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| □Listening □ Speaking □ Reading [x]  Grammar □ Writing |
| **Topic: Sherlock Holmes (Language Target: Passive and active structure)** |
| Instructor:Sonya Kim | Students Competency LevelIntermediate | Number of Students:12 | Lesson Length:50 minutes |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)*** White Board and Markers
* Word Paper

 -The Window - The Wardrobe - The Locker - The Money - Was - Broken - Opened - Smashed - Stolen- Has  - By - Mr. Smith* Crime Scene
* List of Suspects

 - Mr. Smith - Mr. John - Ms. Blank - Ms. Watsons |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**-Improve grammar by listening to the teacher’s talk, reading the notes on the board, repeating teacher’s talk and speaking with using corrected grammar.-Improve listening skills by listening to the teacher, discussing with peers.-Improve speaking skills by discussing with peers, responding to the teacher.-Improve reading skills by reading the notes on the board and the material Crime Scene.-Improve writing skills by using corrected grammar.-Improve interaction and communication by discussions. |
| Language Skills: **(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

Notes on the board, reading the material Crime Scene* Listening: **(Where did listening occur in the lesson?)**

 Teacher talk, discussion* Speaking: **(Where did speaking occur in the lesson?)**

 Answering to teacher, discussion* Writing: **(Where did writing occur in the lesson?)**

Note taking |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

Teacher talk, discussions* Function: **(situation)**

Understanding crime scene* Lexis: **(meaning)**

Understanding crime scene* Grammar:**(language structure)**

 Difference between passive and active grammar structure, and how to transform the structure.* Discourse: **(communication)**

Responding the teacher, discussions |
| Assumptions: **(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)*** All students knew about the Sherlock Holmes, either by the TV drama, movie, or the novel.
* All students are curious to investigate a crime scene.
* All the students already know past tenses, that the word happened in the past has different form that is happening now.
* All the students already know present perfect tenses.
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| Anticipated Errors and Solutions: **(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)*** If students do not have understand → Teacher do the demonstration, show it first.
* If students do not know words→ Teacher allow students to search on their dictionary by keeping certain rules.
* If students still cannot understand words → Teacher write it down on the board and explain it all together later.
* If activity finished too short → Teacher ask students about the details.
* If activity takes too much time → Teacher briefly go on summary.
* If students are too shy → Teacher encourages students with asking simple questions and praising them.
* If students feel uncomfortable picturing crime scene → Try not using too brutal words
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| References: |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials:**(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)*** White Board and Markers
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| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 1min | Whole | Students greet to the teacher | Greeting |
| 5min | Whole | Students listen to teacher | Teacher carefully talk about a crime scene of robbery. The windows are broken, the wardrobe is opened, the locker is smashed, and the money is stolen. Describe the suspects feature, and let students match who is the robber. |
| 4min | Whole | Students response to teacher | Elicit stories from students. By asking Have they ever encountered any crime. “Is there anything you got stolen?”<Transition>Let’s all become Sherlock Holmes |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials:**(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)*** White Board and Markers
* Word Paper

 -The Window - The Wardrobe - The Locker - The Money - Was - Broken - Opened - Smashed - Stolen - By - Mr. Smith |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 3min | Whole | Read Word Paper and look at the order | Teacher stick Word Paper on the board. |
| 5min | Whole | Repeat the teacher, write several words down on their note | Teacher drill students by tapping each Word Paper on the board and lead students to repeat after. |
| 5min | Whole | Repeat the teacher, write several words down on their note | Change the order from active to passive, and do the drill once more. But this time, if there are a student with small voice, let him or her stand up and repeat alone. |
| 1min | Whole | Listen to the teacher | Teacher lead to the main activity. |

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| **Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials:**(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)*** White Board and Markers
* Crime Scene
* List of Suspects

 - Mr. Smith - Mr. John - Ms. Blank - Ms. Watsons |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 30sec | Whole | Make a group with their partners | Teacher let student make a group in pairs. If the number is odd, one group can have three students in it. |
| 30sec | In pairs | Receive Crime Scene | Hand out the material Crime Scene to each group. |
| 15min | In pairs | Let students discuss to investigate the crime scene, find the criminal | Let students take time to look at the Crime Scene they have received and discuss the evidences they can find from it and find out the criminal |
| 5min | In pairs | Settle down and answer to the teacher | Let students to finalize finding the criminal and ask a student in each group, what his or her partner’s reason of the criminal. |
| 1min | Whole | Listen to teacher | Acknowledge students’ participations |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials:**(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)*** White Board and Markers
* Crime Scene
* List of Suspects

 - Mr. Smith - Mr. John - Ms. Blank - Ms. Watsons |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1min | Whole | Listen and response to the teacher | Teacher give students the material List of Suspects. And randomly pick a student to read out loud what is written about the suspects.  |
| 30sec | Whole | Answer to the teacher | Ask students who they think is the real criminal. |
| 1min | Whole | Clap together | Acknowledge students’ participations. |

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| **Word Paper** |
| The Window |
| The Wardrobe |
| The Locker |
| The Money |
| Was |
| Broken |
| Opened |
| Smashed |
| Stolen |
| Has |
| By |
| Mr. Smith |

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| **Crime Scene** |
| http://i3.cpcache.com/product/1476522439/puffy_foam_claw_marks_diaper_bag.jpg?width=225&height=225&Filters=%5B%7B%22name%22%3A%22background%22%2C%22value%22%3A%22F2F2F2%22%2C%22sequence%22%3A2%7D%5DThis is the photo taken by one of the witness in the subway, when the crime has happened.Mr. Harlow, the victim is the one with bald hair, wearing business suit and holding a suitcase, which is ripped opened by some kind of a sharp object. Mr. Harlow’s wallet, which was in his suit case is stolen and the police is investigating who is the pickpocket in this photo. |

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| **List of Suspects** |
| https://s-media-cache-ak0.pinimg.com/736x/cb/74/71/cb7471670db6594002e5b8fdd49bf81a.jpgMr. SmithHe broke his hand and he has cut injuries on his shoulder that is from glasses. | Mr. JohnA pocket knife was found in his bag. |
| Mr. BlankA baseball bat was found in her bag. | Mr. WatsonsOne extra smart phone and lap top were found in his house. |