**Week: 1**  **Date of teaching: 05/ 9 / 2023**

**Period: 1**

**GETTING STARTED**

**Lesson 1**

1. **Objectives:**

By the end of this lesson, students will be able to say "Hello!" and "Goodbye!".

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student book, notebooks, workbook.

1. **Languages focus:**

**Vocabulary:** hello, goodbye

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up (5’)**  **Sing and Dance.**  Play “i-Learn Smart Start” song (from YouTube) and make gestures following the lyrics, have students stand up and make the gestures | * Teacher – whole class |
| 25’ | **New lesson**  **A- Listen and point. Repeat. (10’)**  CD1-Track 03:   1. Have students listen to each new word. 2. Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. 3. Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books. 4. Play audio again and have students listen, repeat several times. 5. Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed. 6. Have students work in pairs, one points at the picture in the book and the other says the word. 7. TPR practice step 1: say the word and make the gesture/ sound all together according to the word. 8. TPR practice step 2: do the actions and students say the word accordingly. 9. TPR practice step 3: have students work in pairs, one would do the action, the other say the word.   **Activities: (*optional*)**  - Option 1: Play "Heads up. What's Missing?"   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   - Option 2: Play the game “Who is faster?”.   * Divide the class into groups. * Arrange the flashcards on the board. * Invite a student from each group to go to the board. * Teacher says a word and the students run to tap the right card.   **B. Listen and point. (8’)**  1. Pre- listening: Introduce the situation.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the words.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen, repeat and point.  5. Post- listening: Point at each word and have students call it out “hello/ goodbye.”   1. **Now, sing a song. (7’)**   1. Play audio and have students listen.  2. Play audio and have students turn to page 68.  3. Play audio and have students sing the song as a whole class.  4. Have some students sing in front of class.  **D- Role-play. (10’)**  **Practice (optional)**  1. Say a name to the class.  2. Have students practice the structure using the name.  3. Repeat with other names.  E.g. Teacher: "Bill"  Class: "Hello, Bill."  **Role-play:**  1. Divide the class into pairs.   1. Have pairs practice the conversations and swap roles.   3. Have some pairs demonstrate the activity in front of the class.  **E- Say. (10’)**  1. Divide the class into groups of four.  2. Have students take turns saying “Hello!” and “goodbye!” to their friends.  3. Have some groups demonstrate the activity in front of the class.  **Activity: (5’) (*optional*)**  Say “Hello!/Goodbye!”   * Go around the class, say “Hello!/Goodbye!” to students, one by one, and have them say “Hello!/Goodbye!”   Then have students say “Hello!/Goodbye” to their neighboring friends. | * Teacher – whole class/ individuals/ pair work/ group work * Teacher – students in groups * Teacher – students in groups * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – students in pairs * Teacher - students in groups   Teacher - individuals/ Students - students |
| 5’ | **Wrap-up (5’)**  Option 1: Review. Play the game “Matching”.   * Write the words on the board. * Have students read the words on the board. * Give students flashcards. * Have students match the flashcards with the words on the board and call out the words.   Option 2: Review. Play the game “Lips read”.   * Teacher says a word silently. * Students say that word loudly. | * Teacher – whole class/ students * Teacher – whole class |

**Week: 1** **Date of teaching: 05/ 9 / 2023**

**Period: 2**

**GETTING STARTED**

**Lesson 2**

1. **Objectives:**

By the end of this lesson, students will be able to understand basic classroom language.

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student book, notebooks, workbook.

1. **Languages focus:**

**Vocabulary:** stand up, sit down, listen

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up (5’)**  - Option 1: Sing.  Play audio Part C and have students sing the song.  - Option 2: Play the game “Look and Point”.   * Write the words in different areas on the board. * Teacher shows a flashcard. * Students use their fingers to point to the word on the board and say it loudly. | * Teacher – whole class * Teacher - students |
| 25’ | **New lesson**  **A- Listen and point. Repeat. (10’)**  CD1-Track 06:   1. Have students listen to each new word. 2. Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. 3. Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books. 4. Play audio again and have students listen, repeat several times. 5. Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed. 6. Have students work in pairs, one points at the picture in the book and the other says the word. 7. TPR practice step 1: say the word and make the gesture/ sound all together according to the word. 8. TPR practice step 2: do the actions and students say the word accordingly. 9. TPR practice step 3: have students work in pairs, one would do the action, the other say the word.   **Activities: (*optional*)**  - Option 1: Play the “GUESS” game.   * Arrange the flashcards on the board. * Write a number under each flashcard. * Have students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have students take turns guessing the face down card. * Turn the card over after each guess.   - Option 2: Play the game “What is it?”   * Hold up the flashcards, one at a time, partly hidden by a sheet of paper. * Slowly reveal the flashcard. * Students try to guess what the flashcard is.   **B. Listen and point. (8’)**  1. Pre- listening: Introduce the situation.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the words.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen, repeat and point.  5. Post- listening: Point at each word and have students call it out “Stand up/ sit down/ listen.”   1. **Now, sing a song. (7’)**   1. Play audio and have students listen.  2. Play audio and have students turn to page 68.  3. Play audio and have students sing the song as a whole class.  4. Have some students sing in front of class.  **D- Say and do. (10’)**  **Practice (optional)**  1. Show a flashcard to the class.  2. Have students practice the structure using the new word.  3. Repeat with other flashcards.  E.g. Teacher shows a flashcard "listen". Class: "Listen."  **Say and do:**  1. Divide the class into pairs.  2. Have Student A say (e.g 'stand up') and S/B do the action.  3. Have students swap roles and repeat.  4. Have some pairs demonstrate the activity in front class.  **E- Play “Simon says”. (10’)**  1. Have students look at the example.  2.Have students follow commands that start with “Simon says”  3. Give them different commands with or without “Simon says…” such as “stand up”, “Simon says stand up”, etc. If it doesn’t start with “Simon says…”, students who do the action must sit down.  4. Have one student stand in front of the class to be Simon.  5. Have students swap roles and repeat.  **Activity: (5’) (*optional*)**  Play the game “Slap the board”.   * Arrange the flashcards on the board * Have 2 groups of students stand in front of the board * Call out a word. * Students from 2 groups slap the flashcard on the board.   The student who can slap the flashcard first is the winner. | * Teacher – whole class/ individuals/ pair work/ group work * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – students in pairs * Teacher - whole class/ students - students * Teacher - Students in groups |
| 5’ | **Wrap-up (5’)**  - Option 1: Review. Play the game “Thumbs Up or Down”   * Show a flashcard one at a time and have students * identify the word teacher says by putting their thumbs up or down. * Repeat the activity with other flashcards.   E.g.Teacher: (showing the flashcard ‘stand up’) sit down.   * Students: (putting their thumbs down). * Teacher: sit down. * Students: (putting their thumbs up).   - Option 2: Review. Play the game “Listen and point”.   * Write the vocabulary in different areas on the board. * Teacher says a word (written on the board). * Students use their fingers to point at the word on the board and say it loudly. | * Teacher – whole class |