

# PWP Lesson Plan

<b>Teacher:</b>	Jaballah Mustapha	<b>School:</b>	Farhat Hachèd Prep School
<b>Class/level:</b>	7 <sup>th</sup> form	<b>Module/Unit/Lesson:</b>	Module1/section1
<b>Lesson/Topic:</b>	<i>Tell me about your family</i>	<b>Date:</b>	October, 1 <sup>st</sup> 2020

## Objectives:

### SWBAT :

- Read for the gist
- Read for the details
- Transform information into table
- Learn new lexical items
- To practise pronunciation at word and sentence levels

## Language: (Grammar/Vocabulary)

<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstratives (this, these)</li> <li>• Subject pronouns</li> <li>• To be in the simple present</li> </ul>
<b>Lexical items</b>	<ul style="list-style-type: none"> <li>• Pupil/teacher/farmer/brother/sister/little/friend/meet/relationship</li> </ul>
<b>pronunciation</b>	<ul style="list-style-type: none"> <li>• / a: / - / ʌ / - / i /</li> </ul>

## Skills:

Speaking

Listening

Reading

Writing

Grammar

Lexis

Pronunciation

## English for Global Communication:

### Students will be able to :

- Introduce self and others which will help them effectively in their real lives when necessary.

## Preliminary considerations:

### My students already know:

- Some lexical items such as father, pupil
- Some functions such as greeting

**What aspects of the lesson do you anticipate your students might find challenging/difficult?**

Dealing with a non-linear text which can distort their reading or understanding of the text.

**How will you avoid and/or address each of these problem areas?**

Help them by modifying the question b/ into a more detailed table.

Pre-stage/presentation steps:	Purpose	Timing	Interaction T→S; S↔S; S-S-S	Materials/Aids needed																								
<ul style="list-style-type: none"><li>The teacher introduces himself to the class using the structures(I am.../My name is....)</li><li>Then shows pictures of famous people and uses the demonstratives (This is...../These are.....)</li></ul>	<ul style="list-style-type: none"><li>To introduce the topic of the lesson</li><li>To elicit the demonstratives</li></ul>	5 minutes	T→S	<ul style="list-style-type: none"><li>Visual posters</li></ul>																								
While-stage Steps																												
<ul style="list-style-type: none"><li>The students read the text on page 5 and complete with the right information.</li><li>The teacher draws the table on the board or gives handouts to the pupils</li></ul> <table border="1"><thead><tr><th>Name</th><th>Family relationships</th><th>Age</th><th>Job</th></tr></thead><tbody><tr><td>Aly</td><td>.....</td><td>.....</td><td>.....</td></tr><tr><td>Hedy</td><td>.....</td><td>.....</td><td>.....</td></tr><tr><td></td><td>mother</td><td></td><td>.....</td></tr><tr><td>Imen</td><td>.....</td><td></td><td>.....</td></tr><tr><td>Ahmed</td><td>.....</td><td></td><td>.....</td></tr></tbody></table> <ul style="list-style-type: none"><li>The teacher asks the students to compare answers before giving feedback.</li></ul>	Name	Family relationships	Age	Job	Aly	.....	.....	.....	Hedy	.....	.....	.....		mother		.....	Imen	.....		.....	Ahmed	.....		.....	<ul style="list-style-type: none"><li>To introduce the characters</li><li>To present the new functions and the language related to them while working on listening and pronunciation in an integrated way</li></ul>	15 minutes		<ul style="list-style-type: none"><li>The student's book</li><li>CD player(or any other materiel that serves the same aim)</li><li>Gestures</li></ul>
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	mother		.....																									
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Ahmed	.....		.....																									
<ul style="list-style-type: none"><li>The students listen and repeat</li><li>The students should read and enact the conversation</li></ul>	<ul style="list-style-type: none"><li>To recognize the sounds</li><li>To practice the new functions and structures in an interactive way</li></ul>	5 minutes	Chorally (the whole class)																									
<ul style="list-style-type: none"><li>The teacher asks the students to do activity 3 p(2) from the activity book.</li></ul>	<ul style="list-style-type: none"><li>To practice the use of to be in the simple present</li></ul>	5 minutes	Groups of three																									
		10 minutes		<ul style="list-style-type: none"><li>Activity book</li></ul>																								
Post-stage/production Steps																												
<ul style="list-style-type: none"><li>The teacher changes activity 3 page 7 into role play and asks the students to perform it.</li></ul>	<ul style="list-style-type: none"><li>To practice the newly acquired language</li></ul>	15 minutes	S→S																									