**TIẾNG ANH 2**

**LESSON PLAN**

| School: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School year: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- | --- | --- |
| Grade: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Week: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Approved by: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**REVIEW 2**

**Self check – Period 3**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: |
| --- | --- |
|  | – recognize the target words and sentence structures;– write the learnt words. |
| **II. INPUT** | **Language:** * Vocabulary: *question, square, quiz, box, fox, ox, juice, jelly, jam, village, van, volleyball*
 |
|  | * Structures:*What’s he/she doing?* and *He’s/She’s \_\_\_\_\_ (*verb *+ –ing).* to ask and answer questions about what someone is doing.*Is there a/an \_\_\_\_\_?* and *Yes, there is./No, there isn’t.* to ask and answer questions about whether or not something is present.*Pass me the \_\_\_\_\_, please.* and *Here you are.* to make and respond to a request.*Can you draw a \_\_\_\_\_?* and *Yes, I can./ No, I can’t.* to ask and answer questions about ability.
 |
|  | **Resources/Material:** * Student’s book, page 39
* *sachmem.vn*
* Teacher’s guide, pp. 76 - 77
* Flashcards
* Computer, projector
 |
| **III. PROCEDURE** | **Warm-up – Read and tick – Find the words – Write the words – Wrap-up** |

| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| --- | --- | --- |
| **Warm-up** | 5 minutes |  |
|  | **Option 1**- Have pupils sing one or two songs from *Units 5 - 8* to revise the words and structures they have learnt. If pupils do not remember the songs, play the recording for them to sing along.  | Whole class |
| **Option 2**Show pupils the lyrics of a chant or a song from *Units 5 - 8* with some missing words, e.g.: *Is there a fox? Is there a \_\_?**Yes, there is. Yes, there is.**There’s a \_\_ in the box.**Is there an ox? Is there an \_\_\_?**No, there isn’t. No, there isn’t.**There isn’t an \_\_\_on the farm.*Then ask pupils to listen to the chant/song and fill in the blanks, then sing the complete chant/song aloud. | Whole classIndividual work |
|  | **Option 3**Have pupils play the game *Mystery bag* to revise the sounds and words they learnt in previous units.  | Group work |
| **4. Read and tick.** 8 minutes |
| Step 1: | Have pupils read and say the sentence structures in Question 1 Is there a box? Yes, there is (say “Read and say.”) | Whole class  |
| Step 2: | Have pupils look at the pictures underneath the sentence structure (saying “*Look at the pictures in Question 1, please!"*) and say what they can see. When pupils answercorrectly, confirm by saying “box/ book”.  | Whole class  |
| Step 3: | Have pupils read the sentence structures and tick the correct box (say “Read and tick.”). Allow pupils time to complete the activity. Give further support tothose pupils who find it difficult to do the task. | Individual work |
| Step 4: | Check answers by saying “a. or b.?” When pupils answer correctly, confirm by saying “a.” and encourage them to repeat the question and answer. | Whole class |
| Step 5: | Repeat Steps 1 to 4 for the sentence structures in Questions 2 and 3.  | Whole classIndividual work |
| **Extension:** | Say aloud some sentences and have pupils slap the suitable pictures.  | Group work |
| **5. Find the words.** 8 minutes |
| 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.*”)  | Whole class |
| Step 2: | Ask pupils to look at the word search, find and circle the words in it individually. Allow pupils time to complete the activity. | Individual work |
| 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.  | Whole class |
| **Extension:** | Ask some advanced pupils to make sentences with these words. |  |
| **Extension:** | Have pupils rearrange the sentences to make meaningful sentence. E.g: the sail / I / can see (I can see the sail.)flying/ He’s/ a kite (He’s flying a kite.) |  |
| **6. Write the words.**  8 minutes |
| Step 1: | Have pupils look at and describe the picture using the words they have learnt.  | Whole class |
| 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.  | Whole class |
| Step 3: | Repeat Step 2 for *square (s \_ \_ \_ \_ \_), box (b \_ \_), juice (j \_ \_ \_ \_), jelly (j \_ \_ \_ \_)* and *volleyball (v \_ \_ \_ \_ \_ \_ \_ \_ \_).*  | Whole class |
| Step 4: | Say “*Write the words.*” and allow pupils time to complete the activity.  | Individual work |
| Step 5: | Check answers by inviting pupils to come to the front and complete the words *village, square, box, juice, jelly* and *volleyball* on the board.  | Individual work |
| **Extension:** | Show the picture of some learnt words and ask pupils to write the words on their notebooks. Ask pupils to swap their answers with other classmates. Then check the answers as a class.  | Whole classIndividual work |
| **Wrap–up** 5 minutes |
|  | **Option 1**: Have pupils play *Pass the ball* game. Give flashcards for pupils to pass with the music, then when the music stops, those who get the flashcards will say the words. | Whole class |
| **Option 2:** Show flashcards and have pupils say the words. Ask some pupils to make sentences with the words. | Individual work |
| **Option 3**: Write incomplete sentences on the board (with pictures). Invite some pupils to go to the board and write the letters to complete the sentences. E.g. The picture of the jam and the text: *Pass me the \_\_\_\_\_, please.*  | Individual work |