

<u>Level</u> : Ms1	<u>Lesson</u> : I Listen and Do	<u>Sequence2</u> : Me and my family.
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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.

Materials:
 *pups
 copybooks.
 *pictures.
 *W. Board.

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



Time	Frame work	Procedure	Focus	objectives	materials	v.A. K.T
3 mins	<p><u>Warming up:</u></p>  	<p>*The teacher greets her learners and welcomes them warmly.</p> <ul style="list-style-type: none"> - Learners respond. <p>T. sticks the following pictures on the board:</p> <ul style="list-style-type: none"> - T. invites her ls. To repeat after her: - This is Djaved. He is a boy. - This is Lina. She is a girl. <p>-T. highlights the following:</p> <div style="border: 1px solid orange; padding: 5px; text-align: center;"> 1. Boy = He 2. Girl = She </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 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>Task 01: 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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Anne is Paul's.....

Jason and Emily are their :

Paul is Anne's :

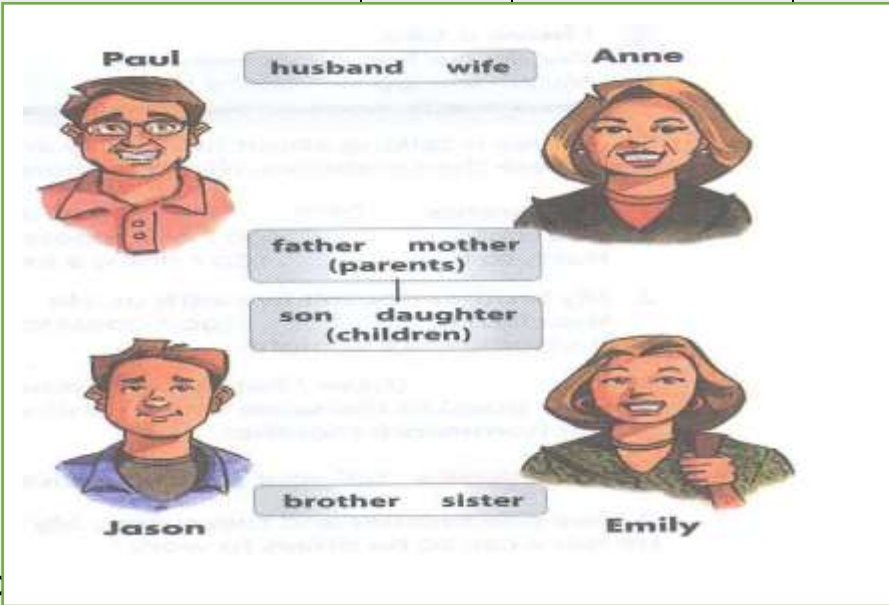
Jason is Anne's:

Emily is Paul's:

Jason is Emily's.....

Emily is Jason's

Paul and Anne are



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

Elsie Damon's **grandmother** = Alf his **grandfather**

Dave his **father** = Maggie his **mother**

Paul his **uncle** = Jane his **aunt**

Luke his **brother** Damon Karen his **sister** James his **cousin** Jessica his **cousin**

Male	Female	Male	Female
Father		Brother in law Grandfather	

To check

V
A
K

V
A
T

mins

pupils
understandi
-ng

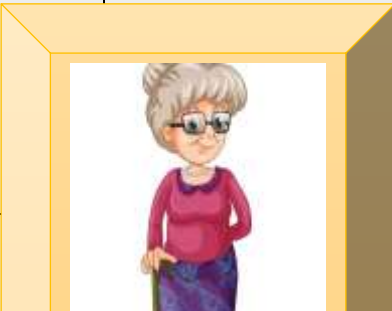
T. asks her ls to draw their family members on their copybooks.

Post -
Listening:



To desing
their own
family tree

Family Tree



grandmother

Grandfather

Father

Mother

Aunt



Uncle

Sister

Me

Brother

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