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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 answerSs answerSs 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** |
| 10mins5mins | **Whole class** | Ss wake up and go around, talk with their classmatesSs sit downWork in a group.Ss answer | *You may begin*Give 10 mins for information gathering activityNote errors or comments during the activityGive a time warningIf 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 teacherDrill after TSs 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. |