

Lesson Plan

Teacher: Laura Salciuc

School: Colegiul Național "Petru Rareș" Suceava

Date: May 10th 2023

Lesson: *Great detective work!*

Textbook: *Limba modernă 1 – Limba engleză pentru clasa a VIII-a*, Art Klett

Unit: 10 (It's a crime!)

Grade: 8th

Year of study: 9th

Nb. of classes/ week: 2

Type of lesson: Consolidation of knowledge and of developing skills and abilities

Skills: speaking, listening, reading, writing

Resources - Make technology your friend! Tenerife, 2023

Time: 50 minutes

Objectives:

a) Cognitive objectives

By the end of the lesson the students will:

- O 1 – have revised the previously learnt vocabulary;
- O 2 – have practised their ability to skim a text;
- O 3 – have improved their ability to scan a text for specific information;
- O 4 – have remembered the difference between direct speech and reported speech;
- O 5 – have practised their ability to express themselves through speaking;

b) Affective objectives:

- O 6 – to create a warm atmosphere in which the students can feel that using English is fun;
- O 7 – to improve their problem-solving skills.

Grammar: reported speech

Vocabulary: mainly vocabulary concerning crime

Techniques: discussion, explanation, game, problem-solving

Materials: notebook, textbook, handouts, video file, course : Make technology your friend!

Classroom management: frontal, lockstep, pairwork, groupwork

Lesson stages	Objectives	Aims	Activities	Types of interaction	Time (min)
Warm up Skills: speaking	O 6	-to create the atmosphere for the lesson	- the T greets the Ss; - the Ss greet the T; - the T takes attendance;	T-Ss Ss -T	2'
Lead-in/ Fixation of previously learnt vocabulary Skills: speaking	O 1 O 6	- to help the Ss practise the vocabulary learnt during our previous lesson - to create curiosity in relation to the topic of the lesson	In order to revise the vocabulary learnt during our previous lesson, the T has prepared a Kahoot! game. Therefore, the Ss are asked to go to the Kahoot!.it webpage while the T prepares the activity. The Ss answer the questions and view the results. The T then checks the Ss' answers and provides feedback.	T-Ss S-S Ss-T	5'
Pre-reading exercise	O 2 O 5	- to help the Ss focus on the task	In order to prepare the Ss for the topic of the reading task, the T asks the Ss to open their	T-Ss	3'

Skills: reading speaking,	O 6	- to prepare the Ss to understand the topic of the reading excerpt	books on page 71, to look at the titles and the photos of the two reading excerpts and to guess what the stories are about. Then the Ss briefly skim the text to find out if they were right. The T checks the Ss' answers and gives feedback.	Ss-T	
While- reading exercise Skills: reading speaking, writing	O 1 O 3 O 4 O 6	-to provide an example of authentic use of the previously learnt vocabulary items -to practise scanning for specific information	- To make sure that the Ss understand what information they have to look for, the T asks the Ss to go over the questions in exercise 5 on page 68. T then answers any questions they might have. -Because the Ss need to practise their ability scan a text, the T asks the Ss to work in pairs and to quickly read the text and find the answers to the questions. -At the same time, since the Ss have just studied the notions of direct and indirect (reported) speech, the T also asks them to provide an example of each from the text. The T then checks their answers and gives feedback.	T-Ss S-S Ss-T	15'
Post- reading exercise Skills: speaking	O 5 O 6	-to encourage the Ss to put themselves "in someone else's shoes"	Then, the T asks the Ss to think about how each of the 3 characters from the first story felt and to do exercise 1 from the "Train to Think" section on page 70. The Ss do the task. The T checks their answers and provides feedback.	T-Ss SS-T	5'
While - reading exercise 2 Skills: speaking, reading	O 1 O 5 O 6 O 7	-to engage the Ss in independent oral interactions - to encourage the Ss to improve their problem-solving skills -to promote good teamwork	So that the Ss get the chance to use the new vocabulary in a fun and engaging manner while also practising their reading and speaking skills, the T tells the Ss that they will need to solve "the Mystery of the Stolen Space Suit". Then, she introduces the context of the next exercise: "a space suit has been stolen and you (the Ss), as detectives, have been tasked with finding out who the criminal is". The T splits the Ss into two big groups which need to choose their "chief detective". Each group then receives its case file and the Ss split into smaller groups, each focusing on one of the clues. Each team then reports back to the "chief" and they try to work out who the culprit is. The T moves from one group to the other to provide assistance (if needed) and to check their progress. The winning team is the one which identifies the criminal the fastest. The T provides feedback.	T-Ss S-S Ss-T	18'
Up-sleeve activities Skills: writing, viewing	O 5 O 6	-to promote further language practise	If the Ss perform the tasks faster, the T can ask the Ss to do the following task: - watch the following clip and answer some questions: https://www.youtube.com/watch?v=ubNF9QNEOLA&ab_channel=dothetest)	T-Ss Ss-T	
Homework and assessment			- the T assesses the Ss' activity during the class; - no homework given	T-Ss	2'

IT'S A CRIME

OBJECTIVES

- **FUNCTIONS:**reporting what someone said, asked or requested; giving and reacting to news
- **GRAMMAR:**reported speech; reported questions, requests and imperatives
- **VOCABULARY:**crime; reporting verbs

READING

- **Look at the words for different types of criminals. How do you say them in your language?**
 - o burglar
 - o con man
 - o mugger
 - o pickpocket
 - o robber
 - o shoplifter
- **Match the pictures with the words from Exercise 1. Listen, check and repeat.**



A



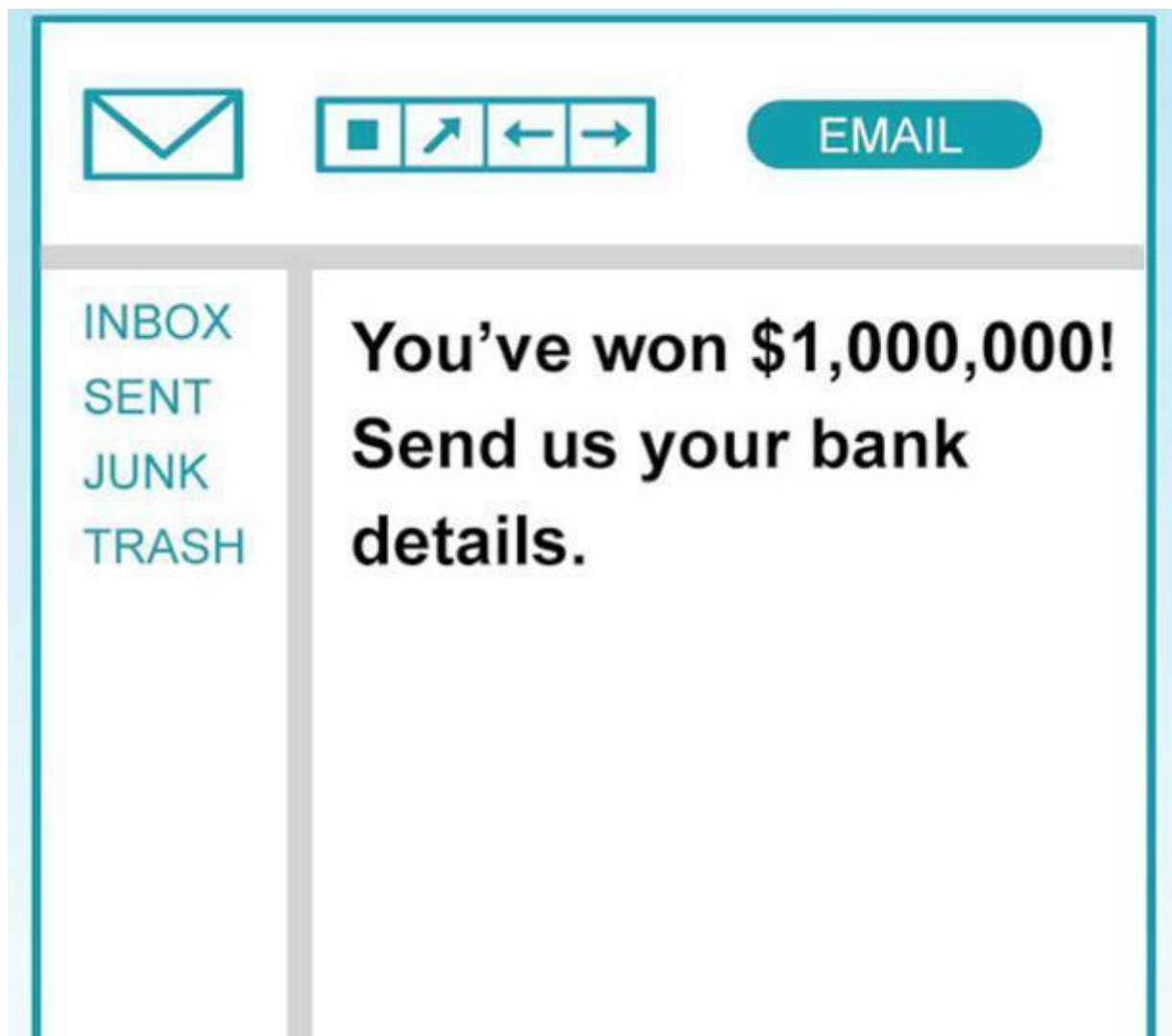
B





D





F

- Think of examples of these criminals from the news, books, TV or films.
- Look at the photos on page 71 and the headlines. Guess what the news stories are about. Then read and check.
- Read the news stories again and listen. Answer the questions. Write *Mrs Atkins* or *Mr Caron*.

Who

- o discovered something was missing?

Mrs Atkins

- o didn't get what he'd/she'd requested?
- o was the victim of a con man?
- o decided to get in touch with the criminal?
- o has forgiven the criminal?
- o had been a bit careless?
- o was the victim of a theft?

TRAIN TO THINK

Thinking about empathy

To understand another person's feelings, you need to 'put yourself in their shoes' – try to imagine how you'd feel in their situation.

- **Read the first story again. Who do you think felt these emotions? Match 1–3 with a–c.**
 - Mrs Atkins
 - the thief
 - the reporter
 - sympathetic when he/she heard the story
 - guilty when he/she read the note
 - sad when he/she thought about all the fun he'd/she'd had on the bike
- **Read the second story again. How do you think these people felt and why?**
 - the children
 - his wife
 - the reporter
 - the con man

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IT'S A CRIME

Thief feels sorry

When teacher Margaret Atkins, 49, went to ride her bike to school last Friday, she was shocked to discover it wasn't there. When our reporter spoke to her, she told him that she'd been really angry when she realised the bike was gone. She said a friend had given it to her years ago and that it was quite an old bike, but that she'd always liked it.

So what did she do? She decided to write a note to the thief and put it on the tree next to the bike stand that it had been stolen from. To her surprise, when she came back from school the same day, she found the thief had returned the bike, together with a written apology. 'I'm sorry I stole your bike. What I did was wrong. I've replaced the lock as I'd broken it. Hope you can accept my apology!'

The next morning, Mrs Atkins told reporters that she was still feeling surprised at what had happened. She said that although most people would be angry in her situation, she was just grateful that she could go to school on her bike again. Mrs Atkins added that she'd probably write another message to the thief. 'I want to thank him for returning the bike and tell him I've forgiven him,' she explained. She said that she wasn't going to report the incident to the police because she believed everyone could do bad things sometimes. 'What counts is that people own up to their mistakes,' she said.



COMMENTS

Father angry victim of online con

Frank Caron, 29, will think twice before using his credit card online again. Caron spent £450 on what he thought was the popular Xbox One console, a birthday present for his twins Mia and Michael, seven. When he found out that he'd been tricked, he was the 'maddest man in town', as he told our reporter.

Mr Caron said that the family's financial situation was difficult, as most of their money went to pay the mortgage on their house. But he added

that the twins had desperately wanted the games console and he and his wife had been proud to get them the toy they wanted. He said they'd seen the console on a well-known shopping auction website months ago and had thought it was a bargain. He started saving up for it immediately, and hoped nobody else would buy it before he had the money. He said he'd been absolutely furious when he opened the box and all he found inside was a low-resolution photo of the games console he'd wanted to buy.

When Mr Caron went online to understand how he'd been tricked, he realised he'd been the victim of an online *scam, a modern-day con. He said that he'd felt furious when he re-read the seller's advertisement: 'Xbox One console, top model photo, brand new'.

*scam – an illegal way of making money, usually by tricking people



COMMENTS

SPEAKING

Work in pairs. Discuss these questions.

- What do you think of Mrs Atkins's reaction when ...

- o she noticed her bike was stolen?
- o she found the thief's note?

How would you have reacted in those situations?

- What things (if any) do you buy online? Have you or has anyone you know ever been scammed?
- **Complete the sentences with suitable verbs. Then check your answers in the news stories on page 71.**
 - o She told him that she really angry.
 - o She said a friend it to her years ago.
 - o She said that [...] she it.
 - o She said that she still surprised.
 - o She said that [...] most people angry in her situation.
 - o She said she was grateful that she to school on her bike again.
 - o She added that she probably another message.
 - o She said that she the incident to the police.
- **Match what Mrs Atkins said (direct speech) with the reported sentences in Exercise 1. Underline the verb forms which are different. Then complete the rule.**
 - o 'I've always liked it.'
 - o 'I'm still feeling surprised.'
 - o 'I was really angry!'
 - o 'I'm grateful that I can go to school on my bike again.'
 - o 'Most people would be angry in my situation.'
 - o 'I'm not going to report the incident to the police.'
 - o 'A friend gave it to me years ago.'
 - o 'I'll probably write another message.'

Direct speech

- **Rewrite these sentences in reported speech.**
 - o 'I'd be happy to put cameras all over the shop,' the manager said.
 - o 'The police can't find the con man,' Dad said.
 - o 'We saw the robber from across the street,' the woman told the police.
 - o 'We're thinking of having a new alarm installed,' the shop owner said.
 - o 'We haven't heard or seen anything,' our neighbours said.
 - o 'I'll buy the games console for you,' the man told his kids.

VALIDATE

VOCABULARY

Crime

- **Match the words with the definitions.**
 - o to murder
 - o to break in
 - o to arrest
 - o a fine

- o to commit a crime
- o to go to prison
- o a murderer
- o to get into trouble
- o to get caught
- o a prisoner
- o to do something illegal
- o to be made to live in a special building for criminals
- o to take (a suspected criminal) to the police station
- o to kill (a person) intentionally
- o money that you have to pay if you break a law
- o to enter by force (usually to steal something)
- o someone who intentionally kills another person
- o to be found while committing a crime
- o to have a problem because of something that you did wrong
- o a person who is in prison

- **SPEAKING** Work in pairs. Use these questions to help you invent a crime story. Make notes and then tell your partner your story.

- o Where and when did it happen?
- o Who was involved?
- o What happened?
- o What crime was committed?
- o How did the police react?
- o What happened to the criminal?



8

IT'S A CRIME

LISTENING

- **SPEAKING** Imagine a young person mugged somebody. Discuss these questions.

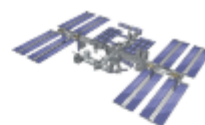


- o Why might someone mug a person?
- o Who might suffer as a result?
- o What would be the best punishment?

Clue 3

Clue 5

Hyphens Go into Hyperdrive



The astronauts have been writing about their time in space. They have tried to use hyphenated words but some have got confused. Check these sentences to find which ones are correct. If they are, give them a tick. If they are incorrect, give them a cross.

If you have more ticks, then the culprit is more than 30 years old. If you have more crosses, then the culprit is less than 30 years old.

