



Unit 5

The Story

1. Mrs. Morton comes across the crime scene by accident.
2. Officer Jamison tells the story from his point of view; Mr. Weinacht and Jordyn join in.
3. Jordyn retells the story to her family when she gets home from the hospital.
4. Mrs. Morton becomes very upset and takes the children and goes to live with her sister.

Themes

Crime | Family | Relationships

Grammar

Past Continuous | Past simple | Conditionals | Past Perfect (Continuous)

Activity sheets

1. First Responders #
2. Emergency I
3. Emergency II
4. Retelling a Story
5. Family Crisis I
6. Family Crisis II

Extra Resources in Smartboard Area

Grammar Lesson | Past Perfect Continuous
Grammar Lesson | Past Continuous

Activity sheets with a resource or resources that need preparation. This is usually printing, cutting out and possibly laminating.

Note: Information provided on this cover page is for both the online material as well as these activity sheets. Themes and grammar topics may be found in either online or offline material and sometimes in both. Grammar is not always explicitly taught.

1 First Responders

Primary Lesson Aim

Talking about first responders.

Secondary Lesson Aim

Learning about the various types of first responder.

Pre class preparation

Print and laminate B1_5_W1 P. You will need 1 sheet for every 2 students. Cut the words and sentences up, so they are all separated.

Check these websites for other videos and lesson plans:

<http://www.firstresponder.gov/SitePages/ResponderNews/Media.aspx?s=Media>

<http://www.ready.gov/kids/educators>

Student preparation

Students should have completed at least 50% of Intermediate (B1) Unit 5.

Warming up (15 minutes)

Resource: B1_5_1 W1 SB/P

Show the resource on the smartboard and together with the class match the words with their dictionary definition. Students will notice that the words used to explain the target word are often not in their vocabulary. Tell them to concentrate on the words do they do know.

Hand out the laminated worksheet to pairs or students (it should already be cut up). Tell them to match the words and sentences, just like you were doing on the smartboard. Help students where needed.

Activity 1 (20 minutes)

Resource: B1_5_1_A1 SB

Ask students who they think are first responders. There are a lot of different professions that can be classed as first responders. You can tell the students to think of all the professions that need to go to an emergency rather than run away from it. Show the resource for a list if necessary. Brainstorm different emergency scenarios.

Tell students to choose 5 different first responders and write short descriptions of the types of emergency they might be called to. E.g. Coast guard. A ship is sinking and they need to rescue the crew.

Round up (10 minutes)

Resource: None

Get feedback from the class about their descriptions of first responders and their duties. Let some students read out their descriptions.

2 Emergency I

Primary Lesson Aim

Thinking about emergencies and the related vocabulary.

Secondary Lesson Aim

Writing scripts based on emergencies.

Pre class preparation

None. Check through this activity sheet and decide if you wish to follow the instructions or adapt them. You could consider making groups much larger and creating a larger theatrical performance. You should decide if you wish to make this a 2 or 3 lesson activity. The activity sheets are based on 2 lessons, but it may be advisable to add an extra lesson to allow students to write a good script and spend time practicing.

Student preparation

Students should have completed at least 50% of Intermediate (B1) Unit 5.

Warming up (10 minutes)

Resource: None

Ask students if any of them know first responders or if any want to become one. Get feedback. Discuss and review some of the different first responder professions.

Activity 1 (10 minutes)

Resource: None

Put students into groups of 4 or 5. Tell them to brainstorm an emergency and the types of first responder that would be required. Think big: earthquake, major train crash, hurricane, etc. This way there will need to be a lot of interaction between responders as well as victims.

Get feedback from a number of groups and share this with the class to help any groups struggling.

Ensure that each group has a scenario after 10 minutes.

Activity 2 (25 minutes)

Resource: None

Tell students that they are going to create a role-play based on their emergency scenario. They should write out the scenario and each other's roles. They should then start writing scripts. Allow students time to complete theses and time for practice. They should bring all scripts etc to the next lesson.

Help students with their writing. Instruct students to learn their scripts as they should not be allowed to read them during the roleplay. You could have a prompter to help if someone forgets their lines.

3 Emergency II

Primary Lesson Aim

Reading and speaking.

Secondary Lesson Aim

Practicing talking about emergencies.

Pre class preparation

The previous lesson, Emergency I, should have been completed. You may wish to video the performances, in which case a video camera, tripod and external microphone will be necessary. The microphone should be placed as close to the group as possible. You are welcome to upload any videos to our Facebook page if you have the consent of all students and parents.

Student preparation

Students should have their scripts from the previous lesson completed.

Warming up (10 minutes)

Resource: None

Check students have their scripts from the previous lesson. Get them back into their groups and give them 10 minutes to do a final practice.

Activity 1 (35 minutes)

Resource: None

Choose a group and let them perform their role-play. Tell the students who are observing, to make notes on who they think gives the best performance.

Round up (10 minutes)

Resource: None

If there is time at the end of the lesson, get feedback from the students about what they liked and didn't like and about who gave the best performance.

4 Retelling a Story

Primary Lesson Aim

To practice listening to other people and understanding what they say.

Secondary Lesson Aim

To be able to talk about things that you have heard.

Pre class preparation

Have the smartboard resources ready to use.

Student preparation

Students should have completed at least 75% of Intermediate (B1) Unit 5.

Warming up (10 minutes)

Resource: B1_5_4_W1 SB

Tell the students that they are going to watch a short video and then they need to retell it to their partner. Show the video in the resource and then tell the students to retell it. (They just need to describe what happens, there is virtually no narrative.)

Get one or two students to retell the story to the class. See if the stories match and if they leave anything out.

Activity 1 (20 minutes)

Resource: None

Ask students which films or books they have seen or read recently. What did they like? Tell the class about something you have read or seen. Retell the story to the class.

Now tell the students to tell their partner about something they have read or seen. You should encourage them to be as detailed as possible. Swap students around so they have new partners and can retell their stories several times to different people.

Monitor and help as needed.

Round up (10 minutes)

Resource: None

Select a few students to tell about the film they saw or book they read.

5 Family Crisis I

Primary Lesson Aim

Talking about relationships.

Secondary Lesson Aim

Practicing discussing and learning to compromise.

Pre class preparation

None

Student preparation

Students should have completed at least 75% of Intermediate (B1) Unit 5.

Warming up (10 minutes)

Resource: None

Ask the students what they think is important in a relationship. Preferably a relationship where the intention is to live together. Write their ideas on the board for all to see. Try to get around 10 or more different points.

Activity 1 (20 minutes)

Resource: None

Put the students into groups of 4 and ask them to choose the 8 most important points on the board and to put them in order of importance. This should lead to quite a lot of discussion and negotiation. Each student should have their own copy of the list they make together.

Once they are all in agreement, you should split the group and add them another group so that you have a new mix (or partial new mix) of students. They should again try to come to an agreement about what they think are the most important 5 points.

Finally, you should join two or more groups together and have a final discussion to get the top 5 points.

You can of course do this exercise with other subjects. Another good one is "What makes a good teacher?"

Round up (10 minutes)

Resource: None

Get feedback from the remaining groups to see if they all agree.

6 Family Crisis II

Primary Lesson Aim

Writing a letter to someone you care about.

Secondary Lesson Aim

Practicing informal writing.

Pre class preparation

None.

Student preparation

Students should have completed at least 75% of Intermediate (B1) Unit 5.

Warming up (10 minutes)

Resource: B1_5_6_W1 SB

Display the resource on the board and read it together as a class. (Students will already have read this in their online exercises.) You can choose to either discuss this type of situation, or you might prefer to avoid it if it is too sensitive.

Ask students what they think are the advantages of writing a letter rather than talking to someone directly. Ask which they prefer.

Brainstorm some situations when you might want or need to write to a close friend or partner.

They offended or hurt you, you no longer love them, you have to move away because of work, you want to ask them for a date, you want to tell a close friend about problems at home or with your partner, etc.

Activity 1 (30 minutes)

Resource: B1_5_6_A1 SB

Tell students to write a letter using one of the situations from the brainstorming session. Students should work on their own, with you monitoring and helping as necessary. The letter should be roughly between 75 and 150 words. If necessary students could finish the letters for homework.

Round up (10 minutes)

Resource: None

If possible, arrange to correct the letters.

An extra activity is to redistribute the letters randomly in the class and ask the students to reply to the first letter. Let the students then read out both letters to the rest of the class. This will of course require an extra (part) lesson.



Smartboard and Printable Resources

Resource: B1_5_1_W1 SB/P



Smartboard | Printable | First Responders | Vocab

Abduct	Take someone away illegally by force.
Afraid	Feeling fear or anxiety.
Assist	Help someone by doing a share of the work.
Attack	Act against someone aggressively in an attempt to injure or kill.
Attempted	Make an effort to achieve or complete something.
Aware	Having knowledge or perception of a situation or fact.
Brave	Ready to face and endure danger or pain.
Choke	A person having severe difficulty in breathing because of a constricted or obstructed throat.
Caught off guard	To surprise someone by doing something that they are not expecting.
Custody	The duty to care for someone or something.
Emergency	A serious situation requiring immediate action.
Escape	Break free from confinement or control.
Faint	Lose consciousness because of lack of oxygen to the brain.
Fear	An unpleasant emotion caused by the belief that someone or something is likely to cause pain.
Might	Past of "may". Expressing a possibility based on a condition not fulfilled.
Nervous	Easily agitated or alarmed.
Paramedic	A person trained to give emergency medical care.
Perpetrator	A person who carries out a harmful or illegal act.
Prevent	Keep something from happening.
Prisoner	A person held in prison or confined to one place.
Protected	Keep safe from harm or injury.
Siren	A device that makes a loud sound as a signal or warning.
Surveillance	Close observation of a spy or criminal or other person.
Testify	Give evidence as a witness in a law court.
Trial	A formal examination of evidence before a judge.

Resource: B1_5_1_A1 SB

 Smartboard | First Responders

<p>Police Officer Peace Officer FBI Agent US Secret Service Agent US Marshal</p>	<p>ATF Agent State Coordinator County Coordinator Town Coordinator Ladies Auxiliary</p>
<p>Firefighter Deputy Sheriff Special Deputy Sheriff Sheriff Under Sheriff</p>	<p>Campus Security Security Guard Fire Marshal Harbor Patrol Harbor Police</p>
<p>Emergency Medical Technician Doctor Nurse Physician Assistant Dog Warden</p>	<p>Constable Court Officer Investigator CERT Member Public Information Officer</p>
<p>Animal Control Officer SPCA Officer Correction Officer Warden Inspector</p>	<p>Military Police Environmental Police K-9 Officer Auxiliary Police Park Police</p>
<p>Life Guard TSA Officer Special Police Paramedic AEMT</p>	<p>Park Ranger National Seashore Officer Bridge and Tunnel Officer Conservation Officer Diplomatic Security</p>
<p>DEA Agent Fish and Wildlife Officer DEC Official Emergency Medical Professional FEMA Official</p>	<p>Private Investigator Citizens Police Academy Graduate Police Explorer Corporate Security Officer Insurance Investigator</p>
<p>Homeland Security Agent Air National Guard Soldier US Army US Navy US Marine</p>	<p>Air Marshal Civil Air Patrol Game Warden Postal Inspector Transit Police</p>
<p>US Air Force US Coast Guard Public Safety Official Dispatcher Coroner</p>	<p>Red Cross Member AmeriCorps EPA Officer ICE Agent Border Patrol</p>
<p>District Attorney Assistant District Attorney Probation Officer Elected Official</p>	<p>Air Traffic Controller University Police Parole Officer Fire Commissioner</p>

Resource: B1_5_4_W1 SB

 Smartboard | Firefighters Video

Resource: B1_5_6_W1 SB

 Smartboard | Letter

Dear Steve,

I'm sorry you feel your job is more important than we are right now, and as much as I love you, we can't stay here. I have to keep them safe. I know our children are brave, but they shouldn't have to live in fear, and neither should I. I've gone to stay with my sister Jeanne until I can figure out what to do next.

Sarah