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| **Titles of the unit: my classroom** | **1st year intermediate** |
| **Subject: English** | **Time frame: 8 lessons** |
| **Unit summery** | |
| **This unit talks about class room objects and instruction. The student will be able to read words and numbers .and how to give and receive** **instructions.** | |
| **Stage 1: identify desired results** | |
| **The general objectives :**   * **Say letters and numbers.** * **Name classroom objects.** * **Follow classroom instructions.** * **Read words and numbers.** * **Write words and numbers.** | |
| **Enduring Understandings** | **Essential Questions** |
| **Students will understand that :**   * **We say please to be polite ,when we give instructions.** * **In English, noun has singular and plural.** * **Demonstrative pronouns like this , that for singular and these , those for plural.** | * **In, group, give instructions?** * **Ask about things in classroom?** |
| **Knowledge** | **Skills** |
| **Students will know …..**   * **Names of objects in classroom.** * **Letters and numbers.** * **Singular and plural.** * **How to use this –that – these – those.** | **Students will able to ….**   * **Give and receive instructions.** * **To say the letter of alphabet.** * **Point at things in your classroom.** * **Match between letters and pictures.** * **Listen and practice the conversation.** |
| **Stage 2: assessments evidence** | |
| **Performing task**   * **Oral test** * **Dialogues : ask and answer questions** * **Talk about yourself.** * **Use new vocabulary in variety sentences.**   **Performance standard**   * **To give Names some of classroom objects.** * **To give instructions.** * **To match between pictures and letters.** | **Other evidence**   * **Photograph and short research.** * **Tests** * **Collect information by reading some texts.** * **Quizzes** * **Activities (activity book)** * **Self- evaluation according to their self-evaluation forms** * **Homework** |

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| **Stage 3: learning plan** |
| The approach: is to help learners to know where the unit will go, and what is expected of them, and the level of performance required of them to achieve the stated results.  **Introductory Activities:** Activities designed attractively and variable (listening, speaking,  reading, writing) are encourage learners to reflect on and analyze the different ways they  use pictures of monuments , what of these monuments have been to them and discuss it..  **Educational - learning activities:**  • Training of learners on the skills of grammar, spelling and structures of language  through classroom activities and home and follow-up these activities to make sure of their ability to discuss the importance of water in our life.  We engage students in self-evaluation, goal setting, and self-reflection.  • We have to focus on basic questions continuity before the learners to gauge their understanding of it.  •I ask the students the following questions: give the plural to the word?• Implementation of activities in the form of individual, in pairs and groups.  **Assigned learners to do the performance tasks:**  Learners carry out tasks according to the standards, and present their works. |

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| * **4 To say how you will introduce your family to one of your friends.** | * **3 To appriciate knowing the possessive nouns and how to use it.** | * **2 To Say what you know about the possessive nouns** * **to revise names of some fruits and vegetables.** | * **1 To write the names of family members as(father –mother….etc)** |
| * **8 To write how to introduce your family to a friend.** | **my_family_tree7** | **6 To mention the differences of (MR-MISS-MRS) in use** | * **5 To mention the differences between the subject pronouns and the possessive adjectives.** |
| **12** | * **11 To mention the difference between the hard sound of the letter (g) and the soft one.** | * **10 To talk about one's self.** | * **9 to write how to make questions that begin with (who-How-what)** |