

Lesson Plan N°5

Date:
Level: Common Core
Materials: BB & chalk.
Sources: Visa to the World.
Objectives & Competences: By the end of this lesson, students will be able to:

Unit: I- Personal Relations
Lesson (skills): Vocabulary (Page 18)
Time allotted: 55 mins.

- use vocabulary related to family to ask and answer questions about family relations in a face-to-face conversation.

Procedure (s)/Steps/ Activities	Technique (s)	Timing	Remarks
<p>Warm up: Greeting the students + potential incidental debate. Review: The students recapitulate previously taught language aspects (talking about oneself, favorite films and stars).</p> <p>The PRESENTATION STAGE Transition: While Ss talk about the places they hail from, the teacher can intervene to ask them if they live in the country, town, or city, where they live (house, villa, or flat) and with whom. ➔ To elicit the word "Family." The Teacher sets the scene by some leading questions to let Ss consolidate vocabulary they already learned as regards family.</p> <ul style="list-style-type: none"> • Do you live in a small or big family? • How family members are there in your house? • Who are they? • Are you happy living together? • The T may ask more probing questions.. <p>The PRACTICE STAGE The T draws Ss' attention to an extended family tree to learn more family members.</p> <p>The Ss have a look at the family tree and fill in the blanks.</p> <ol style="list-style-type: none"> 1- Pamela and Christopher are Simon & Amanda's..... 2- Pamela is David and Alice's..... 3- Christopher is David and Alice's..... 4-Simon is Pamela and Christopher's..... & Amanda is their..... 5-Alice is Pamela and Chris'..... & David is their..... 6-Amanda is David's..... & Simon is Alice's 7-David is Simon's..... & Alice is Amanda's..... 8-Mary is John's..... and Alex is his..... 9- Amanda is Sierra's and David id her..... 10- Lisa, John and Sierra are Sam & Ryan's..... 	<p>T-Ss Or S-Ss</p> <p>T-Ss</p> <p>Individual work</p> <p>T-S Then S-S</p>	<p>5 mins</p> <p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>15 mins</p>	<p>Substitute transition :</p> <p>The teacher may ask more probing questions to encourage students use language.</p> <p>If the Ss are reluctant to answer, they may open their TBs on page 18 and have a look at the picture then read the conversation.</p> <p>The activity may take much time for Ss to correct and copy it as formalization. So, to save some time, it can be given in a handout.</p> <p>In case there is a good outcome, it might be served as a second part of the formalization.</p>