



English

Year **5**

#личные
финансовые
кризисы
#English
#5 класс

Lesson Topic: Tom Blood

Lesson created by Maria Garder

Teacher's comments: In this lesson, students read a story about the infamous Thomas Blood and the theft of the Crown Jewels by reconstructing the text and matching it to pictures. The reading is followed by a discussion of personal financial crises that often push people towards crime and what can be done to prevent this.

Aims. By the end of the lesson the students will have managed the following, grouped by category:

1. **English:** practice active reading by matching text to pictures and understanding the logic of a narrative; learn and practice new vocabulary, practice speaking about poverty and crime.
2. **Cross-subject:** get an introduction into the history of the UK after the English Civil wars of the 17th century.
3. **Financial Literacy:** understand the idea of a personal financial crisis, the connection between poverty and crime and the monetary factors behind major social changes.

Key vocabulary and structures: Civil War, fighting, a loser, to steal, to punish, a parson, the Tower of London, the jewels, a guard, fair, expensive, to cost, gold, precious stones, gems.

When to teach: To benefit from the lesson, the students need to be able to read a simple story and understand the logic of a simple narrative, assisted by pictures. They must understand basic verbs in the Present Simple.

Time: 40 minutes.

Resources: Computer screen or OHP; pictures from the story, Tom Blood, in the book, Oxford Dominoes Starter. William Tell and Other Stories, to demonstrate on screen and little printouts to work with the text; a picture of Elizabeth II wearing Crown Jewels, cut-

up strips with the text of the story (see Teacher’s Materials folder).

Lesson procedure

Timings	Activities	Goals
Starter 5 min	Demonstrate the picture of Queen Elizabeth II wearing coronation robes and Crown Jewels. Ask your students who that is, elicit the right answer. “Even if you don’t know this is Elizabeth II, how do you know it is a queen?” (Answer: robes and Crown Jewels). You can give your students the words for the crown jewels if they are curious: the crown, the orb and the sceptre. “Do you think they are expensive? What are they made of? (Answer: gold, precious stones / gems) Where do you think the Crown Jewels are? (Answer: London, The Tower of London.) Do you think it is easy to steal them? (Answer: no, because there are a lot of guards.) But long ago, it was different. We shall now read a story about the Crown Jewels.”	Provide input and initial practice of the names of objects used in the story. Get students’ interest and curiosity.
Reading 15 min	Divide your students into 3-4 teams of 2-4 people, depending on the total number of students in the group. Tell them they are going to piece together the text of the story with the help of the pictures. The team that puts the text in the right order first is the winner. Hand out the first portion of cut-up strips of text and set a limit of 2 minutes. Walk around monitoring and helping out where necessary. The winners in the first stage are also the first to get the next batch. Repeat the same scheme for parts 2, 3, and 4.	Practice reading by reconstructing the order of the text and matching text to pictures. Practice logical thinking.
Whole-class discussion 5 min	After-you-read questions 1. Why did Tom Blood steal the Crown Jewels? (He didn’t have any money or a house, and he wanted to show that, if the King can steal things from the people, then people can steal from the King too.) 2. Why did the King NOT punish him? (Because he made him laugh.) 3. Tom Blood was lucky. Is it a good idea to steal when you need money? (No because the law works for everybody: you may go to prison. You may also be ruining the lives of the people you steal from.) 4. What is a better idea? (Elicit or help with the answer: Find something that you can do well and earn money with it.)	Encourage a discussion about money, poverty, crime and law.
Speaking 10 min	Ask your students to imagine that they are Tom Blood. They got their money and their house back. They are now old, telling stories to their grandchildren. Ask them to retell the story from the point of view of Tom Blood. Start with one student, then stop her and let another one continue, until the whole group have spoken.	Consolidate new ideas, vocabulary and skills. Practice long-term speaking by chain-retelling the story.
Closure 5 min	Give feedback on 2-3 most impeding mistakes you heard in the previous stage. Congratulate everybody on their success and finish the lesson	Correct students’ mistakes. Give closure to the situation, consolidate experience.

Potential problems and solutions

If the students do not remember the name of the Queen, just accept the title as the right answer and give them the name and help them memorize how to read monarchs' names correctly, e.g. "Elizabeth the Second" (the article and the ordinal number).

References

1. Queen Elizabeth II wearing Coronation Robes: [http://4.bp.blogspot.com/-3KmbKvNV5Vs/UlrWE9NIWI/AAAAAAAAACeo/A55jSqmxJa8/s1600/Cecil Beaton Queen Elizabeth II in Coronation Robes June 1953.jpg](http://4.bp.blogspot.com/-3KmbKvNV5Vs/UlrWE9NIWI/AAAAAAAAACeo/A55jSqmxJa8/s1600/Cecil+Beaton+Queen+Elizabeth+II+in+Coronation+Robes+June+1953.jpg)
2. Oxford Dominoes Starter. William Tell and Other Stories. Retold by John Escott. ISBN 978-0-19-424703-0: https://elt.oup.com/catalogue/items/global/graded_readers/dominoes/starter/9780194247030?cc=ru&selLanguage=ru

Выводы по итогам апробации в Пироговской школе

Наибольший интерес вызвало:

- чтение методом подбора фрагментов текста к иллюстрациям, поскольку метод выгодно отличается от простого чтения и перевода вслух по цепочке в группе своей динамичностью и элементом соревновательности – какая пара/команда раньше и вернее всех сконструирует текст;
- сами королевские регалии, возможность самостоятельно вспомнить их соответствующие русские названия (корона, скипетр, держава), их стоимость, а также реальные факты биографии Томаса Блада, совершившего преступление, но помилованного королем;
- возможность предложить герою урока альтернативные варианты выхода из личного финансового кризиса и рассказать историю от имени состарившегося Томаса Блада своим внукам с поучением, как можно было избежать преступления.

Наибольшую трудность представляло:

- необходимость отказаться от линейного чтения текста.

Рекомендации:

- Лучше оставить как минимум 10 минут на упражнение по устной речи, когда ученики по очереди (лучше назначать говорящего в случайном порядке, чтобы избежать предсказуемости) пересказывают историю от имени Томаса Блада воображаемым внукам, поскольку тут можно не только практиковать перевод текста из настоящего времени в прошедшее, но и включить элемент публичного театрализованного (если у учащихся есть к этому склонности) выступления с моралите.