

# Unit 1

## Listen and Discuss - Pair Work

### التهيئة

Greet the class by saying: Good morning. Elicit the response from students: Good morning. a Write your name on the board and say: Hello, I'm Mr./Ms./Miss/Mrs. (name). a Greet individual students, saying: Hello, I'm (name) and elicit the response: Hello, I'm (student's name). a Have students introduce themselves to one another. A: Hello, I'm (name). B: Hello, (name). I'm (name). Greet the class by saying: Good morning. Elicit the response from students: Good morning. a Write your name on the board and say: Hello, I'm Mr./Ms./Miss/Mrs. (name). a Greet individual students, saying: Hello, I'm (name) and elicit the response: Hello, I'm (student's name). a Have students introduce themselves to one another. A: Hello, I'm (name). B: Hello, (name). I'm (name).

### مفردات الدرس

Greeting Hi Hello Good morning Good afternoon Good evening Good night Goodbye Take care This is my friend ... My name is ... Nice to meet you

### مهارات التفكير

Concentration - Comprehension - Analysis of information - Application

### إغلاق الدرس

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.



# Unit 1

## Grammar

### التهيئة

Have students read the sentences in the grammar chart. Illustrate the subject pronouns by pointing to yourself and saying I'm (name). Then gesture toward a student in the class and say: He's/She's (name). Continue with the other pronouns. a Focus students' attention on the FYI. Explain that contractions are normally used in conversation. a Give the full form (for example, you are) and elicit the contraction. (you're)

### مفردات الدرس

Be am is are Possessive Adjectives: my, your, his, her

### مهارات التفكير

Knowledge - Application - Analysis - Assembling - Organization

### إغلاق الدرس

Have students look at the pictures. Ask: Which pictures show greetings? (4, 5, and 6) Which one shows people saying goodbye? (3) Which show introductions? (1, 2, and 4) a Read the directions and do number 1 with the whole class as an example. Elicit the answer: My name is. a Put students in pairs to complete the other conversations. Suggest that they cross out each phrase in the box as they use it. a Check answers by asking pairs to read the conversation aloud.



# Unit 1

## Pronunciation - Listening - About You

التهيئة

Explain that students are going to practice the pronunciation of questions. Play the audio. Ask: Does the speaker's voice go up or down at the end of the question? Elicit that it goes down. Play the audio again and have students repeat or speak along with the recording.

مفردات الدرس

What's your name? How are you? How's it going? not bad How do you spell ...?

مهارات التفكير

Comprehension - Application - Memory - Concentration

إغلاق الدرس

Have students read the list of questions. Put students in pairs or small groups. Students take turns asking and answering the questions. Go around the class as students are working and help as needed.

SELP



# Unit 1

## Conversation

### التهيئة

Have students look at the picture. Ask: Where are the people in the picture? 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.

### مفردات الدرس

company so excited all colleague restaurant meal terrible stranger airport

### مهارات التفكير

Knowledge - Comprehension - Evaluation - Application

### إغلاق الدرس

Ask two or three pairs to present their conversations to the class. Encourage them to be expressive and to look at each other when they are speaking. Have pairs stand up in front of the class to present. This will help them to speak loudly enough for their classmates to hear. As an alternative follow-up activity, you might have students change partners to practice new conversations.



# Unit 1

## Reading

### التهيئة

Have students look at the photo and ask the Before Reading question: What do you say when you meet someone for the first time? Write students' ideas on the board, but don't confirm or deny answers at this time.

### مفردات الدرس

meet someone take care How are you today? How is it going? See you tomorrow Great! So, is this ...?

### مهارات التفكير

Knowledge - Comprehension - Application - Analysis of information

### إغلاق الدرس

Have students go over the answers with a partner. Finally, go over the answers with the class.



# Unit 1

## Writing - Project

### التهيئة

Model the first question and response with a volunteer. a Put students in pairs to do the exercise. They should take turns reading the question/phrase and giving a response. a Check answers by having different pairs read each phrase and response aloud.

### مفردات الدرس

Where are you from? Hello. My name is ... Are you a new student? Welcome to our class. See you later. Thanks. You're friendly here.

### مهارات التفكير

Form, Meaning, and Function Knowledge - Application - Analysis - Concentration - Organization

### إغلاق الدرس

Have students work in groups to write lists of formal and informal greetings. Have them submit the writing portion of this project to you. a If possible, bring some old magazines to class as a source of photos. Or, have students draw their own pictures to illustrate the greetings.



# Unit 1

## Form Meaning and Function

### التهيئة

Gather a collection of school supplies like those in the pictures. You may wish to include other supplies such as glue, a pencil sharpener, markers, etc. Explain to students that school supplies are things that we use in the classroom. a Elicit the names of the school supplies from the students. Write them on the board. Provide the names for any items they do not know.

### مفردات الدرس

eraser books pen scissors notebook pencil crayon paints color read write paint cut erase

### مهارات التفكير

Knowledge - Memory - Application - Evaluation - Organization

### إغلاق الدرس

Have students complete the exercise individually. a Check answers by calling on students to read the sentences aloud. a Ask students if they can make more sentences with school supplies and verbs. For example: We erase with an eraser, We paint with paints, We stick things together with glue, We write on the board with markers, We sharpen pencils with a pencil sharpener, etc.

