

The Burglar

<http://eslpodtv.kibishipaul.com>

THIS LESSON IS AIMED AT STUDENTS WITH A LOWER INTERMEDIATE LEVEL OF ENGLISH.

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Part 5: The Dining Room – Watch one time and in the small box draw the burglar’s face. When you have done that write a short description of him.

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Listen again and answer the questions.

1. Was the window open?
2. Who locked the window?
3. Will Ben get the burglar?

Writing

What will happen next. Write an ending to this story in the form of a dialogue between Ben, Yuki and perhaps the burglar. Write about 60 words

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Reading

Have you ever been a victim of a crime in your own home or neighborhood? In the past most people knew where the dangerous places were and would stay away. But recently, burglary and assault are starting to become common in the places we feel safest – our homes.

Often there are not enough police around to be effective so what can we do to protect ourselves?

Lots of areas have started to make 'neighborhood watch' programs. For this, groups of people living in the same area take turns to patrol the neighborhood late at night and will report immediately to police any time they see a problem.

Other areas are experimenting with the Japanese 'koban' system where a small police box is set up in a neighborhood and is open 24 hours a day.

These programs have helped to reduce crime and have also had the good effect of bringing neighbors closer together.



1. What kind of place do people stay away from?
2. Where do people feel safest?
3. What is a 'neighborhood watch'?
4. What is a 'koban'?
5. What good effect have these programs had?

Words

These new words have been introduced in this lesson. See if you can match them with their meanings in the box. One has been done for you.

1__	Burglar	A	Somebody with no hair on his head.
2__	Scars	B	To stop someone from being hurt.
3__	Freckles	C	Now.
4__	Square	D	To be good at. Get a result from.
5__	Bald	E	Somebody who steals from houses.
6__	Wrinkles	F	To attack or hurt a person.
7__	Victim	G	A shape with 4 corners the same.
8__	Neighborhood	H	Brown spots on the face.
9__	Assault	I	To make the number smaller or less.
10__	Patrol	J	Age lines on the face.
11 <u>O</u>	Effect	K	A person who has been attacked or robbed.
12__	Effective	L	An old cut that leaves a mark on the skin.
13__	Immediately	M	To go out and watch in a group.
14__	Protect	N	A place where people live.
15__	Reduce	O	An influence from someone or something.

Transcript

1 The Bedroom

A: Ben! Ben! Wake up! Did you hear that?

B: Wasamatter?

A: I heard something downstairs.

B: You had a bad dream. Go back to sleep.

Sound of glass breaking

A: There it is again!

B: You're right. We'd better go down.

A: Oh Ben! The lights aren't working!

B: I've got the torch. Let's go.

2 The Stairs

A: I think I heard someone on the stairs.

B: But we were there a minute ago.

A: Let's look again.

B: OK, but look – there's nobody there.

A: You're right, but(screams)

B: Brian! What are you doing up. Go to bed, now!

C: Sorry dad. I heard a noise.

B: Bed!

3 The Hall

A: Can you hear that?

B: Sshhhh!

A: There! He's there! Quick!

B: It's only granddad. Go to bed granddad. We'll check the house.

A: Come on. Let's try the living room.

4 The Living Room

A: It's dark in here. I'm scared.

B: It's OK. There's nobody in here.

A: You're right. Wait! I saw something move.

B: Where! Where!

A: Over in that corner.

B: Granny, it's you! What're you doing here?

C: I was looking for Gramps.

A: He's gone to bed. You too granny. It's dangerous down here.

B: Let's try the dining room. It's the only place we haven't looked.

5 The Dining Room

B: It's cold in here. Did you leave a window open?

A: No. Of course not. I locked it before I went to bed.

B: Look! The window has been broken. It must be the burglar.

A: There he is! He's got the silver. Get him Ben!

B: What!? Me!?

Teacher Notes

As always, these are just general ideas for ways these materials can be used in the classroom.

VIDEO AND LISTENING

For this particular video I recommend that students watch and do the exercises section by section as opposed to watching the whole thing once. The video is divided into 5 parts; **The Bedroom, The Stairs, The Hall, The Living Room and The Dining Room**. Apart from The Bedroom, the other four sections contain exercises for watching and listening. The watching part involves descriptions of facial characteristics while the listening part uses a variety of different tasks to practice this skill.

- Part 1 – The Bedroom: Students listen one time and answer the questions.
Answers;
- Part 2 – The Stairs: Watch one time with or without sound. Students select the appropriate words to describe Brian. **Answers; red, narrow, happy, freckles.** After this, students listen and write in the missing words.
Answers; someone, Let’s look, nobody, are you doing, Bed.
- Part 3 – The Hall: Watch one time with or without sound. Students choose words to put in granddad’s facial description. **Answers; old, bald, ears, hooked, isn’t.** Students listen again and answer the two questions.
Answers; Granddad, the living room.
- Part 4 – The Living Room: Watch one time with or without sound. Students rearrange the words in each sentence to describe granny. Students listen again as many times as necessary writing the sentences they hear in the table provided. **Look at transcript for answers.**
- Part 5 – The Dining Room - Watch one time with or without sound. Students try to draw the burglar’s face from memory and then write a description of what he looks like. Listen again and answer the questions. **Answers; no, Adam, (Take a poll of the class for this and ask why students decide**

yes or no.)

WRITING

Continue the story – what happens next. Adapt to students needs.

READING

This can be used to expand the topic. It can be read and used as a basis of discussion or for students to relate their own experiences. A basic read and answer the questions or used to practice text structure by cutting the story up into paragraphs and having students put it back together in the right order.

WORDS

This section can be used as is or made into a variety of word games. For example definition writing in groups or definition search where the meanings for each word are cut out and pasted around the room.