



Who, me?

Aims

- *Teach the passive simple tense using an authentic article from the British news website 'The Telegraph'*
- *Practise guessing the meaning of words by reading for context*
- *Students will be able to use the passive tense when re-telling the detail of a crime using a chain story*

Level

- *Pre-intermediate*
- *Intermediate*
- *Upper-immediate*

Time

- *50 minutes*

Time	Procedure
Prep	Download and print the article 'Bizarre photos released of man wanted over theft of 7ft venetian blind' Download and print the student worksheet Download and print out the crime flashcards
0-5	Warmer Put the students into pairs and give them one minute to write down all of the crimes they can think of in one minute. Draw a 3 column table on the board with crime, person and verb headings. As a class fill out all the columns from the suggestions (e.g. if one pair says "steal" then elicit thief and theft as the person and crime) With lower level classes, print and cut out the crime flashcards



6-9	<p>Method</p> <p>Conduct a quick straw poll of items most likely to be stolen. Then using board drawings or pictures pre teach the noun 'venetian blind' You should also give a brief explanation of the difference in the metric and imperial measurement system in regards to height and length.</p>
10-14	<p>Reading for gist</p> <p>Show the class the headline and picture of the article. Ask them what crime was committed and how they think he stole the item. Allocate 2 minutes and get the students to read the article to check their ideas</p>
15-18	<p>Feedback as a class and elicit the sentence "concealing the blind down one trouser leg and up the back of his jacket" Concept check the meaning of the verb conceal</p>
19-21	<p>Reading for detail</p> <p>Hand out the student worksheets and read through the questions together. Allocate 3 minutes for the students to read for the detail and answer the questions</p>
22-27	<p>Ask the students to check their answers with their partners and then run through them as a group. After checking the students understand the meaning, ask again how the police know the man is the thief and elicit "he was captured" on CCTV. Pose the questions "what type of word is captured, and what form is it in?" Elicit some more examples of past participles and then set 1 minute for the class to underline all past participles in the text.</p>
30-34	<p>Check the meaning of all the past participles noted. Ask what verb comes before the past participles (be). Explain how we use the passive tense when we are not too concerned by who committed the action. Explain how we can use conjunctions such as by to show who did the action, in and at to show time.</p> <p>The diamond was stolen this morning</p> <p>The diamond wasn't stolen this morning</p> <p>Was the diamond stolen this morning?</p>
35-39	<p>In pairs, ask the class to look at the questions on the worksheet and change the past and present simple forms into the passive tense. Review as a class</p>
40- 50	<p>Freer practise</p> <p>Chain story- Hand out the chain story worksheet to each learner. Explain the concept of the exercise is to write an answer to the question before folding the paper to keep the answer secret, before passing it on to the next person. Read the first line to check understanding and demonstrate writing the answer and hiding the answer. Conduct the exercise and set a time limit for each answer and announce when to fold and pass. Afterwards, stick the sheets on the wall and get the individual students to read out the crime story using the passive tense</p>



Extension Activity/ Homework

Students can write some pub quiz style questions about crime for homework e.g. When was JFK assassinated?

