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| Speaking Lesson Plan | | | |
| Title: Theft: Who Stole the Teacher’s Cookies? | | | |
| INSTRUCTOR | LEVEL / AGE | STUDENTS | LENGTH |
| Sarah Yoon | Upper Intermediate / Elementary school, grades 5-6 | 17 | 50 mins |
| Materials: “Pre-Task: Guiding Questions” – 9 copies  “Task Preparation: Theft Role Cards” – printed, cut up, folded and mixed in an opaque bag  Empty cookie jar (or similar container)  3 ping-pong balls numbered 1-3 (alternatively, colored)   * (Plan B) 3 small stuffed toys   8 ping-pong balls numbered 1-8 in an opaque bag   * (Plan B) “Pre-Task: Numbered Pieces of Paper” – printed, cut up, folded and mixed in an opaque bag   (Optional) Special badges or medals – at least 8 (see “Notes”)  Blank sheets of paper – 17 copies, plus extra in case  Board and markers | | | |
| Aims: To practice speaking through role play, pyramid discussion and panel discussion, asking question and giving answers to complete the task, i.e.: finding the “thieves” who stole the teacher’s cookies last night.  To practice speaking in the present, past and past continuous tenses through question and answer (e.g.: Are you a thief? Did you steal the teacher’s cookies? What were you doing yesterday?).  To engage critical thinking skills, practice interpersonal negotiation and communicate with peers to solve the “mystery” task. | | | |
| Language Skills: **Speaking:** Role play, pyramid discussion, panel discussion, group discussion, responding to guiding questions, vocabulary activities  Listening: (see Speaking), teacher instructions  Reading: Guiding questions, role cards  Writing: Answering guiding questions, post-task detective report | | | |
| Language Systems: Phonology: (see Lexis)  Lexis: Pre-taught key words (“thief/thieves/theft,” “detective,” “suspect/suspect”), “steal/stole,” context words (e.g.: “innocent,” “guilty”)  Grammar: Present, past and past continuous tense; question and answer forms; writing a detective report in the past tense  Discourse: Free conversation, self-introduction, formal (detective) report  Functions: Self-introducing, arguing, accusing, defending, stating facts, denying, formal reporting | | | |
| Assumptions:  * Students have a conscience and like cookies. Therefore, stealing the teacher’s cookies constitutes a crime worthy of discussion and investigation. * Students will want to defend themselves if they are innocent and deny being wrongly accused. * Students have very basic note-taking skills (see “Pre-Task” guiding questions section). | | | |
| Anticipated Errors and Solutions:  * Students may make grammatical errors (tense and question forms) while discussing, e.g.: You do what yesterday? The teacher will monitor and scaffold the discussion. Otherwise, the students will be exposed to each other’s schemata and teach each other through discussion. (The teacher may also make a note of common errors while monitoring and plan a subsequent error correction class.) | | | |
| References: **Role play idea and inspiration**  Andrew. “Alibi.” ESL Games Box. *Wordpress*, 28 Feb. 2008. Web. 14 Oct. 2014. http://eslgamesbox.com/2013/02/28/alibi/  “Alibi (Game).” Busy Teacher. *Busy Teacher*, n.d. Web. 14 Oct. 2014. http://busyteacher.org/17236-alibi-game.html | | | |
| Notes:  * There should be 4 extra chairs in the classroom for the panel discussion phase (Task Realization stage). * The teacher should remove tables until the Post-Task phase. * The teacher’s energy level is crucial – the mystery may appear silly or boring to students if the teacher does not actively engage with the students. Humor and theatrics are very important to make the task come alive. The teacher is also advised to put great importance in assigning student detectives, as though it were a great privilege. Ideas may include special badges or medals. | | | |

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| Pre-Task | | | |
| Title: Pre-teaching key words and guiding questions | | Aims:To practice and study pre-taught key words To prepare for the speaking task and gain communication practice through responding to guiding questions  To practice the present, past and past continuous tenses of the word “steal” | Materials: 3 ping-pong balls numbered 1-3 (alternatively, colored)  8 ping-pong balls numbered 1-8 in an opaque bag  “Pre-Task: Guiding Questions” worksheet (for each pair)  (Plan B) “Pre-Task: Numbered Pieces of Paper” attachment |
| Time | Set Up | Students | Teacher |
| 15 mins | 7 pairs, 1 trio | Practice key words: “thief,” “detective,” “suspect.”   * Elicit “theft” and “thieves” with correct pronunciation * Elicit noun and verb form pronunciations for “suspect”   Students who caught the ping-pong balls may choose whomever they want to demonstrate the key word they are assigned to in front of the class.  Answer guiding questions in pairs (5 mins)   1. Have you ever stolen something? How did it make you feel? 2. If a student stole your cookie, what would you do? 3. Would you like to be a detective? Why or why not?   In the meantime, students pick a numbered ball from teacher’s bag.  Students are told they will share their answers after 5 minutes. Therefore, they are encouraged to take notes.  Teacher tells students that the pair that can spell this word can choose a numbered ball from teacher’s bag to answer the first question.   * Teacher elicits present tense “steal” in an example sentence with clue word “now.” Repetition of question and answer forms.   The pair corresponding to the numbered ball goes up and answers guiding question 1. Teacher elicit follow-up questions from class.   * Teacher elicits past tense “stole” in an example sentence with clue word “yesterday.” Repetition of question and answer forms.   Second pair goes up and answer guiding question 2 in the same way.   * Teacher elicits past continuous “stealing” in an example with clue word “was/were… yesterday.” Repetition of question and answer forms.   Third pair goes up and answers guiding question 3 in the same way. | Teacher throws three ping-pong balls (numbered 1-3) randomly.  Elicit answers to pre-taught key words: “thief,” “detective,” “suspect”   * Using mime * Example sentences (guessing from context)   Hand out “Pre-Task: Guiding Questions” worksheet to each pair. Explain they will share their answers with the class in 5 minutes, so they are encouraged to take notes.  In the meantime, let each pair pick a numbered ball from teacher’s bag.  Elicit present, past and past continuous tenses of “steal” (steal, stole, stealing). |
| Notes:  * Before throwing the ping-pong balls, check there are no drinks on the tables. Teacher may call these ping-pong balls “candy” as an incentive or for humor. (The teacher may prefer to use stuffed toys instead.) * (Plan B) The teacher may also use folded pieces of paper with numbers written on them, instead of the 8 numbered ping-pong balls. (See “Pre-Task: Numbered Pieces of Paper” attachment.) * (Plan B) If the printer fails, the teacher may read out or dictate the guiding questions. | | | |

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| Task Preparation | | | |
| Title: Taking on roles and pairwork discussion | | Aims:To study the task rules To practice self-introduction and speaking in the past tense in pairs  To practice the function of accusing, self-defending and denying in speaking | Materials: “Task Preparation: Theft Role Cards” (printed, cut up, folded and mixed in an opaque bag)  Empty cookie jar (or similar container) |
| Time | Set Up | Students | Teacher |
| 5 mins | 7 pairs, 1 trio | Students hear that there has been a theft last night. 2 students entered the classroom and stole from the teacher’s cookie jar. Students must find the thieves or the teacher will cease to give weekly cookie prizes.  Students individually choose a role card from teacher’s bag, They read it secretly and replace it in the bag.  Pairs discuss with each other who they are (introduction) and what they were doing last night. They may ask:   * Did you steal the teacher’s cookies? * What did you do last night? * What were you doing yesterday? * Are you a thief? | Teacher explains that there has been a theft last night. Someone stole from the teacher’s cookie jar. Use empty cookie jar (or similar container) to demonstrate.  Teacher models the task and asks ICQs. Teacher reads each role card as they are replaced so that she knows who the real thieves and detectives are.  Monitor pairwork discussion. |
| Notes:  * The teacher may use a black hat for effect instead of an opaque bag if available and preferred. | | | |

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| Task Realization | | | |
| Title: Identifying the thieves through group and panel discussion | | Aims: To practice self-introduction and speaking in the past tense  To practice the function of accusing, self-defending and denying in speaking | Materials: (Optional) Special badges or medal – at least 8 (see “Notes”) |
| Time | Set Up | Students | Teacher |
| 15-25 mins | 3 groups of 4, 1 group of 5  2 groups of 6-7, 4 student detectives roam freely  Panel discussion with 4 students at the front  2 groups, student detectives roam freely  Panel discussion with 4 students at the front  2 groups, student detectives roam freely  Panel discussion with 4 students at the front | Stage 1  Pairs join into groups of 4-5 and continue discussion (5 mins). Teacher chooses 1 student from each group and confirms they are innocent. They are now student detectives and free to roam around the class and ask questions. The teacher may give student detectives special badges or medals to create a further incentive for discussion (see “Notes”).  Stage 2  Groups join into 2 groups of 6-7 (7 mins). The 4 student detectives are free to listen in on any group. Students introduce themselves and what they did last night. Students hear that each group must appoint 2 suspects.  Stage 3  The 4 suspects sit at the front of class. Each suspect gives his or her defense (self-introduction and what they did last night). Student detectives may ask further questions. Students hear how many thieves are on the panel.  **If both thieves are on the panel: direct class vote.** Thieves reveal themselves and answer:   * Why did you steal the cookies? * Did you enjoy them? * Why did you lie?   Cut off activity, move to post-task.  **If 1 thief on the panel:** teacher appoints 2 more student detectives from among the innocent (one from each group of 6-7).  **If no thieves on the panel:** teacher appoints all 4 as student detectives.  Groups reconvene (2 groups) and discuss (5 mins). Student detectives are free to listen in on any group. Students hear that they must reappoint 2 suspects for the final round.  Stage 4  The 4 suspects sit at the front of class. There are now 6-8 student detectives, 7-9 innocent students and 2 thieves. Each suspect gives his or her defense.  **If both thieves are on the panel: direct class vote.** Thieves reveal themselves and answer:   * Why did you steal the cookies? * Did you enjoy them? * Why did you lie?   Cut off activity, move to post-task.  **If 1 thief on the panel:** teacher appoints 2 more student detectives from among the innocent (one from each group of 6-7).  **If no thieves on the panel:** teacher appoints all 4 as student detectives.  Groups reconvene (2 groups) and discuss (5 mins). Student detectives are free to listen in on any group. Students hear that they must reappoint 2 suspects for the final round.  Stage 5  The 4 suspects sit at the front of class. There are now 8-12 student detectives, 3-7 innocent students and 2 thieves. Each suspect gives his or her defense.  Direct class vote.  Thieves reveal themselves and answer:   * Why did you steal the cookies? * Did you enjoy them? * Why did you lie? | Teacher appoints student detectives throughout pyramid discussion. Monitor discussions. Model and scaffold possible answers.  Teacher should set up 4 extra chairs at the front of class for the panel discussion phase.  Pay attention to potential accidents as students move around the classroom (see “Notes”).  After the class vote, ask thieves why they stole the cookies. |
| Notes:  * Student detectives should include those who are relatively weak in speaking and lack confidence. * The teacher should be aware of possible accidents and hazards as the pyramid discussion continues and students move around. The teacher should pay attention to obstacles (such as chairs) in the classroom. * The teacher may wish to assign great importance in appointing student detectives, as though it were a real privilege. This may be done through conferring special badges or medals. * Teacher should cut off the task at least 5 mins before the end of class. Explain that finding out who the real thieves are is not important, but that they are discussing and speaking. | | | |

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| Post-Task | | | |
| Title: Reviewing key words and writing/preparing for next class | | Aims:To review pre-taught key words through CCQ To discuss the writing assignment topic in groups, which may be completed in-class or at home  To practice the function of formal reporting (i.e.: a detective report) in the past tense through discussion and writing | Materials: 17 blank sheets of paper (plus extra in case) |
| Time | Set Up | Students | Teacher |
| 5-15 mins | 4 groups of 4-5 | Students answer CCQ   * Who is a thief? (Somebody who steals something.) * Is a thief innocent or guilty? (Guilty of stealing)   Elicit “thieves” and “theft” with correct pronunciation   * Who is a detective? (Somebody who tries to find a criminal or guilty person) * What is the difference between a detective and police officer? (Detectives are private, while police officers are hired by the state) * Who is a suspect? (Someone who is suspected of a crime.) * Is a suspect innocent or guilty? (Neither, he or she is merely under suspicion)   Elicit different pronunciations for noun and verb forms.  Students discuss the writing assignment topic together: Write a detective report on the crime that occurred and the criminals. (Individual, based on group discussions).  Students may include:   * The crime (two students stole the teacher’s cookies) and the thieves * Their lies (what they said they had been doing last night) * Why they stole the cookies * Their punishment (students are free to decide)   Students may complete the writing assignment at home, depending on the time. They must practice reading it aloud before coming to the next class. They will share their reports in pairs the following class. | Ask CCQ and check understanding  Demonstrate the writing assignment task. Model and monitor the group discussions for the writing assignment  Explain that students will read their reports aloud in pairs (presentation) the following class. Therefore, they must not only complete the writing assignment but also practice reading it aloud at home. |
| Notes:  * If there is enough class time and the teacher prefers, students may complete the writing assignment in pairs. In this case, they will do pair presentations at the front of class the following session, as opposed to individual sharing in pairs. | | | |

# Worksheets, handouts and lesson materials

**Pre-Task: Numbered Pieces of Paper (print and cut)**

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| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | 8 |  |

**Pre-Task: Guiding Questions (1 copy for each pair)**

1. Have you ever stolen something? How did it make you feel?
2. If a student stole your cookie, what would you do?
3. Would you like to be a detective? Why or why not?
4. Have you ever stolen something? How did it make you feel?
5. If a student stole your cookie, what would you do?
6. Would you like to be a detective? Why or why not?

**Task Preparation: Theft role cards**

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| **You are innocent. Find the thief.** | **You are innocent. Find the thief.** | **You are innocent. Find the thief.** | **You are innocent. Find the thief.** |
| **You are innocent. Find the thief.** | **You are innocent. Find the thief.** | **You are innocent. Find the thief.** | **You are innocent. Find the thief.** |
| **You are innocent. Find the thief.** | **You are innocent. Find the thief.** | **You are innocent. Find the thief.** | **You are innocent. Find the thief.** |
| **You are innocent. Find the thief.** | **You are innocent. Find the thief.** | **You are a thief. Pretend you are innocent.** | **You are a thief. Pretend you are innocent.** |
| **You are innocent. Find the thief.** |  |  |  |