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| ***unit*** | ***5*** | ***Title*** | **Families, families** | ***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:  Family members  2 Pair work:  Identify family members  Describe families  Identify possessions | 􀁺􀀃Have students look at the photos and captions on pages 32 and 33. Ask: ***Which family is a big family?*** (Ibrahim’s family) ***Which family has three children?*** (Hameed’s family)  􀁺􀀃Discuss the introductory questions with the class. Have students point to the family that is most similar to theirs. Bring a map of Saudi Arabia to class if one is not available. Help students identify where the four cities are on the map, as well as their own city/town.  􀀻)) **CD1, T28** Play the audio for items 1 to 4 on page 32. Have students point to each picture as they listen.  􀀻)) **CD1, T28** Play the audio again. Students listen and repeat or speak along with the recording.  􀀻)) **CD1, T29** Play the audio for the conversations. Students listen and repeat or speak along with the recording.  􀁺􀀃Model the fi rst conversation with a volunteer. Have the student ask the question. Answer with your own information. Then ask the student the question. The student replies with his or her own information.  􀁺􀀃Put students in pairs to practice the two conversations. They should use their own information.  􀁺􀀃Have pairs act out the conversations for the class. | *Pupil's Book*  *Work*  *book*  *Markers*  *Board* | **Answers**  **1.** my aunt  **2.** my grandfather  **3.** my uncle  **4.** my cousin  **Answers**  **1.** He has two children, a son and a daughter.  **2.** Adel’s wife is Asma.  **3.** Farah has one brother.  **4.** Mona’s husband is Hameed.  **Workbook**  Assign page 19 for practice with vocabulary for  family members. |

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| ***unit*** | ***5*** | ***Title*** | **Families, families** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***3&4*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |
| **3 Grammar**  Verb: *have—*  affi rmative, negative,  questions, short answers  Quantity Expressions:  *any, a lot of/lots of*  Possessives: *‘s*  Question Words:  *How many, Who*  **4 Listening**  Listen for specifi c  information about  a family | **Verb: *have***  􀁺􀀃Focus students’ attention on the affi rmative chart. Read the examples with the class. Ask: ***Which form is diff erent?*** (the third person form—he/she ***has***) For negative forms, point out the use of ***don’t*** and ***doesn’t*** + ***have*** (not ***has***). Draw students’ attention to  the **FYI** box with the contractions.  􀁺􀀃Have students fi nd examples of negative sentences  on page 32. (*Faisal doesn’t have any brothers and*  *sisters.*)  􀁺􀀃Write this sentence on the board: ***They have a sister.***  Under it write the question form: ***Do they have a***  ***sister?*** Point out that the subject goes between  ***Do*** or ***Does*** and the main verb. As in negative forms,  questions always use ***have***, not ***has***, after the auxiliary.  􀁺􀀃Review the short answers. Explain that it isn’t  necessary to use the verb ***have*** in the short answer,  just ***do*** or ***does***. It is incorrect to say: *No, I don’t have.* or  *Yes, I do have.* | Pupil's Book  Work  book  Markers  Board | **Answers**  **1.** brother’s  **2.** girls’  **3.** Mrs. Smith’s  **4.** grandfather’s  **5.** boys’  **Answers**  **1.** Does your brother have a cat/pet?  **2.** Do the girls have a brother?  **3.** Does Mrs. Smith have a daughter?  **4.** Does your grandfather have a sister?  **5.** Do the boys have an uncle? |

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| ***unit*** | ***5*** | ***Title*** | **Families, families** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***5&6*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |
| **5 Pronunciation**  *Do you…?*  **6- conversation:** | 􀁺􀀃Focus students’ attention on the sentences with ***Do you...?***  􀀻)) **CD1, T31** Play the audio for students to listen. Then  play it again for them to repeat or speak along with the recording.  **Workbook**  Assign pages 20–21 for practice with the grammar of the  unit and an additional reading.  􀁺􀀃Before reading, ask students to quickly scan the conversation to fi nd answers to these questions:  ***Who comes from a big family?*** (Badria) ***What is the***  ***opposite of married?*** (single)  􀀻)) **CD1, T32** Have students listen to the audio twice with their books closed. Then have them listen with their books open as they follow along with the text.  􀁺􀀃Ask: ***Who is your brother or sister’s son?*** (my nephew)  ***Who is your brother or sister’s daughter?*** (my niece) | *Pupil's Book*  *Work*  *book*  *Markers*  *Board* | **About the Conversation**  􀁺􀀃Have students work in pairs and take turns asking and  answering the questions.  􀁺􀀃Check answers by calling on pairs to read a question  and answer it.  **Answers**  **1.** She has four sisters. She doesn’t have any brothers.  **2.** Three of her sisters are single.  **3.** Yes, she is. She has a niece and a nephew.  **4.** She’s an only child.  **5.** No, she doesn’t. |

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| ***unit*** | ***5*** | ***Title*** | **Families, families** | ***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:**    Famous Royal Families | 􀁺􀀃Put students in small groups to ask and answer the questions. Assign one student the role of “note taker” for the group. Students might want to fi gure out things like how many brothers and sisters or cousins  the group has among all its members.  􀁺􀀃As students are speaking, walk around the classroom and monitor. Check that the groups are speaking English and off er help as needed.  􀁺􀀃Ask each group to tell the class two or three interesting things about the families of their group  members.  􀁺􀀃Focus students’ attention on the pictures. Ask the **Before Reading** question.  􀀻)) **CD1, T33** Play the audio twice. The fi rst time students listen with their books closed. Then they open their books and read along as they listen.  **READING STRATEGY Paired reading**  􀁺􀀃Put students in pairs and have them take turns reading the four paragraphs alternately. While one student is reading, the other listens with his or her book closed.  􀁺􀀃Ask students what information in the reading they already knew. Then ask them what information was new. | *Pupil's Book*  *Work*  *book*  *Markers*  *Board* | **After Reading**  􀁺􀀃Model the fi rst item for the class with a volunteer. Tell  the student: ***You are Prince Charles.*** Then say: ***Prince Charles, how many sons do you have?*** Elicit the answer: ***I have two sons.***  􀁺􀀃Put students in pairs. They take turns taking the role of the royal and asking the questions.  􀁺􀀃Have several pairs act out their conversations for the class. Encourage them to act like the person they are representing.  **Answers**  **1.** I have two sons.  **2.** My brother’s name is Harry.  **3.** I have three children.  **4.** My husband’s name is Carl Gustav. |

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| ***unit*** | ***5*** | ***Title*** | **Families, families** | ***Period*** |  | ***Date*** |  |
| ***Lesson*** | ***9&10*** | ***class*** |  | ***Grade*** | ***1st intermediate*** |

**LESSON PLANE**

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| ***Unit Goals*** | ***Content*** | ***Aids*** | ***Application*** |
| **9Writing**  Write about an  imaginary family  **10 Project:**  Write about a  famous family | 􀁺􀀃Remind students of the family tree you drew on the board earlier in this unit.  􀁺􀀃Have students work individually to create their imaginary family. You might want to assign this for homework.  􀁺􀀃Have students present their family to a small group or  to the whole class.  􀁺􀀃Students work in small groups. Each group decides on a famous family to write about. First, they list the information they need for the report. For example:  ***Who are the family members? What are their***  ***names? Why are they famous?***  􀁺􀀃For homework, students look for information about the family. They bring the information to class and write the report as a group.  􀁺􀀃Each group presents their report to the class. Each student should present part of the report.  􀁺􀀃Assess both the written and presentation portions of  this project. | Pupil's Book  Work  book  Markers  Board | **Workbook**  Assign page 22 for additional vocabulary and writing  practice. |

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