

# Video Teaching Notes: Report Units 10–12

## The Theft of the *Mona Lisa*

### Report Summary

**Topic:** The Report is about the theft of the *Mona Lisa* from the Louvre in Paris in 1911. It gives information about the police investigation and the thief.

**Preparation:** Check students understand these words: *art critic, fingerprints, investigation, prison, sightings, smock, thief*

**Background:** The *Mona Lisa* is a portrait of a woman by the Italian Renaissance artist Leonardo da Vinci. In Italian it is known as *La Gioconda*. An air of mystery surrounds the painting because it isn't known for certain who the woman is. It is believed to be a portrait of Lisa Gherardini, the wife of Francesco del Giocondo. The artist painted the portrait while he was living in Florence in Italy. He used oil paints on wood, and he probably painted it between 1503 and 1506.

### Before You Watch

Read the questions with the class and elicit answers from individual students.

#### ANSWER

Students' own answers.

### Comprehension Check

1. Watch the Report. Choose the correct answers.  
Pre-watching: Go through the questions with the students.
  1. When did the *Mona Lisa* disappear from the Louvre?
  2. What did the museum staff do when they discovered this?
  3. Who stole the *Mona Lisa*?



Play the whole Report. Students choose the correct answers. Check their answers with the Comprehension Check.

#### ANSWERS

2. b 3. c
2. Watch the Report again. Put the statements in the order you hear.  
Pre-watching: Ask students to number the statements in the order they hear them. Check their answers.



Play the Report again to check answers. Pause after each statement.

#### ANSWERS

2. First of all, the police asked the museum staff a lot of questions.
3. They needed to find the famous art critic Guillaume Apollinaire.
4. Peruggia was a painter and carpenter.
5. There was only one problem: the painting was so famous he couldn't sell it.
3. Watch the Report again. Complete the statements with the correct words below.  
Pre-watching: Ask students to read the statements and write the words before watching the Report again.



Play the Report again to check answers. Pause after each statement.

#### ANSWERS

2. thief 4. wardrobe 5. prison
4. Watch the Report again. Answer the questions.  
Pre-watching: Ask students to read the questions carefully and then write the answers.



Play the Report again to check answers. Pause where necessary.


#### ANSWERS

2. Statues 3. New York, St. Petersburg, Switzerland, South America 4. He put it under his smock. 5. Two years 6. Alfredo Geri, an art critic

**OPTIONAL ACTIVITY** Write a list of 15–20 gapped -ing verbs on the board, e.g., *st\_p\_ing (stopping) wa\_ing (walking) ru\_g (running)* etc.

Elicit the full forms as an open class activity, and then make past continuous statements with each verb. Or ask students to work in pairs. Give them two minutes to complete the verbs and make statements. Go through the answers with the class.

### Language Check

5.  Look at the chart.  
Then watch the Language Check.

The past continuous
<b>Affirmative</b>
That morning, several guards <b>were working</b> in the gallery.
<b>Negative</b>
The police <b>weren't looking</b> in the right place.
<b>The past continuous and the simple past</b>
When the police <b>arrived</b> , the guards <b>were looking</b> for the painting.
Suddenly, while the police <b>were investigating</b> the crime, a mysterious caller <b>contacted</b> a local newspaper.

Pre-watching: Review the grammar points by brainstorming some verbs on the board and eliciting the past continuous forms to revise spelling rules, e.g. *sit (sitting), drive (driving)* etc. Students make affirmative and negative statements with the words.

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Revise the past continuous and the simple past by writing the chart below on the board. Ask students to make statements with the past continuous and the simple past by using the prompts. Remind them to use a subject or subject pronouns where necessary, e.g. *The man was driving the car, when (Mom / she / Tom) turned on the radio.*

We	working	when	turned on the
My friends	driving the car		radio
The man	watching TV		saw an accident
Four teenagers	decorating my		dropped a plate
My grandpa	room		the phone rang
A lot of people	feeding the		fell asleep
	dog		mom arrived
	sitting on the		home
	sofa		



Play the Language Check and pause when examples of the language appear. Ask students to listen and repeat.

6. Complete the statements with the past continuous form of the verbs in parentheses.

Ask students to complete the statements with the past continuous form of the verbs in parentheses.

Go through the answers with the class.

### ANSWERS

2. was investigating
  3. wasn't waiting
  4. were watching
  5. weren't getting
  6. was reading
7. Complete the statements with the correct words.

Ask students to read the statements carefully and then circle the correct words.

Go through the answers with the class.

### ANSWERS

2. called 3. escaped 4. were walking 5. caught 6. was watching

## About You!

8. Answer the questions about you.

Read the questions with the class and elicit answers from individual students.

### ANSWER

Students' own answers.

### SCRIPT

This is the Louvre, in Paris, France. It is one of the best art galleries in the world. On August 21st 1911, one of the most famous art thefts of all time happened here.

That morning, several guards were working in the gallery. They noticed that the gallery's iconic painting, the *Mona Lisa*, wasn't there.

They were very worried and decided to call the police. When the police arrived, the guards were looking for the painting. First of all, the police asked the museum staff a lot of questions. But they didn't receive much useful information. The police tried everything. They recreated the scene of the crime and pretended to be the criminal. They even tried the modern technique of dusting for fingerprints. But they found ... nothing.

Suddenly, while the police were investigating the crime, a mysterious caller contacted a local newspaper. He said the police weren't looking in the right place. They needed to find the famous art critic Guillaume Apollinaire. He stole several statues from the Louvre and gave them to a young Spanish artist called Pablo Picasso. He probably stole the *Mona Lisa*, too!

The police questioned Apollinaire and Picasso. They discovered that Apollinaire stole the statues, but he didn't take Da Vinci's masterpiece. The police still didn't have the right person. For the next two years there were sightings of the *Mona Lisa* all over the world – in New York, St. Petersburg, Switzerland, and South America. But it wasn't in any of these places. The painting was still in Paris.

This man – Vincenzo Peruggia – was the culprit. Peruggia was a painter and a carpenter. He was working in the Louvre when he decided to steal the painting. On the night of Sunday August 20th 1911, Peruggia stayed at the museum. He knew that it wasn't open on Monday. So, on Monday morning he took the painting from the wall, put it under his smock, and walked out.

There was only one problem: the painting was so famous he couldn't sell it! He kept it for two years. And where was he hiding the most famous painting in the world? He was hiding it in his wardrobe!

Eventually Peruggia went to Florence and offered the painting to a famous art dealer – Alfredo Geri. But when Peruggia turned up with the painting, he didn't get money, he received a one year prison sentence.

Peruggia went to prison and the *Mona Lisa* returned to France. Today there are lots of conspiracy theories about the painting. Some people think Peruggia returned a fake and kept the real painting for himself!

But one thing is for sure. The *Mona Lisa's* disappearance made it more famous than ever before!