

Level: Ms1

Lesson: I Listen and Do

Sequence2: Me and my family.

Learning Objectives: By the end of the lesson my learners will be able to:

\*introduce their family members.

Target competencies: interact- interpret-produce.

Target Structure: personal pronoun( he, she, this), to be (am -is) and possessive adjectives( my, his and her)

Domains: oral/  
written/**both**

Frame work:  
P.D.P

Cross curricular competencies:

Intellectual Competency: My learners can use their critical thinking to interpret oral messages in order to talk catch data.

Communicative Competency: My learners can communicate efficiently using a role play with Wh words.

Methodological Competency: My learners can work in pairs using listening strategies to interpret messages.

Personal Competency: My learners can socialize through oral exchanges.





Core values:

- valuing family members.
- being proud of belonging to an one's family.

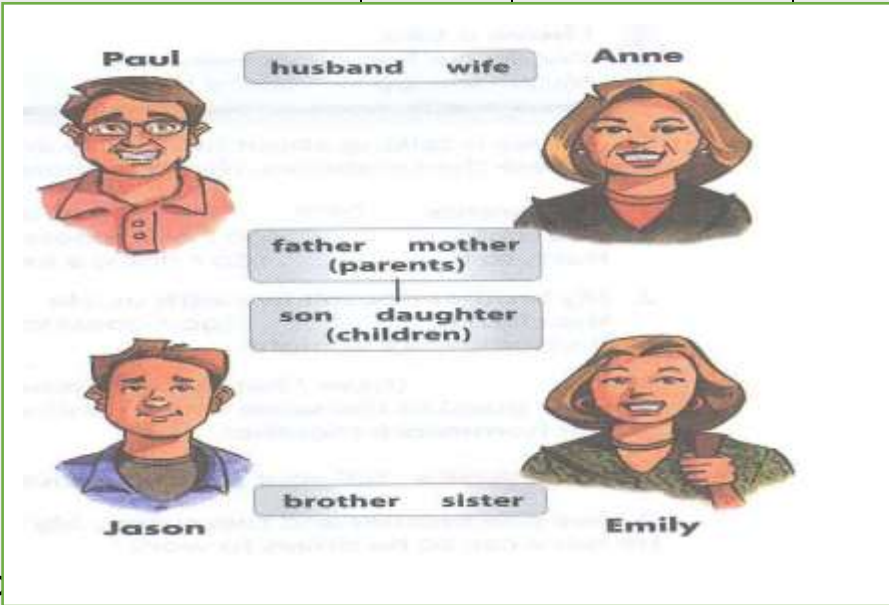


Materials:

- \*pups
- copybooks.
- \*pictures.
- \*W. Board.

Time	Frame work	Procedure	Focus	objectives	materials	v.A. K.T
3 mins	<p><u>Warming up:</u></p>  	<p><b>*The teacher greets her learners and welcomes them warmly.</b></p> <ul style="list-style-type: none"> <li>- Learners respond.</li> </ul> <p>T. sticks the following pictures on the board:</p> <ul style="list-style-type: none"> <li>- T. invites her ls. To repeat after her:</li> <li>- This is <b>Djaved</b>. <b>He</b> is a <b>boy</b>.</li> <li>- This is <b>Lina</b>. <b>She</b> is a <b>girl</b>.</li> </ul> <p>-T. highlights the following:</p> <div style="border: 1px solid orange; padding: 5px; text-align: center;"> <p>1. Boy = He 2. Girl = She</p> </div> <p>-T. sticks the following pictures on the board.</p>  	T/L	<p>Encourage ls to talk in English.</p> <p>To pave the way.</p> <p>To introduce the target structure</p>	<p>WB</p> <p>Flashcards w.B</p>	<p>A</p> <p>A</p> <p>V</p> <p>k</p>
10		<p>- T. invites her ls.to</p>	T/L			

<p>mins</p> <p>20 Mins</p>	<p><u>Pre-listening:</u></p> <p>Describe the pictures.</p> <p>Ls may answer: tree, family .</p> <p>t.helps her ls to name the family members and asks them to repeat after her:</p> <p>Grandmother, grandfather, mother, father , sister and brothers.</p> <p>T. invites her ls to do the following tasks</p> <p><b>Task 01:</b> A/ I listen to my teacher and complete the sentences about the Carter family.</p> <p><u>During Listening:</u></p> <p>Anne is Paul's.....</p> <p>Jason and Emily are their : .....</p> <p>Paul is Anne's : .....</p> <p>Jason is Anne's: .....</p> <p>Emily is Paul's: .....</p> <p>Jason is Emily's.....</p> <p>Emily is Jason's .....</p> <p>Paul and Anne are</p>	<p>Kids= children., mom= mother, dad= father,</p>	<p>L/L</p>	<p>To introduce the new lesis.</p> <p>flashcards</p> <p>Worksheet</p> <p>w.B</p>	<p>V</p> <p>A</p> <p>K</p>
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b/Look at the Carter Family and answer the following questions:

1. How many people are there in the above family tree?

a) four; b)three; c) five.

2. How many people are there in your family?

-T provides her ls. With "Damon relatives" and asks them to completethe able below:

L/L

To introduce family Relatives

Male	Female	Male	Female
Father		Brother in law Grandfather	

To check

V  
A  
K

V  
A  
T

mins

pupils  
understandi  
-ng

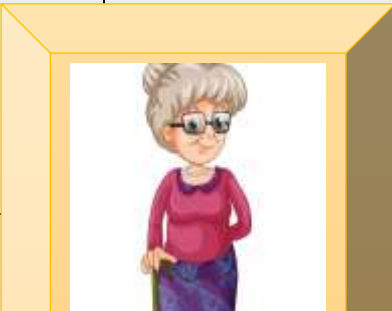
T. asks her ls to draw their family members on their copybooks.

Post -  
Listening:



To desing  
their own  
family tree

Family Tree



grandmother

Grandfather

Father

Mother

Aunt



Uncle

Sister

Me

Brother

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