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| **Week 1:**  **Period:1st.** | *Date of planning:*  *Date of teaching:* |

**UNIT 1: ME**

**Lesson 1**

**I. Aims:**

- By the end of the lesson ss will be able to:

+ Identify the course characters.

+ Recognize English sounds and spoken words.

+ Prepare to write in English by practicing the left to right pencil movement.

**II.Languages focus:**

* *Vocab*.: Adam, Baz, Jig, Pat, Tess.

**III. Teaching aids**.

*1. Teacher’s:* CD tracks 1 -2, flashcards 1 – 5.

*2. Student’s****:*** Text book, notebook, pen,…..

**IV. Teaching methods:**

- Uommunlcanve approach.

- Techniques:

+ Ask and answer (say individually).

+ Discuss.

**V. Procedures**

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| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 5’  10’  10’  7’  3’ | **I. Warm up:** Introduce student book.  Tell children to look at the picture on pages 4 and 5. Ask the following questions in the children’s own language;  How old are the children in the picture?  What’s their relationship?  **II. New lesson:**  **1. Presentation: Listen and say**  - Tell children that they are going to meet the course characters.  - Play the CD, holding up the fiashcard of the character as its name is said. Pause after each name so children can point to the character in their books. Check children are pointing to the correct character.  - Play the CD again, pausing after each name. children repeat the names chorally and individually.  **2. Practice: Listen and find:**  - Tell children that you are going to say a character's name and they should point to that character in their books.  - Say the characters' names at random, e.g. Baz, Tess, Pat, Jig, Adam. As you say each name, you may like to hold up the flashcard of the character to give children visual support.  - Check children are pointing to the correct character in their books.  - Play the CD and pause after each name. Children listen and point to the character in their books.  **\* Activity Book: Match and say.**  - Tell children to look at page 4.  - Children name the characters they can see. Explain that the same character is on both sides of the line.  - Model the activity. Stick the cut-out of Baz from the back of the Activity Book on one end of the board and the flashcard of Baz on the other. Move your finger in a straight line from the cut-out on the left to the flashcard on the right.  - Tell children to copy your action and move their fingers from left to right in the air.  - Children practise tracing the lines in their books with their fingers. Check that they are moving their fingers from left to right. Ask children to say the characters' names as they trace.  - Tell children to trace the lines with their pencils, saying their characters’names as they do so.  **3. Consolidations: Play a game**  - Explain in the children’s own language that Jig is a rabbit and he has got long ears.  - Show children how to make the shape of a rabbit with their fingers by putting their first two fingers on the tip of their thumb as they point their ring and little fingers upwards to make Jig's ears.  **5.Summary:**  - ln this lesson, Ss have to identify the course characters.  6. **Home-link**  - Review the lesson. | - Listen  - Look at the books. Listen and answer the questions.  (6, 4, and 2 years old)  (brothers and sister).  - Look at the picture and listen.  - Listen, point to identify the characters.  - Listen and repeat in chorally -> indivi.  - Listen and point.  - Say the name. Look and identify the characters.  - Pointing to the correct character  - Listen and point to the character. Read the name.  - Look at the A.B.  - Give the name of characters.  - Look and listen.  - Listen and do following.  - Practise using fingers to tracing..  - Do exersice.  - Listen.  - Listen and make the shape of a rabbit with the fingers. |

**VI. Feedback:**

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**Week 1:**

**Period:2nd**

**UNIT 1: ME**

**Lesson 2**

**I. Aims:**

- By the end of the lesson ss will be able to:

+ Introduce oneself in English.

+ Greet and say goodbye in English.

+ Learn to ask How are you? And respond politely to the question.

+ Prepare to read in English by practicing moving the eye from left to right.

+ Develop fine motor control.

**II.Languages focus:**

* *Vocab*. I’m …, hello, bye.
* *Structure*: How are you? I’m fine, thank you.

**III. Teaching aids**.

*1. Teacher’s:* CD tracks 3 - 4, flashcards 1 - 5, C.B – A.B.

*2. Student’s****:*** Text book, notebook, pen,…..

**IV. Teaching methods:**

- Uommunlcanve approach.

- Techniques:

+ Ask and answer (say individually).

+ Discuss.

**V. Procedures**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5’  10’  10’  7’  3’ | 1. Warm up:- Tell children that they are going to play a game.- Say the name of a course character and hold up acharacter flashcard at the same time. If the two match children say Yes. If the flashcafd and the name are different, children say No.-Introduces new lesson.II. NEW LESSON **1. Presentation – Listen and say:**  - Tell children to look at the picture on pages 4 and 5. In their own language, ask children to guess what they think the characters are doing (Baz is greeting Pat and Jig, and Tess is leaving and saying goodbye). Play the CD once to check the answer.  Play the CD again, pausing after each phrase. Children repeat the phrases chorally and indivldualy.  **Transcript 3**  **Listen and say.**  **Baz: *Hello! I’m Baz.***  **Tess: *Bye, Jig! Bye, Pat! Bye, Baz!***  **2. Practice:**  **\* Say and do.**  - Call a child to the front of the class and give him / her flashcard 2 of Baz. Say ***Hello. I’m (your name***). Encourage the child to respond with Baz’s name. Repeat with other children and characters.  - Put the flashcards away. Move to the door of the  classroom as if you are leaving. Say Bye, (name of a child). Bye. (name of a child). etc.  - Choose two children.Tell them to greet each other and say goodbye (bye). Repeat with other pairs of children across the classroom.  **\* Sing:**  **-** Tellchildren that they are going to learn a greeting song in English. Explain that it is polite to ask a person how they are.  - Present the phrase How are you? by holding up flashcard 2 of Baz and looking at it. Say***: Hello, Baz. How are you?*** Answer in Baz’svoice. Encourage individual children to repeat the exchange with Baz.  - Play the CD, tell children to listen to the song.  - Play the CD again and puse after each line. Sing the line and tell SS to repeat after you.  - Play the CD again and ask children to sing the song.  **3. Production: Consolidation**  **\* A.B:** **Draw and color.**  - Copy part of the fence onto the board.  - Use your finger to show children how they are going to trace the outline of the fence in their books.  - Tell Ss to practise tracing the outline of the fence with their fingers before tracing it with their pencils.  **4. Summary:**  -In this lesson, Ss havelearnt about saying the days of the week in order. .  **5. Home link.**  - Review the lesson. | - Listen.  - Look, listen and give the answer.  - Look at the pictureon page 4, 5.  - Guess the characters.  - Listen and check their guess.  - Listen and repeat in chorally -> indi.  - A child to front of the class and respont with Baz’s name:  **Hello. I’m Baz.**  - Practise say Bye with other.  - Work in pairs.  - Listen.  - Answer the question in Baz’s voice:  ***I’m fine, thank you.***  - Listen and repeat in chorus -> indi.  - Listen.  - Listen, point and sing.  - Sing the song again.  - Listen.  - Listen and tracing.  - Practise tracing  - Say the content of the lesson.  Review. |

**VI. Feedback:**

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