**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 Channelhttps://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 Kidshttps://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:**

pants, shorts, shoes, socks

**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
 |