

T&L 818: Thematic Unit
Fall 2003- Dr. Paul Garcia
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Theme: CRIME

Purpose: The lessons designed for this unit are intended as a guide to help students work in a communicative classroom environment making connections with different aspects of crime that blends listening, speaking, reading, and writing.

Grade Level: This thematic unit is intended for adult ESL students in the intermediate level, but can also be used in high school (9-12th) intermediate and advanced level classrooms. With modifications the lessons could be made adaptable to the skill levels of younger ESL students.

Thematic Unit ESL Goals:

- **Goal 1, Standard 3**-*To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.*
- **Goal 2, Standard 2**-*To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.*
- **Goal 3, Standard 3**-*To use English in socially and culturally appropriate ways: Students will use the appropriate learning strategies to extend their sociolinguistic and sociocultural competence.*

Unit Language Learning Strategies:

- **Direct Strategies:**
 - **Memory Strategies**-Creating mental linkage by: grouping, associating/elaborating, and placing new words into a context.
 - **Cognitive Strategies**-Practicing, recombining, and practicing naturalistically; Analyzing and reasoning
 - **Compensation Strategies**-Guessing intelligently using linguistic clues: Overcoming limitations in speaking and writing.
- **Indirect Strategies:**
 - **Metacognitive Strategies:** Centering learning
 - **Affective Strategies:** Encouraging yourself
 - **Social Strategies:** Asking questions, cooperating with others, and empathizing with others

We believe the activities and lessons in this unit are adaptable for students everywhere; teachers are encouraged to expand on the ideas.

Crime

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RESOURCES

Introduction and Crime Vocabulary

Lesson 1

Materials: 1A- Crime vocabulary worksheet
1B- Crime gap-fill worksheet

Objective: Students will be introduced to and learn crime vocabulary

Warmer:

Write five jumbled words on the board and give the students two minutes to decipher them (Do one as an example so that student have the crime context in mind. Use a September 11th picture to elicit number one)

1. liahkingj=hijacking
2. ailj=jail
3. redurm=murder
4. stinglea=stealing
5. hefit=thief

Procedure:

1. Tell the students your own personal story about seeing a crime
2. Pair students off and give them two minutes to discuss if they have seen a crime . . . then nominate students to share
3. Web Map-Draw a web map on the board and write crime in the center (in pairs, students have three minutes to write as many words as they can on paper)
4. Elicit answers from the students and write them on the board.
5. Dictation- Dictate any words that students did not come up with (from Crime Sheet 1A)
6. Handout Crime Sheet 1A and have students read the definition of any new words
7. Pronunciation drills- first drill crime words chorally and then drill words to individual students
8. Crime Sheet 1B-read half of the examples of the crimes on the paper and ask the students to write (on a blank piece of paper) which crime they think it is. Pass out Crime Sheet 1B and students complete the remainder in pairs

Assessment: Collect Crime Sheet 1B and check if the students have mastered the vocabulary

CRIMES

1. Murder

Unlawfully and deliberately killing someone

2. Kidnapping

Taking somebody by and demanding money or conditions to free that person

3. Burglary

To enter a building, often while no one is in it, and steal money or objects

4. Mugging

To take something by force from someone, often in the street

5. Pickpocketing

To steal from someone's pocket etc, without them realizing

6. Arson

To set fire to a building illegally.

7. Rape

To violently attack a person sexually.

8. Hijacking

To use force to take control of a plane, ship, train, etc.

9. Fraud

To deceive or cheat someone to get money

10. Theft

Stealing-usually secretly and without violence

11. Manslaughter

Killing someone by accident through a careless or dangerous act

12. Smuggling

To bring illegal goods, like drugs, into a country or to bring goods into a country without paying taxes.

13. Shoplifting

To steal things while pretending to shop

WHAT CRIME DID THEY COMMIT?

Match these crime descriptions (a-m) with the crimes (1-13) from the CRIMES Worksheet

- a. _____
David Smith got drunk one night and decided to drive home. As he turned a corner he crashed into another car and killed the driver.
- c. _____
Ronnie Tyler pulled out a gun from his pocket and shot the bank guard five times in the head.
- e. _____
Vincent Tapper took a pistol and ordered the pilot to fly to Miami.
- g. _____
Joe Sykes forced his ex-girlfriend to make love with him.
- i. _____
Nigel Handy waited until night, carefully forced open the window and climbed into the house. He took the TV and a lot of money.
- k. _____
Anne Clinton walked around the department store and, making sure no one was watching, put two expensive watches into her bag.
- m. _____
John Bottomless was caught at the customs with \$500,000 worth of cocaine hidden in the doors of his car.

- b. _____
John James pretended to start a business and persuaded some people to lend him some money. He used the money to go on a holiday to the Caribbean.
- d. _____
Peter Short stole a computer from the company he worked for.
- f. _____
Johnnie Smeghurst set fire to his school after failing all his exams.
- h. _____
Paul Winters and Jennifer Summers stopped millionaire William Gates outside his home and forced him to go with them. They demanded 30 million dollars from the family to free him.
- j. _____
Pete Murphy often went to the shopping center and took wallets from the people shopping. They never felt a thing!
- l. _____
Harry Lee waited on a dark corner until the young woman turned into the street. Then he jumped out, hit her in the face, and ran off with her leather handbag.

Grammar- The Passive (Crime)

Lesson 2

Materials: Scrabble pieces, a tennis ball, CD player, worksheet 2A (Edna Snell), and worksheet 2B (News in Brief)

Objective: Students will be able to recognize and form passive sentences (presupposes a lesson on subject/object sentences)

Warmer:

1. Divide students into groups and give each group scrabble pieces.
2. Write group names on the board
3. Tell the students they are going to form crime words with the letters
4. Give them two minute to review their worksheets (1A)
5. Read the examples that were collected for homework (1B) and the students make the words by moving the letters on their desks
6. The first team to make the correct word receives a point
7. The team with the most words wins

Procedure:

1. Pair the students and then write two sentences on the board
 - A. The car was stolen by the man.
 - B. A man stole the car.
2. Ask the students which sentence they might hear on the news or see in the newspaper
3. Try to elicit the reasons why first sentence is better (*the car is the important idea, so it is first + we don't know who did the action*)
4. Meaning, form, pronunciation of the passive on the board (to be + past participle=passive)
5. Ball Game: have the students pass a ball around the room while music is playing (each time the music stops, the student who is holding the ball must give the past participle of the verb written on the board...eat---eaten)
6. After the game, refer to the written record of past participles on the board. Place the verb "to be" in front of the various verbs and create a couple examples of passive sentences

7. Newspaper Article: Students find examples of the passive in the Edna Snell (2A) article about a man killed during WWI

8. Now students will do guided practice of the passive using worksheet 2B (News in Brief). Go over some vocabulary and give the students time to work on the assignment in pairs

Assessment: Students take home worksheet 2B (News in Brief) to check their knowledge of how the passive is formed

105-year-old died with lost love's photo
by Michael Paterson

At the age of only 20, Edna Snell's heart was broken when Billie Smith, the man she planned to marry, was killed in the trenches during the First World War.

She was left with a single photograph of her fiancé in his uniform. When she died in her sleep last week, aged 105, she was holding that photograph.

Time never healed her wounds sufficiently for her to fall in love again and age did not fade her memories of her 22-year-old fiancé. In her last days, Miss Snell lost the will to eat but not the desire to look at the photograph of Billie Smith, thinking about what might have been.

When staff at the Hillsdon nursing home in Poole, Dorset, looked at the photograph, they found a handwritten message on the back. It read: "With fondest love, Yours Billie, 14/10/15." Before the end of that year, he had been killed in France. Little else was known about him.

Miss Snell was born in Suffolk, and moved to Bere Regis, Dorset, in 1936 after her father died. She worked in a local grocery store and spent many years as a housekeeper before her retirement.

Her last four years were spent at the nursing home. Mike Faulkner, a charge nurse said, "Edna was a lovely little lady. She always told staff and friends that Billie was the love of her life.

"In her final days, Edna refused to eat. I think she had given up and wanted to die. It seemed that all she wanted was to be with Billie.

"It's a lovely to think that, after all those years spent apart, they are finally together in death."

(2B)

The Passive Voice

News In Brief

POLICE THEFT

A Television set (1)_____ from a Liverpool police station while officers were out fighting a crime.

PLANE DRAMA

A drunk who tried to open an airplane door at 30,000 feet (2)_____ for the rest of a Denmark to Thailand flight.

CAMPER DIES

Camper John Barnes, 23, (3)_____ After a 200-meter fall into a rocky ravine With only a broken foot. Sadly he (4)_____ when he fell out of the ambulance on the way to the hospital in Perth, Scotland.

UNLUCKY BURGLAR

Burglar Frank Gort broke down and sobbed When he (5)_____ to seven years in jail, claiming it was his unlucky number. An understanding judge in San Antonio, Texas, took pity and gave him eight years instead.

STABBED IN THE BACK

Mr. Clarence Ramsey (7)_____ seriously _____ yesterday when a man came up behind him and stabbed him in the back. Turning around to face his attacker, Mr. Ramsey was surprised to hear him say, "Sorry I thought You were somebody else."

- ❖ Complete the short newspaper stories on the left with a suitable verb From the choices below:

steal	handcuff
rescue	sentence
arrest	injure
kill	rob
damage	break
break	shoot
kill	find guilty
destroy	

WANTED MAN JAILED

Fugitive James Sanders, who escaped from jail in 1975, (6)_____ in Texas after ringing the FBI to check if he was still on the wanted list.

(Language Reference p54)

Grammar- The Passive (continued)

Lesson 3

Materials: Picture of Picasso painting, worksheet 3A (Picasso), and worksheet 3B (By Whom)

Objectives:

1. The students will practice scanning newspaper articles for information
2. The students will be able to make passive sentences using the context of famous people

Warmer:

Teacher dictates five base verbs and the students have to write the passives of the base verbs

Procedure:

1. Review how the passive is formed (use verbs from warmer)
2. Walk around the room showing a Picasso painting. Ask students, "Who painted this painting?"
3. Then tell the students you have a newspaper article relating to Picasso and a crime. What do they think the crime is?
4. Walk around the class and have them look at the picture and title of the article (worksheet 3A). What is the story about?
5. Have the student predict ten words that they think they will read in the article (from reading only the title and looking at the picture)
6. Write three questions on the board
 - A. What did the robber look like?
 - B. What weapon did he have?
 - C. What did the robber give the taxi driver?
7. Have the students scan, not read, the article. Give them only two minutes. Then have them search for the ten words that they predicted
8. Write two things on the board:

1. Picasso
 2. Portrait of a Lover
-
9. Write the famous names from worksheet 3B (By Whom?) under the name Picasso and have the students guess in groups of three why the people are famous (example: George Gershwin...why is he famous?)

 10. Elicit why the people are famous and then hand out worksheet 2B and have the students complete in pairs

 11. If time give the students a series of words and have them make passive sentences (only speaking): textbook/write shoes/made class/teach etc. (example: My textbook was written by Mary Collins)

Assessment: Informally assess students by observing their progress as they do written and spoken work

Picasso Painting is stolen in 35-second gallery raid

By John Steele and Godfrey Barker

A PONY-TAILED robber with a shotgun walked into a West-End art gallery yesterday and stole \$650,000 Picasso painting before escaping in a taxi he had Ordered to wait outside.

The raid which took only 35 seconds, was described by police as “most unusual” the man made no attempt to disguise himself from security cameras in the Lefevre gallery, one of London’s leading dealers in Impressionist works.

Loss adjusters offered up to \$50,000 for information leading to the return of *Tete la Femme*, a 1939 oil portrait by Pablo Picasso of his then lover, Dora Maar.

The man, described as white and in his 30s, entered the gallery in mid-morning and approached an assistant, Jacquie Cartwright, to ask the price of the work, which was hanging on a wall visible from the street.

During their brief conversation he opened a hold-all to show what appeared to be a sawn-off shotgun. Mrs. Cartwright, who has worked at the Bruton Street Gallery for 13 years said, “He asked only for that one picture.

“Then he told me he had a shotgun and he wanted the painting. He said: ‘Get it off the wall for me.’ I said, I couldn’t and told him to get it himself. So he did and then he ran out.”

A security guard and another member of staff, Camille Bois, 28, chased the robber but lost him in a nearby side street where the unwitting taxi driver, who had originally picked him up was waiting.

Martin Summers, managing director of the gallery, said the man threatened staff at a nearby restaurant.

He then brandished the gun at the taxi driver and forced him to drive to Park Lane and then Battersea, where, according to Mr. Summers, he tried to use a telephone at a branch of Halfords. The cab went on to Wimbledon, where the robber fled after removing the plywood painting from its fram and leaving \$10 for the driver.

Mr. Summers declined to say whether the gallery owned the painting or was selling it for a client.

Mark Dalrymple, a loss adjuster, said, “No one is going to be able to sell it at a serious price.”

Suggestion: Find a picture of the Picasso painting, *Tete la Femme* on the Internet to show the students with this story.

Small Group Discussion on Crime

Lesson 4

Materials: Worksheet 4A (Daily Crimes), 4B (English Judge), and 4C (In Court)

Objective:

1. Students will learn and incorporate new vocabulary into their group discussions
2. Students will make value judgments based on evaluating the degrees of crimes

Warmer:

1. Write "How honest are you?" on the board
2. Arrange students into groups of two (face to face)
3. Pass out 4A. Students interview each other and record information
3. Write "Who is the class sinner? Who is the class saint?" on the board
4. When interviews have finished, group students into 3's (without their interview partner) Have students talk about the sins of their interview partner
5. Students count the "yes" boxes to see who is the saint and the "no" boxes to see who is the sinner
6. Students can ask the teacher same questions as well

Procedure:

1. Now that students have talked about themselves they will evaluate the crimes of others
2. Make a word web for the word (classroom) and give the students two minutes to write all words associated with the word "classroom". Then write the word "courtroom" on the board and have the students do the same
3. Elicit the different sentences that a judge can give: fines, probation, community service, prison (how many years?), death
4. Hand out 4B (English Judge) and have the students read the definitions of the crime sentences...DO NOT do the activity
5. Put the students into groups of four and tell them that they are four judges and they must decide on sentences for each of the

crimes on worksheet 4C (In Court)

6. Write a box on the board for language of agreeing and disagreeing and do a gap fill for the phrases (example: *I __ your point*)

7. Get feedback from the groups

Assessment: Informal monitoring of crime sentence vocabulary and language of agreeing and disagreeing

Here are some of the sentences possible in an English court.

Sentence	What does it mean?
Community Service	You have to do a period (eg.100 hrs) of unpaid work in hospitals/old people's homes
Fines	You pay money to the court
Probation	You have to stay out of trouble. Once a week you visit A "probation officer", who asks about your behavior
Suspended Prison sentence	You don't go to prison immediately, eg. "a six-month sentence suspended for one year" means if you behave Well for one year, you are free. If you do something Wrong, you go to prison for six months.
Prison	You go for a fixed period (ranging from a very short Period to "life.")

Now look at these cases. If you were a judge, what sentence would you give to these people? Choose from the chart, give full details (eg. A \$100,000 fine/3 years in prison/one year probation).

1. 18-year-old Miranda worked in a shoe-shop. She lost her job when she stole \$92 from the shop.
2. Nigel is 38. He drank a bottle of wine and then drove home. He had a car accident and killed a 13-year-old boy.
3. Kevin, 15, was caught traveling on the train without a ticket. The correct ticket would have cost \$1.75.
4. Stacey, aged 22, was caught selling marijuana at a disco. At her flat about 50 grams of the drug was found. (value/ around \$250).
5. Dean, 17, broke the window of a new Mercedes and stole a mobile phone and four CD's.
6. Samira is 32. She killed her husband with a knife while he was asleep. He had been very cruel and violent with her for more than 10 years, and he often had girlfriends.

In Court

You are a judge. You must decide how long to send the accused to prison for. The minimum is three months. The maximum is a real life sentence. You can also acquit.

- Case 1** The accused is a prisoner of war. Your country has just defeated His. He was a pilot. He dropped an atom bomb on your tenth Largest city, killing 200,000 people and injuring many more.
- Case 2** The accused is a doctor. He gave an overdose to an 85-year-old Painter who had terminal cancer. The painter had asked for the Overdose. The painter's family accuse the doctor of murder.
- Case 3** The accused found her husband in their bed with another woman. She took the bread knife and killed him.
- Case 4** This man is a well-known leader of a radical organization. He was Recently tried for possessing one marijuana cigarette and Sentenced to ten years in prison. He is appealing the decision.
- Case 5** This factory owner is on trial for cruel and inhuman treatment. The Workers in his factory had a sit-down strike to protest against low Wages. The owner set rats loose in the factory. The workers killed All the rats and no one was hurt.
- Case 6** This woman was given thalidomide while she was pregnant. She Gave birth to a baby without arms and legs. When it was two Months old, she smothered it while it was sleeping.
- Case 7**
- a. These three teenage boys were having a fight with a fourth boy Near a swimming pool. They threw him in the water and then stood On him till he drowned.
 - b. These five adults were sitting not far from the pool and watched the fight. They did nothing and are accused of complicity.

Song-Crime

Lesson 5

Materials: Bob Dylan CD, CD player, lyrics (5A)

Objective:

1. Students will predict verbs from a Bob Dylan song
2. Students will recognize passives in the song
3. Students will change active sentences in the song to passive

Warmer:

1. Elicit crimes from students onto the board (from 1A)
2. Have students rank the crimes from most serious to least serious

Procedure:

1. Most students will choose murder as the most serious crime
2. Tell the students that this song is about a boy who was murdered because he was black
3. Tell the students to circle any words relating to crime in the text
4. Go over any vocabulary questions
5. Tell the students that they must fill in the blank with words that rhyme (only at the end of the sentences)
6. Students predict words they think will rhyme (then check with their partner)
7. Students listen to the song twice and check the answers
8. Have students find two example of the passive in the song
9. Take three active voice sentences from the song and have the students change them to the passive voice
 1. They dragged him to a barn.
 2. They beat him up.
 3. They threw him in the waters.

Assessment: Informally check students' papers to see if they have correct verbs and passive sentences

The Death of Emmett Till

Words and Music by Bob Dylan
1963, 1968 Warner Bros. Inc
Renewed 1991 Special Rider Music

“Twas down in Mississippi not so long ago,
When a young boy from Chicago town stepped through a
Southern door.
This boy’s dreadful tragedy I can still remember well,
The color of his skin was black and his name was Emmett
Till.

Some men they dragged him to a barn and there they beat him
(1)_____
They said they had a reason, but I can’t remember what.
They tortured him and did some evil things too evil to
Repeat.
There was screaming sounds inside the barn, there was
Laughing sounds out on the (2)_____.

Then they rolled his body down a gulf amidst a bloody red
(3)_____
And they threw him in the waters wide to cease his screaming
Pain.
The reason that they killed him there, and I’m sure it
Ain’t no lie,
Was just for the fun of killin’ him and to watch him slowly
(4)_____.

And then to stop the United States of yelling for a (5)_____
Two brothers they confessed that they had killed poor
Emmett Till.

But on the jury there were men who helped the brothers
Commit this awful crime,
And so this trial was a mockery, but nobody to
(6)_____.

I saw the morning papers, but I could not bear to see
The smiling brothers walkin’ down the courthouse stairs.
For the jury found them innocent and the brothers they went

(5A)

(7)_____.

While Emmett's body floats the foam of a Jim Crow southern
Sea.

If you can't speak out against this kind of thing, a crime

That's so (8)_____.

Your eyes are filled with dead men's dirt, your mind is filled with dust.

Your arms and legs they must be in shackles and chains, and

Your blood it must refuse to (9) _____.

For you let this human race fall down so God-awful low!

This song is just a reminder to remind your fellow man

That this kind of thing still lives today in that ghost robed

Ku Klux Klan.

But if all of us folks that thinks alike, if we gave all we could

Give,

We could make this great land of ours a greater place to

(10)_____.

Webmaster: Takemasa Tanaka ©

(5A-answer page)

- 1. up**
- 2. street**
- 3. rain**
- 4. die**
- 5. trial**
- 6. mind**
- 7. free**
- 8. unjust**
- 9. flow**
- 10. live**

On-Line Chain Stories

Lesson 6

Materials:

1. Computer Access (preferably one per student)
2. Personal e-mail addresses
3. Crime writing theme example

Objectives: Students will be able to:

1. Reinforce their writing abilities using previously learned vocabulary
2. Express their creativity via the computer
3. Familiarize themselves with the uses of e-mail, and technology usage

Warmer 1:

1. Have each student check their e-mail for a list of American Idioms that you have previously e-mailed to them.
2. Have students work in groups of two or three to discuss what they think the meanings of the idioms are
3. Have each group report to the class, and discuss the meanings with all of the students.

Warmer 2:

1. Have students go to "Hangman" website, www.miguelmllop.com/games/hangman/crime.htm
2. Students can play online individually or in pairs using Crime vocabulary practice words.

Procedure:

1. Set the stage for the e-mail writing activity by giving the students the topic of "Crime" and showing them an example of a short crime story (Find a story in the Newspaper, tape one from TV news, or try a resource on the web. One idea is The Detective Story by John Korber: One World, One People ESL/TESOL lessons at: <http://members.aol.com/Jakajk/ESLtwo.html>)and tell students they will now author a crime story on the computer using vocabulary that has been used in this unit.
2. Set up the Authoring Teams-divide the class into groups of three
3. Everyone writes part A (the "beginning" of the story) and sends it to another person in their group through the e-mail. (students

will need to have exchanged e-mail addresses with their team members before starting the exercise)

4. Everyone writes part B (the “middle” of the story) and gives it through the e-mail to the third person in the group
5. The last person writes part C (the “end” of the story) and the story is finished, and can be printed
6. Illustrate or tell the story to the other class members

HINTS:

- ✓ -make sure each person’s name gets on the story at each turn
- ✓ -this works best if it is done in one-day-then copies are not “lost” and chains are not broken.

Assessment: May assess them orally by having students read their final stories or may assess their writing by collecting the story printouts.

Game Activities

Lesson 7

Materials: Different local newspapers from the recent week or two
Word Thief game

Objectives: Students will use cognitive strategies for recombining and practicing naturalistically

1. Students will use memory strategies to place new words into context based on previous knowledge
2. Students will practice skimming reading skills, and extend their communicative competence

Game One-Newspaper Scavenger Hunt

Procedure:

1. Provide a newspaper to each student. (The ads and entertainment sections may be removed).
2. Ask each student to start on the first page and ask questions that would pertain to recent news items to do with crime in the newspapers. For example some questions might be:
 - What is the crime that is in the headlines today?
 - What is a most recent crime that has happened in our city?
 - Has there been a murder recently in the news?
3. Now have students partner together and in groups of two have them try to find as many crime story headlines that they can in their newspapers in a specific amount of time. They will need to record the titles of each story. Remind them to use their skimming skills for this activity.
4. At the end of the time limit, have the partners go back to these stories and to make a list of as many vocabulary words as they can find from previously learned vocabulary in each story.
5. Ask students to report the number of words they found on their lists to the class after a specific amount of time, and then have them go back to their articles to find any new words that they could add to the their vocabulary and discuss meanings

Game Two-Wordthief

Procedure:

1. The object of the game is to make or steal as many words as possible to acquire points. The game is over when the deck has been fully dealt and one player has used all his cards or, no

player is able to make or steal another word. There can be two to four players on each team. Students can also play as partners.

2. The Wordthief deck of cards contains 108 cards, 104 letter cards and 4 jokers. Each of the four suits (spades, hearts, diamonds, and clubs) contains 26 cards each. Each of these cards has a value of from 1 to 10 based on the frequency of the letter's usage in the English language. The jokers are called Wordsworth and Bloomsbury. (See Wordthief Letter Distribution 7A)

Beginning the Game:

1. The deck is cut and each player turns over a card. The player with the letter closest to "A" goes first. The cards are then returned to the deck and the cards are shuffled.
2. Each player is dealt seven cards face down.
3. A card is dealt face up to serve as the trump suit. It will be picked up as the last card from the deck.
4. The first player uses the letters in his hand to make a word. Any word of two letters or more listed in a standard English Dictionary is permitted. Exceptions are abbreviations and words requiring hyphens, apostrophes, or capital letters.
5. The value of all the letters in the word made is added up and registered under the players' name on a scorepad.
6. Words made in more than one suit can be stolen by other players. *If a player steals your word, you lose the point-value of that word.* If all the cards used in a word are of the same suit, the word is Wordlocked and cannot be stolen by other players. *Wordlocked words receive double points, triple points if the word is in the trump suit.*
7. The player who has made a word replenishes his cards. Players must keep at least seven cards in their hands.
8. Play passes to the left. The next player must either make a new word from the cards in his hand or steal one complete word from another player (only ONE of those options) If a player steals a word, he must increase its value by adding letters to it. He may also increase its value by breaking it into 2 or more words, then adding or subtracting letters until ALL the stolen letters plus at least one from the player's hand have been used in the new word(s). When splitting a word, the player must use all the letters from the stolen word and at least one letter from his hand in the total process.
9. Once a player has created a word, he cannot steal, change, add to, or lock that word. Only other players may do so.
10. The value of all the letters is added up and registered under the player's name (or teams) name on the scorepad.

11. A bonus of five additional points is awarded for each word of five letters or more, and a bonus of ten points is added if a vocabulary word is used.
12. If a player is unable to make or steal a word, he loses 5 points, takes another card and misses a turn.
13. When a word is stolen from a player, the points are registered in the minus column as points lost. Bonus points remain with the player (or team).
14. A joker, Wordsworth or Bloomsbury, is a wild card and can be used for any letter of any suit in creating, stealing, or locking new words. Jokers have no point value.
15. A player who uses all the cards in his hand (a minimum of seven cards) in one turn receives 20 bonus points.
16. The game is over when all the cards, including the face-up trump card, have been dealt and one player has used all of all of his cards; or, when no one can make or steal another word. Any cards remaining in the player's hands are subtracted from their scores.

Assessment: The assessment for this lesson should be informal, and the use of metacognitive strategies, cognitive strategies, and social strategies used by students should be evaluated.

(7A)

WORDTHIEF LETTER DISTRIBUTION

LETTER AND VALUES	SPADES	HEARTS	DIAMONDS	CLUBS
A 1	2	2	2	3
B 5		1	1	
C 3	1	1		1
D 2	1	1	1	1
E 1	3	3	3	3
F 4		1	1	
G 5	1	1	1	1
H 2	1	1		3
I 1	2	2	2	1
J 8	1			1
K 6	1			1
L 3	1	1	1	
M 4		1	1	2
N 1	2	1	1	2
O 1	2	2	2	
P 4	1	1		
Q 10			1	
R 2	2	1	1	1
S 1	1	1	1	1
T 1	1	2	2	1
U 1	1	1	1	1
V 6			1	1
W 5	1	1	1	1
X 8	1			
Y 4			1	1
Z 10		1	1	

There are 110 cards in each complete Wordthief deck: 104 letter cards, 4 wild cards, 1 letter distribution card and 1 brand card.

Writing Workshop- A Crime Mystery Story

Lesson 8

Materials: Writing materials for each student, and writing examples
Dictionaries, thesaurus, and content-area reading

Objective:

1. Students will move prewriting, drafting, revising, editing, and publishing their work as though they were professional authors.
2. Students discuss their work in groups and with partners for revising and editing and interact verbally with each other
3. The classroom environment will be supportive for students to work together to give each other support as they work through the stages of the writing process

Warmer: Cross-Cultural Exchange: In groups of four have students choose a recorder and have them discuss questions on handout (8A). Ask them to compare cultures when possible, and then have groups report to the class

Procedure:

1. Read a short mystery story with the class, and discuss the meaning of the word mystery. (Sample story from John Korber: One World, One People ESL/TESOL lessons; The Detective) <http://members.aol.com/Jakajk/ESLtwo.html>. Talk about detectives such as Sherlock Holmes, who try to solve crimes. Can discuss John Walsh or show a short segment from an unsolved mystery story from TV before starting the workshop.(Another idea would be to listen to and take a Crime and Mystery quiz of a policeman asking questions, or the missing handbag at: <http://www.geocities.com/ccsnstudents/listen2.html#crime>
2. Introduce the writing process stage by stage modeling each stage with your own writing. Talk about prewriting to get ideas flowing and use a prewriting strategy such as webbing, listing, drawing, or brainstorming. Demonstrate your own prewriting so the students can process and then allow them time to prewrite. Use this same pattern through the all of the stages of the writing, using your own developing piece as an example (8B).
3. Provide writing materials. Encourage students to use prior learning of vocabulary and passive voice grammar practice in

their stories. As students complete first drafts schedule writing groups to give them feedback and suggestions. Set the classroom to encourage interaction among the students as they write, revise, edit, and publish.

4. As students complete the writing, find ways to celebrate their accomplishments. Always give students the opportunity to share their writings. The stories can be made into “published” books that could include photos and an “about the author” page.
5. This project may take more than one class period, but students need to be allowed time to write and to be creative. The stories can be typed on the computer in the “published” form for more technology experience in the classroom if desired.
6. When the students are given instruction for ways to support each other reading drafts, giving feedback, and editing, there is nothing that provides a more collaborative classroom environment than a writing workshop.

Assessment:

Informal assessments may be made during the writing process, and the finished “published” writing can be evaluated based on a writing scale that has been predetermined. Example attached (8C).

(8A)

Cross-Cultural Exchange

In groups of four choose a conversation monitor and a recorder. Discuss these questions. Compare cultures when possible. Report the results of your discussion to the class.

- 1. What kinds of crime are most common in your country?**
- 2. What kinds of punishment are there?**
- 3. Are there different punishments for children and for adults?**
- 4. Is capital punishment used in your country?**

(8B)

Writing Process Stage and Definition

**Adaptations for English
Language Learners**

Prewriting Strategies for getting and organizing ideas

Allow first language usage if needed model more than one strategy using visuals and actual writing ideas being developed. Encourage first language partner or small group work.

Drafting, getting some ideas down on paper.

Model putting a draft down on paper using an overhead chart. Think aloud as you write. Write on every other line and allow for revisions. Model crossing out ideas, writing between lines, making changes as ideas begin to flow. Encourage collaboration and discussion of ideas among students. Allow writing in first language.

Revising, Focusing on the content of the piece, asking questions if parts are not clear, giving suggestions to the writer. This stage can be repeated as needed.

Model a writing group using your writing. Encourage the students to give you feedback and ask questions about the piece of writing you are doing. Work with a small group. Encourage translation to English if the piece is written in another Language. Authors can use student Translators for both reading of the piece and feedback and suggestions given. Authors decide which revisions to make based upon the group suggestions.

Editing, Correcting mechanics

Model the editing process using your own writing. Teach proofreading symbols so that students can work together to correct all spelling, punctuation, capitalization, and other mechanical errors. Encourage partner work. Provide resources (dictionaries, English grammar textbooks, etc). After student editing, teacher can serve as final editor.

Publishing. Putting the writing into a final form such as mounting for the bulletin board, binding into a book, creating a shape book, pop-up book, or other novelty form.

Model the publishing of your writing.

Introduce the publishing possibilities by modeling each of them. Encourage the students to choose their publishing mode and work with a partner. Take photos of the authors for an "About the Author" page in the book.

Celebration. Sharing the finished work with classmates and others.

Student whose book is published sits in the *Author's Chair* and read the newly published book or writing aloud.

Figure 50.1 Writing Process Stages Adapted for English Language Learners, p.229, **Fifty Strategies for Teaching English Language Learners**, Adrienne L. Herrell, 2000.

Table 13.2 Evaluation Criteria for Compositions

Content (Information Conveyed)	Points
<ul style="list-style-type: none"> Minimal information; information lacks substance (Is superficial); inappropriate or irrelevant information; or not enough information to evaluate. 	19
<ul style="list-style-type: none"> Limited information; ideas present but not developed lack of supporting detail or evidence. 	22
<ul style="list-style-type: none"> Adequate information; some development of ideas; some ideas lack supporting detail or evidence. 	25
<ul style="list-style-type: none"> Very complete information; no more can be said thorough; relevant; on target 	30
<hr/>	
Organization	
<ul style="list-style-type: none"> Series of separate sentences with no transitions; disconnected ideas; no apparent order to the Content, or not enough to evaluate 	16
<ul style="list-style-type: none"> Limited order to the content; lacks logical sequencing of ideas, ineffective ordering; very choppy, disjointed 	18
<ul style="list-style-type: none"> An apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete 	22
<ul style="list-style-type: none"> Logically and effectively ordered; main points and details are connected; fluent, not choppy whatsoever 	25
<hr/>	
Vocabulary	
<ul style="list-style-type: none"> Inadequate; repetitive; incorrect use or nonuse of words studied; literal translations; abundance of invented words Or not enough to evaluate 	16
<ul style="list-style-type: none"> Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented Words; limited use of words studied 	18
<ul style="list-style-type: none"> Adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied 	22
<ul style="list-style-type: none"> Broad; impressive; precise and effective word use and choice; extensive use of words studied 	25
<hr/>	
Language	
<ul style="list-style-type: none"> One or more errors in use and form of the grammar presented in lessons; frequent errors in subject/verb agreement; non-Spanish sentence structure; erroneous use language makes the work mostly incomprehensible; no evidence of having edited the work for language evaluation 	13

(8C)

	Points
• No errors in the grammar presented in lessons; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language	15
• No errors in the grammar presented in lessons; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete	17
• No errors in the grammar presented in lessons; very few errors in subject/verb or adjective/noun agreement; work was well edited for language	20
	___/100

Source: Lee and Paulson (1992), p.33, printed in Lee and VanPatten, p. 272.

RESOURCES

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Steele, John & Barker Godfrey. "Picasso Painting is Stolen in 35-second Gallery Raid." (Unknown Newspaper and date)

British Textbooks: (No information available)

"In Court" Speaking Activities

"News in Brief" Inside Out Intermediate

"By Whom" Grammar Games

Game Resources:

WORDTHIEF™. Copyright 1994 Faby Games Inc. or at
<<http://www.fabygames.com>>

Teacher Resources:

International House Language School (Crime Worksheets). Unknown resource.

Carver, Tina Kasloff and Fotinos, Sandra Douglas. A Conversation Book 2. Prentice Hall Regents, Pearson Education Company, 1998.

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Makkaie, Adam. A Dictionary of American Idioms. Barron's Educational Series, Inc, 1987.

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Garza, Irma. *Chain Stories. Lesson Plan #AELP-ESL0001*.
<http://askeric.org/cgi-bin/printlessons.cgi/Virtual> (Texas A&M University, College of Education). April 29, 1999.

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www.miguelmllop.com/games/hangman/crime.htm. 2003.

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Listening on-line to Crime and Mystery quiz:

<http://www.geocities.com/ccsnstudents/listen2.html#crime>. 2002.

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