

**Al-Mustaqbal University College**  
**College of Administrative Sciences**  
**Department of Business Administration**  
**English Language for 1<sup>st</sup> class**  
**12/1/2025**  
**Iltifat Al-husseini**  
**5<sup>th</sup> lecture**  
**(Week 5 – Greetings and Personal Information)**

## Lesson 1.2 – Names, Home Countries, and Addresses

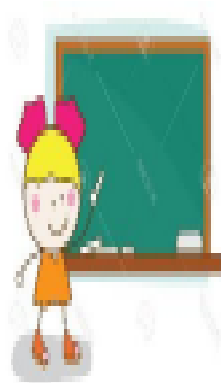
The main aim of this lecture (Greetings and Personal Information) is to help students learn how to introduce themselves, ask for and provide personal details, and use appropriate greetings in various social contexts. The lesson focuses on teaching vocabulary and phrases related to names, home countries, and addresses.

By the end of this lesson, students should be able to:

1. Introduce themselves: Using phrases like "Hello, my name is..." or "I am [name]."
2. Ask for and give personal information: Including asking someone's name, where they are from, and their address.
3. Use greetings in different situations: Such as "Good morning," "How are you?" and responding appropriately.
4. Practice cultural awareness: Understanding the importance of greetings in different cultures and adjusting them accordingly.
5. The overall goal is to improve students' confidence in starting conversations and exchanging basic personal information.

### The means used:

- pictures of one male and one female student to indicate he, she, his, her
- a map of the world
- examples of addresses (house number, street, town, state, zip code), one for each student and printed on separate pieces of paper.



*Write the question, "What is your name?" on the board.*

- **Activity #1 – Review of greetings and numbers**

- Show them pictures of one male and one female student to indicate he, she, his, her.
- A map of the world
- Examples of addresses (house number, street, town, state, zip code), one for each student and printed on separate pieces of paper.

## **Lesson 1.2 – Names, Home Countries, and Addresses**

- **Activity #1**

- First, I will take one role and the student the other, and then change roles.
- zero to twenty, written as numerals and spelled. For the following exercises, you need a sufficient supply of individual signs
- Hold up the signs at random, using a different number each time.
- Using signs with numerals, hold up one sign at a time, and ask the entire class to say the displayed number.
- Do about five numbers this way
- Then I will hold up a sign and ask individual students to identify the number. (If a student cannot identify the number correctly, ask a different student.)
- Proceed around the group, giving each student at least two turns.
- Using signs with written numbers, hold up one sign at a time, and ask the class to say the number and write it as a numeral. (You can demonstrate first, so the students understand the directions.)
- Repeat with individual students. Hold up a sign with a written number, and ask individual students to say the number and write it in numerals.



*Divide the class into pairs. Give each student two of the cards, one with a number as a numeral and one as a written number. Each student will ask the other student to say the number and write the written number in numerals. When they are finished, ask the students if their partners responded correctly. Correct any problems and congratulate the students.*

## **Activity #2** – Use of possessive adjectives and the contraction *it's*



*Write on the board:*

*my name*

*your name*

*his name*

*her name*

1. Say “**My first name is [name].**” Write your first name on the board and point to your nametag or name tent. Then gesture and ask a student (preferably a student who did not enact the review dialog) “**What is *your* first name?**” Ask the student to write it on the board. While gesturing to indicate the meaning, ask a second student “**What is *his* (or *her*) [the first student’s] first name?**” The second student should provide the previous student’s name, not to his or her own first name: “**His (or her) first name is [name].**” You may have to repeat the question to make sure the student understands. After the second student answers correctly, ask him/her “**What is *your* first name?**” Ask him/her to write it on the board. Continue around the class, with each student responding with the previous student’s first name and then saying and writing his/her own first name.

3. Point to my chair and ask “Is this my chair?” Write the sentence on the board. Answer the question and write, “Yes, it’s my chair.” Explain that it’s means it is. Changing from it’s to it is in the upcoming examples.
4. Pointing to one of my a student’s chair and ask “Is this your chair?” The student should answer “Yes, it’s my chair.” I will help them , if necessary.
5. Repeating with two or three other nouns (e.g., my paper, nametag, pen, jacket). Write the words on the board: “Is this your [item]?” Proceed as above.
6. Pointing to an item belonging to a student and say to the class “Is this my [item]? No, it’s not my [item]. It’s his (or her) [item].” I will repeat this phrases with several other students’ items.
7. Pointing to an item belonging to one student. Ask another student “Is this your [item]?” The student should answer “No, it’s not my [item]. It’s his (or her) [item].”This must reoccur with other students.

Sample Pictures for Week 1



His name is Enrique. He is from Mexico.

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Her name is Lisa. She is from China.

By using pictures of students of both genders. Refer to the pictures and say “His first name is Enrique” or “Her first name is Lisa.”

### **Conclusion**

1. Review any other important words or expressions introduced in this lesson.
2. Say “Goodbye” and “See you on [day of next class].”

Thanks for your participating