

The Robbery

Level: Pre-Int & Up

Objective: Emotion Vocabulary
Question Structures
When/While/Before/After

Video: Dirty Vegas - Walk into the Sun <http://www.youtube.com/watch?v=3100O8XpOF0>

Plan: Tell the students you are going to show them a video. Above the people different emotions will appear. The students should copy the emotions down into their notebooks.

Stop the video at 2:25. Ask students if they know what any of the words mean. Have them try to act out the emotions. NOTE: Most of these do not translate into Turkish well at all, so you will need to give some good examples and explain the difference between related terms (for example, funny, amused, and comical).

Here you can review “be going to”: briefly for future prediction. With the video still paused at 2:25, tell students that something interesting is going to happen. Inform the students that you can predict what will happen based on the character emotions and what you currently saw in the video.

Show the rest of the video and have them write down the new emotions for the characters. Again make sure that everyone understands all the emotions.

Play the banana game. Two students will come up and you will give each one an emotion from the video. They must hold a conversation, but the only word they can use is banana. They must speak according to their emotion. The class has to guess what emotion they are trying to convey.

Now tell the students that the police were called. Some people will be police officers and some will be characters from the video acting as witnesses. Have students decide on their roles and then give them time to prepare. Reporters should prepare questions and the characters should be prepared to explain what they saw as well as their own actions.

Encourage when/while questions such as: “Where were you when all this happened?”, “What were you doing when the fight started?” or “How did you feel when you saw the man try to steal the money?”

This activity could be done as a mingle or as a more organized press conference.

Afterwards make everyone police officers and they have to either write up a report.

Alternative: Students have to determine who is guilty for all the commotion. The waitress, the customer, the jealous cashier, the arrogant man who tried to get involved should all be called to account.

Give the characters time to prepare what they will say and the rest of the class time to prepare questions. The characters then come up one at a time and are questioned by the class. At the end students vote to decide who was at fault.