**i-Learn Smart Start 1**

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

**Period: 1**

**Unit 1: FAMILY**

**Lesson 3**

1. **Objectives:**

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

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:** brother, sister.

**Structures:**

* This is my (brother).
* Nice to meet you.
* Nice to meet you, too.

1. **Procedures:**

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| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up (5’)**  - Option 1: Review. Singing.   * Have students sing the songs of letter ‘b’ again. * Have them sing and make the gesture of a boy. * Have some students sing and make the gesture in front of the class.   - Option 2: Review. Jump.   * Call out a letter sound or a word with that letter. * Have students stand up and jump if they hear the ‘b’ sound.   - Option 3: Clap or Jump.   * Call out a letter sound or a word with that letter. * Have students stand up and clap if they hear the ‘a’ sound or jump if they hear the ‘b’ sound. | * Teacher – whole class/ students * Teacher – whole class * Teacher – whole class |
| 25’ | **New lesson**  **A- Listen and point. Repeat. (10’)**  CD1-Track 20:   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 ‘Pass the flashcard & Name it’   * Give the first student a flashcard and play a song. * Students have to pass the flashcard. * When the music stops, the student with the flashcard has to say the word out loud. * Repeat the activity with other flashcards.     **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, brother, sister”.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at "father", "mother", "sister", "brother" 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 “This is my father/ mother/ brother/….”  6. Post-listening: Have some students demonstrate the activity in front of the class.   1. **Play “Board race”. (7’)**   1. Have students look at the example.  2. Divide the class into teams and have one student from each  team stand a distance from the board.  3. Stick two flashcards on the board and then say one of them.  4. Have the students race to the board, touch that flashcard, and  say the correct sentence.  5. The first student to touch the flashcard and say the sentence  gets a point for their team.  6. Continue with other students. | * Teacher – whole class/ individuals/ pair work/ group work * Teacher – whole class * Teacher – whole class/ individuals * Teacher – whole class/ students * Teacher – students in groups |
| 5’ | **Wrap-up (5’)**  Option 1: Review. Play the game “Whispering and Writing”.   * Have students make 2 lines. * Teacher whispers a word to 2 students at the back of the lines. These students whisper that word to the other 2 students. They do the same and the word is whispered to the 2 students at the front of the lines. * The 2 students at the front of the lines write the words on the board. * The 2 students at the front of the lines move to the back of the lines. T repeats the activity with other words.   Option 2: Review. **Jump to say yes.**   * Ask the children to stand by their desks. * Hold up a flashcard from the vocabulary set (*father, mother, brother, sister*) and say a word. * If the word is the same as the flashcard, they jump. If it isn’t, they stand still. * Alternatively, ask children to put their hands up if the word and the flashcard are the same. | * Teacher – students in groups * Teacher – whole class |

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

**Period: 2**

**Unit 1: FAMILY**

**Lesson 3**

**I. Objectives:**

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

**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:** brother, sister.

**Structures:**

* This is my (mother).
* Nice to meet you.
* Nice to meet you too.

**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. **True or False Line.**   * Draw a line on the floor. * On one side of the line write True and on the other side False. * Have students stand on the line when the teacher holds up a card and says a word. *E.g. brother .*They then stand on the true or false side of the line. If they make a mistake they come back to their seat. | * Teacher – whole class/ students * Teacher – whole class |
| 25’ | **New lesson**  **D- 1. Listen to the story. (10’)**  1. Pre-listening: Have students look at the picture. Point to each person in the pictures and have students call out the people they see.  2. While-listening:   * Play audio and have students look at the picture and people. * Demonstrate the activity by pointing at the speech bubbles. * Have students listen, point and read.   3. Post-listening: Point at each person in the picture and have students say "Hello Vinh/ Bobby/ Ms. Betty/...".   1. **Listen and repeat: (5')**   1. Have students look at the useful language box.  2. Play audio. Have students listen to the useful language.  3. Have students practice the useful language.  4. Have some students demonstrate the activity in front of the class.  **E - Role-play: (5')**  1. Divide the class into pairs.  2. Have pairs practice the conversations and swap roles.  3. Have some pairs demonstrate the activity in front of the class.  **Practice: (5’) (*optional*)**  **Greeting**   * Have students go around, say hello to 3 friends, introduce their names and say “Nice to meet you”. * Have some students demonstrate the activity in front of the class. | * Teacher – whole class/ students * Teacher – whole class/ students * Teacher - students in pairs * Students - students |
| 5’ | **Wrap-up**  - Option 1: Review. **Family fingers.**   * Have students draw various faces on their fingers, then work in pairs. * Take turns introducing their family members.   *E.g. This is my father.*  *This is my brother.*  - Option 2: Review. **Singing.**   * Have students listen and sing the song of lesson 1 - part C and add more lyrics to the song “This is my brother. This is my sister.” | * Teacher - students in pairs * Teacher - whole class |