**My Dad**

Listen to Lottie talking about her dad. She has photos to show you, too!

(Video web link: <https://learnenglishkids.britishcouncil.org/en/short-stories/my-dad>)

**Teacher’s Notes / Lesson Plan**

* The main activity is based on a narrative text (personal account) by a girl who is describing her dad. It fits into the module *“Relationships*”.
* Language items/structures:
* Simple present tense to describe habitual actions
* Present continuous tense to describe actions taking place at the time of speaking
* Vocabulary items: e.g. make breakfast, get up, at work, homework, at the weekend

**Warm-up**

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| **Duration** | 10 minutes |
| **Aims** | * To arouse students’ interest and motivate them
* To practise basic conventions of written English: capitalisation and punctuation
* To activate students’ prior knowledge
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| **Teaching Steps** | 1. Write on the board:

*mynameislottieimgoingtotellyouaboutmydadwhomilivewithinengland*1. Invite students to write the sentence with correct spacing, punctuation and capital letters. (*My name is Lottie. I’m going to tell you about my dad whom I live with in England*.)
2. Elicit what students expect to hear about Lottie’s dad and write their guesses on the board.
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**Main Activity**

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| **Duration** | 10 minutes |
| **Aim** | * To develop students’ ability to listen for specific information
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| **Teaching Steps** | 1. Distribute the “My Dad” worksheet. Ask students to watch the video and decide whether the statements in Part 1 are true or false. Give them time to read the statements before playing the video.
2. Play the video.
3. Ask students to complete the worksheet and ask them to compare their answers in pairs.
4. Check answers.
5. Play the video again if necessary.
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**Extension/Consolidation Activity**

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| **Duration** | 15 minutes |
| **Aims** | * To provide practice in spelling the key vocabulary
* To develop students’ ability to reproduce sentences based on a model or framework provided
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| **Teaching steps** | 1. Ask students to do Parts 2 and 3 of the worksheet, which focus on some key vocabulary from the story and require students to write about Lottie’s dad and then their own dads.
2. Mark students’ work.
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