
DETECTIVE WORK

**FINDING AND READING CLUES, DETECTING PEOPLE,
DETECTIVE GAME, WE ARE SHERLOCK HOLMES**

Type of module	Creative Communication
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Target group	12–15-year-old learners
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Level	A2
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Creative Communication
DESCRIPTION OF MODULE	In this module Ls will engage in a lot of games and activities in which they act as detectives. They will need to use both language and logical thinking to identify objects, locations, people and to solve murder mysteries.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ To encourage learner autonomy and co-operation ■ To develop Ls' problem solving skills ■ To increase Ls' self-esteem and knowledge of themselves ■ To give Ls a chance to use previously acquired experience and knowledge ■ information creatively ■ their imagination ■ To give Ls practice in giving and asking for factual information ■ agreeing, disagreeing ■ following instructions ■ reporting and sequencing past events ■ making simple reasoning and deductions ■ story-telling
TIMEFRAME	5 lessons
TARGET GROUP	12–15-year-old learners
LANGUAGE LEVEL	A2

**SUGGESTED LANGUAGE
COMPETENCE**

Learners can:

- exchange simple factual information
- engage in simple discussions
- interpret and follow instructions
- report past events
- use simple functional language for agreeing, disagreeing
- use simple language for giving reasons and making simple deductions
- express some degree of certainty or uncertainty in a simple way
- write a simple letter
- tell a simple story
- read a factual text for details

Learners know basic vocabulary and grammar to talk about objects, people, past events, locations.

**LINKS OF THE MODULE
Cross-curricular links**

Popular culture: identify some writers of crime stories and the main elements of a crime story

**FOCI OF SKILLS-
DEVELOPMENT
Communicative language skills**

- giving and asking for factual information
- making simple deductions and giving reasons
- reporting past events
- telling a simple story
- reading factual texts for details
- expressing certainty / uncertainty
- writing and correcting a simple letter of factual information

General, educational skills

- developing collaboration
- developing logical thinking and problem solving skills
- developing learning skills

EVALUATION

Evaluation will be done through Evaluation Forms and it will combine self and peer evaluation with T's comments. Both the process and the outcomes will be evaluated.

Since all the speaking activities are largely game-type fun activities, evaluation concentrates on the writing components of the module. However, Ls need to perform well during the speaking game-type activities to be able to do the writing activities since the writing activities are based on the speaking component.

SUGGESTIONS

Crime, especially murder is a sensitive issue. It is treated light-heartedly here, mainly as a game of observation, logic and fantasy. We recommend that T reinforces all through the module that Ls identify with and take up the role of the detective who fights crime and outwits criminals.

We suggest that T does not do any pre-teaching of vocabulary in the lessons of the module unless advised otherwise in the lesson notes, since that could give away some of the games, activities and murder stories. It is a good idea though to check all the materials of the module well before T plans to use the module and teach some of the key words in previous lesson/s if the T thinks their Ls do not know them.

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Arousing interest in the topic and increasing Ls' motivation</p> <p>Giving Ls practice in interpreting and following clues and instructions</p> <p>Eliciting and practising some vocabulary related to the topic</p> <p>Observing and describing objects</p> <p>Making simple deductions</p> <p>Taking part in short discussions</p> <p>Telling stories</p>	<p>Following written clues and finding hidden names in the classroom</p> <p>Asking and answering quiz questions</p>	<p>Directions in a room</p> <p>'Who?' questions</p> <p>Crime story-related vocabulary</p> <p>Simple deductions</p> <p>Simple story-telling</p>	<p>1.1 A Slips of names</p> <p>Clues (provided by T)</p> <p>Objects</p> <p>A5-size version of 1.1 names</p>
2	<p>Telling and comparing stories</p> <p>Reading and giving feedback on stories</p> <p>Asking and answering questions about factual information</p> <p>Using logic</p> <p>Using one's imagination</p>	<p>Making up, telling and comparing detective stories</p> <p>A communication game</p> <p>Optional: 'wanted' poster</p>	<p>Story-telling</p> <p>Comparing</p> <p>Asking questions about personal facts</p>	<p>2.2. Who's who matrix</p> <p>2.2 Characters grid</p> <p>2.3 Sample poster</p> <p>Post-its</p> <p>Thick markers or pens</p>
3	<p>Doing self- and peer evaluation</p> <p>Making choices about learning</p> <p>Revising vocabulary</p> <p>Talking about location</p> <p>Making simple deductions and expressing opinions</p> <p>Following instructions</p>	<p>'Wanted' posters exhibition / finding hidden objects through questions</p> <p>A card game</p>	<p>Asking and answering yes/no questions</p> <p>Following rules of a game,</p> <p>Expressing uncertainty</p> <p>Guessing</p>	<p>3.1 A Assessment grid</p> <p>Objects as in 1.1 A,</p> <p>3.2 Cards</p> <p>3.2 Detective notes</p> <p>Envelopes</p> <p>3.2 Rules</p> <p>Blu-Tack</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	<p>Reading letters for factual information</p> <p>Reading about past events</p> <p>Giving and asking for factual information</p> <p>Telling a story</p> <p>Making simple deductions using facts gained from a text</p> <p>Writing a letter summarizing facts, events and opinion</p>	<p>A Sherlock Holmes case: jigsaw reading, finding the solution through sharing information, summarizing facts and opinion in a letter</p>	<p>Reading for detailed, factual information and sharing it</p> <p>Story-telling</p> <p>Deductions</p> <p>Letter-writing</p>	<p>4.1.1, 4.1.2, 4.1.3 Reading texts 4.3 B and/or 4.3 C Detective questions</p> <p>4.4 B Further detective questions,</p> <p>4.5 Letter beginning</p>
5	<p>Writing and correcting letters</p> <p>Giving factual information in writing</p> <p>Writing about past events</p> <p>Collaborating</p> <p>Reading for details</p> <p>Assessing work</p>	<p>Process writing: perfecting the letters, reading the 'original' letter</p> <p>Assessment</p>	<p>Letter writing</p> <p>Describing past events</p> <p>Giving opinion</p> <p>Deductions</p>	<p>4.1.1, 4.1.2, 4.1.3 Reading texts, 4.3 B and/or 4.3 C Detective questions</p> <p>4.4 B Further detective questions,</p> <p>4.5 Letter beginning</p> <p>5.3 Reading text</p> <p>5.4 Assessment sheet</p>

PROCEDURE

LESSON 1: EVIDENCE

AIMS OF THE LESSON

- To arouse interest in the topic and increase Ls' motivation
- To give Ls practice in interpreting and following clues and instructions
- To elicit and practice some vocabulary related to the topic
- To observe and describe objects
- To make simple deductions
- To take part in a short discussion
- To tell stories

MATERIALS AND RESOURCES

1.1 Slips of names, Clues (provided by T), objects, A5-size version of 1.1 Slips of names

STAGE 1

Theme lead-in – Detecting names

TIME

10 mins

SKILLS AND COMPETENCIES IN FOCUS

Interpreting and following directions

ORGANISATION

Pairs then whole class

AIDS AND MATERIALS

1.1 Slips of names, clues (provided by T), objects

TEACHER'S ACTIVITIES

Before the lesson:

- 1 T collects some objects that are often used as clues in crime stories
e.g. *(dirty rubber) gloves, cigarette ash and ends, a dirty (toy) spade, a knife (with some ketchup on it), a piece of rope, golf club, candlestick, spanner, a wine glass with remains of red wine and grains of salt in it (to look like poisoned red wine), some tickets, a diary, a toy revolver, a magnifying glass, dirty rubber boots, key, a battered video or audio cassette, pieces of a photo, pieces of a letter or note (somewhat burnt), a (stocking) mask, a wig.*
- 2 T hides 1.1 Slips of names in the classroom.

LEARNERS' ACTIVITIES

TEACHER'S ACTIVITIES

- 3 T provides clues that lead to the names hidden in the classroom and includes the objects (s)he collected in the clues. E.g.

"1. Start from in front of the middle window and make five steps. Turn right. You are in front of a cupboard. It is locked, but the key is on the top of the cupboard. Open the cupboard. You'll find a pair of gloves somewhere there..." T hides the gloves somewhere in the cupboard and hides a name in one of them.

There are twelve names, so twelve clues are needed. The best method is to write these up on slips of paper and put a number on the back of each slip. If there are more than twelve pairs in the class, T needs to provide more clues for one or more names, so that there will be a minimum of one clue per pair.

In the lesson:

- 4 T explains that names connected to detective stories are hidden in the classroom and asks Ls to pair up to find them.
- 5 T asks pairs to pick one clue at a time and follow the clue and find the name. (S)he explains that if a pair finds a name, they go to the board and write the name on it. They also write the number of the clue next to the name. This way, Ls can have updated information on clues not used yet.
- 6 If a pair following the clue cannot find a name, they can put it back and pick another one if there is still any left.
- 7 T monitors and helps as needed.
- 8 When all the names have been found, T asks pairs where they found them and get Ls to practise pronunciation of objects as needed Comment: Do not pre-teach vocabulary since it may give away your clues. Be available to help instead.

LEARNERS' ACTIVITIES

- 5 In pairs, Ls read the clues and find the names hidden. When they find a name, they write it on the board along with the number of its clue. When all the names are found, pairs who found them tell the class where they were.
- 8 Ls repeat the pronunciation of objects and names as needed.

STAGE 2 Practice – Who?**TIME** 18 mins**SKILLS AND COMPETENCIES
IN FOCUS** “Who?” questions**ORGANISATION** Groups then whole class**AIDS AND MATERIALS** A5-size version of 1.1 Slips of names**TEACHER’S ACTIVITIES**

- 1 T puts Ls into groups of about 4, and explains that they are to write "Who?" questions for which the answer will be one or more of the names they have just found and put on the board. T gives an example in plural and in singular, too. E.g.: *Who is a bad guy? (Norman Bates. He is a murderer) Who are writers?(Agatha Christie, Arthur Conan Doyle, Georges Simenon)*
- 2 T asks Ls to divide their questions into two groups: Genuine questions / Quiz questions and explains the difference. (*A genuine question is one you do not know the answer to and you ask the question in order to find the answer. A quiz question is one you know the answer to and you ask the question to test others.*)
- 3 As Ls are writing questions, T monitors and helps as needed.
- 4 When all the groups have come up with both some genuine and quiz questions, T announces that it is question time. T gives out to each group a set of the A5-size versions of the slips from 1.1. T asks groups to take turns in asking their quiz questions first. T explains that groups get half a minute discussion time after each question. Then T will say "*Show names ...NOW*", when they need to show the name they think is the right answer. Each correct answer earns a point for the group.
- 5 Next, T asks groups to take turns in asking their genuine questions that have not been answered yet. Again, groups get half a minute discussion time, then they show the name they think is the correct answer. Each correct answer is worth two points.

LEARNERS’ ACTIVITIES

- 3 In groups, Ls write "Who?" questions to those characters whose names they have just found and put on the board would be the answer. Some of these questions are genuine questions some are quiz questions.
- 4 Groups take turns in asking their quiz questions first, then their genuine questions. Groups get half a minute discussion time after each question, then they show the name they think is the right answer.

TEACHER'S ACTIVITIES

- 6 T acts as quiz master and records scores and keeps the time.
- 7 If there aren't enough questions, or T thinks some important or interesting questions are missing, T can also ask some questions. using his/her own questions or the questions opposite. These count as quiz questions unless T does not know the answer to the question (s)he asks.

LEARNERS' ACTIVITIES

- 6 Groups score one point for the right answer to a quiz question and two points for the right answer to a genuine question. They get one point for each question they asked.
- 7 Possible questions :
 - Agatha Christie:*
Who is the queen of crime stories? Who wrote „The Mousetrap?“
 - Hercule Poirot:*
Who is Belgian? Who has a funny moustache?
 - Alfred Hitchcock:*
Who is the father of thrillers and horror films? Who won an Oscar?
 - Sherlock Holmes:*
Who often says: "Elementary, my dear Watson"? Who had a flat in Baker Street in London?
 - Dr. Watson:*
Who is Sherlock Holmes's friend? Who helps Sherlock Holmes?
 - Sir Arthur Conan Doyle:*
Who wrote the Sherlock Holmes stories? Who was a knight?
 - Georges Simenon:*
Who is a French writer? Who wrote the Maigret stories?
 - Lieutenant Columbo:*
Who is an American detective? Who always wears a dirty old raincoat?
 - Miss Jane Marple:*
Who is not a detective but solves the mystery of many murders? Who is a respectable old lady?
 - Jules Maigret:*
Who is a French detective? Who smokes a pipe?
 - Norman Bates:*
Who killed a woman under a shower? Who had a mental illness?
 - Peter Falk:*
Who played the role of Columbo? Who acted in a tv series?

TEACHER'S ACTIVITIES

- 8 If there are questions to which no one knows the right answer or people are not sure about, T asks volunteers to do some research for the next lesson.
- 9 At the end, groups count all the questions they asked. They get a point for each question.
- 10 Scores are tallied.

LEARNERS' ACTIVITIES

STAGE 3 Reading the evidence – Practice**TIME** 15 mins**SKILLS AND COMPETENCIES
IN FOCUS** Describing objects
Making simple deductions
Telling stories
Vocabulary**ORGANISATION** Whole class, groups**AIDS AND MATERIALS** Objects as in 1.1**TEACHER'S ACTIVITIES**

- 1 T asks Ls what they think is the most important thing about a detective's work to elicit: *"to find out who did it"*.
- 2 T asks how detectives can do it to elicit: *"reading the clues, using the evidence"*.
- 3 T puts the objects from 1.1 on the table and asks Ls to give the name of each object and describe them. T writes words on BOARD as necessary. Apart from the objects, these words may be useful: *fingerprint, footprint, criminal, dig/dug, bury, stab, hit/hit, poison, victim, shoot/shot, tear/tore, burn/burnt*
- 4 T says that Ls are to imagine that the objects come from crime scenes and that Ls are detectives and they try to read the clues, guess what the objects may mean.
- 5 T asks Ls about one or two objects and encourages the use of *"probably, perhaps and maybe"*, and explains that these mean: *"not 100% sure"*.
- 6 T asks Ls to go into groups of about four and form a team of detectives. They can take the objects one by one and make guesses about the crimes. They can take notes
- 7 When each group has had time to look at and make deductions about quite a few objects, T invites Ls to stand around the table and talk about each object. With each object, T asks a different group to start the short discussion.

LEARNERS' ACTIVITIES

- 1 Ls come up with their answers to T's question.
- 3 Ls name and describe the objects. E.g. *"This is a wine glass. There is some old red wine in it. It smells. There are some pieces of some other material in it."*
Ls record words in their copybooks as needed.
- 6 In groups, Ls take a close look at the objects and make deductions about the possible crimes.
E.g. about the wine glass:
"There may be some poison in it. Probably the murderer put some poison into the victim's wine."
- 7 Ls stand around the table with the objects on it and groups take turns in giving their ideas about the crimes the objects come from. Other groups join in, and they have short discussions after each object, sharing ideas.

STAGE 4	Setting homework – Objects into a story
TIME	2 mins
SKILLS AND COMPETENCIES IN FOCUS	Story telling Creative writing
ORGANISATION	Individuals
AIDS AND MATERIALS	Ls' notes

TEACHER'S ACTIVITIES

- 1 T asks Ls to make up a crime story using as many of the objects as possible. Ls can choose between writing the story or preparing to tell the story.

LEARNERS' ACTIVITIES

- 1 At school: Ls write down the homework. They also make sure that they have all the objects written down.
- 2 At home: Ls choose between writing a crime story or preparing to tell a crime story, using as many of the objects as possible.

LESSON 2: IDENTITY

AIMS OF THE LESSON

- To tell and compare stories
- To read and give feedback on stories
- To ask and answer questions about factual information
- To use logic
- To use imagination

MATERIALS AND RESOURCES

2.2 Who's who matrix, 2.2 Characters grid, 2.3.A Sample poster, Post-its, thick markers or pens

STAGE 1. A Checking homework – Objects into a story

TARGET GROUP

Ls who wrote their stories. Pairs of about the same language ability are preferred.

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Creative writing
Learner training

ORGANISATION

Pairs

AIDS AND MATERIALS

Ls' stories

TEACHER'S ACTIVITIES

- 1 T asks those Ls who wrote their stories based on the objects in 1.1 to form pairs and swap their stories and read the other person's story.
- 2 T asks Ls to put v's next to sentences they understand clearly and put question marks next to sentences they do not understand quite clearly. At this phase, pairs should not communicate orally.

LEARNERS' ACTIVITIES

- 2 Ls swap their stories and read the other person's story. They put v's next to sentences they understand clearly and put question marks next to sentences they do not understand quite clearly.

TEACHER'S ACTIVITIES

- 3 After finishing reading, T asks pairs to come together and discuss the stories and the clarity of the writing. T asks Ls to make the necessary changes to make their writing clear and easy to understand.
- 4 T monitors and helps as needed.
- 5 T asks Ls if any of them would like him/her to read their stories and give some more feedback to them. T collects stories from these Ls and gives helpful feedback on the writing and the language in the next lesson.

LEARNERS' ACTIVITIES

- 3 Pairs come together and discuss the stories and the clarity of the writing. They make the necessary changes to make their writing clear and easy to understand.
- 5 Ls decide whether they want to take the opportunity of getting feedback from the T. If they do, they hand in their written versions.
- 6 Later, Ls put these into their files.

STAGE 1. B

TARGET GROUP Ls who chose to tell their stories

TIME 15 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Story telling

ORGANISATION Groups

AIDS AND MATERIALS Ls' stories

TEACHER'S ACTIVITIES

- 1 T asks those Ls who chose to tell their stories based on the objects in 1.1 to form small groups of 3-4.
- 2 T asks Ls to tell each other their stories and find similarities and differences in their stories and make notes of these.
- 3 T monitors and helps as needed.
- 4 After story telling, T asks groups to report on the similarities and differences in their stories to the class.
- 5 T says that Ls are free to write up their stories at home optionally and hand it in if they need feedback from the T.

LEARNERS' ACTIVITIES

- 1 Those Ls who chose to tell their stories based on the objects in 1.1 form small groups of 3-4.
- 2 They tell each other their stories and find similarities and differences in their stories and make notes of these.
- 4 After story telling, groups report on the similarities and differences in their stories to the class.
- 5 Ls decide if they would like to write up their stories for next lesson. They can also decide to hand it in or not for T feedback.

STAGE 2 Problem solving – Who's who?**TIME** 25 mins**SKILLS AND COMPETENCIES
IN FOCUS** Asking and answering questions related to personal information and facts
Logical thinking: distinguishing between necessary and unnecessary information**ORGANISATION** Whole class, individuals, group(s)**AIDS AND MATERIALS** 2.2 Who's who matrix, 2.2 Characters grid, post-its, thick markers or pens**TEACHER'S ACTIVITIES**

- 1 Before class, T allocates numbers to each name in the 2.2 Who's who matrix at random but notes these down. E.g. Colonel March: 5, Miss Benz: 2, Mrs Bentley: 8, Professor Reason: 1, Lady Agatha: 7, Mr Morris: 4, Reverend Pray: 3, Mrs Cook: 6
- 2 In class, T explains to Ls that they are going to detect who is who in a game. (S)he gives out 2.2 Who's who matrix.A/1 to Ls and explains that each S is going to be one of these characters in the matrix. They will get the name from the T. Then they will ask each other questions to identify who's who.
- 3 T elicits questions for each type of information in the grid.
- 4 T asks Ls to form groups of 8. If you have more than 8 Ls in a group, you can pair up a weaker and a stronger S and give them the same number and the same character. These pairs can help each other, discuss strategy and take turns in asking and answering questions. If a group has fewer than 8 Ls, the T can act as one of the characters, but (s)he is only supposed to answer questions, not ask them. It is also possible to delete one or two names, but Ls should not know which names the T has deleted. In this case, T needs to make sure that they do not give out the number they have allocated to any of the names they need to cross out.

LEARNERS' ACTIVITIES

- 3 Ls come up with questions for each type of information in the matrix. E.g:
Home: Where do you live?
Smoking?: Do you smoke?
Hair: What colour is your hair?
In the will: Are you in Lord Dartmoor's will?
Eyes: What colour are your eyes?

TEACHER'S ACTIVITIES

- 5 T gives a post-it to each S. It helps a lot if members of different groups are given different colour post-its so that the groups can be identified easily (e.g. yellow group, green group). T asks Ls to put the number they have been given on the post-it in big and clear print using a thick marker or pen. T asks Ls to wear their post-it number all through the game.
- 6 T gives out 2.2 Characters grid and asks Ls to enter their number in the grid.
- 7 T asks each L to come to him/her one by one for their names, which they must not tell anyone. Members of the same group should come one after the other, so no mixing of groups should happen (e.g. members of the green group first, then the yellow group). When a S comes to the T, the T looks at their number and (s)he finds the name (s)he has allocated to that number and whispers it in the person's ear. It is a good idea also to show the name on the grid. There must not be any misunderstanding. Every S now knows which character they are and which number they have.
- 8 T asks Ls to fill in the grid for their character using the information given on 2.2 Characters grid by the name they have been given and use this information when they need to answer a question. At this point, T may want to check if everybody has written the right character in their grids. Emphasise that no one should see what character they have written in their grids.
- 9 T elicits / explains that the aim of the game is to find out which number S is which character in the matrix as soon as possible. The winner in each group is the S who first gives T a list of numbers with the names T has allocated to them.
- 10 Before starting the game, T gives Ls a minute to study the matrix and consider which may be the most useful questions. Logically, three pieces of information can identify any of the characters in the matrix: smoking + in the will + one of these: home, hair, eyes. Those Ls who understand this, will find the solution earlier. T needs to make sure that they word their instruction in a way that they do not give a hint to Ls about the logic behind the information.

E.g.: *"Study the matrix and prepare for the questions you will ask. You have one minute on your own."*

LEARNERS' ACTIVITIES

- 5 Ls form groups of 8 and write the number the teacher gives them on a post-its in big and clear print using a thick marker or pen. Ls wear their post-its number all through the game.
- 6 Ls enter their number in 2.2 Characters grid.
- 8 Members of the same group come to the T one after the other for their names. When they have their name, they put down the information about that character in the grid. Ls keep their new identity secret all through the game.
- 10 Before Ls start playing, they get a short time to study the matrix and have a strategy ready. They need to find the shortest way to identify the people. They do not talk to other Ls unless T puts some Ss into pairs to work together.

TEACHER'S ACTIVITIES

- 11 T explains that Ls will take turns in asking questions within their group. When it is a L's turn, they need to call the S they want to ask a question by the number the L wears. E.g. "Excuse me, Number 5!" Each L can ask one question to one L when it is their turn, but Ls need to put down information other Ls asked about.
12. T explains that the L who has the list of names and numbers, should come up to him/her and show the list. If the list is correct, the L can stay with the group and answer questions when asked. If the list is incorrect, the L can go on playing normally, but T does not give any more information to them but the fact that the list is not correct.
- 13 While Ls are playing, T interferes as little as possible.
- 14 When a L thinks they have the complete list, they walk up to the T and the T checks the list. If the list is correct, the S can continue playing with the group, but they only answer questions, they do not ask them. If the list is incorrect, T gives no more feedback only that the list is not correct and the L can go on playing normally.
- 15 Best to finish the game when most Ls know all or quite a few of the names and numbers. T encourages Ls to celebrate the quickest Ls.
- 16 As a follow-up, T asks Ls about their strategy with the game and the logic of the clues.

Acknowledgment: This activity is based on an activity with the same title in Activity Pack Elementary.

LEARNERS' ACTIVITIES

- 11 Ls play the game: In their groups, Ls take turns in asking questions to each other to match Ls' numbers with the characters in the matrix. When it is a L's turn, they call the L they want to ask a question by the number the L wears. E.g. "*Excuse me, Number 5! Where do you live?*" Each L can ask another L one question when it is their turn. In their grid, Ls need to put down information about the characters other Ls provide when they answer questions. When they are asked, Ls give information about the character the T has given them as if they were the character. E.g.: "*I live in London.*"
- 14 The aim is to have a list of characters with the numbers allocated to them as soon as possible. When any S thinks they have the complete list, they walk up to the T and the T checks the list. If the list is correct, the S can continue playing with the group, but only answers questions and does not ask them. If the list is incorrect, T simply says that the list is not correct and the S can go on playing normally.
- 15 Ls celebrate the fastest Ls.
- 16 When the game is over, Ls compare their strategies and discuss the logic of the clues, which is the following: *Although there are five pieces of information about each character, three pieces of information can identify any of the characters in the matrix. These are smoking + in the will + one of these: home, hair, eyes. Those Ls who understand this, do not ask unnecessary questions and can come up with the solution sooner.*

STAGE 3 **Setting homework – Wanted**

TARGET GROUP For groups that finished previous activity (2.2) sooner and where Ls can work on a creative writing task alone. Also, in mixed-ability groups, T can decide to ask the best Ls if they would like to do this task.

TIME 5 mins

SKILLS AND COMPETENCIES IN FOCUS Writing: describing people

ORGANISATION At school: whole class, at home: individuals

AIDS AND MATERIALS 2.3.A Sample poster

TEACHER'S ACTIVITIES

- 1 T explains that for homework, Ls will make a "Wanted" poster about one of the characters in the game of 2.2.
- 2 T gives out 2.3.A Sample poster, and elicits main features of the poster. E.g. layout, letter size, type of information. T may need to explain 'inherit' and 'compensation' to Ls.
- 3 T says that Ls are free to add any information they wish to what is given in the matrix.

LEARNERS' ACTIVITIES

- 2 At school:
Ls look at 2.3 A Sample poster and name the main features of the poster.
- 3 At home:
Ls choose a character from the game of 2.2 and make a "Wanted" poster on an A4 sheet. Ls are supposed not to choose Colonel March as he has been used as an example unless they can make something quite different. Ls are free to add any information they wish to what is given in the matrix and invent their own story.

VARIATION FOR GROUPS THAT NEED MORE TIME FOR THE PREVIOUS ACTIVITY (2.2.A) AND WHERE A CREATIVE WRITING TASK WOULD BE TOO DIFFICULT FOR HOMEWORK

AIDS AND MATERIALS As in 2.2

DESCRIPTION Continues the activity as described at 2.2

LESSON 3: MURDER ON THE CARDS

AIMS OF THE LESSON

- To do self- and peer evaluation
- To make choices about learning
- To revise vocabulary
- To talk about location
- To make simple deductions and to express opinions
- To follow instructions

MATERIALS AND RESOURCES

3.1.A Assessment grid, Objects as in 1.1, 3.2 Cards, 3.2 Detective notes, Envelopes, 3.2 Rules, Blu-Tack

STAGE 1. A

Checking homework – "Wanted" posters exhibition

TARGET GROUP

For groups that did 2.3 for homework

TIME

13 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading
Learner training

ORGANISATION

Mingling

AIDS AND MATERIALS

Ls' posters, 3.1 A Assessment grid, Blu-Tack

TEACHER'S ACTIVITIES

- 1 T asks Ls to put their "Wanted" posters as described in 2.3.A on the walls.
- 2 T gives each L a copy of 3.1 A Assessment grid and asks them to put it up on the wall next to their posters.
- 3 T asks Ls to walk around with a pen in their hands, look at the posters and tick the boxes in 3.1.A Assessment grid next to a poster if they think the sentence is true about it. If Ls think the sentence is not true, they do not tick it.
- 4 T also walks around as one of the group and ticks the boxes on Ls' assessment grids as they think appropriate.

LEARNERS' ACTIVITIES

- 1 Ls put their "Wanted" posters as described in 2.3 on the walls.
- 2 Ls put a copy of 3.1 A Assessment grid on the wall next to their posters.
- 3 Ls walk around with a pen in their hands, look at the posters and tick the boxes in 3.1 A Assessment grid next to a poster if they think the sentence is true about it. If Ls think the sentence is not true, they do not tick it.

TEACHER'S ACTIVITIES

- 5 T asks Ls to take their own assessment grid off the wall and tally their ticks. T asks Ls to fill in the bottom part of the sheet and ask their question to the class.
- 6 T tells the class that those Ls who would like to re-do their poster can take it off the wall.

LEARNERS' ACTIVITIES

- 5 Ls take their assessment grid off the wall and tally their ticks. Ls fill in the bottom part of the sheet and ask their question(s) to the class.
Ls answer each other's questions regarding the posters and the ticks they have or haven't given.
- 6 Ls decide if they would like to re-do their poster. Ls who would, take it off the wall.
- 7 Later, Ls put the posters and the assessment grids into their files.

STAGE 1. B	Revision – Hidden objects
TARGET GROUP	For groups that did not do the homework in 2.3.
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Asking and answering questions about objects and location Vocabulary
ORGANISATION	Whole class, groups
AIDS AND MATERIALS	Objects as in 1.1

TEACHER'S ACTIVITIES

- 1 T shows the objects from 1.1 and asks Ls to name the objects.
- 2 T asks for a volunteer and explains that the L will have to go out of the room. While they are out, the other Ls in the class will choose one of the objects and hide it. Then the L returns and asking yes/no questions they guess the object and the hiding place. When they think they know where the object is, they can go and check.
- 3 T helps the S with asking questions as needed.
- 4 T puts Ls into groups of 4 – 5 and explains that they are going to play the same game in their groups. In each group, T asks for the first person to go out. Later on the person to go out will be decided this way: When the person doing the questioning thinks they know where the object is, they can check it. If the object is there, they can name the next person from the group to go out. If the object is not there, they go out again.
- 5 T monitors and helps as needed.
- 6 T gives enough time for each group to have two-three rounds of the game.

LEARNERS' ACTIVITIES

- 2 In whole class, Ls play a demonstration round of the game as described opposite, then play it in groups of 4- 5.
Example questions about the objects:
“Is it made of metal? Can you put a candle in it? Do you use it to cut bread? Do you put bullets in it? Etc.”
Example questions about location:
“Is it near the window? Is it in the cupboard? Is it on the first shelf? Is it under something? Is it under a book? Can you see it when you open the cupboard?”

STAGE 2 **Communication: Murder on the cards****TIME** 30 mins**SKILLS AND COMPETENCIES
IN FOCUS** Speaking: simple deductions, stating opinion about past events
Reading: following instructions**ORGANISATION** Whole class, groups**AIDS AND MATERIALS** 3.2 Cards, 3.2 Detective notes, Envelopes, 3.2 Rules**TEACHER'S ACTIVITIES**

- 1 T announces that Ls will play a detective card game and asks Ls to sit in groups of 4 around a table. If the class cannot be divided into groups of 4, fives are also good, since it also means that Ls in a group will have an equal number of cards (4). The fewer cards a player has, the more difficult it is for them to solve the murder mystery. In case a group cannot divide the cards equally because of the number of players in the group, T asks for volunteers to get fewer cards. You can calculate the number of cards per person in any group if you divide 20 by the number of Ls in the group.
- 2 T gives out 3.2 Cards, 3.2 Detective notes, one envelope per group and explains what they are. (NB! Your envelopes should have dark lining and you need to write MURDER CARDS on them.)
- 3 T gives out 3.2 Rules and asks groups to set up the game by following the instructions up to "How to play". T demonstrates, monitors, checks, explains and corrects as needed.
- 4 When a group seems to have set the game up successfully, T asks them to start a practice game by following the instructions under "How to play". T demonstrates, monitors, checks, explains and corrects as needed.
- 5 When a group seems to be fairly happy with the rules and the procedure, they can start the game for real.
- 6 It is best is to let each group start playing the game at their own speed, any time when they are happy with the rules and the procedure.
Acknowledgement: This activity is a card game version of a well-known English board game, Cluedo.

LEARNERS' ACTIVITIES

- 3 In groups of 4, Ls follow the rules of the game up to "How to play" of 3.2 Rules, and set the game up.
- 4 Next, groups start a practice game by following the instructions under "How to play".
- 5 When a group seems to be fairly happy with the rules and the procedure, they can start the game for real.

STAGE 3 Setting homework – Holmes's cases

TIME 2 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Giving factual information

ORGANISATION At school: whole class; at home: individuals

AIDS AND MATERIALS None, optionally: Ls' previous work as of 2.1 and/or 3.1

TEACHER'S ACTIVITIES

- 1 T says that Ls can choose from three different kinds of homework:
 - 1 Re-write the story of 2.1 T needs to give corrections back to Ls who opted for T feedback at 2.1
 - 2 Re-do the poster of 3.1
 - 3 Bring a Sherlock Holmes murder case and describe it: murderer, implement, scene.

LEARNERS' ACTIVITIES

- 1 Ls decide which homework they want to do and make a note of it.

LESSON 4: A SHERLOCK HOLMES CASE

AIMS OF THE LESSON

- To read letters for factual information
- To read about past events
- To give and ask for factual information
- To tell a story
- To make simple deductions using facts gained from a text
- To write a letter summarizing facts, events and opinions

MATERIALS AND RESOURCES

4.1.1, 4.1.2, 4.1.3 Reading texts, 4.3.B Detective questions and/or 4.3 C Detective questions with answers, 4.4 B Further detective questions, 4.5 Letter beginning

STAGE 1

Reading: Letters to Mr Holmes

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Reading for factual information
Sequencing events

ORGANISATION

Groups

AIDS AND MATERIALS

4.1.1, 4.1.2, 4.1.3 Reading texts

TEACHER'S ACTIVITIES

- 1 T collects re-done homework 2.1 and/or 3.1 from Ls who opted for re-doing either or both.
- 2 T facilitates a short chat about Sherlock Holmes stories asking Ls some questions like: *"What do you think of Sherlock Holmes? What Sherlock Holmes stories do you know? What was the crime? Who was the murderer? What was the implement and the scene? What were the clues for Sherlock Holmes? Did you read it or did you see it? Did you like it? Why? / Why not? How did Sherlock Holmes solve the case?"*
- 3 T says that today Ls will work as Sherlock Holmes and they will solve a Sherlock Holmes case. They will get the information in letters written to Sherlock Holmes.

LEARNERS' ACTIVITIES

- 1 Ls give in any re-written homework they have done.
- 2 Ls have a chat about Sherlock Holmes cases they know.

TEACHER'S ACTIVITIES

- 4 T puts Ls into three groups. The easiest is to give groups the colour of the paper you photocopy their reading text on. Thus, you will have say a yellow group, who will read a letter copied on yellow paper, a green group with a green letter to read and a red group with a red one. If coloured paper is not available, T can simply put a coloured dot on the copies.
- 5 T says to groups that each group will read a different letter, but all the three are written to Sherlock Holmes and they belong to the same case. T asks groups to work together and find the following information in their letter:
The writer of the letter,
The writer's question to Sherlock Holmes
The events: make a flowchart
T puts these on the board and explains what a flowchart is. T can use typical morning activities as an example. "get up› have breakfast› wash› dress› catch the bus› arrive at school". T says that all the Ls need to put down all the information for themselves, but they need to concentrate on the main events only. T tells Ls to use the names in the texts in the flow charts.
- 6 T gives out 4.1.1, 4.1.2, 4.1.3 Reading texts. All the three groups get a different text.

Answers are provided here only for your reference. Do not check with the class at this point!

Reading text 4.1/1

The writer of the letter: Sidney Isaac, who works in the Bank of South America
The writer's question to Sherlock Holmes: What does the sentence in the bank robber, George Anderson's letter to his wife mean about the ship?
The flowchart of events: Bank of South Africa: robbery -two robbers took diamonds and killed the cashier› Amos McDougall was arrested› Told the police where to find George Anderson› Anderson was caught and sentenced to death› Wrote a letter to his wife before his death

LEARNERS' ACTIVITIES

- 5 Ls form three groups. Each group gets a different letter to read. Ls help each other to find these pieces of information and they take notes of them individually.

TEACHER'S ACTIVITIES

Reading text 4.1/2

The writer of the letter: Geoffrey Anderson, George and Maggie Anderson's eldest son.

The writer's question to Sherlock Holmes: Who killed Mum?

The flowchart of events: Mr Anderson sent home a model ship › Mr Anderson died › Maggie Anderson broke the ship › they started to live much better › Maggie disappeared › Geoffrey found a burnt letter in the fire › fishermen found her with their kitchen knife in her back

Reading text 4.1/3

The writer of the letter: Stephen Peer, private detective

The writer's question to Sherlock Holmes: Who is Mrs McDougall?

The flowchart of events: Mrs McDougall hires Mr Peer to find her husband › Jack Collins tells Mr Peer where McDougall is › Mrs McDougall sends Mr Peer's pay in cash in a letter › Mr Peer sends Mr McDougall's address to Mrs McDougall › Mr Peer meets Captain Collins, who says that Mrs McDougall died ten years ago.

7 T monitors and helps as needed.

NB! We suggest that T does not do any pre-teaching of vocabulary in this lesson since that could give the story away. It is a good idea though to teach some of the key words in the previous lesson if the T thinks their Ls do not know them.

LEARNERS' ACTIVITIES

STAGE 2 Preparation for communication – What's in the letter**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Giving factual information
Story telling**ORGANISATION** Pairs**AIDS AND MATERIALS** 4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts**TEACHER'S ACTIVITIES**

- 1 T asks Ls to form pairs, A + B within the three groups. This means that A and B have read the same letter. T explains that Ls will have 3 minutes each to practise giving all the important information from the letters they have read. They can use their notes and flowcharts.
- 2 T asks students to decide who A is and who B is. A will start. T may want to suggest which S should be A or B. If one of the partners is much weaker than the other, the stronger S should be A and start first.
- 3 After 3 minutes, T stops A's and asks B's to give feedback in 1 minute on how A's told the story in the letter.
- 4 T asks B's to tell the story now in 3 minutes to B's. After 3 minutes, T stops B's and asks A's to give B's feedback on their story telling in 1 minute.
- 5 T monitors and helps as needed.

LEARNERS' ACTIVITIES

- 1 Ls form pairs within the three groups. In pairs, Ls take turns in practising how to give the information from the letter they have read.

STAGE 3	Communication – Detective team
TARGET GROUP	For groups who choose to work independently and do not need questions to help them.
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking: story telling, giving and asking for factual information, making simple deductions, agreeing and disagreeing
ORGANISATION	Groups
AIDS AND MATERIALS	4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts

TEACHER'S ACTIVITIES

- 1 T asks Ls to form groups of 3 with Ls from all the different colour groups in 4.1, so there will be groups with Ls who read different letters.
- 2 T tells groups that they are a team of detectives who would like to solve the mystery. To solve the mystery, they will need to answer the questions the letter writers asked Sherlock Holmes. They need to give each other the information, put the events together and then answer the letter writers' questions. All the Ls need to make notes of what they agree on in their groups.
- 3 T monitors and helps, but (s)he is not supposed to help with the mystery.

Synopsis: Two sailors, Amos McDougall and George Anderson, steal diamonds from a bank in Cape Town, during which Anderson shoots a bank clerk. McDougall is soon captured with his share of the diamonds, and tells the police all about Anderson. As a result Anderson is caught, but without his diamonds, which he has posted home to his wife hidden in a model ship in a bottle. Anderson is hanged in South Africa, but his wife breaks open the ship and the family becomes rich. Mrs Anderson poses as McDougall's wife in order to trace the man who has betrayed her husband. When she discovers his address on the coast she takes the kitchen knife and goes to kill him. But McDougall kills her and her body is found floating in the sea. Written by Neville Britten

NB! This synopsis here is for the T's reference. Ls need not be given the original solution at this stage.

LEARNERS' ACTIVITIES

- 1 Ls form groups of 3 with Ls from all the different colour groups in 4.1, so there will be groups with Ls who read different letters.
- 2 Ls give each other the information from the letter they have read, put the events together and then answer the letter writers' questions. All the Ls need to make notes of what they agree on in their groups.

VARIATION 1 FOR GROUPS WHO CHOOSE NOT TO WORK TOTALLY INDEPENDENTLY AND NEED QUESTIONS TO HELP THEM.

AIDS AND MATERIALS 4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts, 4.3.B Detective questions

DESCRIPTION As in 4.3.A but T gives Ls a list of questions: 4.3.B Detective questions. T asks Ls to use the questions as a basis for their discussion. They need to go from one question to the next and write their answers on the sheet individually.

Answer key:

1. *No.* 2. *Yes, because they were much richer after their father's death. The family now has £65,000.* 3. *A model ship in a bottle.* 4. *Inside the ship.* 5. *The piece of the burned letter saying: "I have found your husband. The bi.."* 6. *Part of the letter from Mr Stephen Peer to Mrs McDougall.* 7. *Mrs Anderson.* 8. *Her kitchen knife.* 9. *She took the knife there.* 10. *Mr McDougall.* 11. *To kill him.* 12. *Because he had told the police all about her husband, George.* 13. *No, he killed her.*

NB! These answers here are for the T's reference. Ls need not be given the original solution at this stage.

VARIATION 2 FOR GROUPS WHO CHOOSE NOT TO WORK INDEPENDENTLY BECAUSE THEY NEED QUESTIONS AND ANSWERS TO HELP THEM TO WORK STEP BY STEP. ALSO FOR GROUPS WHO WOULD NOT TOLERATE AMBIGUITY.

AIDS AND MATERIALS 4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts, 4.3.C Detective questions with answers

DESCRIPTION As in 4.3.A but T gives Ls a list of questions and answers: 4.3.C. Detective questions with answers. T asks Ls to use the questions as a basis for their discussion. They need to go from one question to the next and cover the answers to all the questions until they agree on an answer in the group. So they only reveal an ANSWER after they have discussed the question.

STAGE 4. A **Communication – More detective work**

TARGET GROUP For groups who need more time for solving the murder mystery.

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Speaking: story telling, giving and asking for factual information, making simple deductions, agreeing, disagreeing

ORGANISATION Groups

AIDS AND MATERIALS 4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts, 4.3 B Detective questions and/or 4.3 C Detective questions

TEACHER'S ACTIVITIES

1 T continues as in 4.3 B or C.

LEARNERS' ACTIVITIES

1 Ls continue as in 4.3 B or C.

STAGE 4. B	Communication – More detective work
TARGET GROUP	For groups who have solved the murder mystery.
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Speaking: story telling, giving and asking for factual information, making simple deductions, agreeing, disagreeing, talking about and interpreting details
ORGANISATION	Groups
AIDS AND MATERIALS	4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts, 4.4 B Further detective questions

TEACHER'S ACTIVITIES

- 1 T gives out to groups the 4.4 B Further detective questions and asks groups to write their answers on the sheet individually.

- 2 T monitors and helps as needed

Answer key:

14. She sent him a letter with £25 in pound-notes.

15. No, she was clever. 16. Because then he would discover her real name.

17. Because then he would be able to recognise her later.

18. Because she was planning to kill Amos McDougall. When Mr Peer heard about the death of McDougall he would tell the police about this strange woman, but the police would not be able to find her.

NB! These answers here are for the T's reference. Ls need not be given the original solution at this stage.

LEARNERS' ACTIVITIES

- 1 Groups answer further questions about the murder mystery using the 4.4 B Further detective questions, and make notes of what they think on the sheet.

STAGE 5 Homework – A letter from Mr Holmes**TIME** 2 mins**SKILLS AND COMPETENCIES
IN FOCUS** Writing: writing a letter, giving factual information in writing, writing about past events**ORGANISATION** Individuals**AIDS AND MATERIALS** 4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts, 4.3 B and/or 4.3 C Detective questions, 4.4 B Further detective questions, 4.5 Letter beginning**TEACHER'S ACTIVITIES**

- 1 T explains to Ls that at home they will write a letter from Sherlock Holmes to Mr Stephen Peer, the private detective in which they tell the whole story to Mr Peer.
- 2 T gives out 4.5 Letter beginning and asks Ls to continue the letter. T tells Ls that they can use all the information they have collected.

LEARNERS' ACTIVITIES

- 1 At school: Ls make note of their homework.
- 2 At home: Ls continue the letter to Mr Peer from Mr Holmes.

LESSON 5: HOLMES'S LETTER

AIMS OF THE LESSON

- To write and correct letters
- To give factual information in writing
- To write about past events
- To collaborate
- To read for details
- To assess work

MATERIALS AND RESOURCES

4.1.1, 4.1.2, 4.1.3 Reading texts, 4.3 B and/or 4.3 C Detective questions, 4.4 B Further detective questions, 4.5 Letter beginning, 5.3 Reading text, 5.4 Assessment sheet

STAGE 1

Checking homework – Our perfect letter

TIME

15 mins

SKILLS AND COMPETENCIES IN FOCUS

Writing: writing a letter, giving factual information in writing, writing about past events
Collaboration

ORGANISATION

Same groups as at 4.3 and 4.4

AIDS AND MATERIALS

Ls' homework, 4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts, 4.3 B and/or 4.3 C Detective questions, 4.4 B Further detective questions, 4.5 Letter beginning

TEACHER'S ACTIVITIES

- 1 T asks Ls to get back into their "detective teams" of 4.3 and 4.4.
- 2 T asks Ls to read the letters they produced for homework and write a "perfect" one, using the best bits of each letter. Ls need to have their new letter in 3 copies so every s in each group needs to write it.

LEARNERS' ACTIVITIES

- 1 Ls get back into their "detective teams" of 4.3 and 4.4, so three Ls work together.
- 2 In their groups, Ls read the letters individuals wrote for homework and write a "perfect" one, using the best bits of each letter. Ls need to have their new letter in 3 copies so every L in each group needs to write it.

TEACHER'S ACTIVITIES

- 3 T asks Ls to have these in mind as they are writing:
Facts, language, style of the letter
T puts these on the board and explains them as needed. E.g.
Facts should be written clearly and logically. There should be no contradiction with any of the facts in any of the three letters written to Sherlock Holmes.
Chronology should be clear- what comes first, second, last. Who is who should be clear - use of names. Use evidence Language: Past tense, vocabulary related to the story, crime vocabulary Style of the letter: Letter form, paragraphs, politeness as in the letters to Mr Holmes.
T may decide to add some of these to the headings on the board.
- 4 T monitors and helps as needed.

LEARNERS' ACTIVITIES

STAGE 2	Reading: Letter exchange
TIME	12 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for detail Correcting writing
ORGANISATION	Groups
AIDS AND MATERIALS	Letters, 4.1.1, 4.1.2, 4.1.3 Reading texts, Ls' notes and flowcharts, 4.3 B and/or 4.3 C Detective questions, 4.4 B Further detective questions, 4.5 Letter beginning

TEACHER'S ACTIVITIES

- 1 T asks groups to exchange letters with two other groups. It means that each group will have a copy of the letter written by two groups and they will have a copy of their own letter left with them.
- 2 T asks groups to read the letters they received from other groups and do these two things: 1. Give feedback to the writers of the letters 2. Find parts of the letter they could use in their own letter.
- 3 T explains what signs to use on the other groups' letter and puts them on the board:
. = agree
X = disagree
L = language problem
? = Not clear
! = Brilliant! We will pinch it!
- 4 T explains that groups can make notes in their own letters if they have found something in the other group's letter that they would also like to use in theirs.
- 5 T monitors and helps as needed.
- 6 When corrections are made, T asks groups to return the letters to their writers.

LEARNERS' ACTIVITIES

- 1 Groups exchange letters with two other groups. It means that each group will have a copy of the letter written by two groups and they will have a copy of their own letter left with them.
- 3 Groups read the other two groups letters and they 1. Give feedback to the writers of the letters using agreed signs. 2. Find parts of the letter they could use in their own letter and make notes of them in their own letter.
- 6 When corrections are made groups return the letters to their writers.

STAGE 3	Reading – The original letter
TIME	13 mins
SKILLS AND COMPETENCIES IN FOCUS	Reading for detail Correcting own work
ORGANISATION	Groups
AIDS AND MATERIALS	Groups' own letters with corrections and notes, 5.3 Reading text

TEACHER'S ACTIVITIES

- 1 T asks groups to look at the corrections they received from other groups and their own notes of ideas they collected from other groups' letters. They will now write the final letter, the super perfected one. They can talk to groups who gave them feedback if they do not understand their feedback or do not know what to do about it. They also get the "original" letter written by Sherlock Holmes to help them.
- 2 T makes it clear that each L needs to write a letter, but the letters coming from the same group can be the same or similar. Also, Ls have the right to write a very different letter from other Ls in their group.
- 3 T monitors and helps as needed.
- 4 When Ls are ready with the letter, T asks them to look at the new letter and the original letter they wrote as homework and compare them.
- 5 T takes every opportunity to praise the development in each letter and the diligent work of correcting.

LEARNERS' ACTIVITIES

- 1 Groups look at the corrections they received from other groups and their own notes of ideas they collected from other groups' letters. They write the final letter incorporating the feedback they have received from other groups and the ideas they collected from other groups' letters.
Ls can talk to groups who gave them feedback if they do not understand their feedback or do not know what to do about it.
Ls get the "original" letter written by Sherlock Holmes also to help them with their own writing.
- 4 When they finish, Ls compare the original letter they wrote as homework with the final version.

STAGE 4	Assessment: Our letter
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Learner training
ORGANISATION	Individuals
AIDS AND MATERIALS	Final versions of letters, 5.4 Assessment sheet

TEACHER'S ACTIVITIES

- 1 T gives out 5.4 Assessment sheet to Ls and asks them to fill it in.
- 2 T monitors and helps as needed.
- 3 T collects letters and Assessment sheets and gives feedback in the next lesson using the same criteria as in 5.1 and the same signs as in 5.2. (S)he can also make comments on Ls' assessment sheets. Note: Should corrections of the letters take longer, ask Ls to finish their letter and fill in the assessment sheet at home and collect them in the next lesson.

LEARNERS' ACTIVITIES

- 1 Ls fill in 5.4 Assessment sheet and hand it in together with their letters. These will be kept in Ls' files with the T's comments.