

# MG2.1 UNIT 2 PREPARATION

TALAL ALHAZMI

2ND GRADE SECONDARY 11

# MG2.1

## UNIT 2

### Crime Doesn't Pay

Unit 2	Lesson 1
<b>Warm up</b>	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 <i>steal, hijack, robber, burglar, thief, theft</i> . Also include words related to law enforcement, such as <i>police, prison, jail, and sentence</i> .
<b>Vocabulary</b>	decline - authorized - to abandon – inmate - misdemeanor - hijack
<b>critical thinking</b>	Evaluation: (Give your opinion) Crime doesn't pay. Do you agree or disagree? why or why not.
<b>CLOSURE</b>	Name three things you have learned today.
<b>Enrichment</b>	<a href="https://www.youtube.com/watch?v=ZtbNrO0-GIE">https://www.youtube.com/watch?v=ZtbNrO0-GIE</a>

Unit 2	Lesson 3 Grammar
<b>Warm up</b>	I write these sentences on the board: <i>The police accused the men of stealing a car.</i> <i>The men were accused of stealing the car (by the police).</i> <i>I ask the students to write the structure</i>
<b>Vocabulary</b>	Grammar terms Passive voice – Active voice Past Perfect - Past Perfect Progressive
<b>critical thinking</b>	Application: Students give example of grammar structures Students answer activity: A, B & C Analysis: Students diagram the grammar structures
<b>closure</b>	Stress the key point of lesson
<b>enrichment</b>	<a href="https://www.youtube.com/watch?v=45AJmYalD24">https://www.youtube.com/watch?v=45AJmYalD24</a>

Unit 2	Lesson 4 Conversation
Warm up	Focus students' attention on the photos on page 24. Ask: <i>What's happening to the person with the wallet?</i>
Vocabulary	<b>Real Talk:</b> easy mark - by accident - let your guard down - nabbed - Are you kidding? Come on. - I'm positive.
critical thinking	Comprehension: (About the conversation Activity) Explain? What happened?  Application: (Your Turn Activity) Role play Creative thinking: (Your Turn Activity) Brainstorm to construct conversation Synthesis: to create their conversations.
Closure	Why do we study conversation lesson? What have you learned today?
Enrichment	<a href="https://www.youtube.com/watch?v=-62C8dwobX0">https://www.youtube.com/watch?v=-62C8dwobX0</a>

Unit 2	Lesson 5 Listening, 6 pronunciation & 7 Vocabulary Building
Warm up	Revise the previous lesson Ask, How to be active listener. Focus students' attention on the photo on page 25. Ask: <i>What do you think the man is doing?</i>
Vocabulary	Vocabulary Building: assume- grim – pavement – coincidence - installed – suspect - display - insured
critical thinking	logical thinking: (Listening activity) Q2 & Q3  <b>Application:</b> Use the new vocabulary in new sentences
Closure	What have you learned today? Prepare the next lesson at home.
Enrichment	<a href="https://www.youtube.com/watch?v=Sq3yMxZZ-sY">https://www.youtube.com/watch?v=Sq3yMxZZ-sY</a>  <a href="https://www.youtube.com/watch?v=6N4oX_GykxQ">https://www.youtube.com/watch?v=6N4oX_GykxQ</a>

<b>Unit 2 Lesson 8 reading</b>	
<b>Warm up</b>	Ask students about mystery or crime stories they have read or that they watch on TV. Who are their favorite detective characters? I ask students, what should they do before read any text?
<b>Vocabulary</b>	littered – nodded – a swarm – bitter – pat)
<b>critical thinking</b>	<b>Comprehension</b> I ask students retelling the story in their own words. - Answer After reading activity inference – What is the writer message to you?
<b>closure</b>	I show how the lesson relates to students’ real word needs.
<b>Enrichment</b>	<a href="https://www.youtube.com/watch?v=GZSbjgnhQ5M">https://www.youtube.com/watch?v=GZSbjgnhQ5M</a> <a href="https://www.youtube.com/watch?v=kIpsyr5kIos">https://www.youtube.com/watch?v=kIpsyr5kIos</a>

<b>Unit 2 Lesson 10 Writing</b>	
<b>Warm up</b>	I direct students’ attention to the picture on page 28. I give them a few minutes to discuss what they see. I Give students some questions to help them. For example: <b>Who do you think the person is? What is he doing in the picture?</b> <b>Where do you think he is? Why?</b>
<b>Vocabulary</b>	A burglar – burglary – identified – chronologically – dense
<b>critical thinking</b>	<b>Synthesis:</b> predict what the article is about. write a newspaper or web article about a foolish crime
<b>closure</b>	I review the key points of writing story
<b>Enrichment</b>	<a href="https://youtu.be/gECuGLJfPU">https://youtu.be/gECuGLJfPU</a>

<b>Unit 2 Lesson 11 Form, meaning and function</b>	
<b>Warm up</b>	I ask: What did you do on Saudi national day? I write the sentence on the board I ask What is the structure of simple past tense? I ask when the simple past tense is used.
<b>Vocabulary</b>	Grammar terms: simple past tense – past progressive – used to - would
<b>critical thinking</b>	Apply: Students answer exercise C students work in small groups and tell about a real school event. (what was happening when they arrived..... etc)
<b>Closure</b>	What have you learned in our lesson today? stress the key points
<b>Enrichment</b>	<a href="https://youtu.be/NcFLAPJ3Rvk">https://youtu.be/NcFLAPJ3Rvk</a>

<b>Unit 2 Lesson 12 project</b>	
<b>Warm up</b>	Direct students to task 1. Ask them to explain the meaning of <i>frauds</i> and <i>blunders</i> .
<b>Vocabulary</b>	<i>frauds – blunders – trail run-practice</i>
<b>critical thinking</b>	<b>Synthesis</b> create & illustrate students create a PowerPoint about a famous crime
<b>closure</b>	I praise students for what they have accomplished during the unit 2 Brainstorm Brainstorm Crime Doesn't Pay. Write the title on the board and elicit as many ideas and words as possible from the class. Ask students to complete self-reflection
<b>Enrichment</b>	<a href="https://youtu.be/aOjU2MPUNUk">https://youtu.be/aOjU2MPUNUk</a>