**i-Learn Smart Start 1**

**Week:**  **Date of teaching:**

**Period: 1**

**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:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **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.     - Option 3: Play “Simon says”   * Have students follow commands that start with “Simon says…” * 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. * Have one student stand in front of the class to be Simon. | * Teacher – whole class * Teacher - individuals / whole class * Teacher - whole class/ students - students |
| 25’ | **New lesson**  **A- Listen and point. Repeat. (10’)**  CD1-Track 09:   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 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 “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 |
| 5’ | **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 |

**Week:**  **Date of teaching:**

**Period: 2**

**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:**

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| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up & Review**  *(This step can be skipped when periods 1 and 2 are taught in only ONE session.)*  - 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: Review. Sing.   * Play audio Part C and have students sing the song.   - Option 3: 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 * Teacher – whole class |
| 25’ | **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 |
| 5’ | **Wrap-up**  - Option 1: Review. **Step away lines.**   * Have each student prepare a photo/ drawing of their father/mother (or drawings). * Have students stand in two rows facing each other, so that each student has a partner in the opposite line. * Have each pair hold up their photos and say a sentence. *Eg. ‘This is my (mother).’* Each time the pairs complete their sentences, they take a giant step back and repeat the sentences. Every time they do so, they will naturally need to speak louder in order to be heard by each other.   - 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 |