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| **Lesson Plan** | | | | |
| **Subject: English** | **Unit Title: Close to you** | **Lesson Title:** **Vocabulary & Grammar** | **Number of Class:1** | **Previous Learning:** **Students know basic verb forms and family vocabulary** |
| **The main outcomes** | | | | |
| **- Use Present Simple and Present Continuous correctly.** | | | | |
| **- Recognize and use family vocabulary in context.** | | | | |
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| **Stages** | **Teacher Action\*** | **Learner Action\*** | **Time** |
| Engagement | Show family photos or use the textbook pictures (page 4). Ask: 'Who are they? What are they doing?' | Look at the photos and answer questions using family words and present tense. | 5 min |
| Explanation | Explain Present Simple vs Present Continuous using Abbas’s photo blog (page 4-5). Write examples on the board. | Read the blog, underline examples of present tenses, and copy examples into notebook. | 20 min |
| Elaboration | Ask students to complete Exercise 6 (page 5) in pairs. Monitor and provide feedback. | Work in pairs to complete sentences with correct verb forms. | 15 min |
| Closing | Summarize key points. Ask: 'What’s the difference between Present Simple and Continuous?' Assign Workbook p.4 as homework. | Answer the closing question and note homework. | 5 min |

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| **The class order in the timetable** |  |  |  |  |  |  |
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| **Lesson Plan** | | | | |
| **Subject: English** | **Unit Title: Close to you** | **Lesson Title:** **Reading (Friendship)** | **Number of Class:1** | **Previous Learning:** **Students have practiced basic reading comprehension skills.** |
| **The main outcomes** | | | | |
| - Understand a text about friendship. | | | | |
| - Identify main ideas and supporting details. | | | | |
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| **Stages** | **Teacher Action\*** | **Learner Action\*** | **Time** |
| Engagement | Write the quote: 'A friend in need is a friend indeed.' Ask: 'Do you agree?' | Share opinions in pairs. | 5 min |
| Explanation | Introduce the text 'The Greatest Gift of Life' (page 6). Pre-teach key words. | Listen and follow reading while teacher explains new words. | 20 min |
| Elaboration | Assign comprehension questions (exercise 4) and matching headings (exercise 3). | Read text again, complete tasks individually, then check in pairs. | 15 min |
| Closing | Ask: 'What qualities make a true friend?' Assign Workbook p.5. | Answer question and write key points. | 5 min |

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| **Lesson Plan** | | | | |
| **Subject: English** | **Unit Title: Close to you** | **Lesson Title:** **Vocabulary (Personality & Reflexive Pronouns)** | **Number of Class:1** | **Previous Learning:** **Students know basic adjectives and pronouns.** |
| **The main outcomes** | | | | |
| - Use personality adjectives to describe people. | | | | |
| - Use reflexive pronouns in context. | | | | |
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| **Stages** | **Teacher Action\*** | **Learner Action\*** | **Time** |
| Engagement | Write: 'Describe your best friend in one word.' Collect answers on the board. | Give one-word answers about friends. | 5 min |
| Explanation | Explain vocabulary (page 7) and reflexive pronouns (Watch Out! box). | Repeat adjectives after teacher, find examples of reflexive pronouns in text. | 20 min |
| Elaboration | Students complete Exercises 2 and 5 in pairs. | Match adjectives to definitions and make sentences with reflexive pronouns. | 15 min |
| Closing | Quick oral quiz: 'Give me 3 positive adjectives for a friend.' Assign Workbook p.6. | Answer orally, write homework. | 5 min |

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| **Lesson Plan** | | | | |
| **Subject: English** | **Unit Title: Close to you** | **Lesson Title:** **Grammar (Indefinite Pronouns)** | **Number of Class:1** | **Previous Learning:** **Students know basic pronouns and sentence structures.** |
| **The main outcomes** | | | | |
| Understand and use indefinite pronouns with some-, any-, every-, no-. | | | | |
| - Complete sentences using correct pronouns. | | | | |
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| **Stages** | **Teacher Action\*** | **Learner Action\*** | **Time** |
| Engagement | Write on board: 'Everybody needs somebody.' Ask students to guess the grammar focus. | Guess the rule and give similar examples. | 5 min |
| Explanation | Explain indefinite pronouns using examples from memes (page 8-9). Highlight rules in Grammar box. | Read and find examples in the text. | 20 min |
| Elaboration | Assign Exercise 3 (page 9) to practice filling blanks with indefinite pronouns. | Complete exercise individually then check answers in pairs. | 15 min |
| Closing | Ask students to create one sentence using an indefinite pronoun orally. Assign Workbook p.7. | Say one sentence aloud and note homework. | 5 min |

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| **Lesson Plan** | | | | |
| **Subject: English** | **Unit Title: Close to you** | **Lesson Title:** **Listening & Vocabulary (Language Learning)** | **Number of Class:1** | **Previous Learning:** **Students have basic listening comprehension skills.** |
| **The main outcomes** | | | | |
| Identify specific information in an interview about trilingual teenagers. | | | | |
| - Discuss language learning experiences. | | | | |
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| **Stages** | **Teacher Action\*** | **Learner Action\*** | **Time** |
| Engagement | Ask: 'How many languages do you speak? Which language would you like to learn?' | Discuss answers in pairs. | 5 min |
| Explanation | Explain listening strategy (Active Listening). Play audio 1.4 and ask students to find names, ages, and languages (page 10). | Listen and write answers to questions in Exercise 2. | 20 min |
| Elaboration | Play Part 2 (audio 1.5) and ask comprehension questions. Facilitate group discussion. | Answer comprehension questions and discuss difficulties in learning languages. | 15 min |
| Closing | Review key phrases from the audio. Assign Workbook p.8. | Repeat key vocabulary and note homework. | 5 min |

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| **Lesson Plan** | | | | |
| **Subject: English** | **Unit Title: Close to you** | **Lesson Title:** **Speaking (Expressing Interest)** | **Number of Class:1** | **Previous Learning:** **Students have practiced basic speaking activities.** |
| **The main outcomes** | | | | |
| - Use echo questions and expressions to show interest. | | | | |
| - Demonstrate correct intonation in short dialogues. | | | | |
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| **Stages** | **Teacher Action\*** | **Learner Action\*** | **Time** |
| Engagement | Ask: 'What do you say when someone tells you good news?' Collect answers. | Share responses. | 5 min |
| Explanation | Introduce echo questions and expressions (page 11). Model pronunciation and intonation. | Repeat after teacher and practice pronunciation. | 20 min |
| Elaboration | Pair up students for role play (Exercise 7). Monitor and correct intonation. | Practice dialogues using echo questions and expressions. | 15 min |
| Closing | Quick oral check: students respond to 3 statements using echo questions. Assign Workbook p.9. | Respond orally and note homework. | 5 min |

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| **Lesson Plan** | | | | |
| **Subject: English** | **Unit Title: Close to you** | **Lesson Title:** **Writing (Informal Email of Introduction)** | **Number of Class:1** | **Previous Learning:** **Students know basic sentence structures and linking words.** |
| **The main outcomes** | | | | |
| - Write an informal email introducing themselves and their family. | | | | |
| - Use so and because to give reasons. | | | | |
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| **Stages** | **Teacher Action\*** | **Learner Action\*** | **Time** |
| Engagement | **Ask: 'What information do you share when you meet someone new online?'** | **Discuss ideas in pairs.** | **5 min** |
| Explanation | **Show model email (page 12). Highlight structure and useful expressions from Writing box.** | **Underline linking words and useful expressions in the model email.** | **20 min** |
| Elaboration | **Guide students to plan their email using the graphic organizer. Students write draft in class.** | **Write a short email about themselves and their family.** | **15 min** |
| Closing | **Collect two emails to read aloud next class. Assign Workbook p.10.** | **Submit draft and note homework.** | **5 min** |

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