

Lesson Plan - Unit 1 My family, my friends & me

Micro Lesson Video Link: <https://youtu.be/TtaeFjnBka4>

Business/Materials	Lesson Objectives			
Book: Compact KET for schools (Student Book and Workbook)	<p>CLASSES PREPARED FOR BEGINNER LEVEL / A2 STUDENTS:</p> <p>KEY FOR SCHOOLS TOPICS: people, daily life -</p> <p>GRAMMAR: <i>have got</i>, present simple, question words.</p> <p>VOCABULARY: family, time, daily activities, describing people.</p> <p>READING: Part 2: Choosing the correct word. -</p> <p>WRITING: Part 6: <i>this</i> and <i>those</i> - singular and plural nouns.</p> <p>LISTENING: Part3: Choosing the correct time -</p> <p>SPEAKING: Part 1: Answering the <i>Tell me about...</i> question.</p>			
Warm-up and Objective Discussion				
<p>Show pictures of different families and family members. Ask students if they can remember the different names for the family members.</p> <p>Open a discussion about what unusual families might be...family members with the same name or birth dates, a lot of brothers or sisters, twins etc.</p> <p>Using a magnetic board and pictures of family members have students take turns creating a family tree.</p>				
Instruct and Model	<input type="checkbox"/> X R	<input type="checkbox"/> X W	<input type="checkbox"/> L	<input type="checkbox"/> X S
<p>Talk about different types of families and how to use the “<i>HAVE GOT</i>”</p> <p>Give students examples of how to use HAVE GOT properly with each person (I, you, he, she, it, we, they). Show them the differences when using it in the NEGATIVE FORM or INTERROGATIVE FORM.</p> <p>Pass out a short text and have students locate with a green pen the different forms of HAVE GOT they can find in the text.</p>				
Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Have students close their books and we will brainstorm a list of family words and write them on the board. Encourage students to find male and female pairs of words.</p> <p>We will then look at Roz’s family tree first. I will ask them questions about it. “<i>Has Roz got any brothers or sisters?</i>”, “<i>What are Roz’s parents’ name?</i>”, “<i>Has she got any cousins?</i>”_etc.</p>				

Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
Have students draw their own family tree and make sentences using HAVE GOT and talking about their family.				
Assessment	<input type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>For assessing <i>HAVE GOT</i> i will write the question on the board: “<i>Have you got an unusual family?</i>”, “<i>Have you got an unusual name?</i>”, “<i>Have your friends got nicknames?</i>”, “<i>Has your brother got an unusual name?</i>”</p> <p>For assessing the vocabulary on “<i>FAMILY</i>” I will have students draw their own family tree and ten tell their partner about thier family.</p>				