**TIẾNG ANH 2**

**LESSON PLAN**

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

**Unit 2. In the backyard**

**Lesson 2 – Period 5**

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

| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: |
| --- | --- |
|  | * say the letter K/*k,* the words *kite*, *bike,* *kitten*, thephrases/sentencescontaining /k/ and *kite*, *bike,* *kitten*, the sentence structure *He’s/She’s \_\_\_\_\_ (verb + –ing).* in a chant.
 |
|  | * listen and recognise the words *kite*, *bite,* *kitten* and the sentence structure *He’s/She’s \_\_\_\_\_ (verb + –ing).*
 |
|  | * write the letter *K/k* and complete the words \_\_*ite*, *bi\_\_e,* *\_\_itten.*
 |
| **II. INPUT** | **Language:**  |
|  | * Sound /k/
* Vocabulary: *kite*, *bike,* *kitten*
* Phrases/sentences with the sound */k/* and the words *kite*, *bike,* *kitten*
 |
|  | **Resources/Material:** * Student’s book, page 10
* *sachmem.vn*
* Teacher’s guide, pp. 16- 18
* Workbook, pp. 7-8
* Flashcards to play games in ***Warm-up***
* Computer, projector
 |
| **III. PROCEDURE** | **Warm-up – Listen and chant – Listen and circle – Look and write – Wrap-up** |

| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| --- | --- | --- |
| **Warm-up** | 5 minutes |  |
|  | **Option 1**- Ask pupils what letter and sound they learnt in *Lesson 1*.- Show pictures of the words that pupils learnt in *Lesson 1* (*kite*, *bike*, *kitten*) and encourage them to say the words aloud. - For more advanced classes, ask pupils to find other words having the letter *K/k (book, cake, duck, …)*.  | Whole class |
| **Option 2**Ask two groups of three to play *Red words, green words* with the target vocabulary they have learnt.  | Group work |
| **Option 3**Ask two groups of three to play *Pelmanism* with the words *kite, bike, kitten* in front of the class.  | Group work |
| **3. Listen and chant.** 10 minutes |
| Step 1: | Draw pupils’ attention to the picture and have them point to the kite (say “*Look at the picture. Point to the kite.”*).  | Whole class |
| Step 2: | Say “*He’s ﬂying a kite*.” and encourage pupils to repeat (say “*Repeat, please!*”). | Whole class |
| Step 3: | Repeat Steps 1 and 2 for *He’s riding a bike.* and *She’s playing with a kitten.*  | Whole class |
| Step 4: | Play the recording of the chant to familiarize pupils with the words and rhythm (say “*Listen*.”).  | Whole class |
| Step 5: | Have pupils point to each line of the chant(e.g. say “*Point to line one*.”). Play the recording of each line and encourage pupils to chant (say “*Listen and chant.*”).  | Individual workWhole class |
| Step 6: | Play the recording in full and encourage pupils to chant (say “*Listen and chant*.”). Pupils can clap along or do other actions to help them keep the rhythm.  | Whole class |
| Step 7: | Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions. | Group work |
| **Extension:** | With better classes, help pupils change some line in the chant and sing it in front of the class. E.g. *K, k, kite.**A kite, a kite.**He’s flying a kite.**K, k, bike.**A bike, a bike.**She’s riding a bike.* | Individual work |
| **4. Listen and circle.** 7 minutes |
|  Step 1: | Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “kite/ bike/ kitten/ puppy”.  | Whole class  |
| Step 2: | Play the recording and allow pupils time to complete the activity (say “*Listen and circle*.”).  | Individual work |
| Step 3: | Play the recording again, if necessary (say “*Listen again.*”). | Individual work |
| Step 4: | Check the answers by asking “*a or b*?” When pupils answer correctly, confirm by saying “*1b. I have a bike.”/“2a. I have a kitten.”* and encourage them to repeat. | Whole classIndividual work |
|  | **Audio script**: 1. I have a bike. 2. I have a kitten. **Answers:** 1. b 2. a |  |
| **5. Look and write.**  8 minutes |
| Step 1: | Write the letter *K* (upper case) on the board and say “*K*” (/keɪ/).  | Whole class |
| Step 2: | Write the letter *K* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *K* (upper case) on the board.  | Individual work |
| Step 3: | Repeat Steps 1 and 2 for *k* (lower case).  | Whole classIndividual work |
| Step 4: | Have pupils look at the writing grids (say “*Look and write.*”) Allow pupils time to complete the activity. Go around the class to offer support and feedback.  | Whole class |
| Step 5: | Have pupils look at the picture and labels (say “*Look and write.*”). Allow pupils time to complete the activity. Go around the class to offer support and feedback. | Individual work |
| **Extension:** | For better pupils, have them do *Activity 4*,*Unit 2* in their workbooks. | Individual work |
| **Wrap–up** 5 minutes |
|  | **Option 1**Have pupils listen to the recording, then say the chant again. | Whole class |
|  | **Option 2**Ask pupils to look at the pictures in **4. Listen and circle** and say about them, e.g. *kite, kitten, ..*. Encourage better pupils to use learnt structure *He’s/She’s \_\_\_\_\_ (*verb *+ –ing).* | Whole class |
|  | **Option 3**To reinforce the vocabulary, get pupils to do *Activity 1, Unit 1* in their workbooks. | Individual work |

**TIẾNG ANH 2**

**LESSON PLAN**

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

**Unit 2. In the backyard**

**Lesson 3 – Period 3**

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

| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: |
| --- | --- |
|  | - use the sentence structures *Is he/ she \_\_\_\_\_ (*verb *+ -ing)?* and *Yes, he/ she is. /No, he/ she isn’t.* to ask and answer about actions in progress. - sing a song with the sentence structures *Is he/she \_\_\_\_\_ (*verb *+ -ing)?* and *Yes, he/ she is. /No, he/ she isn’t.*  |
| **II. INPUT** | **Language:**  |
|  | * *Is he/ she \_\_\_\_\_ (*verb *+ -ing)?*
* *Yes, he/ she is. /No, he/ she isn’t.*
 |
|  | **Resources/Material:** * Student’s book, page 11
* *sachmem.vn*
* Teacher’s guide, pp. 18 – 20
* Pictures/ Flashcards for *Warm-up* and *Extension*
* Workbook, page 9
* Computer, projector
 |
| **III. PROCEDURE** | **Warm-up – Listen and repeat – Let’s talk – Let’s sing – Wrap-up** |

| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| --- | --- | --- |
| **Warm-up** | 5 minutes |  |
|  | **Option 1**- Have pupils listen to the recording, then sing the chant on Page 10.- Select some better pupils to sing the chant in front of class. The class listens to them and claps handsalong. | Whole classIndividual work |
| **Option 2**Let two or three pupils point to the pictures in **Listen and circle** (Page 10) and say the sentences, e.g. 1a: *I have a kite*. 1b: *I have a bike*. | Individual work |
|  | **Option 3**Get pupils to play *What’s Missing?* Game, using the pictures and flashcards with the incompleted words *\_ite, \_itten* and *bi\_e.* Have pupils guess the missing letters and say the words correctly. | Group work |
| **6. Listen and repeat.** 5 minutes |
| Step 1: | Draw pupils’ attention to the picture (say “*Look at the picture.*”).  | Whole class |
| Step 2: | Have pupils point to the sentence (say “*Point to the sentence.*”). Play the recording and encourage pupils to repeat (say “*Listen and repeat*.”).  | Whole class |
| Step 3: | Ask pupils to repeat the sentence both individually and in chorus several times. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  | Whole classIndividual work |
| Step 4: | Ask pupils to work in pairs, repeat the questions and answers of the boy and the girl in the pictures. Go around and correct pronunciation to make sure pupils can repeat the sentence correctly. | Pair work |
| **7. Let’s talk.** 10 minutes |
| Step 1: | Write *Is he/she \_\_\_\_\_?* on the board. Underneath the question, write *Yes, he/ she is.* and *No, he/ she isn’t.*  | Whole class |
| Step 2: | Draw pupils’ attention to Picture *a*. Say “*Is he…?*” and encourage them to complete the sentence with “*ﬂying a kite*”.  | Whole class |
| Step 3: | Say “*Is he ﬂying a kite?*”. Point to each of the possible answers written on the board and encourage pupils to choose the correct one. When they answer correctly, confirm by saying *“Yes, he is.”*  | Whole class |
| Step 4: | Repeat Steps 2 and 3 for Pictures b and c  | Whole class |
| Step 5: | Have pupils work in pairs to look at each picture and practice asking and answering questions about the actions in progress. Go around the class to oﬀer support and feedback.  |  Pair work |
| **Extension:** | Show some pictures of action verbs (some pictures in *Tiếng Anh 1* such as the boy is running, the girl is having noodles, ...). Have pupils ask and answer about the actions in progress, using the structures *Is he/she \_\_\_\_\_ (*verb *+ -ing)?* and *Yes, he/she is. /No, he/she isn’t.*  | Whole classGroup work |
| **8. Let’s sing.**  10 minutes |
| Step 1: | Draw pupils’ attention to the picture (say *“Look at the picture.*”). Say “*Is she riding a bike?*” and encourage pupils to answer “*Yes, she is*.” Say “*Is he riding a bike?*” and encourage pupils to answer “*No, he isn’t*.*”* | Whole class |
| Step 2: | Play the recording of the song to familiarize pupils with the rhythm and melody (say “*Listen*.”).  | Whole class |
| Step 3: | Read the song line by line and encourage pupils to repeat (say “*Listen and repeat*.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  | Whole classIndividual work |
| Step 4: | Say “*Let’s sing!*”. Play the recording line by line and encourage pupils to sing along.  | Group work |
| Step 5: | Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class. | Group work |
| **Wrap–up** 5 minutes |
|  | Revise the main teaching point of the lesson: the structures *Is he/she \_\_\_\_\_ (*verb *+ -ing)?* and *Yes, he/she is. /No, he/she isn’t.* to talk about actions in progress. | Whole class |
| **Option 1**: Ask pupils to mime and talk about actions in progress, using the structures *Is he/she \_\_\_\_\_ (*verb *+ -ing)?* and *Yes, he/she is. /No, he/she isn’t.*  | Whole classGroup work |
| **Option 2**: Have pupils do *Activity 6*, *Unit 2* in their workbooks. | Individual work |
| **Option 3**: Show pupils the lyrics of the song with some missing words, e.g.:*Where’s Kate?**She’s in the yard.**Is she \_\_\_\_\_\_ a bike?**Yes, she is. Yes, she is.* Then ask some advanced pupils to guess the missing words and sing the complete song aloud. | Individual work |