**Week:**  5 **Date of teaching:** 02/10/2023

**Period: 9**

**UNIT 2: SCHOOL**

**Lesson 1**

1. **Objectives:**

By the end of this lesson, students will be able to identify classroom objects.

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:** pencil, book, bag

**Structures:** It’s a (pencil).

1. **Procedures:**

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| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up (5’)**  - Option: Review. Introduce family.   * Have students bring photos of their families. * Have them work in pairs, introduce their family to their partners. * Have some students demonstrate the activity in front of the class. | * Teacher – students in pairs |
| 25’ | **New lesson**  **A- Listen and point. Repeat. (10’)**  CD1-Track 25:   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, 1 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, point at each person/things in the picture and have students call out the words.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the things in the picture.  1. While-listening: Play the audio again. Have students listen and repeat.   4. While-listening: Play audio again. Have students listen and point.  5. Post- listening: Point at each picture and have students call out the words again “pencil/ book/ bag.”   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 the class. | * Teacher – whole class/ individuals/ pair work/ group work * Teacher – students in groups * Teacher – students in groups * Teacher – whole class * Teacher – whole class/ students |
| 5’ | **Wrap-up (5’)**  Option 1: Review. Listen and Hold up.   * Have students put their book/bag/pencil on the table. * Call out a school thing. * Students listen and hold up that thing. * Repeat the activity with other school things. * Have other students take turns playing the role of the teacher.   Option 2: 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. | * Teacher – whole class/ students * Teacher – whole class/ students |

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**Week:**  5 **Date of teaching:** 02/10/2023

**Period: 10**

**UNIT 2: SCHOOL**

**Lesson 1**

**I. Objectives:**

By the end of this lesson, students will be able to identify classroom objects.

**II. 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.

**III. Languages focus:**

**Vocabulary:** pencil, book, bag.

**Structures:** It is a (pencil).

**IV. Procedures:**

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| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up & Review**  - Option 1: Review. Play the game “Lips read”.   * Teacher says a word or a sentence silently. * Students say that word or that sentence loudly. * Have other students take turns playing the role of the teacher. | * Teacher – whole class/ students |
| 25’ | **New lesson**   1. **Point and say. (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 the ﬂashcard "pencil")  • Class: “It’s a pencil.”  **Point and say:**  1. Divide the class into pairs.  2. Have Student A point to the pictures and Student B say “It’s a pencil/…”.  3. Swap roles and repeat.  4. Afterwards, have some pairs demonstrate the activity in front of the class.  **E- Play “Guess the object.” (10’)**  1. Divide the class into pairs.  2. Have students look at the example.  3. Have Student A cover their eyes while Student B gives them an object to touch.  4. Have Student A try to guess what the object is.  5. Have students swap roles and repeat.  4. Afterwards, have some pairs demonstrate the activity in front of the class.  **Activity: (5’) (*optional*)**  I1. Slowly uncover the flashcards one by one.  2. Have students look at the flashcards, guess and call out the words. | * Teacher – whole class * Teacher – students in pairs * Teacher - students in pairs * Teacher- whole class |
| 5’ | **Wrap-up**  - Option 1: Review. Play the game “Listen and point”.   * Write the vocabulary + structures in different areas on the board. * Teacher says a word or a sentence (written on the board) * Students use their fingers to point at the word or the sentence on the board and say it loudly.   - Option 2: Review. Play the game “Flash look and say”.   * Teacher shows a flashcard quickly. * Students say that word or a sentence, using “It’s a…” . | * Teacher - students * Teacher - whole class |