



TILA Task Specification

Topic: Police Station



Project Number: 531052-LLP-1-2012-1-NL-KA2-KA2MP Agreement number - 2012 - 40001 / 001 – 001

The TILA project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TILA Task Specification

Topic: Police Station

Title of TILA task	Police Station ¹		
Partner team (schools and teachers)	...		
Thematic description	Discussion in the park about the murder. Who might have done it? How? And why? A hypothesis needs to be formed.		
Target language(s)	English		
CEF level	B2/C1		
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	<p>Communicative and intercultural: Learning to form a hypothesis.</p> <p>CEF B2</p> <p>CAN present her/his own opinion, and justify opinions.</p> <p>CAN distinguish main themes from irrelevancies and asides.</p> <p>CAN ask for clarification and further explanation, and is likely to understand the answer.</p> <p>CAN give a report of an emergency incident, e.g. describe the circumstances of a theft to the police, give details of vehicle breakdown.</p> <p>CEF C1</p> <p>CAN follow the development of a discussion -.</p> <p>CAN follow up questions by probing for more detail.</p> <p>CAN reformulate questions if misunderstood.</p> <p>CAN make critical remarks / express disagreement without causing offence.</p> <p>(ALTE, 59, 61, 88)</p>		
Description of blended learning approach	None. Use of Youtube in OpenSim to show example videos, apart from that, everything is within the virtual world of OpenSim		

¹ Task developed by P. Bastian & D. Reinhardt (Master Students of Foreign Language Education at Utrecht University).

Task outcome(s) (products produced by students)	A successful conversation/discussion between the students and a hypothesis is formed.
Technical specifications (tools that will be used)	OpenSim (all three phases take place in the virtual environment of OpenSim)

Preparatory Phase

Description of subtask(s)	introduction
Duration (approx.)	5-10
Learning objective(s)	Learning what a hypothesis is and how to form one.
Environment and tools (classroom, homework, forum etc.)	In OpenSim viewing theatre, Chatterdale (Receiving useful chunk via e-mail or Skype beforehand)
Form of interaction (pair work, small groups, teacher centred)	Teacher centred
Expected outcome(s)	Understanding of the main Task

Main Phase

Description of subtask(s)	Whodunit?
Duration (approx.)	30-40
Learning objective(s)	Learning to form a hypothesis
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Synchronous: OpenSim
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	6 students in total (Student) teacher.
Expected outcome(s)	Discussion completed: A hypothesis is formed to explain the murder that occurred in the former Task. Introduced to the topic for Final Task 5.

Post Phase

Description of post task	Evaluation
Duration (approx.)	5-10
Learning objective(s)	Learning to critically think in order to develop and alter one's own opinion
Environment and tools (classroom, homework etc.)	OpenSim
Form of interaction (pair work, small groups, teacher centred)	All participants
Expected outcome(s)	Discussion of the usefulness of conversations about justice within OpenSim

Summary:

- 5/10 min preparatory phase

In this phase the students are gathered in the viewing theatre in Chatterdale, once all the students are present the main Task is introduced and an instruction video is shown. The video gives an example of how the main Task should be performed. The exercise provided at the end of the former session is addressed again in order to provide help for the participants.

Forming a hypothesis:

http://go.hrw.com/resources/go_sc/ssp/HK1BSW09.PDF

- 30/40min main phase,

All students gather at the police station where one of the teachers is playing the suspect/prisoner and the other the police officer, both characters had been introduced in end of the main phase of Task 3. The students are allowed to ask one question a person to the suspect and have to examine pictures of the murder. Afterwards they are asked to come to the park for questioning. The teachers, now both switched to police officers try to spark a discussion among the students about what might have happened to the murder victim and ask them to form a hypothesis. The role of the teachers is to lead the discussion, and not to participate.

- 5-10 min post phase

All students are gathered to discuss the usefulness of the main-Task performed. An assignment and some short wordlists from the Lawyer's English language Coursebook are provided to help the students prepare for the upcoming Task. (Helpdesk page 4 & 5, and exercise 3 on page 6)

Lawyer's English language Coursebook, (Helpdesk page 4 & 5, and exercise 3 on page 6)

http://www.britishcouncil.org/ZH/lawyer_s_coursebook_cht.pdf

Printables:

Questions that need to be considered:

Who, what, where and why?

Who might have done it?

What did the murder use for murder weapon?

Why was the victim murdered?

Use the given information to form an hypothesis.

Murder info (people who were in Niflar Spain):

Marcus Taylor; The victim was the owner of several clubs and pubs, including disco in Niflar Spain and the pub in Chatterdale. Door was found unlocked by Shaun (hit by blunt instrument)

Shaun; prime suspect, nephew of Marcus, DJ, came by to bring talk about the demo he had made. Found on the scene of the crime. Claimed Marcus was already dead when he arrived. Did not call the police because he was too shocked/scared and did not know the code to the safe. No money was found on him.

Clarice; Underpaid cleaning lady. Had access to the building but not to safe.

Extra info:

Money was taken from the safe in the office of Marcus Taylor. The lock wasn't forced so it had to be someone who knew the code.

Printed separately!!!

After the first 5 minutes new forensic information is uncovered and a new person is introduced (after the next 5 minutes another person is introduced from top to bottom)

Geoffrey; loan shark, name that was found as “last called” in Marcus’s mobile phone. Not sure if he knew the safe code. Was on a business trip to Niflar Spain. Was doing other boring bureaucratic stuff.

Heather: Marcus’s ex-girlfriend. Her and Marcus had a temporary break. She needed some space to breathe. Stayed in the same hotel as Stephen, but in a separate room. Claims that Stephen wasn’t on the beach that day, but went shopping for his wife.

Stephen: Former owner of the Chatterdale pub, who was bought out by Marcus and felt swindled. Knew the code to the safe. Claims he was on the beach all day.

The following link should be printed (or given electronically) before the session.

Forming a hypothesis:

http://go.hrw.com/resources/go_sc/ssp/HK1BSW09.PDF

