**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
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| **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.

.motherThisfather.Thisisismymy | * Teacher - students in pairs
* Teacher - students in groups
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Comment:

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