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### *LESSON PLAN*

**Resursă Educațională Deschisă pentru Proiectul Erasmus+ nr.2021-1-RO01-KA122-SCH-000013250**

**School:** Șura Mică Secondary School

**Teacher:** Bujor Raica Alexandra Maria

**Grade/Level:** 8<sup>th</sup> Grade

**Number of students:** 20

**Time:** 50 minutes

**Level:** L1- intermediate

**Unit /Lesson title:** It's a Crime!

**Workbook:** Limba Modernă- Engleză, ed. Art Klett

**Skill involved:** Reading

**Competences:** 2.1 relatarea pe scurt a unei experiențe personale pe baza unor întrebări

2.2 participarea la scurte conversații în contexte obișnuite, asupra unor subiecte de interes general

3.1 deducerea din context a semnificației cuvintelor necunoscute

3.2 identificarea aspectelor principale din articole scurte, pe teme familiare

#### **Aims of the lesson:**

To introduce and practice new vocabulary

To develop students' reading skills

#### **Objectives:**

By the end of the lesson the students will be able:

O1 - to share personal experience and ideas related to the topic

O2 - to identify and associate correctly the images with the appropriate words/definitions

O3 - to use appropriate vocabulary related to crime

O4 - to read the text fluently

#### **Students' problems**

Some children may not understand some of the words./Some children may have problems in completing the task in due time and they may also need some of the instructions to be given in Romanian.



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Stages of the lesson	Timing	Interaction	Objectives	Activities		Obs.
				Teacher	Students	
<b>1. Warm-up</b>	4'	T – ss	- to warm ss up	Greets students and asks them how they are.	Greet the teacher and say how they feel.  Students answer the question.	
<b>2. Lead-in</b>	7'	T – ss	O1	Presents to students different images showing scenes from different types of crimes. After the students have looked at the images, the teacher asks them questions such as: What do you think all these images have in common? What differences can you find? Where and when can these crimes happen? (on line/ in the street/at home/at work/ at night/ during the day). Have you ever been in one of	Raise their hands.  Answer the questions.  Share their personal experience and ideas.  Identify the new topic CRIME  .	Images



				these situations? Helps students identify the new topic related to Crime.		
<b>3. Pre-reading</b>	9'	Pairs	O2 O3	<p>Introduces crime vocabulary activity.</p> <p>Explains to the students that for this activity they will work in twos. They can communicate, share and use the information they already know about the topic (crimes) in order to solve the task.</p> <p>Presents the worksheet and tells the students what they have to do (match the words-having visual support- with the definitions).</p> <p>Checks the worksheet and provides explanations, if needed.</p>	<p>Listen to the teacher's instructions.</p> <p>Solve the tasks.</p> <p>Read their answers.</p> <p>Correct the mistakes.</p>	Worksheet 1
<b>4. While-reading</b>	15'	T-ss	O3 O4	<p>Tells students that they are going to read an article about people committing different crimes and how other people thought of creative ideas to stop them. In turns, students will read short fragments from the article.</p> <p>Explains that while reading the article they have to pay attention to specific information</p>	<p>Read the article.</p> <p>Write the answers.</p> <p>Check the answers.</p> <p><a href="https://catalog.manualedigital.eart.ro/art-en8/v1/index.html#book/u08-74-75">https://catalog.manualedigital.eart.ro/art-en8/v1/index.html#book/u08-74-75</a></p>	Worksheet 2



				<p>in order to answer the following questions:</p> <ol style="list-style-type: none"><li>1. Which two ideas to help prevent crimes does the article mention?</li><li>2. What type of crime is identified in the text?</li></ol> <p>Checks the answers. Tells the students to scan again the text and then solve the True/False exercise.</p> <p>Checks the exercise and tell students to give the correct answers for the false ones.</p> <p>Encourage them to discuss.</p>	<p>Start solving the task.</p> <p>Give the correct answers.</p> <p>Discuss and provide more information from the text in order to support their answers.</p>	
<b>5. Post-reading</b>	9'	Small groups	O3	<p>Introduces the new activity by organising students into small groups (of four) and tells them that each group should think and create an original crime prevention scheme (having as source of inspiration the article they have just read).</p> <p>Provides help if needed.</p>	<p>Work on the task (creating the most original crime prevention scheme.)</p>	



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<b>6. Feedback/ Consolidation</b>	6'	Small groups	O3	<p>Explains that the best crime prevention scheme will be selected the one that will get the most votes from the classmates</p> <p>Invites each group to come in front of the classroom and present the crime prevention scheme they did.</p> <p>Tells the other classmates to vote for the best one.</p> <p>Tells the students that the winning group will get extra points they can use in any form of evaluation they will have during the semester.</p>	<p>Come in front of the class to present their work.</p> <p>Vote for the most original crime prevention scheme by giving feedback. (they analyse the content-appropriate-vocabulary, how original the ideas are, the images used -the visual impact-).</p>	
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Image 1 –

<https://www.travelers.com/resources/identity-theft/how-to-prevent-offline-identity-fraud>



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Image 2

<https://www.cyberamp.com/what-is-online-identity-theft/>



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Image 3

<https://home.howstuffworks.com/home-improvement/household-safety>





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Image 4

<https://www.liverpoolecho.co.uk/news/liverpool-news/thief-who-stole-poppy-appeal-3330712>



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## Worksheet 1

Match the words with the correct definitions.



CON MAN - .....



PICKPOCKET -.....



ROBBER - .....



BURGLAR -.....



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SHOPLIFTER -.....



MUGGER - .....

1. A person who attacks people in order to steal their money or other personal belongings.
2. Someone who steals things.
3. A person who illegally enters buildings (houses, offices) and steals things.
4. A person who deceives people by making them believe something false or making them give money away.
5. Someone who steals things from the shops.
6. A thief who steals things out of pockets or bags, especially in the crowd.



## WORKSHEET 2

### READING

- Read the article quickly. Which two ideas to help prevent crime does it mention?
- What type of crime is described?

## GETTING CREATIVE with crime

An experiment carried out at reducing the number of bike thefts has produced some remarkable results. The most efficient way of stopping people from stealing bikes seems almost too simple to be true. If you want to persuade thieves not to act, make them feel they're being watched!

Posters showing a large pair of eyes were put up near three bike racks at the university, while other bike racks had no posters. The researchers explained that the number of thefts decreased by 62 per cent compared to the previous year at racks with posters. However, at the other racks, thefts actually increased by 63 per cent. Experts claim that clearly visible images of eyes make people feel they're being watched. They say that we all care what other people think about us and that's why we behave better when we think someone is looking. Now officials have agreed to carry out similar projects at train stations all over the country.

The 'giant eyes' poster isn't the only unusual method being used to try and fight crime on UK streets. In the East Midlands city of Leicester, police are inviting people to make large woolly balls and hang them up in trees around the area. They hope that these colourful additions to neighbourhoods will help create a safer place to live. The thinking behind the idea is that if you create a pleasant environment, people are more



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likely to behave better. ‘We live in a world where our every move is being watched by \*CCTV cameras,’ one of the organisers told us. ‘The cameras are there to keep away possible criminals, but they come at a price, and many people don’t like being watched 24 hours a day. We believe there’s another way. We want to encourage people to take more pride in where they live.’ However, not all residents are happy – many refuse to believe it will make any difference. They’re demanding that the police do more to reduce trouble in the area. One local resident told us, ‘I recommend that the police stop wasting their time on mad schemes like this and do some real policing. We need to see more policemen walking around our streets, especially at night.’

\* CCTV – abbreviation for closed-circuit television: a system that sends television signals to a limited number of screens, and is often used in shops and public places to prevent crime

**Read the article again and mark the sentences T (true) or F (false).**

- The crime prevention scheme at Newcastle University used the latest technology. ....
- After the posters were put up, there were fewer bike thefts from all the university bike racks. ....
- There are plans to use the posters in other parts of the UK. ....
- It’s hoped that the woolly balls will make people care more about where they live. ....
- CCTV cameras will be used to catch criminals interfering with the woolly balls. ....
- The woolly ball scheme is popular with all residents. ....



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<https://catalog.manualedigitaleart.ro/art-en8/v1/index.html#book/u08-74-75>

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