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| Listening Lesson Plan | | | |
| Find the Murderer | | | |
| INSTRUCTOR | LEVEL / AGE | STUDENTS | LENGTH |
| Becca Kang | Intermediate / Adults | 17 | 50 minutes |
| Materials:  * Laptop computer and projector (Prepare, just in case, a sound recorder with which I recorded the audio of the news and Sherlock OST.) * Speakers and jacks (Prepare the sound recorder jack, too.) * White board and board markers * Vocabulary worksheet (17 copies) * True or False worksheet (17 copies) * Investigator’s Report sheet (17copies) * Alibi Statement strip with each student’s name on it (17 strips) * Photos of Oscar Pistorius, Pistorius and his girl friend together, Pistorius in the courtroom | | | |
| Aims:  * To practice listening to real-life speech by listening to a short piece of CNN news on a striking incident * To study court of law-related vocabulary * To practice speaking simple past and past continuous tense | | | |
| Language Skills:  * Listening: CNN news on Oscar Pistorius’s murder case * Speaking: guessing, prediction, giving alibi * Reading: news script, Vocabulary and Alibi worksheets * Writing: writing the Investigator’s report | | | |
| Language Systems:  * Phonology: See lexis list. * Lexis: murder, trial, lawyer, claim, testimony, witness, verdict, case * Grammar: simple past tense, past continuous tense * Discourse: news script * Functions: inquiring/questioning, explaining | | | |
| Assumptions:  * Students know the 2010 BBC-choreographed Sherlock. * Most of students don’t know about Oscar Pistorius. * Students feel more interested in and confident about their English learning when they experience that they can understand the CNN news. | | | |
| Anticipated Errors and Solutions:  * Students may make mistakes as they conjugate verbs according to number, person and tense. * Today’s lesson is focused on fluency. So, write down their mistakes while listening to and monitoring their speaking, and use them as accuracy-focused teaching material. | | | |
| References:  * <http://edition.cnn.com/video/data/2.0/video/crime/2014/09/10/pkg-curnow-pistorius-judgement-day.cnn.html> * <http://www.teach-this.com/resources/time?highlight=WyJhbGliaSIsInBkZiIsImFsaWJpIHBkZiJd> * http://www.youtube.com/watch?v=ScULgK-ZOVU | | | |
| **Notes:** Alibi  In this speaking and writing activity, students solve a murder mystery based on clues taken from players’ alibis. The students have to listen carefully to the times mentioned in order to solve the mystery.  Before class, make a copy of the Investigator’s Report for each student and one copy of the sheet of Alibi Statements. There are nine essential characters and this class consists of 17 students. Therefore, divide the class into two groups and assign the same mission to each group.  Procedure  Each student will play the role of a murder suspect. Assign a student’s name to each character, replacing the lettered blanks in the Alibi Statements with the name.  Cut the sheet of statements into strips along the dotted lines and give the statements to the students to whom they have been assigned.  Give each student a copy of the Investigator’s Report sheet and one Alibi Statement with the student’s name on. Have the students sit in a circle.  Read the scene below:  “Between 4:00 and 4:30 on Saturday afternoon, Mr. Smith was murdered. Everyone is a suspect.”  Each student is a murder suspect who has an alibi to account for his or her activities at the time of the murder. Students memorize their alibis. As they go around the circle, they state their alibis. The group will listen to each statement and try to identify the murderer by detecting the inconsistent alibi.  Solution  D is the murderer. D’s alibi is inconsistent with G’s and J’s statements about the paper delivery. | | | |

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| Pre Task or Warmer | | | |
| Title: Today, I am Sherlock! | | Aims:To make students interested in today’s lesson  * To get them to practice giving their predictions and thoughts without hesitation | Materials: Laptop computer, projector, speakers, jacks, BBC’s Sherlock OST, Photos of Oscar Pistorius, Pistorius and his girl friend together, Pistorius in the courtroom |
| Time | Set Up | Students | Teacher |
| 7mins | Whole Class | Students listen to the Sherlock OST.  Some students who know about Pistorius case answer my questions and other students listen. | I greet the students and play the Sherlock OST (00:47~01:32, Remember to set it before!).  I tell them that we are going to be an investigator like Sherlock Holmes and ask them if they’ve heard about Ocsar Pistorius. According to their response, I give questions and simple explanations about him such as   * Do you know who Oscar Pistorius is? * Do you know about the terrible news related to him? * In 2013’s Valentine’s Day, he made a life-changing decision in a very bad way. What do you think it is? |
| Notes: | | | |

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| Task Preparation or Presentation | | | |
| Title: Vocabulary Pre-teaching | | Aims:To facilitate their news listening and story understanding | Materials: Vocabulary worksheet |
| Time | Set Up | Students | Teacher |
| 10 mins | Whole Class  Individually  Whole Class  Whole Class | Students listen to my instruction.  Students do the worksheet.  Students answer my questions.  They give some interesting predictions and guesses. | 1. Vocabulary worksheet  I pass out the worksheet saying, “Work individually. Match each word in the left column with its own definition in the right column. You have 3 minutes.”  (Distribute the worksheet.)  I monitor discreetly and answer them if they ask questions.  I give time warning: 30 seconds left.  (Be flexible with time.)  I go through the words one by one. I elicit the meaning from students and then explain the meaning if necessary.  2. Prediction  I show them the photos I prepared and ask them to predict what we are going to listen about him.   * What kind story do you think we are going to hear concerning Oscar Pistorius? |
| Notes: | | | |

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| Task Realization or Practice | | | |
| Title: Find the Murderer! | | Aims:To practice listening to a real-life speech by listening to a short piece of CNN news  * To practice speaking simple past and past continuous tense by giving alibi * To practice writing a short report by doing Investigator’s Report Worksheet | Materials: Laptop computer, projector, speakers and jacks, CNN news video clip, True or False worksheet, Investigator’s Report sheet and Alibi Statement strip with each student’s name on |
| Time | Set Up | Students | Teacher |
| 26  mins | Whole Class  Individually  Pairs  Whole Class  Groups  Whole Class | They Listen to the news report.  They ask my questions.  They do the worksheet individually.  They write answers as they listen.  They share their answers with their partners.  They do the Alibi worksheet activity. As they go around the circle, they state their alibis. The group listens to and writes down each statement, trying to identify the murderer by detecting the inconsistent alibi. They fill in the Investigator’s Report Sheet.  When they find the murderer, a representative of each group come to the whiteboard and write the answer. | 1. Listening for the General Understanding  I have them put their pens down and just listen to the news reporter (Tell them they don’t need to try to understand what two male speakers are saying because it was unclearly recorded). I ask them to listen for the general understanding.  I ask them if they want to listen again.   * Yes 🡪 Have them listen one more time. * No 🡪 Have them share their thoughts.   I ask,   * What happened? * Did he kill his girl friend or not?   2. Listening for Details  I ask them to answer the questions on the True or False worksheet as they listen.  (Distribute the worksheet)  I play the video clip and get them to write answers as they listen.  I ask them if they want to listen again.   * Yes 🡪 Have them listen one more time. * No 🡪 Put them into pairs and have them share their thoughts with their partners.   I give them correct answers and explanations, if necessary.  3. Speaking & Writing activity  I put them into two groups (9 and 8, respectively). Have the each group sit in a circle.  Give each student a copy of the Investigator’s Report sheet and one Alibi Statement with the student’s name on. Each student plays the role of a murder suspect. I ask them to write down all alibis as they go around the circle and fill in the Investigator’s Report Sheet.  I read the scene below:  “Between 4:00 and 4:30 on Saturday afternoon, Mr. Smith was murdered. Everyone is a suspect.”  I ask them to send a representative up front when they find the murderer and write the murderer’s name on the whiteboard.  I check the answer. If students guess right, I ask them to give a round of applause to themselves. |
| Notes: | | | |

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| Post Task or Production | | | |
| Title: Consolidation and Lesson Closing | | Aims:To give students practice time to freely speak using simple past tense and past continuous tense in relation to their past experience  * To give them homework | Materials: |
| Time | Set Up | Students | Teacher |
| 7  mins | Pairs  Whole Class | They talk to each other. | 1. Free production  I get students to share their experience using simple past tense and past continuous tensewith their partners.  2. Conclude lesson  I give them homework.   * Write one short sentence for each vocabulary we learned today. |
| Notes: | | | |

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# Listening Script

# He was a South Africa’s track hero; she was a beautiful up-and-coming model. They seemed to have it all until the Valentine’s Day in 2013. Oscar Pistorius sat here when he heard noises and thought there was an intruder. He fired four shots through a closed bathroom door killing his girl friend. What followed was a landmark trial broadcast to the world. Lawyers argued whether it was a tragic mistake like Pistorius claimed. All are, according to the state, nothing less than a premeditated murder. And now the verdict and judge’s decision will close a long and crucial case that captivated South Africa and the world.

True or False?

1. Oscar Pistorius was a marathoner. ( T / F )
2. Pistorius’s girl friend was a promising model. ( T / F )
3. Pistorius was in the bathroom when he heard noises. ( T / F )
4. Pistorius’s girl friend is now in a coma. ( T / F )
5. The trial was broadcast worldwide. . ( T / F )
6. The state regarded this incident as a tragic mistake. ( T / F )
7. The verdict and judge’s decision were given. ( T / F )

Vocabulary Worksheet

Murder - the crime of deliberately killing a person

Trial - a situation that will be talked about and decided in court

Lawyer - a person who sees something (such as a crime) happen

Claim - something that someone says especially in a court of law while formally promising to tell the truth

Testimony - to say that (something) is true when some people may say it is not true

Case - the decision made by a jury in a trial

Verdict - a formal meeting in a court in which evidence about crimes, disagreements, etc., is presented to a judge so that decisions can be made according to the law

Witness - a person whose job is to guide and assist people in matters relating to the law

Alibi – Statement

✄----------------------------------------------------------------------------------------------------------------------------

A \_\_\_\_\_\_\_\_\_\_\_\_\_\_: After watching football on TV for a couple of hours, I was playing table tennis with B \_\_\_\_\_\_\_\_\_\_\_\_\_\_ shortly after 4:30.

✄----------------------------------------------------------------------------------------------------------------------------

B \_\_\_\_\_\_\_\_\_\_\_\_\_\_: Before playing table tennis, I took a nap from 4:00 to 4:30.

✄----------------------------------------------------------------------------------------------------------------------------

C\_\_\_\_\_\_\_\_\_\_\_\_\_\_: I was taking a shower at 4 o’clock. As soon as I finished, I got a phone call from my friend, and we talked for about an hour.

✄----------------------------------------------------------------------------------------------------------------------------

D \_\_\_\_\_\_\_\_\_\_\_\_\_\_: At about 4 o’clock, I noticed the newspaper on the coffee table in the living room. I read it until 5:00. Then, I went to the noodle shop.

✄----------------------------------------------------------------------------------------------------------------------------

E \_\_\_\_\_\_\_\_\_\_\_\_\_\_: I was mowing the lawn at 4:00. While mowing the front lawn, I noticed G\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and J\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sitting on the porch of the neighbouring house.

✄----------------------------------------------------------------------------------------------------------------------------

F \_\_\_\_\_\_\_\_\_\_\_\_\_\_: At 4 o’clock, I was playing chess with H \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Sometime during the game, I think it was 4:45, I answered the phone. It was a call for C \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

✄----------------------------------------------------------------------------------------------------------------------------

G \_\_\_\_\_\_\_\_\_\_\_\_\_\_: J \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I were fixing ourselves a quick meal. While we were eating dessert, the paper wasn’t delivered yet. Surprised, I looked at my watch. It was 4:50.

✄----------------------------------------------------------------------------------------------------------------------------

✄----------------------------------------------------------------------------------------------------------------------------

H \_\_\_\_\_\_\_\_\_\_\_\_\_\_: F \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I were playing chess in my room all afternoon until about 6:00. During the game, we heard loud voices coming from Smith’s bedroom.

✄----------------------------------------------------------------------------------------------------------------------------

J \_\_\_\_\_\_\_\_\_\_\_\_\_\_: G \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I had dinner on the front porch. I was eating when the paper was delivered. I took it into the house and left it on the coffee table on my way to the kitchen with the dirty dishes.

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Alibi - Investigator’s Report Sheet

**Investigator’s name: Date of investigation:**

**Below take notes on the alibi of each of the suspects.**

* **Suspect A. Name:**

**Alibi**

* **Suspect B. Name:**

**Alibi:**

* **Suspect C. Name:**

**Alibi:**

* **Suspect D. Name:**

**Alibi:**

* **Suspect E. Name:**

**Alibi:**

* **Suspect F. Name:**

**Alibi:**

* **Suspect G. Name:**

**Alibi:**

* **Suspect H. Name:**

**Alibi:**

* **Suspect I. Name:**

**Alibi:**