**Week: 2** **Date of planning:** 09/9/2023

**Period: 3 Date of teaching:** 18/9/2023

**Unit 1: FAMILY**

**Lesson 1**

1. **Objectives:**

By the end of this lesson, students will be able to introduce family members.

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:** father, mother

**Structures:** This is my (mother).

1. **Procedures:**

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| **Steps/Activities** | **Organization** |
| **Warm-up (5’)**  \*. **Option 1**: 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  \*.**Option 2:** Say “Hello!”   * Go around the class, say “Hello!” to students, one by one, and have them say “Hello!” * Ask them say “Hello!” to their neighboring friends. | * Teacher – whole class * Teacher - individuals / whole class |
| **New lesson**  **A- Listen and point. Repeat.** CD1-Track 09:  **(10’)**   * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary. * Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books. * Play audio again and have students listen, repeat several times. * Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed. * Have students work in pairs, one points at the picture in the book and the other says the word * TPR practice step 1: say the word and make the gesture/ sound all together according to the word * TPR practice step 2: do the actions and students say the word accordingly * TPR practice step 3: have students work in pairs, 1 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 Ss are not looking. * Call out a number and have Ss take turns guessing the face down card. * Turn the card over after each guess.   **\*. Option 2:** Play the game “Flash look and say”.   * Teacher shows a flashcard quickly. * Students say that word.   **B. Listen and point. (8’)**  1. Pre- listening: Introduce the situation, point at each person in the picture and have students call out the words “father, mother”.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at "father", "mother" 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 “father/ mother/ Kim.”   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. | * Teacher – whole class/ individuals/ pair work/ group work * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class |
| **Wrap-up (5’)**  **Option 1:** 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 to the vocabulary on the board and say it loudly.   **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 |

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**Week: 2** **Date of planning:** 09/9/2023

**Period: 4 Date of teaching:** 21/9/2023

**Unit 1: FAMILY**

**Lesson 1**

**I. Objectives:**

By the end of this lesson, students will be able to introduce family members.

**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:** father, mother

**Structures:** This is my (mother).

**IV. Procedures:**

|  |  |
| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up & Review**  \*. **Option 1:** Review. What is the missing letter?   * Have students look at the flashcards and call out the words. * Write them on the board. * Erase 1 or 2 letters of each word. * Have a student go to the board. * Show a flashcard and have that student call out the word and say the missing letter(s). * Repeat the activity with other students.   **\*. Option 2:** 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/ students * Teacher – whole class |
| **New lesson**  **D- Role-play. (10’)**  1. Point to each person in the pictures and have students call out the words "father/mother".  2. Demonstrate the activity with a student using the speech bubbles.  3. Show a flashcard to the class and have students practice the structure. E.g. (Teacher shows a flashcard "mother") This is my mother.  4. Repeat the activity with another flashcard.  **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 Student A introduce Students C and D as their family members to Student B, and have Student B say “Hello!”. Have Students C and D say “Hello!” to Student B.  2. Have students swap roles and repeat the activity.  3. Have some groups demonstrate the activity in front of the class.  **Activity: (5’) (*optional*)**  **Draw and say**   * Have students look at the flashcards and say the words. * Give each student a blank sheet of paper and ask them to draw their father and mother. * Have students work in pairs, practice saying about their pictures. Eg. ‘This is my (mother).’ * Ask some students stick their pictures on the board and introduce their family members. | * Teacher – whole class * Teacher – students in pairs * Teacher - students in groups * Teacher/ individuals/ Students in pairs |
| **Wrap-up**  \*. **Option 2:** Review. **Unscramble sentences.**   * Have students work in groups of four. * Give each groups some flash cards, each card has a word on it. * Set a time limit for the completion of the task. * Have students arrange words to make sentences. There are 2 sentences for each group. * Check answers.   .  mother  This  father  .  This  is  is  my  my | * Teacher - students in pairs * Teacher - students in groups |

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