

# What skills do you need to be a detective?

## Assessment objectives

- AO1** Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.
- AO7** Demonstrate presentation skills.
- AO9** Use spoken English effectively in speeches and presentations.

## Non-exam assessment

- Silver Step component 1
- Gold Step component 1

## Differentiated learning outcomes

- **Entry Level 1 students** should locate some points/information in a simple crime report.
- **Entry Level 2 students** should locate main points and information.
- **Entry Level 3 students** should understand key points and information in a crime report.
- **GCSE-ready students** should understand and use key points to support their views.

## Resources

- **Worksheets:** 1.1, 1.2
- **PPT 1:** Being a detective

## Big question

*What skills do you need to be a detective?* Ask students what the word 'detective' means and draw out a definition that all the class are happy with. Given that a detective's job is to solve crimes, facilitate class discussion about what skills they will need.

## Getting you thinking



Display Slide 1 of **PPT 1**. Find out if any students can provide examples of detectives from books, television or film. As a class, explore what characteristics and skills these people have in common.

Each student chooses their favourite detective from those that have been mentioned in their discussion. In groups of four, students spend three minutes explaining why they believe their detective is particularly effective at solving crimes.

### Give extra support by...

...suggesting famous detectives (Sherlock Holmes, Inspector Gadget, etc.) and helping students to explore how they carry out their occupation.

### Give extra challenge by...

...asking students to rank the detectives that have been mentioned in order of effectiveness, making sure they are prepared to justify their decisions.

## Explore the skills



Display Slide 2 from **PPT 1**. Explain that a valuable solid gold Egyptian statue has been stolen from the British Museum. Run through the key information of the crime. Tell students that police suspect the manager of the museum, Ms Sneer, of committing the crime, but they are not sure. Students should imagine they are the force's most trusted detective, Inspector Snoop, who has been asked to investigate.

Inspector Snoop is about to interview Ms Sneer. Distribute **Worksheet 1.1** and ask each student to do the first task on the worksheet, which involves composing questions they could ask Ms Sneer about the details of the crime.

**Give extra support by...**

...guiding students to focus on when the crime occurred, what equipment would have been used and what skills the criminal would have needed.

**Give extra challenge by...**

...asking them to explore Ms Sneer's possible motivations for the crime by probing into her life.

## Develop the skills

Pretend to be Ms Sneer and allow students to question you about the crime. In your answers, reveal the following details to students:

- The museum normally opens between 9 a.m. and 5 p.m. on Wednesdays but was closed on Wednesday 13 July until 11 a.m., as you were not available to open it. You were somewhere else.
- You know a great deal about Egyptian artefacts, as you worked at the Egypt museum in Cairo for 20 years.
- You are a keen mountaineer and have lots of experience climbing. You keep your climbing equipment in your garage.
- You have not had a holiday in 10 years. Your life-long dream is to take a month-long tour of the desert in Egypt, but you have never been able to afford it.

Encourage students to make notes of important details they find out about Ms Sneer on the second part of **Worksheet 1.1**.

**Give extra support by...**

...stepping out of role to suggest which details of your responses as Ms Sneer students should note down to focus on later.

**Give extra challenge by...**

...answering any closed questions as briefly as possible to encourage students to ask open, exploratory questions.

## Apply the skills

Give students **Worksheet 1.2**. They should highlight any important details of Henry the cleaner's diary that they believe help build a case against Ms Sneer.



Display Slide 3 of **PPT 1**. Ask each student to plan a one-minute presentation to be delivered to a judge arguing that Ms Sneer is guilty of the theft. Allow students 10 minutes planning time. Encourage them to include details from **Worksheets 1.1** and **1.2**.

Students deliver their presentations. Feed back to each student, highlighting where they have used details from the worksheets and assessing their use of spoken English.

**Give extra support by...**

...asking less able students to summarise the details of the case, rather than persuading the judge.

**Give extra challenge by...**

...encouraging students to use inference to suggest possible motives for the crime.

### Big answer plenary

Ask students to reconsider the Big Question: *What skills do you need to be a detective?* Students should think back over the activities within the lesson and complete the statement: 'One of the skills a detective might need is...'

# Could you be a detective?

## Assessment objectives

**AO5** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

## Controlled assessment

- Silver Step component 1
- Gold Step component 1

## Differentiated learning outcomes

- **Entry Level 1 students** should inconsistently match writing to structure in their applications.
- **Entry Level 2 students** should show some awareness of the non-narrative form in their applications.
- **Entry Level 3 students** should sometimes adapt writing style to match the purpose of their applications.
- **GCSE-ready students** should organise writing appropriately for the purpose of their applications.

## Resources

- **Worksheets:** 2.1, 2.2, 2.3
- **PPT 2:** Could you be a detective?

## Big question

*Could you be a detective?* Recap on Lesson 1 and ask students which aspects of a detective's job appeal to them. Explore what type of selection procedures they would expect in the recruitment of a new detective.

## Getting you thinking



Display Slide 1 from **PPT 2**. Ask students if they have ever been to a job interview, or, if not, what they expect from a job interview. Explore the importance of making a good impression and draw out the ways that people might achieve that. Students can use the prompts on the right as necessary.

In groups, students agree three tips for interviewees and note them down, explaining how to make the best impression at an interview.

### Give extra support by...

...asking students to imagine similarly pressurised situations they may have experienced (e.g. talking to a head teacher) and explore how they tried to give a good impression.

### Give extra challenge by...

...encouraging students to create tableaux representing good impressions and bad impressions in an interview situation.

## Explore the skills

Tell the students to imagine they are going to be interviewed for the job of detective. Ask the class to feed back questions that they might expect to be asked and possible responses to these. Challenge students to express their responses in an appropriate register for a job interview.

Students complete **Worksheet 2.1**, adapting or selecting the register of the responses to make them more appropriate and suggesting responses to subsequent questions.

**Give extra support by...**

...encouraging students to verbalise their responses to each other, refining them until they are appropriate, before asking them to write on the worksheet.

**Give extra challenge by...**

...urging students to develop a character voice in their responses.

## Develop the skills



Display Slide 2 of **PPT 2**. Read through it with the students and explain that they are going to apply for the job of detective. Distribute **Worksheet 2.2** and read through the advert with the group or class.

Students complete the worksheet, using dictionaries as necessary to find the definitions of the key attributes of a detective and suggesting examples of experiences from their own lives that demonstrate these attributes. Alternatively, they can create a new character for themselves, who is going to apply for the job. Allow students 5 to 10 minutes for this activity.

**Give extra support by...**

...scaffolding students' statements for each of the attributes with the structure, 'I am a \_\_\_\_\_ person, because I \_\_\_\_\_'.

## Apply the skills



Tell students that they are now going to write a letter of application to answer the detective advert. Display Slide 3 of **PPT 2**. Talk through the sentence starters and explain how these can be used to start the paragraphs in the letter of application.

Verbally model how to use the responses from **Worksheet 2.1** and the experiences from **Worksheet 2.2** to create detailed paragraphs. Encourage students to maintain an appropriate register in their responses.

Students spend up to 15 minutes completing their letters of application, using **Worksheet 2.3** as a writing frame.

**Give extra challenge by...**

...encouraging students to use characterisation, as well as an appropriate register, throughout their letters of application.

### Big answer plenary

Ask students to reconsider the Big Question: *Could you be a detective?* In pairs, students should explain one aspect of their character that they feel would make them a good detective.

# What kind of crimes did detectives have to solve in the 19th century?

## Assessment objectives

- AO1** Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas.
- AO8** Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

## Non-exam assessment

- Silver Step component 1
- Gold Step component 1

## Differentiated learning outcomes

- **Entry Level 1 students** should be able to make a simple prediction about a suspect.
- **Entry Level 2 students** should make a prediction about a suspect based on an event.
- **Entry Level 3 students** should make predictions about a suspect's actions and motives.
- **GCSE-ready students** should make inferences and deductions based on a suspect's actions and events in a text.

## Resources

- **Worksheets:** 3.1, 3.2
- **PPT 3:** What kind of crimes did detectives have to solve in the 19th century?
- Access to ICT
- Dictionaries

## Big question

*What kind of crimes did detectives have to solve in the 19th century?* Ask students to list as many crimes as they can think of that a detective might be asked to solve today. For each one, challenge students to consider whether the crime would have existed in the 19th century and, if it did, how it would be different.

## Getting you thinking



Display Slide 1 from **PPT 3**. Read out the prompting questions and allow students to think for one minute about their responses. They then share these responses with a partner to try to expand their responses.

Explain that this is a hansom cab, which was the Victorian equivalent of a black taxi. They were one of the ways that people got around London in the 19th century. Explain that there were also horse buses and horse trams that were cheaper. Show students this video clip: [www.youtube.com/watch?v=8NPi5RSmI8](http://www.youtube.com/watch?v=8NPi5RSmI8) to engage them with the idea of horse-drawn transport.

### Give extra support by...

...asking students to think about any words they can use to name any of the items in the picture, rather than focusing on the carriage as a whole.

### Give extra challenge by...

...asking students to consider what types of crimes may have been linked to hansom cabs in Victorian times.

## Explore the skills



Display Slide 2 from **PPT 2.3** and read through the fact file on horses in Victorian London with the students. If appropriate, allow them to read it individually.

Ask students to close their eyes and test their ability to recall details of the fact file by asking them the following questions about London's Victorian transport:

1. How many horses were used for London transport in Victorian times?
2. How much were horses worth?

3. What type of punishments could horse thieves expect to face?
4. How old was Frank Marsh when he was convicted of stealing a horse?

**Give extra support by...**

- ...highlighting key details from the fact file before asking the questions.
- ...allowing students 10 seconds to look at the fact file again after question 2.

## Develop the skills

Tell students that they are going to imagine they are a Victorian detective. A horse has been stolen on Millpond Street, central London. The hansom cab driver had tied up his horse while he went in for his lunch. When he came out, the horse was gone.

Ask students to read the information on **Worksheet 3.1**. Each student should decide which of the suspects is the most likely to be the horse thief.

Put students into groups of three or four and ask them to discuss the suspects for three minutes. Each group should try to reach a unanimous decision as to which of the suspects is likely to have stolen the horse from the hansom cab. They must be able to provide at least two reasons for their decision. If necessary, provide students with a Speaking and Listening framework.

**Give extra support by...**

- ...highlighting key words in the details of the suspects and helping students to look them up in a dictionary.

**Give extra challenge by...**

- ...asking students to suggest one question they would ask each of the suspects in order to feel more confident in their selection of the most likely suspect.

## Apply the skills

Assist the class in reading through the text of **Worksheet 3.2** and guide them to highlight key details that provide evidence for how the horse theft has affected Bob, the hansom cab driver. Discuss how Bob seems to be feeling and explore which particular aspects of language communicate these feelings.

Students answer the question: 'How has Bob the hansom cab driver been affected by the horse theft?' Allow students 10 minutes to complete their answer.

Ask students to share their work with a partner and indicate which pieces of language from the passage have influenced their response.

**Give extra challenge by...**

- ...encouraging students to include inferences about the causes of Bob's feelings towards the police and other people trying to recover Bess.

### Big answer plenary

Ask students to reconsider the Big Question: *What kind of crimes did detectives have to solve in the 19th century?* Revisit students' initial thoughts about differences between crimes in the 19th century and today and explore whether their views have changed.

# Do detectives just investigate crimes?

## Assessment objectives

**AO4** Evaluate texts and support this with appropriate textual references.

## Non-exam assessment

- Silver Step component 1
- Gold Step component 1

## Differentiated learning outcomes

- **Entry Level 1 students** should make simple comments about the existence of the Loch Ness Monster.
- **Entry Level 2 students** should make simple comments about the existence of the Loch Ness Monster, sometimes supported by reasons.
- **Entry Level 3 students** should make comments about the writer's views of the Loch Ness Monster, sometimes supported by details.
- **GCSE-ready students** should express personal comments about the writer's views of the Loch Ness Monster, supported by appropriate details.

## Resources

- **Worksheets:** 4.1, 4.2
- **PPT 4:** Do detectives just investigate crimes?
- Access to ICT

## Big question

*Do detectives just investigate crimes?* Ask students to think of any mysteries that do not involve crimes. Draw out examples of conspiracy theories that students may have read about or seen on television. Begin to explore how the detective skills they have thought about so far in the unit might be useful in these situations.

## Getting you thinking



Display Slide 1 from **PPT 4**. Discuss how each of the other images might relate to the work of a detective. Questions to lead the discussion might include:

- What needs to be investigated in this situation?
- What conclusions might a detective or investigator hope to reach in this situation?
- How important is it that this situation is investigated?

### Give extra support by...

...asking students to consider how much about what had happened would be known at the outset of each situation. Then ask them to consider what someone might want to find out.

### Give extra challenge by...

...encouraging students to justify the amount of resources that should be devoted to investigating each of the situations suggested by the images.

## Explore the skills



Display Slide 2 from **PPT 4**. Elicit from students what else they may know about the Loch Ness Monster. Allow more able students to research the Loch Ness Monster using sites such as [www.nessie.co.uk](http://www.nessie.co.uk).

In groups, students organise their ideas under two headings: 'Facts' and 'Myths'. Share the work between groups, exploring any discrepancies between different groups' classification of details as 'Facts' or 'Myths'.

Ask students to vote on whether they believe the Loch Ness Monster exists.

**Give extra challenge by...**

...asking students to suggest ways in which the 'Myths' they have come up with could be investigated and the circumstances under which they would be prepared to reclassify them as 'Facts'.

## Develop the skills

Explain that one technique that detectives often use to solve mysteries is to look for patterns in information provided by witnesses. Ask the class to identify any common features in the information they have already explored in the lesson.

Students complete **Worksheet 4.1**. Encourage students to refer to specific details in the pictures to justify their views, either verbally or in writing, as appropriate.

**Give extra support by...**

...asking students to circle or list the similarities and differences between the images on the sheet.

**Give extra challenge by...**

...asking students to suggest reasons (other than the actual existence of the monster) why there might be similarities between the images that people have created.

## Apply the skills

Display Slide 3 of **PPT 4**. Assist the class in reading through the text of **Worksheet 4.2** and guide the students to highlight key details that suggest the witness is convinced that he was not mistaken in what he saw.

Evaluate the student's statement that, given how convincing the witness's eyewitness account is, they believe that the Loch Ness Monster does exist (EL3 Gold). Allow students 15 minutes to complete their answer, helping them to pick out details that both question and support the reliability of the sighting.

Ask students to vote again on whether they believe the Loch Ness Monster exists. Explore why any students may have changed their minds, asking them to justify their views, referring to details in their own work.

**Give extra support by...**

...assisting students to express their own opinions about whether they believe the eyewitness and exploring which particular aspects of the account they find particularly convincing.

**Give extra challenge by...**

...supporting students to produce a balanced evaluation, considering possible motivations for the witness to make their account as convincing as possible.

### Big answer plenary

Ask students to reconsider the Big Question: *Do detectives just investigate crimes?* Students should consider how the investigation they have carried out in this lesson compares to previous lessons in the unit.

# What makes detectives exciting?

## Assessment objectives

**AO5** Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

## Non-exam assessment

- Silver Step component 1
- Gold Step component 1

## Differentiated learning outcomes

- **Entry Level 1 students** should arrange some events of a detective case in an appropriate order.
- **Entry Level 2 students** should describe the events of a detective case in simple sequenced sentences.
- **Entry Level 3 students** should describe the events of a detective case in logical, grammatically correct sentences.
- **GCSE-ready students** should describe the events of a detective case in developed and interesting ways, linking ideas with connectives.

## Resources

- **Worksheets:** 5.1, 5.2
- **PPT 5:** What makes detectives exciting?
- Individual whiteboards

## Big question

*What makes detectives exciting?* First, ask students to think of one or more exciting situations and to consider what makes them exciting. Then give students two minutes to sketch an exciting situation on individual whiteboards. It can be with or without a detective. They then have to explain to the rest of the class what makes their particular tableau exciting. Through this, draw out the ideas of peril and tension and the ways these might be created.

## Getting you thinking



Display Slide 1 from **PPT 5**. In groups, students should discuss how the events might be linked together in a case to be solved by a detective. They should also discuss how a detective would discover the details surrounding each event. They then put them in chronological order.

For each event, students should write one word/phrase/sentence (depending on ability), describing it in as much detail as they are able.

### Give extra support by...

...asking students simply to rewrite the sentences accompanying each image, adding in a single adjective.

### Give extra challenge by...

...asking students to also rank the events in order of how much excitement they would evoke in someone reading about the case.

## Explore the skills

Assist students to read the text of **Worksheet 5.1**. Explain that this text is based on the conclusion of a book by Agatha Christie, called *The Mysterious Affair at Styles*. The book features the detective Hercule Poirot and, at this point in the narrative, he is revealing who the murderer is.

Students complete the worksheet, putting the events mentioned in the text in sequence.

**Give extra support by...**

...asking students to summarise verbally the main incidents of the case, rather than expecting them to place them in chronological order on the timeline.

**Give extra challenge by...**

...asking students to highlight the points in the passage that suggest the assembled people listening to Poirot are excited (EL3 Gold).

## Develop the skills



Display Slide 2 of **PPT 5**. Explain that this is the book cover of another Poirot case, *The Murder of Roger Ackroyd*. Also explain that this case involves lots of details and that Poirot waits a long time before revealing who the killer is. Students complete **Worksheet 5.2**, ordering the events of the case in a plausible chronological order. They should explain, verbally or in writing depending on their level, why they have chosen that order.

In pairs, students compare their sequencing of the plot events and discuss which order would create the most tension and excitement.

**Give extra support by...**

...helping students to sort the events into those that may have happened earlier and those that probably happened later.

**Give extra challenge by...**

...asking students to place the events in the order they should be revealed to readers in order to create the most excitement and tension.

## Apply the skills



Display Slide 3 of **PPT 5**. Tell students to imagine that they are a journalist writing for a local newspaper, known for its sensational style and with a strong desire to engage and excite its readership. Students should come up with a catchy headline and at least three subheadings for a newspaper article exploring the case of Roger Ackroyd's murder. They should focus on the most intriguing and exciting details of the case. Allow students up to 15 minutes to write their headline and subheadings.

**Give extra support by...**

...asking students to write a phrase stating one of the events, for each of the subheadings.

**Give extra challenge by...**

...encouraging more able students to write the first paragraph of the news story, describing the events of the case in exciting and emotive detail.

### Big answer plenary

Ask students to reconsider the Big Question: *What makes detectives exciting?* Ask students to evaluate how exciting they have found the Poirot cases they have looked at in the lesson. Support them in identifying the particular elements of the cases that students have found exciting. Encourage students to find out how *The Murder of Roger Ackroyd* concludes.

# Do you have good detective skills?

## Assessment objectives

- AO6 Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**
- AO7 Demonstrate presentation skills.
- AO9 Use spoken English effectively in speeches and presentations.

## Controlled assessment

- Silver Step component 1
- Gold Step component 1

## Differentiated learning outcomes

- **Entry Level 1 students** should spell simple phonetically plausible and high-frequency words accurately in their presentations.
- **Entry Level 2 students** should spell phonetically plausible and most high-frequency words with growing accuracy in their presentation.
- **Entry Level 3 students** should spell most words, including common polysyllabic words, accurately in their presentation.
- **GCSE-ready students** should spell words generally accurately, including polysyllabic words that conform to regular patterns in their presentation.

## Resources

- **Worksheets:** 6.1, 6.2, 6.3
- **PPT 6:** Do you have detective skills?
- Access to ICT, if possible
- Individual whiteboards

## Big question

*Do you have good detective skills?* Ask students to explain the techniques they use for checking their own work for errors. Explore whether these have any similarities with the way a detective might look for clues.

## Getting you thinking

Write the letters c, k, S, h, l, o, e, r on the board and ask students to rearrange the letters to find the first name of a famous detective.



Display Slide 1 from **PPT 6**. If students have not managed to rearrange the anagram so far, ask if this image helps them solve the problem. Ask students for words that they associate with the detective. Write these words on the board and tell students they will be tested on the spelling of these words later in the lesson.

### Give extra support by...

...providing less able students with **Worksheet 6.2** to use as a key word mat.

...showing students clips and images of Sherlock Holmes in the BBC series, using websites such as [www.bbc.co.uk/programmes/b018ttws](http://www.bbc.co.uk/programmes/b018ttws).

### Give extra challenge by...

...encouraging more able students to use polysyllabic words that do not conform to regular patterns to describe Sherlock.

## Explore the skills

Read through the text on **Worksheet 6.1** with the class. Give students 5–10 minutes to go through the passage circling the correct spellings and correcting the spelling mistakes.

Once they have finished, ask students to explain to each other what strategies they use to detect spelling mistakes and work out the correct spellings.

Ask students if the passage has revealed anything else about Sherlock Holmes. Add these ideas to the list on the board.

**Give extra support by...**

...asking students to use dictionaries to find the correct spellings of the first three words and then to practise these spellings on the sheet.

**Give extra challenge by...**

...asking students to act as coaches, showing less able students how to scan the text for errors and explaining the strategies they use to work out correct spellings.

## Develop the skills



Display Slide 2 of **PPT 6**. Discuss the methods that Holmes used to solve his cases.

Ask students to plan a one-minute presentation about Sherlock Holmes and his methods, supported by three slides. Distribute **Worksheet 6.3** for students to scaffold/plan their responses. Students should try to use as many of the words describing Holmes that are on the board as possible. Allow students 10-15 minutes to create their slides, using PowerPoint if available, or A3 sheets of paper. Help students to write in full sentences as far as possible and to spell words correctly.

Give students five minutes to show their slides to a partner, allowing them to check the spelling on each other's slides.

**Give extra support by...**

...allowing students to create one slide showing a spider diagram of key words, along the lines of Slide 2. Check that spellings are correct as they work.

## Apply the skills

Encourage students to suggest briefly ways that a presentation can be successfully delivered.

Allow students five minutes to practise their presentations, focusing on incorporating the techniques that have just been suggested. Remove the words describing Holmes from the board.

Students deliver their presentations. At the end of each presentation, students should conceal their slides and then suggest one word that the rest of the class have to spell. The rest of the class have to write the word on their individual whiteboards, trying to spell it correctly.

**Give extra support by...**

...allowing students who are not comfortable presenting in front of the class to deliver their presentation to a small group of students or to a familiar adult.

**Give extra challenge by...**

...encouraging students to identify aspects of the text on **Worksheet 6.1** that suggested the aspects of Holmes's character they have highlighted in their presentation.

### Big answer plenary

Ask students to reconsider the Big Question: *Do you have good detective skills?*  
Ask each student to suggest one strategy that they will use in future to spot errors in their work and one method they will use to work out how to spell a word.