

Putting it into Practice

Lessons, guidance and resources for an active and principled classroom



Sample Lexis Lesson

Crime

Lexis - Crime

Main aim: for students to improve their use of a lexical set related to crime

Level: Intermediate upwards

Lesson length: 45-60 mins

Materials:

Picture 1

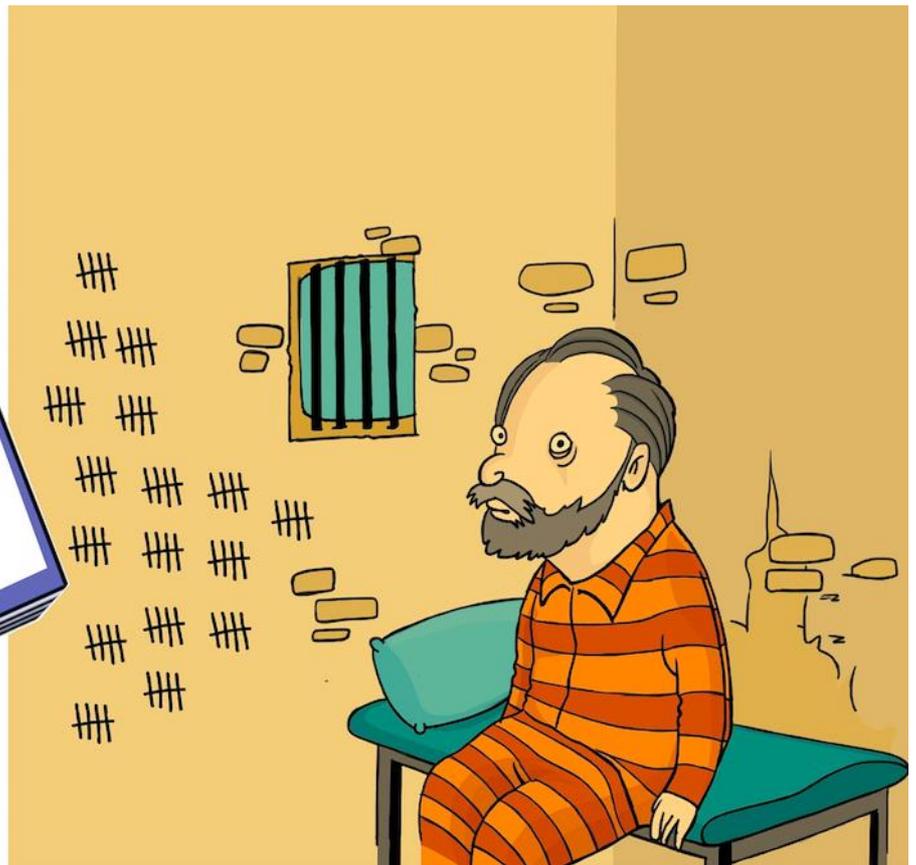
Handouts 1-4

Lesson plan

Timing and interaction	Stage name and aim	Procedure
5 mins	<p>Lead-in</p> <ul style="list-style-type: none"> - to generate interest in the topic - to activate known lexis 	<p>Put students into 3's Show picture 1. Where is he? (prison) Why is he there? What did he do? Imagine a story with your group. You have 3-4 minutes.</p> <p>Monitor while students talk, then elicit and compare their ideas as a class.</p>
<p>7-8 mins</p> <p>T – Ss</p> <p>S / S-S</p> <p>T - Ss</p>	<p>Test</p> <ul style="list-style-type: none"> - to see which items students already know and to what extent - to see what they need further help on 	<p>Tell students they are going to think about what happens when there is a crime. They must put some sentences into a logical order. (This could be done using handout 1 individually and then checked with a partner, or you could cut handout 1 into strips and have them physically order them in pairs or small groups.)</p> <p>Teacher monitors carefully, noting anything problematic for later clarification.</p> <p>Feedback – display answers on whiteboard / teacher nominates / students write correct order of letters on the board.</p>
<p>15-20 mins</p> <p>T – Ss</p> <p>S – S</p> <p>T – Ss</p> <p>T – Ss</p>	<p>Teach</p> <ul style="list-style-type: none"> - to clarify meaning of any unknown words and phrases - to improve pronunciation and increase accuracy of form 	<p>Clarification of meaning – peer-teaching Explain any words your partner doesn't know. Use the sentences to help you. Students work in pairs. Teacher monitors carefully, noting difficulties.</p> <p>When students are finished, teacher clarifies / asks CCQs / gives examples for any words he/she notices are still not clear.</p> <p>Clarification of form – guided discovery</p>

<p>S – S</p> <p>T – Ss</p> <p>S</p> <p>S – S</p> <p>T - Ss</p>		<p>Use the text and your partner to help you and write the words in bold from the ordering task in the correct place on the table. (Handout 2) Teacher monitors – students complete in pairs.</p> <p>Feedback – read the answers out – students listen and check.</p> <p>Clarification of pronunciation Now mark the stress on the words (do the first one as an example on the board) Pair-check- teacher monitors.</p> <p>Feedback – now I will say the words again, listen and check your answers.</p> <p>Teacher then drills the newer words or phrases alone and then in short sentences.</p>
<p>5 mins</p> <p>T – Ss</p> <p>S</p> <p>Ss – T - Ss</p>	<p>Extension</p> <p>- to improve usage of the lexis by raising awareness and accuracy of correct collocations</p>	<p>Put students into small groups. Let's notice which words collocate (go together) with these words. Match the beginning of a sentence with the ending as quickly as you can. (You could do this with handout (Handout 2) or cut it up and give a copy to each small group to physically match the pieces of paper) Teacher monitors</p> <p>Open class feedback.</p>
<p>5 mins</p> <p>T – Ss</p> <p>S – S</p> <p>T - Ss</p>	<p>Test</p> <p>- to see if there are still any areas students are having difficulty with - to consolidate meaning</p>	<p>Handout 3 As have a list of words and Bs have a list of words. A - define the first word on your list, B try to guess it. If your partner guesses correctly, you can cross it out (demonstrate this). If they can't guess, go onto the next one. Take turns to define and guess. Which group can do them all the fastest?</p> <p>ICQs – Can you show your list to your partner? (N) Does A define ALL their words and then B? (N – take turns.) Can you mime? (N) Use the word? (N)</p> <p>Teacher monitors and corrects / helps where needed.</p> <p>Feedback – which pair completed it the fastest? Further checking / clarification / correction if needed.</p>
<p>5-10 mins</p> <p>T – Ss</p>	<p>Semi controlled practice</p>	<p>Put students into small groups. Hold up handout 4.</p>

<p>Ss-Ss</p> <p>Ss – T - Ss</p>	<p>- continue consolidating understanding, to aid memory. To improve accuracy.</p>	<p><i>I will give you 3 words. Your job is to say which one in the 3 is different and why. Try to find as many ways one of the words is different to the others as you can.</i></p> <p><i>For example, this word is different because it's a noun. Ok, but this word is different because the police do the other two.</i></p> <p><i>See how many differences you can find for each group.</i></p> <p>Students discuss and justify. Teacher monitors</p> <p>Feedback – get a few examples from a couple of the groups of words. Ask how many differences in each group they could find.</p>
<p>10 mins</p> <p>T – Ss</p> <p>Ss – Ss</p> <p>Ss – T - Ss</p>	<p>Freer practice</p> <p>- for Ss to practise using the lexis with greater fluency and to express their own ideas / opinions</p> <p>- to use the lexis in a more authentic way</p>	<p>Tell students they are going to compare their opinions / ideas about the topic of crime. Put them into pairs or small groups and set the discussion questions on Handout 4.</p> <p>Monitor and take notes.</p> <p>Feedback on task completion – ask students to report about whether they had the same / different ideas and why / how?</p> <p>Feedback on language use – highlighting of errors / good language.</p>



Handout 1

Crime



1. Put the sentences in a logical order.

a) Then the police asked for **witnesses** and a man reported seeing the **theft**. He gave a good description of the person and police were able to arrest another **suspect**.

b) Someone **committed** a crime – they **stole** a bag from a woman in the street.

c) He had not previously committed any crimes, so he was not **sentenced** to **prison**. Instead he had to complete 100 hours of community service and received a warning.

d) They interviewed him, but did not **charge** him because he had an **alibi**.

e) Police used this information to **arrest** a man in his twenties.

f) When police went to his house, they found **evidence** of the theft – he still had the woman's bag.

g) The **victim** went to the police station to report the crime. She described the man who had stolen her bag.

h) In court the man pleaded **innocent**, but he was found **guilty**.

Handout 2

1. Put each of the words from the sentences in the correct place in the table. Some words can go in more than one place.

noun	verb	adjective

2. Listen to your teacher and check your answers.

3. Mark the stress on the words.

4. Listen again and check.

5. Match the beginning of a sentence on the left, with the end on the right.

1. He was arrested	a murder.
2. The judge sentenced him	an alibi.
3. She was found	with murder.
4. He pleaded	innocent.
5. They charged him	guilty.
6. He had	for murder.
7. He witnessed	to 3 years in prison.

Student A's words

commit
alibi
judge
guilty
charge
prison
theft

Student B's words

victim
evidence
steal
arrest
sentence
suspect
innocent

Handout 4

1. Think of a word that is different to the others in some way and say how. Do this in as many ways and for as many words in the group as you can.

- | | | | |
|----|----------|------------------|---------|
| 1. | charge | arrest | steal |
| 2. | a victim | a police officer | a judge |
| 3. | an alibi | a suspect | steal |
| 4. | evidence | prison | charge |
| 5. | charge | sentence | suspect |

2. Discussion questions

1. What crime stories are in the news at the moment?
2. Can you think of any famous crime stories? What happened? Did you agree that the person was guilty / innocent?
3. Do you think you would be OK if you were sent to prison? Why / Why not?
4. Who decides on guilt or innocence in your country? Who gives the sentence? Do you think this is a good idea?

- b) Someone **committed** a crime – they **stole** a bag from a woman in the street.
 g) The **victim** went to the police station to report the crime. She described the man who had stolen her bag.
 e) Police used this information to **arrest** a man in his twenties.
 d) They interviewed him, but did not **charge** him because he had an **alibi**.
 a) Then the police asked for **witnesses** and a man reported seeing the **theft**. He gave a good description of the person and police were able to arrest another **suspect**.
 f) When police went to this man’s house, they found **evidence** of the theft – he still had the woman’s bag.
 h) In court the man pleaded **innocent**, but he was found **guilty**.
 c) He had not previously **committed** any crimes, so he was not **sentenced to prison**. Instead he had to complete 100 hours of community service and received a warning.

Answers – Handout 2

noun	verb	adjective
a crime ● ●	● ● commit	● ● guilty
a victim ● ●	● ● sentence	● ● ● innocent
a witness ● ●	● ● arrest	
a sentence ● ●	● ● suspect	
a prison ● ●	charge	
an arrest ● ●	judge	
an alibi ● ● ●	steal	
a judge		
a suspect ● ●		
a trial ● ●		
evidence (uncountable) ● ● ●		
a theft		
guilt		
innocence ● ● ●		

Answers – handout 2

1. He was arrested	for murder.
2. The judge sentenced him	to 3 years in prison.
3. She was found	guilty.
4. He pleaded	innocent.
5. They charged him	with murder.
6. He had	an alibi.
7. He witnessed	a murder.

Answers Handout 4

Answers to the odd one out task may vary. Anything students can justify can be considered correct.