Lesson plan for lesson two

Introduce yourself

Session duration: 60 minutes

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| Time  | Teacher’s task  | Students’ activity  |
| 1 min | Introduce the topic and the lesson objectives |  |
| 2 mins | Explain the different forms of the greetings shown on the slides | Students repeat after the teacher |
| 1. mins
 | -Explain how the suffix ‘ka/ki’ changes according to the gender. -Ask a student’s name in Arabic -Each student is given a chance to ask another student’s name in Arabic-Repeat the same for ‘how are you?’-Pair up students to role play a greeting dialogue-Teacher goes around for help | -Students ask each other’s name -Each pair performs the role play by greeting and introducing each other. -When they feel confident they perform in front of the rest of the class. |
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 | -Introduce numbers 1-20-Go through slide 14 and explain how the ending of ‘3umr’ changes according to the gender.-Ask each student’s age | Students repeat after the teacher-Each student says his/her age in Arabic and ask another student’s age |
| 10 mins | -Read out each country in Arabic - Ask a student where he/she is from-If students are multinational, write their home country on the board (if not mentioned in the slide)- Explain how to form a masculine and a feminine nationality-Explain the task on slide 19 and write names of further countries on the board and ask students to derive nationalities  | -Students repeat after the teacher-Each student ask another student where he/she is from-Each student says his nationality-Students do the task and on slide 19 and work out the endings of each nationality according to the gender  |
| 10 mins | -Introduce the words ‘askunu’, ‘madiina’, ‘qariiba min’,’ ba3iida 3an’ and give examples on slide 20  | -Students follow the given example on slide 20 to find out about the rest of the sentences on slide 22-Students form their own sentences ‘I live in Oxford, a city close to London and far from Manshester’.  |
| 2 mins | -Explain the listening task on slide 27 | -Students correct the statements according to the audio |
| 15 mins | -To put everything together, ask students to work in pairs in order to perform a role play. Allow them 5 to 8 minutes to practise. | -When students finish practising the greetings and introducing themselves in Arabic, each pair stands up in front of their colleagues to do the role play. |
| 1 min | -Give students homework to do for the next session  | -Students need to practice writing the sentences on slide 25 in Arabic script for the next lesson |