
9. O Without her there would be little chance of a jury finding him guilty.
10. H The day of the trial came.
11. I Mrs. Tse went up on the stand and gave her evidence.
12. M "Now, Mrs. Tse," asked the lawyer, "Can you identify the man you saw leaving the flat that night?"
13. J "Yes, it was that man," she said, pointing at the accused.
14. N "Are you sure?" asked the defence lawyer, pointing to another man in the seats for the public.
15. K She looked.
16. S She couldn't believe her eyes: there was the same man!
17. U "Yes, Mrs. Tse, they are identical twin brothers.
18. Q So you don't know which one you saw, do you?"
19. V In truth, she didn't.
20. P And that was the end of the case.
21. T Mrs. Tse was just left wondering if one day one of those brothers would come to visit her again.
22. R She prayed not.

Activity N

A short writing/oral activity. This might be used as an assignment as it would not take long to prepare, but might help keep students' minds on the unit. Alternatively, the teacher could save a few news briefs from the week's papers to act as further stimulus material.

If the students are in groups, each one in turn could give a fuller version of each story, and the group then decide on the best version. This could be presented to the class, or turned into a written text. Alternatively, pairs could work on any one item and prepare a joint presentation of it to be performed for the class.

Activity O

This is a cloze summary similar to that in the Use of English examination. Students should read version 1, and then looking at the clues, complete version 2. Additional answers will be possible.

Answers

- | | |
|---------------------|---------------------|
| 1. tells | 14. lost |
| 2. con | 15. took |
| 3. referred | 16. it |
| 4. the Eiffel Tower | 17. won |
| 5. couldn't | 18. if/whether |
| 6. moved | 19. yes |
| 7. made | 20. lost |
| 8. wallet | 21. angry |
| 9. pickpocketing | 22. later |
| 10. ready | 23. had disappeared |
| 11. a living | 24. been |
| 12. gambling | 25. money |
| 13. successfully | |

Activity P

A matching exercise on detection and court procedures

Answers

1. E judge speaking/logic
2. I example of the danger/undercover = false identity
3. J pronoun/charged, evidence and guilt
4. C evidence not much/example of a clue
5. A jury, they decided/verdict not guilty
6. G question-answer/cup one
7. F well-known legal formula
8. D example of a detail she overlooked
9. H question-answer/pronoun
10. B crime wrong/protect children honourable

Activity Q

This tries to round off the unit in a pleasant way. Let pairs try first and then the class can compile a final list collaboratively.

Possible answers

- A – Alcatraz, attorney
- B – bullets
- C – Christie, serial killer. Capone, gangster.
- D – death row
- E – electric chair
- F – FBI
- G – gas chamber
- H – Holmes, homicide
- I – Inspector
- J – Jack the Ripper
- K – killer
- L – Lucky Lucians, gangster. Lector, Hannibal, serial killer.
- M – Mafia
- N – narcotics, drugs/nitro-glycerine, to blow safes
- O – Old Bailey, London's central criminal court. Oswald, Kennedy's killer?
- P – perfect murder, poison.
- Q – QC, top lawyer (Queen's Counsel)
- R – ransom
- S – serial killers
- T – taxi-driver killer
- U – underworld
- V – violence, vice
- W – Woo, Watson
- X – X-rays, X marks the spot. (desperate!)
- Y – Yakuza
- Z – Zigzag, crime film, about a man who tries to get himself convicted of murder.