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| **Topic: Committing crimes** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **신다은(Liz)** | **Intermediate** | **Adult** | **7** | **25mins** |
| **Materials:**  - White board and markers  - visual aids: pictures of crimes  - realia: a police car  - information gap worksheets (9 copies): Prison puzzle  - audio file: siren | | | | |
| **Aims:**  - SWBAT use crime vocabulary in an information gap activity. (E.g. He got a longer sentence than the thief.)  - SWBAT distinguish the functions between two words that look similar and have similar meanings but differ in the use. (E.g. thief and theft)  - SWBAT catch unknown information and predict a person’s location by sharing information in a group.  - SWBAT pronounce difficult names by playing an information gap activity. (E.g. Billy Villain, Kevin Crook, Micky Felon, Tommy Culprit)  - SWBAT get used to an unfamiliar word used frequently in English (E.g. ground floor) by repeating the term in the information gap activity.  - SWBAT share his experience about micro crimes he did by participating in free discussion of the filler activity. | | | | |
| **Language Skills:**  - Reading: dialogue, information gap work sheet  - Listening: other classmate’s information given in the activity  - Speaking: given information to other classmates, discussing where the criminals are  - Writing: filling out the clues of criminals in the activity | | | | |
| **Language Systems:**  - Lexis: crime vocabulary(commit a crime, criminal, sentence, theft/thief, black mail, kidnap, be imprisoned), counting vocabulary(ground floor, first floor, years of the sentence)  - Function: Asking, giving information, assuming  - Phonology: /l/ sound in difficult names(Billy Villain, Tommy Culprit)  - Discourse: on guessing something by gathering information | | | | |
| **Assumptions:**  - Ss already know:  their classmates  have done an information gap/ puzzle activity before  the teacher’s type of teaching | | | | |
| **Anticipated Errors and Solutions**  - Ss may not know the meaning of few key words:  -Elicit with visual aids  -Pre-teach difficult words  - If the time is short:  -Cancel the guessing time planned in groups and just ask directly to the whole class for their answers.  - If the audio is not working:  -Make the sound with my mouth  - If they finish their activity too early:  -Conduct the filler activity | | | | |
| **References:** Three-quarters of British people commit micro crimes (26th October, 2016). In *Breaking News English*. Retrieved 27th November, 2018, from <https://breakingnewsenglish.com/1610/161026-micro-crime.html>  Prison Puzzle (n.d.). In *Timesaver Speaking Activity.* Retrieved 14th December, 2018, from <https://www.scribd.com/doc/312919819/Timesaver-Speaking-Activities> | | | | |
| **Notes:** | | | | |

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| **Pre-Task:** | | | | |
| **Aims:**  - SWBAT distinguish the functions between two words that look similar and have similar meanings but differ in the use. (E.g. thief and theft) | | | **Materials:**  audio clip, board and markers, visual aids, realia | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 5 mins | Whole class | Ss answer  (Ss get to touch the realia one by one)  Ss answer  Ss answer  Ss answer | | **Greeting**  *Hi, everyone. One week has passed and it is already Friday! Are you excited?*  *Oh, wait! What do you hear?*  (T plays a siren and passes a realia)  **Eliciting**  *What is this sound?*  *Right, When do you hear sirens?*  **Proposing the topic**  *Yes, you are right. When a criminal commits a crime, we may hear the siren.*  (Show pictures of criminals)  **Eliciting /Pre-teaching of key words**  *What is the man doing in the picture?*  > stealing, kidnapping, blackmailing, being imprisoned  *What do we call him?*  > thief, kidnapper, blackmailer, prisoner/ criminals  *Where do the criminals go after getting a sentence?*  > Jail/ Prison |
| **Notes:** | | | | |
| Point the key words written on the board while eliciting | | | | |
| **Task Preparation:** | | | | |
| **Aims:** | | | **Materials:**  Worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 2 mins | Whole class | Listen to the instruction | | **Instruction**  *Everyone seems to know a lot about crimes and criminals. Today, we will have a fun activity called ‘prison puzzle’. Each of you is going to be a prison guard in a max facility from now on.*  *And here is your situation*  *In our prison, all the computer files were deleted because of a hacker who tries to help prisoners escape. In order to stop the escape, we have to gather the clues together and draw a simple map of our prison.*  *You will have 10 mins to go around and share your information.*  (Hand out the clues while talking)  *After you finish collecting all the information everyone has, you will sit down and try to figure out where* *which criminals are in and draw our prison.*  **Demonstration**  **ICQs**  *Are we going to sit on the chairs while gathering information?*  *How much time do we have?*  *Raise your hand if you did not get any clues.*  *Great! Now everyone please wake up.* |
| **Notes:** | | | | |
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| **Task Realization:** | | | | |
| **Aims:**  - SWBAT use crime vocabulary in an information gap activity. (E.g. He got a longer sentence than the thief.)  - SWBAT catch unknown information and predict a person’s location by sharing information in a group.  - SWBAT pronounce difficult names by playing an information gap activity. (E.g. Billy Villain, Kevin Crook, Micky Felon, Tommy Culprit)  - SWBAT get used to an unfamiliar word used frequently in English (E.g. ground floor) by repeating the term in the information gap activity. | | | **Materials:**  Worksheet | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 10mins  5mins | **Whole class** | Ss wake up and go around, talk with their classmates  Ss sit down  Work in a group.  Ss answer | | *You may begin*  Give 10 mins for information gathering activity  Note errors or comments during the activity  Give a time warning  If Ss are finished, tell them to have a seat.  *Talk together and draw the prison map. You have 5 mins.*  *If you are all finished,*  *Who is in the ground floor?*  *Who is upper than him?*  *Where about the others?*  (If there is enough time, talk about the characters’ sentence, crimes) |
| **Notes:** See how students pronounce the characters’ names and note. | | | | |
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| **Post Task:** | | | | |
| **Aims:**  - SWBAT share his experience about micro crimes he did by participating in free discussion of the filler activity. | | | **Materials:**  Board and markers | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| 3min | **Whole class** | Listen to the teacher  Drill after T  Ss check concept with T | | **Feedback**  *Did you enjoy today’s activity?*  *Everyone did a perfect job~~*  **Error Correction**  (Tell Ss errors during the activity and discussion. Drill)  **CCQs**  What do we call a person who stole something?  What do we call the years criminals get after committing crime?  .  (Point the board)  .  *Now you are able to use crime vocabulary and describe a criminal with his crime and sentence.*  *Great job and class dismissed.* |
| **Notes:** Control time well.  If finished early, instruct discussion to share Ss experience about micro crimes they did. | | | | |