Mega Goal 2 (MG2.1)

U2 Crime Doesn't Pay Preparation

Talal Alhazmi

2023 - 1445

Mega Goal 2
MG2.1
Term 1
Unit 2 Crime Doesn't Pay
Preparation

1-Listen & Discuss

WARM UP

With books closed, ask students about what kinds of crimes are common in their community and about recent crimes they've seen in the news. As students talk, make some notes on the board about crime words that come up in the discussion, such as ***steal, hijack, robber, burglar, thief, theft.*** Also include words related to law enforcement, such as ***police, prison, jail,*** and ***sentence.***

VOCABULARY

decline - authorized - to abandon – inmate - misdemeanor - hijack

CRITICAL THINKING

Remembering:
- Before reading question

Understanding:
- Activities Quick Check A & B

Applying
- Activity (pair work)

Creating:
- Ss use the context to create meaning for unknown words.

CLOSURE

Name three things you have learned today.

ENRICHMENT

https://wordwall.net/resource/33868572

https://wordwall.net/resource/33864775

https://wordwall.net/resource/29420205

https://wordwall.net/resource/37597779

https://quizizz.com/admin/quiz/5f7386df1121b4001c03c2ed?source=quiz_share

3- Grammar

WARM UP

I write these sentences on the board:
The police accused the men of stealing a car.
The men were accused of stealing the car (by the police).
I ask the students to write the structure
Explain that in the first sentence the action (accused) is performed by the subject (the police). The verb *accuse* is an active verb in this sentence. In the second sentence the men receive the action. Here the verb *accuse* is passive. Draw arrows to show how *the men* moves from the object to the subject position.

VOCABULARY

Grammar terms
Passive voice – Active voice
Past Perfect - Past Perfect Progressive

CRITICAL THINKING

Understanding:

- Students answer activity: A, B, C, D & E

Applying:

- Students give examples of grammar structures
- Students diagram the grammar structures

CLOSURE

What have you learned today? Stress the key point of lesson.

ENRICHMENT

https://wordwall.net/resource/34103522

https://wordwall.net/resource/35771316

https://quizizz.com/admin/quiz/5f7393e99354d5001b7ddadb?source=quiz_share

https://quizizz.com/admin/quiz/5f75c385e3ba68001bb1e8e4?source=quiz_share

4- Conversation

WARM UP

Focus students' attention on the photos on page 24. Ask:
What's happening to the person with the wallet?

VOCABULARY

Real Talk:
easy mark - by accident - let your guard down - nabbed - Are you kidding?
Come on. - I'm positive.

CRITICAL THINKING

Understanding:
- (About the conversation Activity)

Applying:
- (Your Turn Activity)

Creating:
- Ss use the context to create meaning for unknown words.

CLOSURE

What have you learned today?

ENRICHMENT

https://wordwall.net/resource/33865276

https://quizizz.com/admin/quiz/5f70f703993881001f7790d0?source=quiz_share

https://quizizz.com/admin/quiz/5f7a56f2b55abe001b801742?source=quiz_share

5- Listening, 6- Pronunciation & 7- VB

WARM UP

Focus students' attention on the photo. Ask: ***What do you think the man is doing?*** Elicit from students some things they do to stay safe from crime. Make notes of their answers on the board.

VOCABULARY

Vocabulary Building:
assume- grim – pavement – coincidence - installed – suspect - display -insured

CRITICAL THINKING

Understanding:

- Answer listening activity
- Answer Pronunciation activity
- Answer Vocabulary Building

Applying:

- Use the new vocabulary in new sentences

CLOSURE

What have you learned today?

ENRICHMENT

https://wordwall.net/resource/36509327

8- Reading

WARM UP

With books closed, discuss the **Before Reading** questions. Ask students about mystery or crime stories they have read or that they watch on TV. Who are their favorite detective characters?

VOCABULARY

littered – nodded – a swarm – bitter – pat

CRITICAL THINKING

Understanding:
- Answer Before Reading activity
- Ss retelling the story in their own words.
- Answer After reading activity

Creating:
- Ss use the context to create meaning for unknown words.

CLOSURE

I show how the lesson relates to students' real word needs.

What have you learned today?

ENRICHMENT

https://quizizz.com/admin/quiz/5f70af6c1cb76e001d589d4e?source=quiz_share

https://quizizz.com/admin/quiz/5f70b36c6f7dd7001b517fd2?source=quiz_share

9- Speaking

WARM UP

- Put students in small groups to discuss the questions. Give one student the role of reporter and say that this student will have to report what the group says about the characteristics of a good detective.
- Ask students to draw a similar organizer in their notebook. As students are working, go around and check that everyone is participating in the discussion, and writing their ideas in the organizer.

VOCABULARY

Not applicable

CRITICAL THINKING

Applying:

- Complete table
- Present in front of class

CLOSURE

Stress the importance of presentation skills

ENRICHMENT

10- Writing

WARM UP

Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: **Who do you think the person is? What is he doing in the picture? Where do you think he is? Why?**

VOCABULARY

A burglar – burglary – identified – chronologically – dense

CRITICAL THINKING

Understanding:

- Answer A activity: Qs.
- Answer B activity: complete the graphic organizer

Applying:

- Write a story for a newspaper or web article describing a crime.

CLOSURE

I review the key points of discussing the similarities or differences between two different situations, opinions or ideas.

ENRICHMENT

https://wordwall.net/resource/22561694

https://wordwall.net/resource/4324897

11- Form, Meaning & Function

WARM UP

Direct students' attention to the first part of the grammar chart. Choose students to read aloud the questions and answers. Point out that we use the simple past of *be* to talk about a past situation rather than an action or an event.

VOCABULARY

Grammar terms:
simple past tense – past progressive – used to - would

CRITICAL THINKING

Understanding:

- Students answer exercise A, B, C & D

Applying:

- Students diagram the grammar structures for comparative and superlative.

CLOSURE

What have you learned in our lesson today? (Stress the key points)

ENRICHMENT

https://wordwall.net/resource/34105716

https://wordwall.net/resource/904445

https://wordwall.net/resource/904759

12- Project

WARM UP

Direct students to task 1. Ask them to explain the meaning of ***frauds*** and ***blunders***.
Have students work in pairs or groups and choose the topic that they are going to research in 1. Call on a student from each group to report the topic that the group is going to focus on.

VOCABULARY

frauds – blunders – trail run-practice

CRITICAL THINKING

Understanding:

- Complete table

Creating:

- Prepare and design presentation

CLOSURE

What have you learned today?
I praise students for what they have accomplished during the unit 2

ENRICHMENT

13- Self Reflection

WARM UP

Brainstorm *Crime Doesn't Pay*. Write the title on the board and elicit as many ideas and words as possible from the class. List the words on the board.

VOCABULARY

Not applicable

CRITICAL THINKING

Remembering:

- Complete table

CLOSURE

Appreciate what students do in unit 1.

Complete the self-reflection

ENRICHMENT

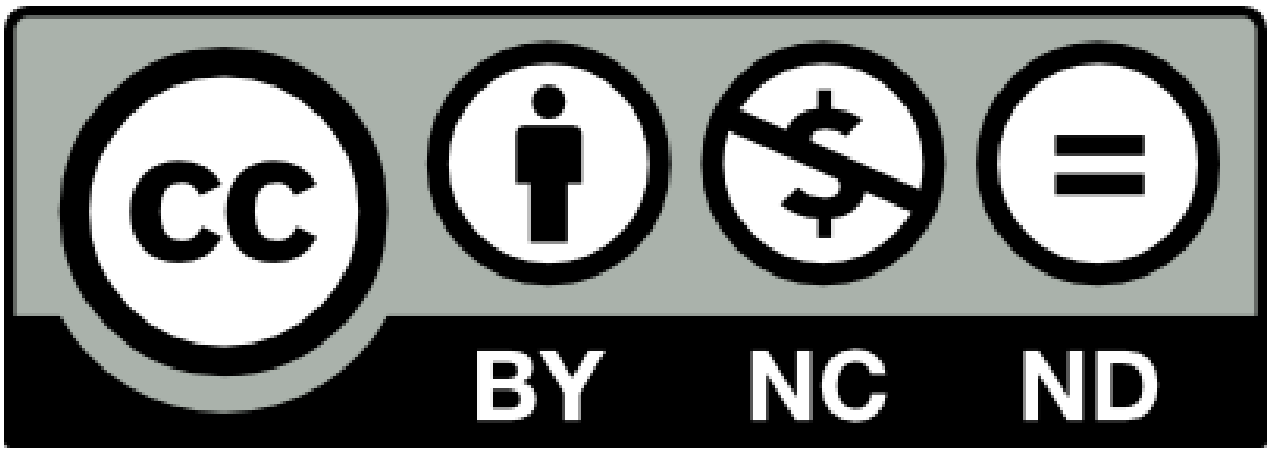
Done by Talal Alhazmi

9/9/2023

MG21 T1 1445

My Telegram Channel

https://t.me/TalalWorld

لا تنسونا من دعواتكم

Talal Alhazmi