

Unit 2

My Dear Grandma - Part 2

Teaching Goal

- To be able to recognize, identify and call out your family member: **grandmother & grandma.**
- To be able to recognize and tell the occupation of your family member.
- To be able to recognize and match the vocabulary words with correct pictures.
- To be able to say and pronounce the vocabulary words of: **grandmother, grandma and baker.**
- To be able to understand and describe your family member with correct sentence patterns.
- To be able to understand and remember the lyrics of the song about your family member.

Materials

- ✓ ACD Track 07 & 08
- ✓ DVD Unit 2
- ✓ LivePen
- ✓ Flashcards of the vocabulary words: **grandmother, grandma and baker**
- ✓ Flashcards of various food

Time

1.5 hrs (80 minute lesson + 10 minute break time)

Warm-up/ Circle Time (20 Minutes)

1. Greet the students.
2. Review the phrase of: **I ... and I also...**
3. Introduce different usage of the phrase:
"I like to eat _____ and I also like to eat _____."



Teaching Tips

- ☆ *It is a good chance to introduce some nice and healthy food (fruit or vegetable) to the students.*

Game: Feed me Up Please!

1. Have a pile of flashcards with various food: fruit, vegetable and some "not so healthy" food, e.g. cake, candy, cola, soda, ice-cream.

2. Divide the students into 2 teams and draw 2 facial structures on the whiteboard for each team.
3. Ask 1 student from each team to come up.
4. The students will draw out 2 flashcards and say the phrase: **"I like to eat _____ and I also like to eat _____."** with the flashcards he/she has drawn.
5. If the flashcards the student has drawn are either fruit or vegetable, then the team can draw 2 strokes on the face of the team.
6. If only 1 of the 2 flashcards is the fruit or vegetable, then the team can only draw 1 stroke on the face. However, if both flashcards are neither fruit nor vegetable, then the team won't be able to make any strokes on the face.
7. The team that has completed the face with a "smiley face" first will win the game.
8. Clap or give a "thumbs up" gesture to the winner team. Also, ask the students to give a **"high-five"** to each other and say: **"Well-done!"** or **"Good try!"** or **"Keep going!"** as an encouragement.



Give encouragements for participation. Do remind the students **not to be arrogant** but **encourage** and **support each other**.



Teaching Tips

- ☆ Repeat and redraw the face if a smiley face is completed but not every student has their chance to have a go yet. The teacher may try to add a bit of excitement to the game by erasing the facial parts if the flashcards the students have drawn are not fruit or vegetable.

Introduction of the Conversation (15 Minutes)

1. Review the vocabulary words: **grandmother, grandma and baker** to the students.
2. Introduce the conversation and the sentence pattern:

Q: "Who is she?" **A: "She is my _____."**

Q: "What does she do?" **A: "She is a _____."**

My _____ likes to _____.

3. Ask the students to repeat the sentences after you.



Teaching Tips

- ☆ Say aloud and do a role-play.



For IRS Pen ONLY

- **Feel free to use IMS mode. Just point to a picture, IRS Pen will AUTOMATICALLY play a video.**

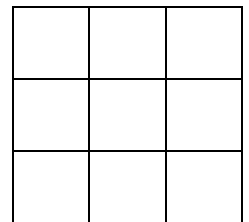


Play ACD Track 07

Activity Time (15 Minutes)

Game: Cross Bingo

1. Divide the students in 2 groups and draw a “9 square grid” cross bingo frame on the board and let each team choose a symbol for their team. (See the example)
2. Ask 1 student from each group to come up and do the “Paper, Scissors, Stone”. The winner gets to pick 1 flashcard first from the teacher who holds out the flashcards of the vocabulary words they have learned in this unit.
3. The teacher then asks the question according to the flashcard he/she has picked.
4. Once the student has answered correctly, the team can put the symbol of their team on any of the squares on the cross bingo frame.
5. The student from the other team will do the same once the winner side has finished.
6. The team that gets a bingo line first would win the game.



Teaching Tips

- ☆ The team can replace their symbol of the other team if they get the correct answer in order to increase the challenge and make the game more exciting..



Give encouragements for participation. Do have to **assist** and **encourage** some slow-learners to **keep on trying and not to give-up!** Also, remind the students that **the purpose of the game is to help them learn and make learning fun. No one should be arrogant** and take the outcome of the game too seriously. **Just enjoy learning and have fun!**

Student's Book- Let's do it! (10 Minutes)

1. Open **Student's book to Unit 2 Part 2 (P.13)** and play the ACD.
2. Let the students listen and write number 1 to 4 in the correct box.
3. Repeat a few times and encourage them to speak loud and clear.
4. Reward the students with some encouragements: stars/stickers/hugs/high-fives.



Play **ACD Track 08**



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Teaching Tips

- ☆ Listen and write number 1 to 4 in the right box.

Activity Book-Let's do it! (10 Minutes)

1. Open **Activity Book to Page 5** and ask the students to circle and paint the related pictures.
2. Ask the students to say the answer with sentence patterns they've already learned and repeat a few times and encourage them to speak loud and clear.



Teaching Tips



Circle and paint the related pictures.

Wrap-up/ Review (10 Minutes)

1. Review the sentence patterns and the conversation with the students.
2. Practice as a group or individually.
3. Reward the students with stickers, hugs, high-fives...etc.



Play **DVD Unit 2** during the review.

【Feel free to use the LivePen during your lessons】