## OPEN SESAME LESSON PLAN-

Abra Cadab	bra Lesson 1 (Week 1) A206-1 Class Mon. ~Fri.	Samp	le Planne
Time	Aim / Activities	Teaching Materials	Notice
	2 mins.		Check
	Roll Call		the CD
	<b>Greetings:</b> How are you everyone? I am (fine / great /so, so/ terrible).	CD	Player
	1mins ~ Aim: "Just for Fun" Play Track 1: students will listen to Track 1 twice		1 luyer
	<b>Flay Hack I:</b> students will listen to Hack I twice	Track 1	
	Play Track 2: Listen to the Dialogue DO NOT LOOK AT THE BOOK		
	2 mins ~ Aim: practice listening ability & familiarize the sound and intonation		
15 minutes	<ul> <li>Listen to track 2 <i>twice</i></li> <li>Let students listen to the track without pausing the CD for the first time.</li> </ul>		
	<ul> <li>Repeat the track &amp; pause each time when a sentence is spoken. Allowing students to pace themselves with the recorded dialogue.</li> </ul>		
	<b>2mins ~ Aim:</b> improving auditory & oral skills		
	Repeat after the CD twice: Speaking aloud; practice to imitate the		
	intonation of the recording		
	<ul> <li>Play track 2 and ask students to repeat after the dialogue</li> <li>Make sure to pause at the end of each sentence.</li> </ul>		
	<b>10 mins</b> ~ <b>Aim:</b> identify the missing words & learn to spell		
	Pause the CD sentence by sentence (S/S); let students ask words they		
	don't know how to spell.		
	• Complete the dialogue from sentence 1 ~ 5 (up to Sue: How old are you?)		
	Play Track 2: Listen to the Dialogue		Prepare
	OPEN BOOK	CD	a box
	<b>1 mins</b> ~ <b>Aim:</b> practice listening ability & recognize the words being spoken. Listen to track 2 <i>once</i>		
	• Ask students to use their index finger to point to the	Track 1	and put
	words heard.		students
	• Pause at the end of each sentence. Make sure students		name
15 minutes	know when to start the next sentence.		cards in
10 mmutes	<b>10 mins</b> ~ <b>Aim:</b> identify the missing words & learn to spell		
	Pause the CD sentence by sentence (S/S); let students ask words they		
	don't know how to spell.		
	• Complete the dialogue from sentence 6 ~ 10 4 mins ~ Aim: practice listening ability & recognize the words being spoken		
	Listen to track 2 <i>twice</i>		
	• Repeat the exercise of using the index finger to follow		
	the words spoken.		

I min ~ Atms: review the dialogue Listen to the track once     CD Track 2     the CD Player       3mirs ~ Atm: improving andiroy & oral skills Repet after the CD twice: Speaking aload; practice to imitate the innomiton of the recording     The teacher will repeat after the chalogue Ask students to repeat after the chalogue The teacher will expeat after the chalogue The teacher and the rest students in the class will simulate the dialogue on p.6 Part B. Also, assign the roles for May, Sue, Jane, and Tom.     Imit after the CD Track 2     Imit after the class will simulate the dialogue on p.6 Part B. Also, assign the roles for May, Sue, Jane, and Tom.     Imit after the obstitute for the power you? Student's name). Distribute the for your? Student's name of the new student, (Change Bert to May Sue, Jane, and Tom.     Imit after to substitute for the ware you? Student's name). Distribute for the your? Student's name of the recent students know how to ask proper questions and give appropriate answere Statence patterns: How many people are there in your family? There are Store. My hobbies are Store. My hobbies are Store. My hobbies? Store. My hobbies are Store. My hobbies are Store. The first student will new the students to imitate.     CD Track 2       15 minutes     Imin Speaking Aloud Teacher will lead the students to read the dialogue; make an example of "smooth reading skill" and have the student student will answer the question asked by the half throwing student.     CD Track 2       15 minutes     Imin The first student will pick another student from the class has the opportunity to practice answering question asked by the half throwing student.     CD Track 2       16 min		Play Track 2: Listen to the Dialogue		Check
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<ul> <li>The first student will pick another student from the class and then pass the ball to him / her.</li> <li>The ball catching student will answer the question asked by the ball throwing student.</li> <li>Continue the game until everyone in the class has the opportunity to practice</li> <li>The final catcher will throw the ball back to the first student so he / she get to practice answering question as well.</li> <li>2 mins ~ Grammar awareness practice Teacher will write "How is you?" on the board and ask students to identify what is wrong. Also, are you have any hobbies? Etc.</li> </ul>				
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