

Listening Speaking <b>Reading</b> Grammar Writing			
<b>Topic: FAMILY</b>			
<b>Instructor: Sue</b>	<b>Students Competency Level: Intermediate</b>	<b>Number of Students: 12</b>	<b>Lesson Length: 50 mins</b>
<p><b>Materials:</b> (List the <b>Names</b> of all materials used in the lesson. Materials must be shown at the end of this document)</p> <p><b>Simpson's Family Portrait Video</b>  <b>Computer</b>  <b>Projector</b>  <b>Overhead Screen</b>  <b>White Board &amp; Markers</b></p> <p><b>Worksheets:</b>  <b>-The Simpsons' Family Tree</b>  <b>-The Simpson Family</b>  <b>-Meet My Family</b>  <b>-Family Crossword</b></p> <p><b>Simpson's Family tree</b>  <b>Activity Questions Papers</b></p>			
<p><b>Aims:</b> (What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing...))</p> <p>-Students will be able to learn the vocabulary from the activity by reading the text and discussion in groups</p> <p>-Students will be able to express their ideas through the activities of "Talk about your family"</p> <p>- Student will Improve interaction and communication skills through discussion and group activity.</p>			
<p><b>Language Skills:</b> (Lists what activities language skills students will be using by participating in the activities of the lesson.)</p> <ul style="list-style-type: none"> <li>- Reading: (Where did reading occur in the lesson?) Note Taking, Text on Worksheet, Vocabulary</li> <li>- Listening: (Where did listening occur in the lesson?) Teacher talk, Discussion, Student's talk</li> <li>- Speaking: (Where did speaking occur in the lesson?) Answering teacher, Group discussion</li> <li>- Writing: (Where did writing occur in the lesson?)</li> <li>- <b>Worksheet</b></li> </ul>			

**Language Systems:** (Lists what language systems students will be using by participating in the activities of the lesson.)

- Phonology: (sound)
- **Discussion, Teacher's talk, Listening video**
- Function: (situation)
- family relationships
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- Lexis: (meaning)  
Vocabulary regarding to the family word
- Discourse: (communication)  
Group discussion, Answering to the teacher

**Assumptions:** (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)

- **Most of students have heard about Simpsons' family in the video.**
- **Students will enjoy Simpson's video and will get familiar with the topic.**
- **Students are interested in "family tree & word regarding family"**

**Anticipated Errors and Solutions:** (What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)

- **If Students can not fully understand and follow the direction —> Teacher gives them demonstration showing them how to do it.**
- **If activities last too long —> Teacher cuts the unnecessary parts.**
- **If there are students who do not focus or do not follow the directions —> Teacher ask questions regarding what we learned in class so students are brought their attention back to the lecture.**

**References:** <https://www.youtube.com/watch?v=L5iFfWYICjI>

**Lead-In or Pre-Task Part** (Warm-Up Part to activate and create interest in the lesson.)

**Materials:** (List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)

**Simpson's family portrait Video**

**Computer**

**Projector**

**Overhead Screen**

**White Board & Markers**

**Reference sheet for putting on the board**

**Simpson's Family tree**

<b>Time:</b>	<b>Classroom Set Up:</b>	<b>Student Activity and Goals:</b>	<b>Teacher Procedure &amp; Instructions:</b>
1min	Whole Class	Greet Teacher	Greet Student
2mins		Watch "Simpson's family portrait" video.	Play video of "Simpson's family portrait"
2min	Individual	Students answer	Ask students idea what the topic will be and what they saw in the video.
2mins	Whole Class	Students listen to the teacher.	Mention the sweetest and the strongest magic word we can say in the world which is Family. Write down the word and explain the origin of it briefly.
2mins	Whole Class	Students listen to the teacher.	Introduce Teacher's story regarding to the topic and draw family tree on the board.
2mins	Individual	Students present their experiences in the class.	Ask students about their recent family reunion and share their stories with other students.
1min	Whole Class	Students listen to the teacher.	Transition to the lesson Put up the Simpson's family tree. Tell Students that I will focus on vocabulary regarding family word.

**Pre-Activity or Task Familiarization Part** (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)

**Materials:** (List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)

**White Board & Markers**

**Worksheet**

**-The Simpsons' Family Tree**  
**-The Simpson Family**

<b>Time:</b>	<b>Classroom Set Up:</b>	<b>Student Activity and Goals:</b>	<b>Teacher Procedure &amp; Instructions:</b>
1min	Whole Calss	Each student gets two pages of worksheet.	Hand out "The Simpson Family" & "The Simpsons' Family Tree" Worksheet for activity.
2min s	Whole/ Individual	Students answer to the questions.	Give Students time to read and answer the questions.
2min s	Individual	Students present their answers.	Ask whole or some students for the answer.
1min		Students get ready for the main activity and question if they have.	Hand out the main activity worksheet "Family crossword"  Teacher shows demonstration and facilitates and helps students to understand the activity.

**Main Activity or Task Realization Part** (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)

**Materials:** (List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)

**White Board & Markers**

**Worksheet**

**-Family Crossword**

**-Cup holding papers with question on it**

<b>Time:</b>	<b>Classroom Set Up:</b>	<b>Student Activity and Goals:</b>	<b>Teacher Procedure &amp; Instructions:</b>
15-20 mins	Whole/ individual	Individual answers to the questions and whole class participates speaking, reading, listening and writing.	Teacher asks student questions in worksheet one by one in order for answering the questions.
2mins	Whole	Students listen to teacher's talk	Teacher explains vocabulary if students doesn't know about.
1min	Group	Students follow teacher's instructions	After the activity, teacher makes group into two and one representative in group picks three papers in the cup.
3mins	Group	Discuss in groups and share their ideas.	Give students around 5 mins to discuss in a group
1min	Individual	One student presents in each group	Let one student from each group present for the questions they discuss in a group.

**Post Activity or Post Task Part** (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)

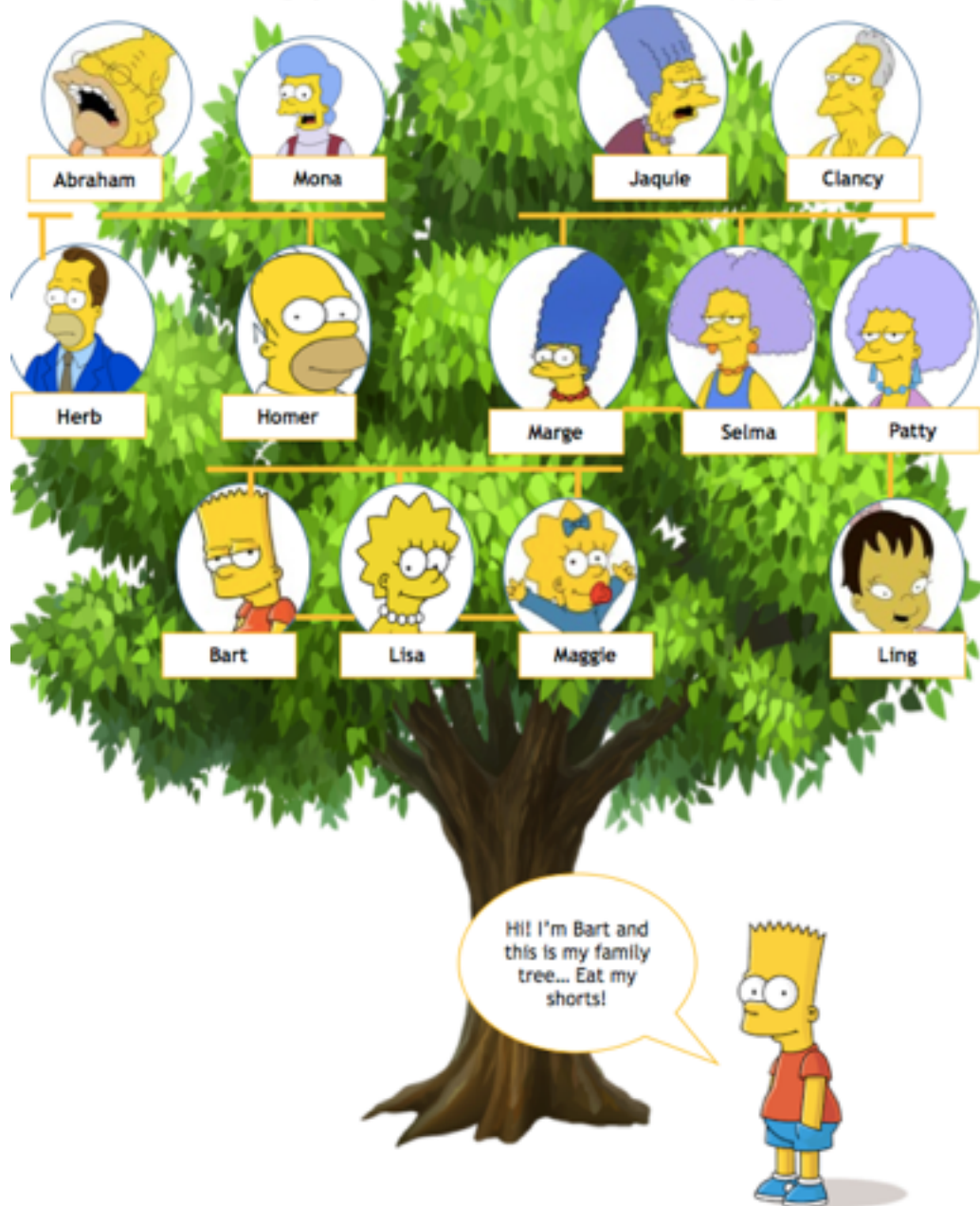
**Materials:** (List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)

**Worksheet**  
**-Meet my family**

<b>Time:</b>	<b>Classroom Set Up:</b>	<b>Student Activity and Goals:</b>	<b>Teacher Procedure Instructions:</b>
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1min	Whole	Pass around hand-out and over look the worksheet.	Hand out students the worksheet of “Meet My Family”
2min	Pair	Sit in pair  discuss in pairs. (work on the worksheet)	Group two students sitting next to each other and make six groups  Give around 3mins to work on it in pairs.  Facilitate students walking around in the class for helping when they have questions.
1min		Each pair presents their answer and compares with other pairs.	Ask one questions for each pairs and answer the question.
1min		Students talk about the lesson today and share their thought about what they've learned	Wrap up by giving Students feedback about their questions and reminding them of what we have learned in the class.

## THE SIMPSONS' FAMILY TREE





## THE SIMPSONS' FAMILY TREE



Complete with the appropriate word :  
*sister - mother - uncle - grandfather*

- a. Lisa is Bart's \_\_\_\_\_.                      b. Herb is Maggie's \_\_\_\_\_  
c. Selma is Ling's \_\_\_\_\_.                      d. Abraham is Bart's \_\_\_\_\_.

Observe the family tree and answer these questions :

- a. Who is Abraham's wife? \_\_\_\_\_  
b. Who is Marge's niece? \_\_\_\_\_  
c. Who is Clancy's only grandson? \_\_\_\_\_  
d. Who is Homer's brother? \_\_\_\_\_

### Tool box:

A wife = married woman  
Only = just one

Solve the riddles:

"I have two sisters but I don't have any brothers. Who am I?"

→ \_\_\_\_\_

"I have two sons, one grandson and two granddaughters. Who am I?"

→ \_\_\_\_\_



Work in pairs: tell your friends about your family.



Hi ! This is my family. I have one brother, Bart and one sister Maggie. My father is Homer and my mother is Marge..Oh and I have a cat and a dog too !





# The Simpson Family

## 1. a) Read the text and complete the family tree.

This family is very big. Abraham is the father of Homer, and Mona is mother of Homer. Herb is the brother of Homer. Marge is the wife of Homer. Her father is Clancy and her mother is Jackie. Marge has 2 sisters, Patty and Selma. Selma has a daughter called Ling. Homer and Marge have 3 children. The son is Bart and the two daughters are Lisa and Maggie.



## 1. b) Read the text again. True (T) or False (F).

a) The Simpsons family is small.	
b) Marge has one brother and one sister.	
c) Ling is the daughter of Selma.	
d) Homer and Marge have 3 children.	
e) Homer and Marge have 2 sons and 1 daughter.	

1) Jackie is the \_\_\_\_\_ of Lisa.

## 2. Complete the sentences.

7) Maggie is the \_\_\_\_\_ of Marge and Homer.

2) Ling is the \_\_\_\_\_ of Bart and Lisa.

8) Bart is the \_\_\_\_\_ of Lisa.

3) Maggie is a \_\_\_\_\_.

9) Marge is the \_\_\_\_\_ of Homer.

4) Herb is the \_\_\_\_\_ of Lisa.

10) Abraham is the \_\_\_\_\_ of Bart.

5) Homer is the \_\_\_\_\_ of Marge.

5) Patty is the \_\_\_\_\_ of Maggie.

6) Marge is the \_\_\_\_\_ of Patty and Selma.

## 3. Write about you and your family.

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# Meet My Family



Fatma N. M. Abdulla

Read and write the names of Sam's family members.

1



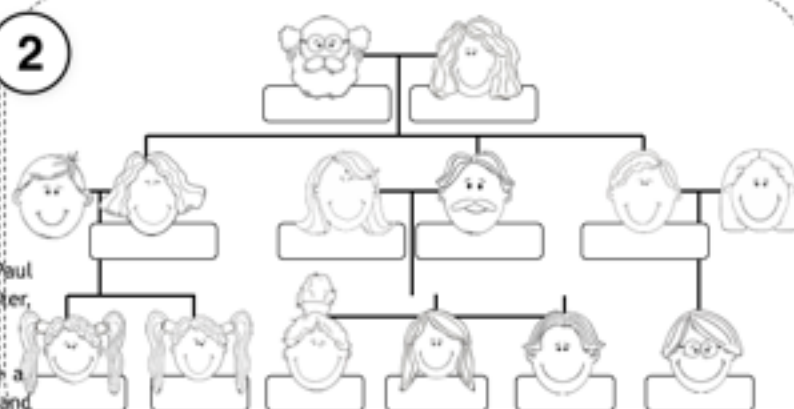
Hi, my name is Sam. I have a big family. Charles is my father and Janet is my mother. I have two sisters. My sister was born first. She is sixteen years old. Anna is my second eldest sister. She is fourteen years old. I'm the youngest in my family. I'm eleven years old.



Hi, my name is Charles. My parents are Paul and Susan Brown. I have one brother, one sister, one nephew and two nieces.

Garry is my brother's Jack son. He is at the same age as my son Sam. My sister Laura has two daughters. Dina and Kate are a lovely twin.

2



3

daughter brother mother grandmother aunt sister niece uncle grandfather father Son Cousin

Sam is my

Paul is my

Sara is my

Sam is my

Anna is my .....

Susan is my

Jack is my

Anna is my .....

Garry is my

Jack is my

Laura is my

Garry is my

Kate is my

Laura is my

Anna is my .....

Kate is my

Choose the correct word.

How many people are there in your family <sup>(1)</sup> ? Who are they?	Do you have any brothers or sisters? Talk about them.	How many grandparents have you got? How often do you see them?
How do your parents <i>earn a living</i> ? (= what are their jobs) Talk about it.	What does your family usually do on Sundays? Talk about it.	Who's the oldest in your family? Who's the youngest? Talk about them.
How many cousins do you have? What do you do when you see them?	Do you have any great-grandparents? If so, how old are they?	Do you have any family living or working abroad? Talk about them.
Pick a family member. Describe <i>looks</i> (= outside) and <i>character</i> (= inside).	Does your family eat meals together? What else do you do together?	Who does the <i>housework</i> in your family? (e.g. cooking, cleaning, washing)
Talk about the relative you like most. Say why you like him or her.	Would you live with your parents after getting married? Why or why not?	Are there any rules in your family? What are they? Do you think they are fair?
What do your parents look like? Do you <i>take after</i> them? (= look like them)	Is family important to you? Explain why.	Do you ever hold a <i>family reunion</i> ? If so, what happens there?