|  |
| --- |
| Listening  Speaking  **Reading**  Grammar  Writing |
| **Topic: Crime** |

|  |  |  |  |
| --- | --- | --- | --- |
| Instructor:  Lucy Park | Level:  Pre-Intermediate | Students:  17 | Length:  20 Minutes |

|  |
| --- |
| Materials: matching worksheet (17 copies), article, picture of fireman and criminal,crossword,papers |

|  |
| --- |
| Aims:  Main: To help students develop their reading skills through crime activity.  Secondary: The students will understand the concept of crime through reading article and work sheet(definition and official criminal languages)  Personal: I want to work on time management. |

|  |
| --- |
| Language Skills:  Reading: Students will match the definition worksheet and also read article about criminal  Listening: Students will listen to other students presenting criminal story (activity).  Speaking: Students will present their own their story in the class.  Writing: Students will individually work on matching the words through worksheet. |

|  |
| --- |
| Language Systems:  Lexis: burglary robbery smuggling police murder vandalism crime criminal  Phonology: None to discuss  Discourse: criminal article reading and storytelling  Grammar: None to discuss  Function: None to discuss |

|  |
| --- |
| Assumptions:  Students have learned vocabularies about crime.  Students have experiences making sentences with new words.  Students have played storytelling activity in a group.  Students have experienced asking new vocabulary which they don’t know or have checked the answer together... |

|  |
| --- |
| Anticipated Problems and Solutions:  Students will be confused with unfamiliar vocabulary about crime   * I will match the answer as a class.   Students will change the meaning of the sentence by using the wrong preposition.   * I will give out the right answers.   Students might now understand the rule of the given activity   * I will give an example   Students might find it difficult to use unfamiliar vocabulary to make a story in the main activity.   * I will focus on the most challenging words |

|  |
| --- |
| References:  <http://www.eltbase.com/vtr_refs.php?id=319>  http://busyteacher.org/classroom\_activities-vocabulary/crime\_and\_punishment-worksheets/ |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead-In** | | | |
| Materials: None needed | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min. | T-SS | Guiding questions | Good morning!  So, \_\_\_\_\_,what do you eat when you get a sick?  (Student answers) and why?  Do you read a news article today? What was the headline?  (Students answers)  Okay, thank you.  Okay, thank you guys for sharing! |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Activity** | | | |
| Materials: picture of a fireman and criminal, matching definition worksheet (17 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min. | T-SS |  | (Eliciting)  Okay, what do you call someone do an unlawful act punishable by a state? (Crime)  (Holds up a picture of fireman and then rubber)  in this picture(fireman), is the person who commits the crime? (No)  so Is this person(criminal) who commits the crime? (yes)  Does this person do good things or bad things? (bad things)  So I prepared a worksheet where you will match with correct definition about crime  You will be given 3 minutes and will work individually.  (ICQ) So what are we doing?  How many minutes do we have?  Are you working in pairs? (No)  Individually? (Yes)  (Explicit instruction)  Please do not begin until I am done passing out the papers.  (Explicit ICQ)  Are you going to begin when I pass out the papers? (No)  When I say begin? (Yes)  (Passes out papers)  Begin.  (Monitors students, answer questions if any)  3 more minutes…2 more minutes…1 mins… and times up!  (Have students share the answers) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Main Activity** | | | |
| Materials: article about crime and paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min. | T-SS |  | Aright, here some articles and I will give 3 mins to read it individually.  So what are we doing?  (read the articles)  How many minutes do you have?  (3 minutes)  Please don’t read until I say begin.  (give the article)  Okay, Begin!  Monitor Ss and 2 min left...1 min left  Okay...Times up!  **(Creative Grouping)**  Okay Please repeat after me. Crime, murder and police  (Teacher goes around and has pointed students say out loud crime, murder and police in order.) Alright where is the Crime? Please come on this right side in the front. The murder? Please move to the left. The police? Please move to the middle side. **(Regrouping)**  (Go around and call out the names of the students in the groups so they know who they are with)  **(Instruction)**  As a team you will choose one article. Please discuss and please tell me your opinions then write it on the paper. I will give you 4 minutes to work with your group  **(ICQ)**  So what are we doing?  (Choose one article. Please discuss and please tell me your opinions)  How many minutes do you have?  (4 minutes)  Are you working in pairs?(No)  In groups? (Yes)  **(Explicit instruction)**  Please don’t start until I am done passing out the papers.  Will you begin when I pass out the papers (No)  When I say begin? (Yes)  (Hands out papers)  Begin!  (Monitors students, answers questions if any.)  3 more minutes…..1 more minute…..and times up!  Okay so now, in your group who is the strongest person will come up and share with us!  (One person from each group will come up and share) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Post Activity** | | | | | |
| Materials: paper with little example | | | | | |
| Time | Set Up | | Student Activity | | Teacher Talk |
| 5 min | T-SS | |  | | So what do you call a person who tells or writes stories? (storyteller)  (Regrouping)  So the crime, murder and police team you will be same team again.  Please stay where you are.  (Recall their name)  (Demo)  So I will make a short story and dominate a one of person in the class who commit a crime and then a police will arrest the criminal  (Instruction)  So just like me, in your group will make a story. One person will tell us the story and the other person in your group will be a police and tell “you are the under arrest ...” and capture a criminal. You have 3 mins  (ICQ)  So what are we doing?(make a story)  Are we working in pairs? (No)  In groups? (Yes)  How much minutes do you have?(3 mines)  Let’s begin!  3mins ..2 mins left….okay time up!  Please two people come out and present your story  Alright, thank you all for your participation.  Are there any questions?  I will end our lesson by having you all to unscramble  Emric (crime)  Thank you! |
| **SOS Activities** | | | | | |
| Materials: Crossword puzzle worksheet (17 copies) | | | | | |
| Time | | Set Up | | Student Activity | Teacher Talk |
| 3 min. | | T-SS | |  | (Passes out crossword puzzle)  (Demo)  So what’s called the place a crime or accident happen( scene)  (Instruction)  So read the question and highlight the words that answers the given questions. You will work individually and will have 3 minutes.  (ICQ)  So what are we doing?  How much time do you have?  Working in groups? (No)  Individually? (Yes)  Error correction |