

<i>unit</i>	<i>1</i>	<i>Title</i>	Good Morning	<i>Period</i>		<i>Date</i>	
<i>Lesson</i>	<i>1&2</i>			<i>class</i>		<i>Grade</i>	<i>1st intermediate</i>

LESSON PLANE

<i>Unit Goals</i>	<i>Content</i>	<i>Aids</i>	<i>Application</i>
<p><u>1 listen and Discuss:</u></p> <p>Vocabulary Greetings Times of day Titles</p> <p><u>2 Pair work:</u></p> <p>Greet people Say goodbye Introduce yourself and others</p>	<p>□□ Direct students' attention to the photos in the Greetings section. Ask questions about the pictures. For example: Which picture shows a family? (a) Which picture is in a school? (b) Is George a teacher or a student? (a student)</p> <p>□) CD1, T2 Play the audio. Point to the photos as students listen.</p> <p>□) CD1, T2 Play the audio again. As they listen, have students point at the people who are speaking.</p> <p>□□ Point out that Good afternoon, Good evening, and How are you? are formal expressions. Hi and How's it going? are informal and are used with friends and classmates.</p> <p>□) CD1, T2 Play the audio again and have students repeat or speak along with the recording. Then have students practice the conversations in groups.</p> <p>□) CD1, T3 Play the audio. Students listen and repeat or speak along with the recording. (You can play all three conversations at once or play them one at time as students practice each conversation.)</p> <p>□□□ Put students in pairs to practice conversation A. Note: Students have already practiced several conversations with their own names. To make the conversations in this section different, suggest that students choose different names. For example, they could use the names of their favorite celebrities.</p> <p>□□□ For conversation B, have students work with a different partner and introduce themselves.</p> <p>□□□ Put students in groups of three to practice introductions in conversation C.</p> <p>□□□ As students are working, go around the room and help as needed. Then have two pairs and a group act out each conversation for the class.</p>	<p><i>Pupil's Book</i></p> <p><i>Work book</i></p> <p><i>Markers</i></p> <p><i>Board</i></p>	<p>Quick Check A□□□ Have students circle all of the expressions in the conversations that can be used to say <i>Hello</i>. Note: These are in the Greetings and Introductions sections.</p> <p>□□□ Have students compare answers with a partner. Then check answers with the class.</p>

Teacher :- *waleed Al Sqour*

Principal:-

<i>unit</i>	<i>1</i>	<i>Title</i>	Good Morning	<i>Period</i>		<i>Date</i>	
<i>Lesson</i>	<i>3&4</i>			<i>class</i>		<i>Grade</i>	<i>1st intermediate</i>

LESSON PLANE

<i>Unit Goals</i>	<i>Content</i>	<i>Aids</i>	<i>Application</i>
<p><u>3 Grammar</u></p> <p>Verb: <i>be</i> Possessive Adjectives: <i>my, your, his, her</i></p> <p><u>4 Listening</u> Listen to conversations for specific information</p>	<p>□□□ Have students read the sentences in the grammar chart. Illustrate the subject pronouns by pointing to yourself and saying <i>I'm (name)</i>. Then gesture toward a student in the class and say: <i>He's/She's (name)</i>. Continue with the other pronouns.</p> <p>□□□ Focus students' attention on the FYI. Explain that contractions are normally used in conversation.</p> <p>□□□ Give the full form (for example, <i>you are</i>) and elicit the contraction. (<i>you're</i>) Possessive Adjectives: <i>my, your, his, her</i></p> <p>□□□ Go over the material in the grammar chart. Write the subject pronouns <i>I, you, he</i>, and <i>she</i> on the board. Elicit from students the possessive adjective that goes with each and write it on the board.</p> <p>□□□ Say the name of a student in the class, for example, <i>Fahd</i>. Elicit the sentence: <i>His name's Fahd</i>.</p> <p>□□□ Point to yourself and say your name. Elicit from full form (for example, <i>you are</i>) and elicit the contraction. (<i>you're</i>) Possessive Adjectives: <i>my, your, his, her</i></p> <p>□□□ Say the name of a student in the class, for example, <i>Fahd</i>. Elicit the sentence: <i>His name's Fahd</i>.</p> <p>□□□ Point to yourself and say your name. Elicit from</p>	<p>Pupil's Book</p> <p>Work book</p> <p>Markers</p> <p>Board</p>	<p>A</p> <p>□□□ Ask a volunteer to read the directions. Then read the first sentence and elicit the answer from the class: <i>is</i>.</p> <p>□□□ Have students work individually or in pairs to complete the exercise.</p> <p>□□□ Check answers. Ask volunteers to read the completed sentences aloud.</p>

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<i>unit</i>	<i>1</i>	<i>Title</i>	Good Morning	<i>Period</i>		<i>Date</i>	
<i>Lesson</i>	<i>5&6</i>			<i>class</i>		<i>Grade</i>	<i>1st intermediate</i>

LESSON PLANE

<i>Unit Goals</i>	<i>Content</i>	<i>Aids</i>	<i>Application</i>
<p><u>5 Pronunciation</u></p> <p>Sentence intonation</p> <p><u>6 Writing</u></p> <p>Write a conversation Make and illustrate a list of greetings (Project)</p>	<p>□□ Explain that students are going to practice the pronunciation of questions.</p> <p>□)) CD1, T4 Play the audio. Ask: <i>Does the speaker's voice go up or down at the end of the question?</i> Elicit that it goes down.</p> <p>□)) CD1, T4 Play the audio again and have students repeat or speak along with the recording.</p> <p>□□ Put students in pairs to practice asking and answering the questions.</p> <p>□□ Brainstorm with the class two or three things that are often part of a similar conversation and write them on the board.</p> <p>□□ Have students work in pairs to write their conversations.</p> <p>□□ Have students work with another pair and read each other's conversations.</p>	<p><i>Pupil's Book</i></p> <p><i>Work book</i></p> <p><i>Markers</i></p> <p><i>Board</i></p>	<p>□)) Audioscript</p> <ol style="list-style-type: none"> How's it going? My name is Steve. How are you? Good morning, class. See you tomorrow. Good night. <p>Answers</p> <ol style="list-style-type: none"> a a b a a b

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<i>unit</i>	<i>1</i>	<i>Title</i>	Good Morning	<i>Period</i>		<i>Date</i>	
<i>Lesson</i>	<i>7&8</i>			<i>class</i>		<i>Grade</i>	<i>1st intermediate</i>

LESSON PLANE

<i>Unit Goals</i>	<i>Content</i>	<i>Aids</i>	<i>Application</i>
<p><u>7 conversation:</u></p> <p><u>8 About you</u></p>	<p>□□ Have students look at the picture. Ask: <i>Where are the people in the picture?</i> Elicit that they're at an airport. Explain that they're waiting for people to arrive. Point out the signs with the names of people that they are waiting for.</p> <p>□) CD1, T6 Have students listen to the audio twice with their books closed. Then have them listen with their books open, reading along.</p> <p>□□ Have students find Carlos and Rick in the picture. (Carlos is holding the sign with Rick's name on it.)</p> <p>□□ Ask: <i>What country is Rick visiting?</i> Elicit: <i>Spain</i>. Explain that <i>starving</i> means that Rick is very hungry.</p> <p>□□ Put students in pairs and have them practice the conversation. Then they should change roles so that each student reads each part.</p> <p>□□ Have students read the list of questions.</p> <p>□□ Put students in pairs or small groups. Students take turns asking and answering the questions.</p> <p>□□ Go around the class as students are working and help as needed.</p>	<p><i>Pupil's Book</i></p> <p><i>Work book</i></p> <p><i>Markers</i></p> <p><i>Board</i></p>	<p>□□ Have students work in pairs to complete the conversation. Have them first write down the complete conversation in their books or notebooks. Monitor as pairs work and offer help as needed.</p> <p>□□ Students practice their conversation, changing roles each time.</p>

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<i>unit</i>	<i>1</i>	<i>Title</i>	Good Morning	<i>Period</i>		<i>Date</i>	
<i>Lesson</i>	<i>9&10</i>			<i>class</i>		<i>Grade</i>	<i>1st intermediate</i>

LESSON PLANE

<i>Unit Goals</i>	<i>Content</i>	<i>Aids</i>	<i>Application</i>
<p>9 Reading: A new student</p> <p>10 Project:</p>	<p>□□ Have students look at the photo and ask the <i>Before Reading</i> question: <i>What do you say when you meet someone for the first time?</i> Write students' ideas on the board, but don't confirm or deny answers at this time.</p> <p>□) <i>CD1, T7</i> Play the audio for the first conversation. Ask students to read along as they listen, looking to see if anything on the board is mentioned in the conversation.</p> <p>□□ Focus students' attention on the conversation between Ali and Ahmed. Have them look at Ali's first line and ask: <i>Are Ali and Ahmed friends?</i> If necessary, remind them of previous conversations in this unit.</p> <p>□□ Have students work in pairs to find expressions people use during introductions. Check answers by having one pair read the conversation.</p> <p>□□ Have students work in pairs to complete the conversation by using the expressions from the box.</p> <p>□) <i>CD1, T7</i> Play the audio for the second conversation to check answers. Check answers as a class and have pairs practice the conversation.</p> <p>□□ Have students work in groups to write lists of formal and informal greetings. Have them submit the writing portion of this project to you.</p> <p>□□ If possible, bring some old magazines to class as a source of photos. Or, have students draw their own pictures to illustrate the greetings.</p>	<p>Pupil's Book</p> <p>Work book</p> <p>Markers</p> <p>Board</p>	<p>After Reading</p> <p>□□ Ask a volunteer to read the directions and the first sentence. Ask students if the answer is <i>yes</i> or <i>no</i>. Elicit: <i>no</i>. Ask how they know this. (Ahmed says that he's a new student.)</p> <p>□□ Have students do the task individually. Tell them to underline the part of the text that provided them with the answer.</p> <p>□□ Have students go over the answers with a partner. Finally, go over the answers with the class.</p>

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