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| ***unit*** | ***4*** | ***Title*** | **Around the world** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***1&2*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |

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| 1 listen and Discuss:  Countries and nationalities  Email and addresses  2 Pair work:  Talk about countries  and nationalities  Ask for information with  *yes/no* questions  Give basic personal  Information | 􀁺􀀃Draw students’ attention to the photo on this page. Ask: ***Where is this?*** (It’s New York City.) Find out if anyone in the class has ever been to New York.  􀁺􀀃Have students look at the pictures for the conversations on pages 20 and 21. Ask: ***Who’s Dan Ramirez?*** Elicit that he’s a reporter from a television station. He’s talking to people in Times Square in New  York City. Explain that Times Square is a popular tourist destination. There are a lot of stores and restaurants there.  􀀻)) **CD1, T20** Play the audio for the conversations on pages 20 and 21 and have students point to each speaker as they listen.  􀀻)) **CD1, T20** Play the audio again. Students listen and repeat or speak along with the recording.  􀀻)) **CD1, T21** Play the audio for the conversations. You may choose to let students listen to all three conversations at once, or play one conversation at a time and then model it. Students listen and repeat  or speak along with the recording.  􀁺􀀃Model the fi rst conversation with a volunteer. Use a diff erent name.  􀁺􀀃Put students in pairs to practice the conversations. They should use diff erent names and nationalities. They can use the names in the other conversations on the page or names of people they know who are from diff erent countries.  􀁺􀀃Have a diff erent pair act out each conversation for the class. Encourage students to use diff erent names and nationalities. | *Pupil's Book*  *Work*  *book*  *Markers*  *Board* | **Answers**  *Answers will vary.*  􀁺􀀃Have students work individually or in pairs to  complete the exercise.  􀁺􀀃Check answers by calling on students to read a  sentence and answer *yes* or *no.* Have them correct  the false sentences.  **Answers**  **1.** yes  **2.** no (Tom is Australian.)  **3.** yes  **4.** no (He’s on business.) |

**Principal:-**

**Teacher :-** waleed Al Sqour

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| ***unit*** | ***4*** | ***Title*** | **Around the world** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***3*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |
| **3 Grammar**  Verb: *be*—negative,  *yes/no* questions,  short answers  Question Word: *Where*  Prepositions: *from*, *in*, *on* | **Verb *be*: Negative**  􀁺􀀃Focus students’ attention on the chart. Read the examples with the class. Ask: ***What’s the contraction for* is not?** (isn’t) ***What’s the contraction for* are not?** (aren’t) Point out that the apostrophe replaces the omitted letter ***o***.  􀁺􀀃Give students a few more examples using countries, nationalities, or capitals. For example, say: ***Paris isn’t the capital of Spain***, or ***I’m not from (country)***. Elicit more examples from volunteers.  **Verb *be*: Questions and Short Answers**  􀁺􀀃Write this affi rmative sentence on the board: ***He’s from China.*** Under it write the question: ***Is he from China?*** Show students how ***He is*** changes to ***Is he*** in the question. Then write the short answers: ***Yes, he is.*** and ***No, he isn’t***.  􀁺􀀃Read the other examples in the chart with the class. **Question Word: *Where***  􀁺􀀃Show students that questions with *Where* and other question words use the same inversion of subject and verb as the *yes/no* questions. | Pupil's Book  Work  book  Markers  Board | **Answers**  **1. A:** Are  **B:** aren’t  **A:** ’s / is  **B:** ’re / are  **2. A:** Where  **B:** ’re / are  **A:** Are  **B:** are  **3. A:** Is  **B:** isn’t  **A:** is  **B:** ’s / is  **4. A:** Are you  **A:** Is  **B:** is |

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| ***unit*** | ***4*** | ***Title*** | **Around the world** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***4,5&6*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |
| **4 Listening**  Listen for specifi c  information—  telephone numbers,  emails, and addresses  **5 Pronunciation**  Telephone numbers,  emails, addresses  **6- conversation:** | 􀁺􀀃Tell students they are going to hear diff erent phone numbers, email addresses, and street addresses. They should read the choices and circle the one they hear.  􀀻)) **CD1, T23** Play the audio for students to listen.  􀀻)) **CD1, T23** Play the audio again for students to circle the answers.  􀁺􀀃Check answers by asking volunteers to say which number, email, or address they circled.  􀁺􀀃Explain that students are going to learn how to say telephone numbers, email addresses, and street addresses. Focus students’ attention on the **FYI** box with the words used for the email symbols. Give an example of an email address.  􀀻)) **CD1, T22** Play the audio for students to listen and then play it again for them to repeat or speak along with the recording.  􀁺􀀃Have students look quickly at the comic strip. Ask: ***Where are the people going?*** (to the airport) ***What are their names?*** (Alberto/Al and Michael/Mike)  􀀻)) **CD1, T24** Have students listen to the audio twice with their books closed. Then have them open their books and listen as they follow along with the text and the pictures. Don’t play the three possible endings at this time.  􀁺􀀃Ask: ***What is the shuttle?*** Elicit that it’s a bus because Al says, “Here’s our bus.” Explain that a *shuttle* is a form of transportation that travels back and forth between two points. It can be a bus, train, or airplane. | Pupil's Book  Work  book  Markers  Board | **Answers**  **1.** b **3.** b **5.** a  **2.** b **4.** b **6.** a  􀀻)) **Audioscript**  **1.** 202  **2.** 16 Green Street  **3.** (718) 342-7568  **4.** ned@star.com  **5.** 80 Park Lane  **6.** country code 13  **Workbook**  Assign pages 14–15 for practice with the grammar of  the unit. |

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| ***unit*** | ***4*** | ***Title*** | **Around the world** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***7&8*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |
| **7 About you**  **8 Reading:**  Lapland: The Land of  the Midnight Sun | 􀁺􀀃Put students in small groups to ask and answer the questions. Assign one student in the group the role of reporter. That student’s job is to report some of the information from the group conversation to the class.  􀁺􀀃As students are speaking, walk around and monitor. Check that they are speaking English and help them as needed.  􀁺􀀃Ask the reporter from each group to tell the class two or three interesting things about the people in their group.  􀁺􀀃Ask the **Before Reading** question. Give students only a few seconds to look quickly at the pictures and map before they answer.  **READING STRATEGY**  **Using prior knowledge**  􀁺􀀃Focus students’ attention on the picture of the northern lights (Aurora Borealis). Ask a few questions, such as ***What do you know about this phenomenon? Where can you see this?***  􀀻)) **CD1, T25** Play the audio. Ask students to read along as they listen.  􀁺􀀃Ask students if they were surprised by what they learned in the reading. If possible, have them fi nd Finland and the Arctic Circle on a world map. Have them fi nd the reindeer in the picture. | *Pupil's Book*  *Work*  *book*  *Markers*  *Board* | **After Reading**  􀁺􀀃Focus students’ ttention on the chart. Tell them that they’re going to complete the chart with information from the article. Ask: ***Who is telling us about the***  ***midnight sun?*** (Hannun) Put students in pairs to fi ll in the chart.  􀁺􀀃Check answers by asking volunteers to read their answers and show where they found the information in the article.  􀁺􀀃Ask: ***When is the darkest time of the year?*** (December 21st) ***Is there sunlight in November?*** (No, there isn’t.)  **Name of person:** Hannun **Country:** Finland  **Region:** Lapland **Famous town:** Rovaniemi |

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| ***unit*** | ***4*** | ***Title*** | **Around the world** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***9&10*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |
| **9Writing**  Write a class directory  **10 Project:**  Write an information  chart about  your country | 􀁺􀀃Have students write their name, address, telephone number, and email address on a piece of paper and give it to you.  􀁺􀀃Compile the information into a directory or create a committee of students to do it. Review the directory before making copies or posting. Make sure that it is OK with your students to distribute their personal information beforehand.  􀁺􀀃For homework, tell students to look for information about their country. Have them fi nd pictures of the cities or places of interest.  􀁺􀀃Students bring the information to class. In groups they make a chart about their country. They can illustrate the chart with the pictures they found or drawings they create themselves.  􀁺􀀃Collect and view the charts as a writing assessment. Give groups the opportunity to correct any mistakes.  􀁺􀀃Post the fi nished charts for everyone to see. | Pupil's Book  Work  book  Markers  Board | **Workbook**  Assign page 16 for practice with writing personal  information, including completing forms. |

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