

## Lesson plan – Reading about family

**Reading about family****Topic:** Reading / Family / Spelling / Pronunciation**Level:** SfL E1/ Access 2 / CEFR A1**Time:** 1.25 hours**Aims**

- To develop students' ability to read a simple text and extract key information
- To learn new vocabulary: *volunteer, charity shop, nursery, pregnant, to feed*
- To practise pronunciation and spelling of words with 'ir' and 'ur'.

**Introduction**

This lesson is based on a short text which 'Rana' is writing about herself. Students can read the text while listening to the audio and practise modelling the pronunciation. There are also activities checking comprehension and practising the pronunciation and spelling of words with 'ir' and 'ur'.

**You will need:**

- Ideally, an Interactive Whiteboard, but at least a projector and speakers
- Online module
- One copy of **Worksheet p2** for every pair of students
- Red & green traffic light cards for each student
- Mini whiteboard and dry-wipe pen for each student.

**Procedure****Warmer (5 mins)**

- Show the picture of Rana from **Worksheet p1**.
- Invite predictions about her – her name, family, likes etc.

**Task 1 – Reading 1 (5 mins)**

- Display the text on the slide 'Rana is writing about her family'.
- Play the audio and ask the students to listen and read at the same time.
- Ask the class / individuals if their predictions were correct.
- Focus on individual words and elicit meaning as needed.

**Task 2 – Vocabulary (10 mins)**

- Show the 'Match' slide and give the students some time to read it through, scrolling down as necessary.
- Ask volunteers to come one by one to drag a word to its definition and picture, if you have an Interactive Whiteboard. Otherwise, they can draw a line between word and definition.
- Drill the pronunciation of the words chorally and individually.
- Divide the words into syllables and underline the stressed syllables, as needed, e.g. nur l se l ry.

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**Task 3 – Reading 2 (10 mins)**

- Show the 'Read' slides.
- Ask the students to read the sentences out loud as a class.
- Play the audio for them to check they read correctly.
- Put the students in pairs to practise reading the whole text together, using the first slide.
- Nominate individuals to read the text sentence by sentence.

**Differentiation**

Pair weaker readers with stronger readers. Weaker students follow the text while their partner reads.

**Task 4 – True / False (5 mins)**

- Show the first 'True/False' slide.
- Read the sentence to the class.
- Ask the students to hold up a green card if they think it is right, and a red card if they think it is wrong.
- Nominate individuals to explain why they think the sentence is right or wrong.
- Underline the sentence in the text which holds the answer.
- Repeat with the other 'True/False' slides.

**Task 5 – Gapfill (10 mins)**

- Hand out **Worksheet p2**.
- Ask the students to work in pairs and decide which words go in the gaps.
- Show the 'Put the correct words in the gaps' slides.
- Nominate a strong student to complete the exercise on the board.
- Elicit help and contributions from the rest of the class.

**Task 6 – Pronunciation (5 mins)**

- Show the '**Listen and repeat**' slide and elicit the pronunciation of the two spelling patterns.
- Point out that the spelling is different but the sound is the same.
- Play the audio for the students to hear the pronunciation.
- Tell the students to imagine they are eating something disgusting and give an exaggerated model of the pronunciation.
- Drill the pronunciation chorally and individually.
- Show the next '**Listen and repeat**' slide and drill the pronunciation of the words chorally and individually.

**Task 7 – Spelling (10 mins)**

- Show the '**Write the word**' slides.
- Elicit the words represented by the pictures, and ask the students to write them on their mini whiteboards and hold them up for you to see.
- Show the correct spellings on your own board.

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- Draw round the shapes of the words or highlight key spelling patterns to help with any problem areas.

**Cooler – Revision game (10 mins)**

- Write the 'ir' and 'ur' words from today's lesson on the board.
- Ask the students to stand in two columns facing the board.
- Say one of the words.
- The two students at the front of each line race to be the first to find the word and hit it to get a point for their team.
- They then move to the back of the line and you repeat with the next two, and so on.

**Extension activities / Homework**

- Ask students to identify the names of family members in the text (*husband, son, daughter, children*) and write them on a mind map. Ask them to work in pairs and add more family members before combining everyone's ideas on the board.
- You could use the linked writing module which uses the same text as a model for writing activities, or ask the students to complete it at home.