**GRADE 2**

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| **Week 17**  **Period 33**  Class: 2A | **REVIEW 2 (*Self-check*)**  **Lesson 2 – Part 1,2,3** |

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- review the names and sounds of the letters *Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/)* and *V/v* *(/v/)*.

- recognise target words and the sounds of letters while listening.

- write the letters *x*, *q*, *j* and *v* to complete target words.

**2. Competences**

- Critical thinking and creativity: review the names and sounds of the letters *Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/)* and *V/v* *(/v/)* both in isolation and in the words.

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control & independent learning: perform listening and writing tasks.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 38

- Audio Tracks 46, 47

- Teacher’s guide: Pages 67, 68

- Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To review the sounds of letters *Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/)* and *V/v* *(/v/)*, in isolation and in the words.

**b. Content**

- Game: *“Facing game”*

**c. Expected outcomes**

- Pupils can remember and say the sounds of letters *Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/)* and *V/v* *(/v/)*, in isolation and in the words correctly.

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Game: *“Facing game”*** | | |
| - Have pupils say some of the letters they have learnt.  - Ask pupils to stand up to play the game.  - Say a letter. Ask pupils to say a word that contains the letter.  - If the pupil is able to give the correct answer, he/she will still stand and continue to play the game. If the pupil is unable to give the correct answer or has the same answer, he/she will be eliminated from the game.  - Continue to play the game until a winner is selected. Praise the winner. | - Give some letters they have learnt.  - Stand up to play the game.  - Listen to a letter. Say a word that contains the letter.  - Continue playing the game. Praise the winner. | - Letters (*Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/),* *V/v* *(/v/)*)  - Words (*question, quiz, square, fox, box, ox, jam, juice, jelly, van, village, volleyball*) |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Evaluation

**2. ACTIVITY 1:** **PRACTICE** (10 minutes)

**a. Objectives**

- To recognise target words while listening.

**b. Content**

- Activity 1. Listen and tick.

**c. Expected outcomes**

- Pupils can recognise target words while listening.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 1. Listen and tick.** (Track 46) | | |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “jam/ jelly/ van/ volleyball/ square/ circle”.  **Step 2:** Play the recording and allow pupils time to complete the activity (say “Listen and tick.”). Play the recording again, if necessary (say “Listen again.”).  **Step 3:** Check the answers by asking “a or b?”. When pupils answer correctly, confirm by saying “1a. jam”/ “2b. volleyball”/ “3a. square” and encourage them to repeat. | - Pupils look at the pictures and say the words.  - Pupils listen to the recording and complete the activity.  - Pupils check the answers and repeat the words. | 1. Pictures: (a) a jar of jam and (b) a plate of jelly.  + Audio script: *jam*  2. Pictures: (a) a van and  (b) a volleyball.  + Audio script: *volleyball*  3. Pictures: (a) a square and (b) a circle.  + Audio script: *square*  **\* Key:** *1. a, 2. b, 3. a* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (8 minutes)

**a. Objectives**

- To recognise the sounds of letters while listening.

**b. Content**

- Activity 2. Listen and circle.

**c. Expected outcomes**

- Pupils can recognise the sounds of letters while listening.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 2. Listen and circle.** (Track 47) | | |
| **Step 1:** Have pupils look at the letters and say the sounds (say “Point and say.”). When pupils answer correctly, confirm by saying “/k/; /dʒ/; /ks/; /v/”.  **Step 2:** Play the recording and allow pupils time to complete the activity (say “Listen and circle.”). Play the recording again, if necessary (say “Listen again.”).  **Step 3:** Check the answer to Question 1 by asking “/k/ or /v/?” When pupils answer correctly, confirm by saying “/k/” and encourage them to repeat.  **Step 4:** Repeat **Step 3** for *Questions 2*, *3* and *4*. | - Pupils look at the letters and say the sounds.  - Pupils listen to the recording and complete the activity.  - Pupils check the answers and repeat the sounds.  - Pupils follow the teacher’s instructions. | Four pairs of letters:  1. *q* and *v*  2. *x* and *j*  3. *x* and *q*  4. *v* and *j*  + Audio script:  *1. q, 2. j, 3. x, 4. v*  **\* Key:** *1. q, 2. j, 3. x, 4. v* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3: PRODUCTION** (7 minutes)

**a. Objectives**

- To write the letters *x*, *q*, *j* and *v* to complete target words.

**b. Content**

- Activity 3. Write and say.

**c. Expected outcomes**

- Pupils can write the letters *x*, *q*, *j* and *v* to complete target words.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 3. Write and say.** | | |
| **Step 1:** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “fox/ question/ juice/ village”.  **Step 2:** Have pupils write the letters to complete the words (say “Look and write.”). Allow pupils time to complete the activity. Go around the class to offer support and feedback.  **Step 3:** Have pupils say the words (say “Now say.”) | - Pupils look at the pictures and say the words.  - Pupils write the letters to complete the words.  - Pupils say the words. | Pictures of a fox, a question, a glass of juice and a village, with the labels *fo\_\_*, *\_\_uestion*, *\_\_uice* and *\_\_illage* for completion. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Answer keys

**5. FUN CORNER AND WRAP-UP** (5 minutes)

**\* Option 1/ Game: *“Slap the board”***

- Tell pupils that they are going to listen for the letters and slap the correct flash cards as quickly as possible.

- Put the flash cards of letters on the board.

- Call three pupils to the front of the class. Ask them to stand at a certain distance from the board.

- Invite one pupil to the front of the class and say a letter, e.g. *V/v*. Have three pupils run to the board and slap the correct flash card.

- The pupil who is the quickest to slap the correct flash card gets one point. The pupil who has the most points at the end of the game wins.

**\* Option 2/ Game: *“Odd one out”***

- Prepare some pictures about the words of the letters *Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/)* and *V/v* *(/v/)*.

- Put three pictures up on the board and then ask pupils to decide which they think is the odd one out.

e.g. *box*, *van*, *fox* (This can be *“van”* because *“box”* and *“fox”* with the sound of the letter *X/x (/ks/)*.

- Continue the game until all the pictures are used.

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| **Week 17**  **Period 34**  Class: 2A | **REVIEW 2 (*Self-check*)**  **Lesson 3 – Part 4,5,6** |

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- review sentence structures to ask and answer questions about what someone is doing, whether or not something is present, make and respond to a request, and ability.

- correctly identify and pronounce the target words and sentence structures.

- correctly spell and complete target words.

**2. Competences**

- Critical thinking and creativity: review sentence structures to ask and answer questions about what someone is doing, whether or not something is present, make and respond to a request, and ability.

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 39

- Teacher’s guide: Pages 68, 69

- Flashcards*/* pictures and posters (Review 2)

- Computer, projector, …

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives**

- To review the chant of Unit 8.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

- Pupils can correctly sing the chant of Unit 8 with the rhythm and melody.

**d. Organisation:**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Let’s chant.** (Track 41) | | |
| - Introduce the activity.  - Play the chant for pupils to listen.  - Play the chant for pupils to listen and sing in chorus.  - Invite a few groups to the front of the class to sing the chant. The class may sing along and clap to reinforce the activity.  - Praise the pupils if they perform the song well. | - Listen to the teacher’s introduction.  - Listen to the chant.  - Listen to the chant again and sing in chorus.  - Come to the front of the class to sing the chant. The class may sing along and clap to reinforce the activity. | The lyrics and the recording of the chant about a village (Unit 8). |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Feedback

**2. ACTIVITY 1:** **PRACTICE** (10 minutes)

**a. Objectives**

- To correctly identify and pronounce target words and sentence structures.

**b. Content**

- Activity 4. Read and tick.

**c. Expected outcomes**

- Pupils can correctly identify and pronounce target words and sentence structures.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 4. Read and tick.** | | |
| **Step 1:** Have pupils read and say the sentence structures in Question 1 “Is there a box? - Yes, there is.” (say “Read and say.”).  **Step 2:** Have pupils look at the pictures underneath the sentence structures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “box/ book”.  **Step 3:** Say “Read and tick.” and allow pupils time to complete the activity.  **Step 4:** Check answers by saying “a or b?” When pupils answer correctly, confirm by saying “1a. Is there a box? - Yes, there is.” and encourage them to repeat.  **Step 5:** Repeat **Steps 1** to **4** for the sentence structures in Questions 2 and 3. | - Pupils read and say the sentence structures in Question 1.  - Pupils look at the pictures underneath the sentence structures and say the words.  - Pupils complete the activity.  - Pupils check the answers and repeat the sentences.  - Pupils follow the teacher’s instructions. | There are three questions, each containing sentence structures and a pair of pictures.  **\* Key:** *1. a, 2. a, 3. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRACTICE** (8 minutes)

**a. Objectives**

- To correctly identify target words.

**b. Content**

- Activity 5. Find the words.

**c. Expected outcomes**

- Pupils can correctly identify target words.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 5. Find the words.** | | |
| **Step 1:** Draw pupils’ attention to the word search and the list of eight words. Have them point to and say each word (say “Point and say.”).  **Step 2:** Say “Find the words.” and allow pupils time to complete the activity.  **Step 3:** Check answers by showing the word search grid on the board and inviting pupils to come to the front and circle the words. | - Pupils look at the word search and the list of eight words. Pupils point to and say each word.  - Pupils complete the activity.  - Pupils come to the front and circle the words. | A word search grid and a list of eight words. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRODUCTION** (7 minutes)

**a. Objectives**

- To correctly spell and complete target words.

**b. Content**

- Activity 6. Write the words.

**c. Expected outcomes**

- Pupils can correctly spell and complete target words.

**d. Organisation**

| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| --- | --- | --- |
| **Activity 6. Write the words.** | | |
| **Step 1:** Have pupils look at and describe the picture using the words learnt.  **Step 2:** Write *v \_ \_ \_ \_ \_ \_* on the board and encourage pupils to complete the word. When they answer correctly, confirm by saying “village” and encourage them to repeat.  **Step 3:** Repeat **Step 2** for *square (s \_ \_ \_ \_ \_)*, *box (b \_ \_)*, *juice (j \_ \_ \_ \_)*, *jelly (j \_ \_ \_ \_)* and *volleyball (v \_ \_ \_ \_ \_ \_ \_ \_ \_)*.  **Step 4:** Say “Write the words.” and allow pupils time to complete the activity.  **Step 5:** Check answers by inviting six pupils to come to the front and complete the words *village*, *square*, *box*, *juice*, *jelly* and *volleyball* on the board. | - Pupils look at and describe the picture using the words they have learnt.  - Pupils look at the incomplete word on the board and complete the word.  - Pupils follow the teacher’s instructions.  - Pupils complete the activity.  - Pupils come to the front and complete the words. | - The picture shows a village in the countryside. A boy is drawing a square. There is a box beside him. A grandmother and a granddaughter are sitting on a blanket. On the blanket, there is a jug of juice and a plate of jelly. There is a volleyball near the blanket.  - The words *village*, *square*, *box*, *juice*, *jelly* and *volleyball* are labelled for completion. |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**5. FUN CORNER AND WRAP-UP** (5 minutes)

**\* Option 1/ Game: *“Making sentences”***

- Explain how to play the game.

- Divide the class into two teams.

- Nominate one pupil in each team as a leader. The leader says a sentence and the other members have to stand in a line, holding the word cards (*draw/ van / you/ Can/ a/?*) to make a sentence, e.g. *Can you draw a van?*

- Set a time limit for the teams to play the game.

- Invite two teams to the front of the class to play the game.

- Have the class give comments and announce the winner. The team that makes more correct sentences will win. Praise the winner.

**\* Option 2/ Game: *“Flashcard walk”***

- Place several flashcards (*square, box, juice, van, quiz, fox, jelly, village*) on the classroom floor.

- Divide the class into two teams.

- Have three pupils from each team come up the front.

- Play some music and have the pupils walk around the flashcards.

- Stop the music and say the name of one flashcard.

- Have the pupils pick up the correct flashcard and repeat a word.

- Give the first team to pick up the flashcard and say the correct word at one point.

- Continue the game with the others of the two teams.

- The group with more points wins the game.