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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Murder Mystery Game**  |

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| **Instructor:**Gianna Chung | **Level:**Upper Intermediate | **Students:**17 | **Length:**20 Minutes |

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| **Materials:** * A wall chart for eliciting (de-tec-tive)
* A picture of a detective & a picture of a singer
* A wall chart for pre-activity demonstration
* 17 work sheets for definition matching
* A wall chart for right answers of work sheet
* 17 papers of mystery article & character connection & clues
* 2 papers of detective note.
* A wall chart for main-activity demonstration
* A wall chart of modeling sentence
* A wall chart of a mystery story for post-activity demonstration
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| **Aims:** * Main aim: Ss will improve their reading skills by reading mystery story and clue cards.
* Secondary aim: Ss will learn about mystery stores by having Ss a worksheet, a detective game and talking about a mystery story.
* Personal aim: I want to improve on time management, staging, and teacher presence.
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| **Language Skills:**Listening: Ss will listen to other students.Reading: Ss will read articles of mystery story and clues.Writing: Ss will improve writing by writing detective notes.Speaking: Ss will present their conclusion of who murdered Mr. Smith. |

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| **Language Systems:**Lexis: stunning, hour d’oeuvre, lurk, merrymaking, fond of, flirt, conceited, close-knit, discreet, timidPhonology: de-tec-tiveGrammatical: none to discussFunction: Speech makingDiscourse : Ss will discuss who murdered the mansion owner inferring from the clues. |
| **Assumptions:*** Most of Ss are interested in mysterious story.
* Most of Ss want to figure out who the murderer was.
* Most of Ss have experiences to discuss mysterious stories in English.
* Most of Ss already know how to infer a word from some clues.
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| **Anticipated Problems and Solutions:*** Students may not know some vocabularies.🡪 Explain them by using easier words and encourage the Ss to guess the meaning🡪 If explanation doesn’t work, tell the meaning of the word to the SS and let them to make examples using it.
* Students may need more time to work on the discussion.
* 🡪 Cut main-activity writing short and pick only 1-2 students to present
* If students finish their tasks earlier than anticipated,🡪 Move on to SOS activity.
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| **References:*** <http://dictionary.cambridge.org/dictionary/english> for vocabularies & idioms
* <http://www.teacherspayteachers.com> for the mansion murder story
* <http://www.philtulga.com/Riddles.html> for inference riddle games
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| **Lead-In** |
| Materials: No need |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | T-WCT-Ss | GreetingAnswering | Hi everyone! How are you?**Question**Is there any other language that you want to learn? **Follow-up**Why do you want to learn it?**Question**Hanna, what is your next plan after this Tesol course?**Follow-up**When are you planning to start it?Thank you for your answer. |

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| **Pre-Activity** |
| Materials:eliciting wall chart, pictures for CCQ, demonstration wall chart, worksheets, answer wall chart |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min2min1min | T-WCTT-WCSsS | Set-upShowing visual materialFinding correct descriptions and drawing linesReading each word and its definition | **Eliciting**What do you call the person who discovers information about crimes and find out who is responsible for them. That’s right, it’s a ‘detective’.(Show the wall chart of ‘de-tec-tive’.)Please repeat after me. “de-tec-tive”.(Put the wall chart on the board.)**CCQ**(Show a picture of a singer.)Is this person a detective? = No.(Show a picture of a detective.)Is this person a detective? = Yes.**Demonstration**(Put a wall chart for a worksheet. Refer to APPENDIX 1. Draw lines to match words and definitions.)**Instruction**First, I will hand out these work sheets to each of you and I want you to draw lines to match each word with its definition. You will have 2 minutes to do this.**ICQs**What are you going to do?Are you working in groups?How much time do you have?**Explicit Instruction**Please don’t turn over the paper before I say ‘begin’.**Explicit ICQs**Are you going to turn it over before she says ‘begin’?(Distributes worksheets. Refer to APPENDIX 2)**Run**Now, Begin.(monitoring)Teacher monitors class and answer to Ss when they ask questions**Timing**1 minute, 30 seconds, 10 seconds, time’s up.Rosa, please read number 1 and its definition.Sara, please read number 2 and its definition.Sunny, please read number 3 and its definition.(Put the wall chart of the correct answers. Refer to APPENDIX 3)You can check other descriptions on the board.Let’s move on now. |

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| **Main Activity** |
| Materials:17 papers of the main article and character connection, a wall chart for demonstration, a wall chart of modeling sentence, 21 flash cards of clues, 2 papers for detective note |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min3min2 min3 min1 min | T-WCSsTTT-WCSsS | Reading the articleGroupingRegroupingDiscussing and writing detective notes | **Instruction**I’ll hand out these two papers of the article. Please read the story carefully and check the character connection and very important clues on the second page. You will have 2 minutes to read it. **ICQ**What are going to do?Are you working in groups?How much time do you have?**Explicit Instruction**Please don’t touch the paper until I say “begin”.**Explicit ICQ**Are you going to touch the paper before I say “begin”?(Distribute the article. Refer to APPENDIX 4)**Run**Now, begin.(monitoring)Answer to Ss’ questions if asks.**Timing**1 minute, 30 seconds, 10 seconds…Time’s up**Grouping**Please say “de-tec-tive” in turn. Who said “de”? Please stand up, take your paper and move this side with your article.Who said “tec”? Please stand up, take your paper and move this side. Take your article with you.Who said “tive”? Please stand up, take your paper and move this side. Take your article with you.(Regrouping )From A to B will be team A.From C to D will be team B.From C to D will be team C.**Demonstration**(Put the wall chart of mysterious story and clues for demonstration. Refer to APPENDIX 5.)From these clues, I should infer that one of Tom’s cat took the socks and hid them under his bed.**Instruction**Now please discuss who murdered Mr. Smith with your team members. You can write memo on this detective note. And choose a detective who will present the story. You will have 3 minutes to discuss.**ICQs**What are you going to do?Are you working individually?How much time do you have?**Explicit Instruction**Please don’t start before I say ‘Begin’.**Explicit ICQ**Are you going to start before I say begin?(Distribute the detective note to each team.)**Run**Now, begin.(monitoring)Answer to Ss’ questions if asks.**Timing**1 minute, 30 seconds, 10 seconds…Time’s up(Get 1 detective from each team to come out and present the conclusion.)A detective from team A, please come out and present your conclusion.(S will present their story.)Thanks for sharing your story. Now you may go back to your seat.A detective from team B, please come out and present your conclusion.(S will present their story.)Okay. Well done. You may go back to your seat. |

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| **Post Activity** |
| Materials: A sketchbook for inference game, a chime bell, a wall chart for demonstration |
| Time | Set Up | Student Activity | Teacher Talk |
| 1 min2 min1 min | TT-WCSsT |  | **Demonstration**(Put a wall chart of my mystery story on the board.)Once I heard that people actually saw a mermaid in the middle of a sea of Jeolanamdo province. Fishermen could see her on very foggy days. However, the mermaid turned out to be a woman’s dead body whose feet were stuck between two rocks. Her body just looked like she was floating on the water. So people thought she was a mermaid.**Instruction**So, just like I did, please think about the most mysterious story that you have ever heard and write the story on the back side of the paper individually. You will have 2 minutes.**ICQs**What are you going to do?Are you working in groups?How much time do you have?**Run**Now, please start..(monitoring)Answer to Ss’ questions if asks.**Timing**1 minute, 30 seconds, 10 seconds…Time’s up(Get one student to present her story)**Error Correction**Since, I couldn’t hear errors to be corrected, I will scramble a word.(Show the class word card)Can you guess what this word is?=mystery(Show the class the correct word)**Closing**Do you have any question? If you don’t have any further question, we will end up this lesson. Thank you for your participation. |
| **SOS Activities**  |
| Materials: wall chart for demonstration |
| Time | Set Up | Student Activity | Teacher Talk |
| 2 min | TT-WCTT-WCSsT-Ss |  | Let’s move on.**Demonstration** (Put the wall chart of word finding puzzle for demo. Refer to APPENDIX 6)I will find this word from the puzzle.(Circle the right word)**Instruction**First, I will hand out these work sheets to each of you and find one vocabulary related to detectives and circle it. You will have 30 seconds to do this.**ICQs**What are you going to do?Are you working individually?How much time do you have?**Explicit Instruction**Please don’t turn over the paper before I say ‘begin’.**Explicit ICQs**Are you going to turn it over before I say ‘begin’?(Distributes worksheets. Refer to APPENDIX 7)**Run**Now, Begin.(monitoring)Teacher monitors class and answer to Ss when they ask questions**Timing**10 seconds, 5 seconds, and time’s up.Joanne, what did you find?(Put wall chart for the right answer.)You can check the right answers on the board. |

APPENDIX 1

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| 1. trust
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| 1. unconscious
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| 1. greedy
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| 1. wanting a lot more food, money, etc. than you need
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| 1. to believe that someone is good and honest and will not harm you, or that something is safe and reliable.
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| 1. in the state of not being awake, especially as the result of a head injury
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APPENDIX 2

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| 1. to wait or move in a secret way so that you cannot be seen, especially because you are about to attack someone or do something wrong
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| 1. too proud of yourself and your actions and abilities
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| 1. shy and nervous; without much confidence
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| 1. extremely beautiful or attractive
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| 1. people help and support each other
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| 1. small pieces of food eaten at a party
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| 1. careful not to cause embarrassment or attract too much attention, especially by keeping something secret
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| 1. the act of celebrating and having an enjoyable time
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| 1. to behave as if sexually attracted to someone, although not seriously
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| 1. to like someone or something very much
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| 1. stunning
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| 1. hors d'oeuvre
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| 1. lurk
 |
| 1. merrymaking
 |
| 1. fond of
 |
| 1. flirt
 |
| 1. conceited
 |
| 1. close-knit
 |
| 1. discreet
 |
| 1. timid
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APPENDIX 3

1. 🡪 d.
2. 🡪 f.
3. 🡪 a.
4. 🡪 h.
5. 🡪 j.
6. 🡪 i.
7. 🡪 b.
8. 🡪 e.
9. 🡪 g.
10. 🡪 c.

APPENDIX 4

The Mountain View Mansion Murder

It was a dark night when Mr. Smith invited a few friends over for a party. He had just bought this stunning, antique mansion on the top of Mountain View Road and wanted his friends to see.

Mr. Smith invited six friends over to celebrate. They were all close friends of Mr. Smith’s and he trusted all of them. The night began very well. The friends shared drinks and hors d'oeuvre, danced, and talked. Mr. Smith was so pleased to see all of his friends together and enjoying his new mansion.

As the guests danced and carried on with their night, a shadowy figure was lurking in the hallway. Nobody could have imagined what was coming. In the middle of the merrymaking, the lights went out and everything went black. All of the guests, and Mr. Smith stopped what they were doing and shouted for an explanation. “Mr. Smith, where is the fuse box? We need to get these lights back on!”, said Mr. Alfaro. “It’s around the back, behind the pool house. I’ll go check it out,” said Mr. Smith.

Mr. Smith left the room to examine the fuse box. When he didn’t return after 30 minutes, the guest began to worry. Mrs. Singleton suggested that somebody check on him. Mr. Mack and Mr. Bennett agreed. They went around to the pool house, and what they found was a shock! Mr. Smith was lying on the floor unconscious and lifeless.

Character Connections

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| Mr. Smith | An admired and wealthy man |
| Mrs. Swanson | A friend of Mr. Smith |
| Mr. Bennett | A colleague of Mr. Smith. Works closely with him. |
| Mr. Mack | A new friend of Mr. Smith. Mr. Smith used him as a realtor to buy the mansion |
| Mrs. Reid | Only cousin of Mr. Smith |
| Mr. Alfaro | The town’s pharmacist. |

Important Clues

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| The police officer stated that it looked like Mr. Smith had been poisoned. |
| Mrs. Reid believed that because Mr. Smith had no children and no wife, she would inherit his wealth, because she was the closest relative. |
| Mrs. Reid had invited Mr. Alfaro to the party. She thought it would be good for Mr. Smith to meet new people in town |
| Mrs. Singleton saw Mr. Alfaro pour Mr. Smith a drink |
| Mr. Alfaro was a discreet and timid man. |
| Mrs. Reid spent a lot of time with Mr. Alfaro at the party. They never left each other’s side. |

APPENDIX 5

**Spooky Story**

When Tom was preparing for going out this morning, he put a new pair of socks on his bed. However, he found that there was nothing on the bed when he got back from the bathroom. He lives alone. Where are those socks?

**Clues**

* Tom lives with two cats.
* A male cat likes play with toys.
* Hiding something under the bed is one of cat’s habit.

APPENDIX 6

A Q D E F

G I D C M

A S A A S

T R E R O

U B S T Y

TRACE

APPENDIX 7

C O V A O T B D B X W G

A G Z T D J L X T I L O

S E H N B O E M Y U Y A

E Y Y I E I H J T J I C

J L K R D C S F Y E P T

A I N P D R L F L S A F

G U T R Y J S U E M W S

O N E E T U F M E F O V

U N O G K R L H D B U C

W X H N N O B O D Y U R

R P Z I H X V B K N L X

Z Q W F M X L A K E Q N

holmes/ body/ clue/ fingerprint/ case