

Unit 2

Listen and Discuss

التهيئة

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.

مفردات الدرس

decline authorized to abandon inmate misdemeanor hijack

مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

إغلاق الدرس

Have students tell their story to a partner. They should include as many details as possible. Ask two or three volunteers to tell their stories to the whole class.

Unit 2

Grammar

التهيئة

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). 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.

مفردات الدرس

Passive voice Active voice Past Perfect Past Perfect Progressive

مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

إغلاق الدرس

Have students look at the picture and read the directions and the questions. Put students in small groups to answer the questions and make up a story.

Unit 2

Conversation Listening Pronunciation Vocabulary Building

التهيئة

Focus students' attention on the photos. Ask: What's happening to the person with the wallet? Introduce the word pickpocket as a noun and a verb. To pickpocket means to steal things from another person's pockets (or other thing they carry with them, such as a purse or backpack). A pickpocket is someone who does this.

مفردات الدرس

easy mark by accident let your guard down nabbed Are you kidding?

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Read the directions with the class. Have students read the list of words and the sentences. Then have students work individually to complete the sentences. Have students compare answers with a partner.

Unit 2

Reading - Speaking

التهيئة

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? Tell students that they are going to read a crime story. Put students in pairs and assign each pair one of the two crime stories on page 26. Tell them that they are going to read the story and then tell another pair about their story. (They should not read the other story.)

مفردات الدرس

assume grim pavement coincidence installed suspect display insured

مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

إغلاق الدرس

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. Have the reporter from each group tell the class the characteristics the group thinks make a good detective. Do the members of the group think they would be good detectives? Why or why not?

Unit 2

Writing

التهيئة

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? Have volunteers report answers/ideas for the class.

مفردات الدرس

burglar identified chronologically dense

مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

إغلاق الدرس

Have students read the comments and suggestions, edit and re-draft. You may wish to have one or two more editing stages here before asking students to write their final draft and post it to each other or mail it to each other if possible. Call on volunteers to answer in class.

Unit 2

Form Meaning and Function

التهيئة

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."

مفردات الدرس

Simple Past Tense: Be The Past with Used to and Would Past Progressive

مهارات التفكير

Form, Meaning, and Function Knowledge - Application - Analysis - Concentration - Organization

إغلاق الدرس

Have students work in pairs or groups of three to discuss John Wilkinson's possible guilt or innocence. Encourage them to refer back to the conversation when reporting their group opinion. For example, We think that John Wilkinson is guilty as he says he didn't know why he was taking the license plate off his car. This seems very strange to us!

Unit 2 Project

التهيئة

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.

مفردات الدرس

bullet points slogans fraud blunder trail run-practice

مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

إغلاق الدرس

Have groups present for the class on the same or a different day. Encourage them to involve as many members of their group as possible in the presentations.