Date of planning: / /

Date of teaching: / /

**UNIT 6: ACTIVITIES**

**( 4 periods)**

1. **Objectives:**

By the end of this lesson, students will be able to talk about their abilities.

By the end of this lesson, students will review the /e/, /f/, /g/ and /h/ sounds.

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:** swim, sing, run

review food, elephant, girl, hop

**Structures:**

* I can (run).

1. **Procedures:**

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| **Steps** | | **Activities** | **Organization** |
| **Warm-up** | | **Week 19- Period 37- 38: Lesson 1**  - Option 1: Review. Play the game “Animal Sounds”   * Make an animal sound and have students guess what the animal is. * Have students work in pairs: one makes animal sounds and the other guesses. Then swap the roles. * Have some pairs demonstrate the activity in front of the class.   - Option 2: Review. Play the game “What animal is it?”   * Teacher shows a flashcard only to a student who then mimes the animal he/ she sees on it. * Have the class guess the animal. * Repeat the activity with other flashcards. | * Teacher – students in pairs * Teacher - students & students |
| **New lesson** | | **A- Listen and point. Repeat.**  CD2-Track 01:   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   **B. Listen and point.**  1. Pre- listening: Introduce the situation, point at each person/activity in the picture and have students call out the words.  2. While- listening:   * Play audio and have students look at the picture. * Demonstrate the activity by pointing at the activities 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 “run/ swim/ sing.”   1. **Now, sing a song.**   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.  4. Have some students sing in front of the class. | * Teacher – whole class/ individuals/ pair work/ group work * Teacher – students in groups * Teacher – whole class/ students |
|  | 1. **Point and say.**   1. Divide the class into pairs.  2. Have Student A point to the pictures and Student B say “I can swim…”.  3. Swap roles and repeat.  4. Afterwards, have some pairs demonstrate the activity in front of the class.  **E- Play the “Pretend” game**  1. Have students look at the example.  2. Have one student come to the front of the class.  3. Have that student do an action silently.  4. Have other students try to guess the action.  5. Have students work in pairs, one does actions and the other guesses. Then have them swap roles and repeat.  6. Afterwards, have some pairs demonstrate the activity in front of the class. | | * Teacher – students in pairs * Teacher - students & students/ students in pairs | |
| **Wrap-up** | - Option 1: Review. Play the game “Listen and point”.   * Write the vocabulary + structures in different areas on the board. * Teacher says a word or a sentence (written on the board) * Students use their fingers to point at the word or the sentence on the board and say it loudly.   - Option 2: Review. Play the game “Flash look and say”.   * Teacher shows a flashcard quickly. * Students say that word or a sentence, using “I can…” | | * Teacher - students * Teacher - whole class | |

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| **Warm-up** | **Week 20- Period 39- 40: Lesson 2**  - Option 1: Sing.  Play audio Part C of lesson 1 and have students sing the song.  - Option 2: Play the game “Unscramble”.   * Divide the class into small groups and give each group a mini-board. * Show the unscramble words and ask the groups to write the correct answers on the mini-boards. E.g. wsmi -> swim. * The group with more correct words in shorter time will be the winner. | * Teacher – whole class * Teacher - students in groups |
| **New lesson** | **The alphabet**  1. Play the alphabet song and have students listen.  2. Play audio again and sing the song.  3. Put the flashcards on the board for the letters in red (e, f, g and h).  4. Point to each flashcard, call out the letter's name, and have students repeat.  **1- Listen and repeat.**  1. Have students look at the pictures.  2. Point to the pictures and say the letters’ sounds.  3. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and point.**  1. Have students look at the pictures and letters.  2. Play audio. Demonstrate the activity by pointing to the correct letters/pictures.  3. Play audio again. Have students listen and point to the letters/ pictures as they hear.  4. Have students listen, point and repeat all together and individually. Correct student’s pronunciation if necessary.  5. Have some students demonstrate the activity in front of the class.  **3- Circle the letters.**  1. Have students look at the pictures and call out the words.  2. Demonstrate the activity using the example.  3. Have students look the letters and circle the correct beginning sounds.  4. Check answers as a whole class.  5. Have students read all of the letter sounds all together and individually.  **4- Follow the letters and say the sounds.**  1. Have students look at the pictures and call out the correct sounds.  2. Have students solve the maze with their fingers and say the letter sounds as they pass them.  3. Have some students demonstrate the activity in front of class. | * Teacher - whole class * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher – whole class/ individuals |

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|  | **1- Listen and repeat.**  1. Have students look at the pictures.  2. Point to the pictures and say the letters’ sounds.  3. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and point.**  1. Have students look at the pictures and letters.  2. Play audio. Demonstrate the activity by pointing to the correct letters/pictures.  3. Play audio again. Have students listen and point to the letters/ pictures as they hear.  4. Have students listen, point and repeat all together and individually. Correct student’s pronunciation if necessary.  5. Have some students demonstrate the activity in front of the class.  **3- Put a tick or a cross.**  1. Have students look at the pictures and call out the beginning sounds.  2. Demonstrate the activity using the example.  3. Have students look the letters and put a tick or a cross.  4. Check answers as a whole class.  5. Have students read all of the letter sounds all together and individually.  **4- Play “Board race”.**  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. Write 2 letters on the board and then say a word beginning with one of their sounds.  4. Have the students race to the board, touch that letter, and say the correct sound.  5. The first student to touch the letter and say the sound gets a point for their team.  6. Continue with other students. | * Teacher – whole class/ individuals * Teacher – whole class/ individuals * Teacher - students in groups * Teacher - individuals/ whole class * Teacher - students in groups |
| **Wrap-up** | Option 1: Review. Play the game “Speed race”.   * Put 4 chairs in front of the board. * Divide the class into 4 teams. * Have a student from each team stand up. * Put a phonics card on each chair. * Call out one of the phonics cards. * The students standing try to be the first to sit on the chair with the corresponding phonics card. * The first student to sit on the chair wins a point for his/her team. The team with the most points wins.   Option 2: Review. Play the “Memory game”.   * Put up the phonics cards on the board. * Ask the students to memorize the order in which the items appear. * Remove the phonics cards and ask individual students to name the items in the correct order. * Change the order of the phonics cards and repeat the activity. | * Teacher – students in groups * Teacher – whole class/ individuals |