**Tiếng Anh 2 i-Learn Smart Start**

**Week: 24**  **Date of teaching:** 28/2/2023

**Period: 47-48**

**UNIT 7: CLOTHES**

**Lesson 3**

1. **Objectives:**

By the end of this lesson, students will be able to gain the following:

1. **Knowledge**

**Vocabulary:**

pants, shorts, shoes, socks

**Structures:**

These are my (pants).

Yes, please.

No, thank you

1. **Language skills**

To be able to identify clothes.

Practice language skills – the structure “*Is this your …. – No, it isn’t”*

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Building up responsive and independent-working characteristics to be a life-long learner
* Practicing communicative and collaborative skills through learning activities
* Demonstrating team-working and problem-solving skills through learning activities

1. **Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

**Students’ aids:** Student’s book, notebook, workbook.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  **Sing “Act Out The Alphabet” song**  (source: Jack Hartmann Kids Music Channel  https://www.youtube.com/watch?v=dLReNTmMkKA) | * Teacher – whole class |
| **Option 1:**  **“Clap or Jump” game**   * Divide the class into four teams. * Call out a letter sound or a word with that letter. * Have students stand up and clap if they hear the “/t/” sound, jump if they hear the “/ʌ/” sound. * Repeat the activity with other letter sounds/ words. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Pictionary" game**   * Divide the class into teams. * Have a student from each team stand at the board with a piece of chalk and the teacher tells them something to draw. E.g., "a watch" * Have teams guess what the student from their team is drawing. * Give the first team to guess correctly one point. * Repeat with different students. * The team that gets the most points wins. | * Teacher – Whole class/ groupwork |
| 25’ | **New lesson** |  |
|  | **Sing “Clothing Song For Kids”**  (Source: Dream English Kids  https://www.youtube.com/watch?v=KFQxBCvgx70)  **A. Listen and point. Repeat. (CD2 - Track 23)**  Use some pictures to introduce the new words (pants, shorts, shoes, socks). Ask students if someone wears these in the class.   * Have students listen to each new word. * Arrange the flashcards on the board, play audio, and point to each flashcard. * Play audio again and have students point to the pictures in the books. * Play audio again and have students listen and repeat. * Have students work in pairs, one of them points to the picture in the book and the other says the word. | * Teacher – Whole class * Teacher – Whole class/ individuals/ pair work |
|  | **Option 1:**  **"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. | * Teacher – Whole class/ groupwork |
|  | **Option 2:**  **"Bingo" game**   * Divide the class into groups of five. * Write about 10 words on the board. (T-shirt, dress, hat, shirt, pants, shorts, shoes, socks, …) * Have students choose 9 words and write it to the table in the prepped handout. * One student reads random words aloud. * Tell the students that any time his/her friend reads a word that they just wrote down, they can cross out that word. * When one student has crossed out three words in a vertical or horizontal or diagonal line, then, shouts "Bingo!". | * Teacher – Whole class/ individuals |
|  | **B. 1. Listen and point (CD2 – Track 24)**   * Have students call out the things they can see. * Have students listen and follow. * Play audio and demonstrate pointing to the pictures or clothes. * Play audio. Have students listen and point to their clothes or the pictures.   **2. Listen and repeat. (CD2 – Track 25)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language | * Teacher – Whole class/ groupwork * Teacher – Whole class |
|  | **C. “Board race” game.**   * Have students look at the example. * Divide the class into teams and have one student from each team stand a distance from the board. * Stick two flashcards on the board and then say one of them. * Have the students race to the board, touch that flashcard, and say the correct sentence. * The first student to touch the flashcard and say the sentence gets a point for their team. * Continue with other students | * Teacher – whole class/ pair work |
|  | **Workbook – page 48**   * Have students open their Workbooks – page 48 and guide them how to do the exercises of part A and B.   *A. Look and trace the correct words.*  *B. Look and write.*   * Divide the class into groups of seven. * Set up time limit by 5 minutes timer bomb (source: <https://www.youtube.com/watch?v=btRHJ3PGnV0>). * Have students start doing their exercises part A and B. When the time is up, students stop doing their work. Give the correct answers and have each group check the answers together. | * Teacher – whole class |
| 5’ | **Wrap up** |  |
| **Option 1:**  **“Pass the bag” game**   * Prepare a bag which has pictures or flashcards inside. * Give the bag to a student. * Play music and the student passes the bag to the student next to him/her and so on with the next student. * Stop music suddenly. * Students stop passing. * The student with a bag will pick up one picture inside and make a sentence that matches the picture. E.g. “These are my pants.” * Play music again and continue this game as the same way. | * Teacher – Whole class/ individuals |
| **Option 2:**  **"Pretend" game**   * Teacher writes the words on some pieces of paper and put them in a bag. (T-shirt, dress, hat, shirt, pants, shorts, shoes, socks) * Divide the class into four teams. * Have one student come to the front of the class and pick one piece of paper in the bag. * Have that student mime the pictures * Other students try to guess.   Then they have to make a sentence with that word.  For example: This is my (shirt)   * Award 1 point for the first team guessing the action correctly. * The team that gets the most points win. | * Teacher – Whole class/ groupwork |

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1. **Knowledge**

**Vocabulary:**

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**Structures:**

These are my (pants).

Yes, please.

No, thank you

1. **Language skills**

To be able to accept or refuse an offer.

Practice language skills – the structure “*These are …”*

1. **Core competencies & Personal qualities**

* Raising interests and good habits in learning English
* Practicing communicative and collaborative skills through learning activities
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| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| How 5’ | **Warm-up**   * Have students prepare some pictures of clothes. Then have them take their pictures in front of the class and make sentences about these pictures.   E.g. These are my pants. | * Teacher – whole class |
| **Option 1:**  **“Hangman” game**   * Divide the class into four teams. * Draw the hangman board and draw blank spaces for the word the teacher wants them to guess. (E.g., \_ \_ \_ \_ \_ - pants) * Have each team guess a letter. * If students guess it correctly, they get one point for each letter in the word. If students get it wrong, then teacher draws a head, body, 2 legs and, 2 arms. * When the teacher draws all the parts of the body the game is over, and the teacher starts a new game. * The winner is the one with the most points at the end of the last puzzle. | * Teacher – Whole class/ groupwork |
| **Option 2:**  **“Throwing” game**   * Divide the class into four teams. * Have each team stand in a line. * Teacher prepares some cards/pictures and sticks them on the board, and a ball. * When the teacher says “Go”, each pair runs to the board. * The student throws a ball to the card/picture then says a sentence matching with that word. (This is my (dress).) * If he/she says correctly, he/she will get that card/picture. * Continue with the other students. * The team that gets the most cards/pictures wins. | * Teacher – Whole class/ groupwork |
|  | **New lesson** |  |
| 25’ | **D. 1. Listen and read (CD2 – Track 26)**   * Introduce the situation. * Have students call out the things they see. * Play audio and have students listen and read.   **2. Listen and repeat. (CD2 – Track 27)**   * Have students look at the useful language box. * Play audio. Have students listen to the useful language. * Have students practice the useful language | Teacher – Whole class/ individuals   * Teacher – Whole class/ individuals |
|  | **E. Role-play**   * Divide the class into pairs. * Have students practice the dialogue. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Teacher – Whole class/ pair work |
|  | **Workbook – page 49**   * Have students open the Workbook – page 49   *C. Listen and number. (Track 28)*   * Have students identify the pictures in part C. * Instruct them how to do the text. * Play audio. Have students listen and write a number in each box. * Play audio again. Have students listen and check. * Check understanding and correct mistake as a whole class.   **“Who is faster?” game** (For exercise D and E)  *D. Look and write.*   * Divide the class into four groups. * Arrange the picture cards, write sentences with some blanks on the board. * Invite one student from each group to run to the board and write the words. Give one point for each correct word.   *E. Look, read and circle.*   * Have students continue to work in groups. * Arrange the picture cards, write the questions and the answers on the board. * Invite one student from each group to run to the board and circle the correct answers. Give one point for each correct answer. | * Teacher – Whole class/ individuals * Teacher – Whole class/ groupwork |
| 5’ | **Wrap up** |  |
| **Option 1:**  **“Mingle” game**   * Teacher prepares some flashcards or pictures and sticks them on the board. * Play some music and encourage students to dance or walk around. * Stop the music suddenly. When the music stops, each student finds a partner. * Student A: Bananas? * Student B: Yes, please! * Have students swap roles. * Play the music and continue in this way. | * Teacher – Whole class/ pairwork |
| **Option 2:**  **“Musical chairs” game**   * Have students sit on their seats. * Play music and ask them to move around. * Take away two chairs and suddenly stop music. * Have students sit on any chairs. * The two students who have no chairs to sit on will make questions and answers.   E.g.   * Student A: Bananas? * Student B: Yes, please! * Swap roles and continue the game in the same way. | * Teacher – pairs work |