Lesson plan for lesson three

Family and Friends

Session duration: 60 minutes

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| Time  | Teacher’s task  | Students’ activity  |
| 1 min | Introduce the topic and the lesson objectives |  |
| 5- minutes | Read out each member of family and explain how the ending of a word changes according to gender (addition of ة to a female member of family) | Students repeat after the teacher |
| 1. mins
 | -Explain the different uses of ‘this’ (gender) - Go through slides 5-11 and explain how a possessive adjective is attached to a word   | - Students find the right form of ‘this’ to say the given sentence on slide 8 and 12, and attach the right possessive adjective ‘my’ |
| 15- mins | -Go through slide 13 and show the examples on slides 14-15-Explain how to use other numbers with brothers or sisters ‘ex. 3 brothers and 2 sisters’-Each student is given a chance to ask another student the same question in Arabic ‘do you have any brothers or sisters’. | - Students ask each other about their brothers and sisters.-Students learn the negative form ‘I do not have any brothers or sisters’ |
| 15- mins | -Explain how possessive adjectives differ according to the gender and number of persons, as shown on slides 16 and 17-Teacher goes around for help | -Students work in pairs and find the right form of possessive adjective to ask and answer questions about the family members and friends on slide 3 (names are indicated in red colour)  |
| 1. mins
 | -Before showing slide 18 to your students, test their understanding by writing on the board the word ‘name’ in Arabic and ask them to say ‘my name, your name, his name…etc) | -Students try to attach the right possessive adjective to the word ‘ism’ |
| 10- mins | Ask a confident student the questions on slide 19 -Make sure they use the right possessive adjectives | -the same student asks another student the same questions and so forth  |
|  5- mins | -Explain the task on slide 20 | -Students translate the given sentences into Arabic |
|  10- mins | -Introduce numbers 20-100-Ask each student’s mother or brother’s age | -Repeat after the teacher-Each student say his mother’s or father’s age in full sentence.  |
| 15 mins | -To put everything together, ask students to work in pairs in order to perform the role play on the slides 25-26. Allow 5 to 8 minutes to practise. | -After practising the role play, each pair performs the dialogue in front of their colleagues. |
| 4- min | -Give students homework to do for the next session -Explain how the ‘ة’ is represented by the vowel ‘a’ in transliteration, and show how it changes when attached to a possessive adjective in the Arabic script | -Students need to practise writing the sentences on slide 27 in Arabic script for the next lesson |