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[Mega Goal 3 Workbook Answer](#)

MG3	Unit 2	Crime Doesn't Pay	8	Reading /pp. 26 & 27	Date:.....	Class:.....
Unit Goals: By the end of this lesson Ss will be able to: 1. Master new vocabulary. 2. Talk about crime and punishment. 3. Tell crime stories. 4. Learn to use auxiliary verbs. 5. Talk about personality characteristics. 6. Write an essay on socializing online and in person. 7. Learn to present yourself.				Learning Objectives: Know: 1- Guess purpose of listening by discussion. 2- Practice listening for specific information. 3- Guess the meaning of unfamiliar words from context. Do: 1- Read the crime story and retell it. 2. Summarize the story. 3. Talk about the characteristics of a good detective.		Period:.....
Unit Assessment: Strategy : drill Activity: Find the words in the stories: <i>-left lying in a mess all over a certain area</i> <i>-moved the head up and down to agree</i>				Assessing Progress (AFL) What are the characteristics of a good detective?		Key Vocabulary : Mystery/ jewel/ burglar/ goodness/ appointment/ insured/ detective/ bitter/ campaign/
Learning Hook (Starter) Introduction Pictures + Questioning Strategy : Group work Activity: I will ask Ss about mystery or crime stories they have read or that they watch on TV.				Assessing Progress (AFL) Who is the best-known crime writer in your country?		Final Learning Check (Closure) Strategy : Summarizing Activity: Summarize the main idea of the first story "Saving a Life" in three sentences.
Activity/Key Learning point.. p. 26 Before Reading How (strategies) Jigsaw Reading T/S Led ? S				Assessing Progress (AFL) Find the words in the stories: - <i>a large number of something</i>		Strategies <input type="checkbox"/> Pair work <input type="checkbox"/> Group work <input type="checkbox"/> Discussion <input type="checkbox"/> Role-play <input type="checkbox"/> Brain storming <input type="checkbox"/> miming <input type="checkbox"/> Critical thinking <input type="checkbox"/> Creative thinking <input type="checkbox"/> Mind plan <input type="checkbox"/> Drills <input type="checkbox"/> Peer work <input type="checkbox"/> Acting out a story <input type="checkbox"/> Response card
Activity/Key Learning point.. p. 26 Before Reading How (strategies) Chunking and questioning aloud T/S Led ? S				Assessing Progress (AFL) p. 26 Reading How (strategies) Debate T/S Led ? S		
Differentiation E= p. 26 Reading				Differentiation M= p. 26 After Reading		
Differentiation W = p. 26 After Reading						
Independent Learning (Homework) WB p. 14 EX. G				Next Learning Speaking / p. 27		
Reflection : The lesson was interesting and useful. I used Jigsaw and debate to ask and answer questions. I also used chunking and questioning aloud to practice listening. Time was enough. Objectives were fully achieved.						

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