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Secondary Education

Grade 10

English 102

New Language Leader

Unit 7.1

CRIME LAB

OBJECTIVES

By the end of the lesson, students will have:

- found out how science is used to understand and solve crime.
- read for gist and specific information
- worked out the meaning of verbs from context.
- studied the use of *should*, *must* and *have to* in affirmative, negative and question forms.
- Practiced *must* and *have to* in controlled and free practice.

How safe is Bahrain?

In its Global Competitiveness Report 2019, the World Economic Forum (WEF) published the following data about security in Bahrain. Based on the indicators below, how safe do you think Bahrain is? Do you think crime is a big issue in Bahrain?



Indicator	Rank (out of 141 countries)
Security	4
Organized Crime	3
Reliability of Police Services	5



How safe is Bahrain?

SUGGESTED ANSWERS

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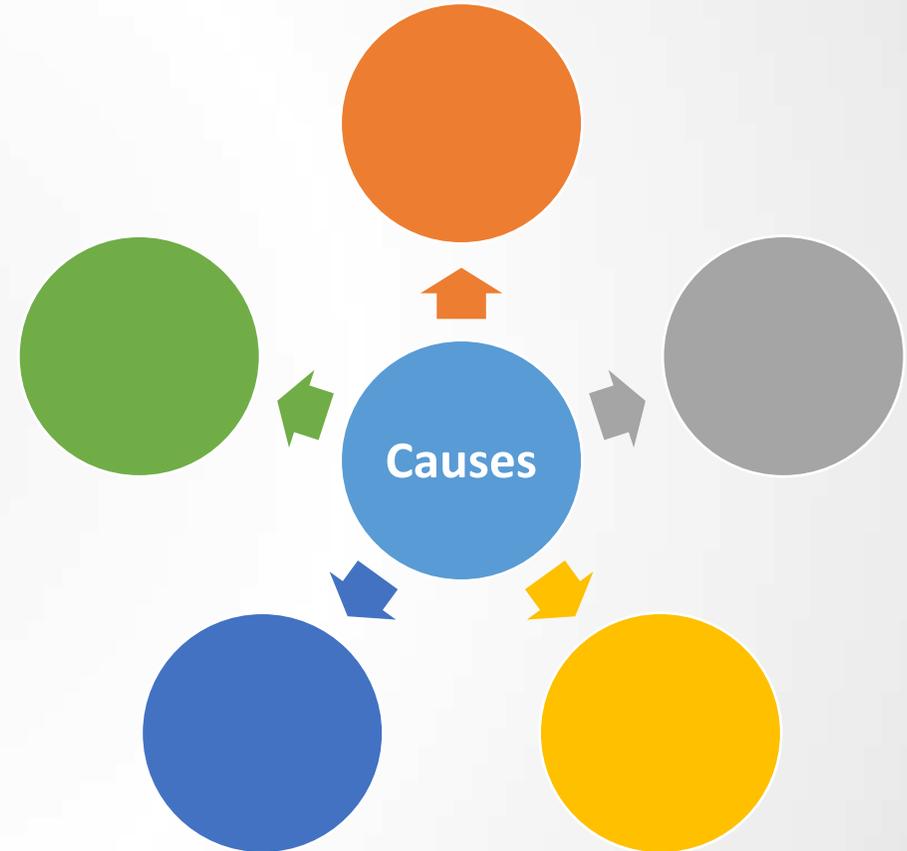
Indicator	Rank (out of 141 countries)
Security	4
Organized Crime	3
Reliability of Police Services	5



- 1- Bahrain is one of the most secure countries in the world. It is ranked 4th out of 141 countries.
- 2- Organized Crime is very limited in Bahrain. Bahrain is among the three best countries in this regard.
- 3- Police services in Bahrain are extremely reliable. At the world level, they are among the most trustworthy.

What causes crime?

- In some parts of the world, crime rates are still high. Can you think about the factors or causes which lead to such a rise?
- Read the text in the following slide and try to complete the diagram on the right with precise answers.



What causes crime?

The past few weeks have seen the publication of three heavyweight academic studies on the causes of crime and social breakdown in Britain. The findings have been met with very different receptions.

The first research study, *Crime and Unemployment Despite Denials*, suggested that the rise in crime over the past 20 years is very closely connected with the upsurge in mass unemployment. The work of David Dickinson, an economist writing for the Labour Institute for Public Policy Research, examined long-term trends in great detail and, among many other things, demonstrated the simple fact that most criminals are unemployed.

The second study, *Imprisoned Fathers and their Children: A Reflection on Two Decades of Research*, by Gwyneth Boswell of the University of East Anglia, reported on the backgrounds of children who commit crimes. Again the picture was grim. After looking at 250 juveniles in prison or in care for the most serious crimes, Dr. Boswell found out that 40 per cent had been beaten and bullied before they turned to crime.

The third study was the *Massive Psychosocial Disorders in Young People* published by Sir Michael Rutter of the Institute of Psychiatry at London University and Professor David Smith of Edinburgh University. Their findings were radically different. Forget about poverty and bullying, they seemed to say, the real causes of crimes, as forms of social and psychological disorders, were the decline in morals and upsurge in personal freedom and selfishness in the last few decades.

It should come as no surprise that, of the three studies, it was the Rutter-Smith report that received all the attention from the British media. It was the one that challenged an idea that seems both natural and sensible to most of us: that need causes crime as well as greed. When people find that they are unable to afford necessities, or luxuries, they are more likely to be tempted to steal. Against this background, the evidence collected by Rutter-Smith clearly suggests that a country's morals determine whether it is a happy and safe place to live or not.

What causes crime?

- In some parts of the world, crime rates are somehow high. Can you think about the factors or causes which lead to such a rise?
- Read the text in the following slide and try to complete the diagram on the right with precise answers.

SUGGESTED ANSWERS



What causes crime?

Read the text again and complete the following table with precise information.

Research Study	Title of Research Study	Name of Researcher(s)	Institution
Research Study 1			
Research Study 2			
Research Study 3			

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What causes crime?

SUGGESTED ANSWERS

Read the text again and complete the following table with precise information.

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Research Study 1	<i>Crime and Unemployment Despite Tory Denials</i>	David Dickinson	Labour Institute for Public Policy Research
Research Study 2	Imprisoned Fathers and their Children: A Reflection on Two Decades of Research	Gwyneth Boswell	University of East Anglia
Research Study 3	<i>Massive Psychosocial Disorders in Young People</i>	- Sir Michael Rutter - Professor David Smith	- Institute of Psychiatry at London University - Edinburgh University

What causes crime?

Focus on the last paragraph in the text and try to answer the following two questions.

1- In which research study was the British media interested the most?

-

2- What is special about this research study?

Definitions	Words from the Text
to show or make something clear
worrying
failure to work or function correctly
a sudden and usually large increase in something
results
important or serious
when something becomes less important
anything that helps to prove that something is or is not true
the things you need in order to live

What causes crime?

The past few weeks have seen the publication of three **heavyweight** academic studies on the causes of crime and social **breakdown** in Britain. The findings have been met with very different receptions.

The first research study, *Crime and Unemployment Despite Denials*, suggested that the rise in crime over the past 20 years is very closely connected with the **upsurge** in mass unemployment. The work of David Dickinson, an economist writing for the Labour Institute for Public Policy Research, examined long-term trends in great detail and, among many other things, **demonstrated** the simple fact that most criminals are unemployed.

The second study, *Imprisoned Fathers and their Children: A Reflection on Two Decades of Research*, by Gwyneth Boswell of the University of East Anglia, reported on the backgrounds of children who commit crimes. Again the picture was **grim**. After looking at 250 juveniles in prison or in care for the most serious crimes, Dr. Boswell found out that 40 per cent had been beaten and bullied before they turned to crime.

The third study was the *Massive Psychosocial Disorders in Young People* published by Sir Michael Rutter of the Institute of Psychiatry at London University and Professor David Smith of Edinburgh University. Their **findings** were radically different. Forget about poverty and bullying, they seemed to say, the real causes of crimes, as forms of social and psychological disorders, were the **decline** in morals and upsurge in personal freedom and selfishness in the last few decades.

It should come as no surprise that, of the three studies, it was the Rutter-Smith report that received all the attention from the British media. It was the one that challenged an idea that seems both natural and sensible to most of us: that need causes crime as well as greed. When people find that they are unable to afford **necessities**, or luxuries, they are more likely to be tempted to steal. Against this background, the **evidence** collected by Rutter-Smith clearly suggests that a country's morals determine whether it is a happy and safe place to live or not.

What causes crime?

Focus on the last paragraph in the text and try to answer the following questions.

1- In which research study was the British media interested the most?

The British media was mainly interested in the Rutter-Smith research study.

2- What is special about this research study?

The Rutter-Smith research study challenged the idea that need causes crime as well as greed. It suggested that a country's morals determine whether it is a happy and safe place to live or not.

3- Find words which mean the same as the given definitions below. Choose from the highlighted words in the text.

SUGGESTED ANSWERS

Definitions	Words from the Text
to show or make something clear	demonstrate
worrying	grim
failure to work or function correctly	breakdown
a sudden and usually large increase in something	upsurge
results	findings
important or serious	heavyweight
when something becomes less important	decline
anything that helps to prove that something is or is not true	evidence
the things you need in order to live	necessities

MAKING PERSONAL CONNECTIONS

1. Do you think that scientific research is important to understand why crimes are on the rise in some parts of the world? Why?

2. Do you believe that morals also determine whether we are safe or not? Can you explain?

3. Do the police in your country use science and technology to keep people safe and secure? Can you give any examples?

4. Would you like a career connected to science and technology? Why? Why not?

1. Do you think that scientific research is important to understand why crimes are on the rise in some parts of the world? Why?

Scientific research is definitely an essential tool to understand why crimes are on the rise in some countries. It allows us to deepen our understanding and knowledge of such complex phenomena.

2. Do you believe that morals also determine whether we are safe or not? Can you explain?

There is a significant link between morals and safety. Research suggests that some criminals are confused people who grow up in a moral vacuum. This is why it's essential to teach moral values from an early age. Those values reshape children to become the citizens we want to be when they grow up.

3. Do the police in your country use science and technology to keep people safe and secure? Can you give any examples?

Yes, they use CCTV cameras to control traffic, DNA tests to identify criminals, and computer databases to store important information such as fingerprints.

4. Would you like a career connected to science and technology? Why? Why not?

Yes, I would as I believe that the best jobs in the future, in terms of pay, impact and social status, will be strongly linked to science and technology.

GRAMMAR

OBLIGATION

In English, we use “must”, “should” and “have to” to express obligation. However, there are a few differences / variations between these three forms in terms of meaning.

1- MUST AND MUSTN'T

- We use “must” to say that it is necessary to do something.
- ⇒ EXAMPLE: You must switch your phone off during the lesson.
- The negative “mustn't” means that it is necessary NOT to do something.

⇒ EXAMPLES:

We mustn't bring food or drink into the classroom.

You mustn't take anything from the crime scene.

2- SHOULD

- We use should to recommend doing something or not doing it (i.e. to tell that it is a good idea to do something).

⇒ EXAMPLES:

You should say it again. I don't think he heard it.

You shouldn't use your phone in a restaurant.

REMEMBER:

- 1- “Must” and “should” are modal verbs. We use modal verbs before “the main verb without to” in sentences.
- 2- The forms “must” and “should” do not change after he/she/it.
- 3- We form questions with modal verbs by putting the verb before the subject of the question.

GRAMMAR

OBLIGATION

- **HAVE TO / DON'T HAVE TO**
- We can also use “have to” or “has to” to say that it is necessary to do something.

⇒ EXAMPLE:

Forensic scientists have to be very careful in their work.

- The negative forms “don't have to” or “doesn't have to” mean that it is **NOT necessary** to do something.

⇒ EXAMPLE:

You don't have to study law to be a scientist.

- It is possible to use “must” to ask a question, but it is often better to use “Do/Does... have to...”?

⇒ EXAMPLES:

Must I sign the form, too?

Do you have to leave now?

Does he have to analyze the evidence?

GRAMMAR

OBLIGATION

- **MUST AND HAVE TO**
- “Must” and “have to” have very similar meanings. They both mean that something is necessary.
- We usually use “must” when WE BELIEVE that something is important (it is our opinion).

⇒ EXAMPLE:

You must get up early tomorrow.

- We usually use “have to” to talk about rules and laws (i.e. someone else thinks it is important).

⇒ EXAMPLE:

We have to get a visa to visit the United States.

- Remember that the negative form of “must” (mustn't) and “have to” (don't/doesn't have to) are very different.

⇒ EXAMPLES:

You **mustn't use** your mobile phone in the cinema. (= it is not allowed)

You **don't have to use** your mobile phone. You can use my office phone. (= it is not necessary)

GRAMMAR TIP



“Must” and “have to” are very similar in meaning in the positive / affirmative form. We usually use “have to” when we talk about laws, rules, etc. We often use “must” when we give our opinion that something is important or necessary. However, we need to remember that the negative forms of “must” and “have to” are different in meaning.

GRAMMAR

PRACTICE:

1- Complete these sentences about what police officers “have to do”, “don't have to do” and “mustn't do”. The first one is done for you as an example.

1. They **have to** arrive on time to work every day. (Which means it is necessary to arrive on time...)
2. They wear a uniform.
3. They..... be very careful when they're at a crime scene.
4. They damage the evidence.
5. They study science.

SUGGESTED ANSWERS

1. They **have to** arrive on time to work every day. (Which means it is necessary to arrive on time...)
2. They **have to** wear a uniform. (Which means it is necessary to wear a uniform. They have to follow the regulations.)
3. They **have to** be very careful when they're at a crime scene. (Which means it is necessary to be careful...)
4. They **mustn't** damage the evidence. (Which means that it is necessary **NOT to damage** the evidence)
5. They **don't have to** study science. (which means that it is **NOT necessary** to study science)

GRAMMAR

PRACTICE:

2- Choose the correct answer.

1. You **mustn't / don't have to** study law to be a forensic scientist.
2. I **should / shouldn't** spend some time with my parents. I haven't seen them for ages.
3. We **mustn't / have to** commit crimes; it's against the law.
4. You **must / don't have to** turn off your mobile phone in class so that it doesn't interrupt the lesson.
5. We **mustn't / have to** have a passport to travel outside the UK.
6. I **should / don't have to** join the gym again; my membership has run out.
7. You **have to / don't have to** check your essays carefully when you've written them.
8. We **mustn't / don't have to** get up early today as it's a public holiday.

GRAMMAR

PRACTICE:

SUGGESTED ANSWERS

2- Choose the correct answer.

1. You **mustn't** / **don't have to** study law to be a forensic scientist. (which means that it is NOT necessary)
2. I **should** / **shouldn't** spend some time with my parents. I haven't seen them for ages. (which means that it is recommended)
3. We **mustn't** / **have to** commit crimes; it's against the law. (Which means that it is necessary NOT commit crimes)
4. You **must** / **don't have to** turn off your mobile phone in class so that it doesn't interrupt the lesson. (Which means that it is necessary to turn it off)
5. We **mustn't** / **have to** have a passport to travel outside the UK. (which means that it is necessary)
6. I **should** / **don't have to** join the gym again; my membership has run out. (which means that it is recommended)
7. You **have to** / **don't have to** check your essays carefully when you've written them. (which means that it is necessary)
8. We **mustn't** / **don't have to** get up early today as it's a public holiday. (which means that it is NOT necessary)

GRAMMAR

PRACTICE:

3- Complete the following sentences using either “have to”, “must” or “should”.

1. You show your passport or identity card to get on a plane.
2. You arrive at the airport early in case there are delays.
3. You be seventeen to drive a car in the UK.
4. You complete a lot of exams, study and training to be a doctor.
5. You use your mobile phone during an exam.
6. You call the emergency services if you just have a cold.
7. You rest and drink lots of liquids if you have a cold.
8. You always get enough sleep before driving a car.
9. You drive on the right side of the road in the UK - everyone drives on the left!

GRAMMAR

PRACTICE:

SUGGESTED ANSWERS

3- Complete the following sentences using either “have to”, “mustn’t” or “should”.

1. You **have to** show your passport or identity card to get on a plane.
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7. You **should** rest and drink lots of liquids if you have a cold.
8. You **should** always get enough sleep before driving a car.
9. You **mustn't** drive on the right side of the road in the UK - everyone drives on the left!

GRAMMAR

PRACTICE:

4- Correct the mistakes in these sentences.

1. She have to check the evidence carefully.
2. We mustn't to eat or to drink in here.
3. As I'm a DNA expert, I haven't to know about guns.
4. They should to say sorry for being late.
5. Do I should call him?
6. You haven't to wear your uniform when you are not at work.
7. We don't must make any noise; my grandfather's sleeping.
8. You really should going and see a doctor about that.
9. He doesn't should talk to people like that.
10. You must to make that terrible noise all the time?

GRAMMAR

PRACTICE:

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8. You really should go and see a doctor about that.
9. He shouldn't talk to people like that.
10. Must you make that terrible noise all the time?

THIS IS THE END OF THE LESSON.

A square graphic containing the handwritten text "thank you!" in blue ink. The text is written in a cursive, flowing style with a long horizontal stroke underlining the word "you".