**TIẾNG ANH 2**

**LESSON PLAN**

| School: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School year: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- | --- | --- |
| Grade: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Week: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Approved by: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Unit 3. At the seaside**

**Lesson 1 – Period 9**

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

| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: |
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|  | - correctly pronounce the name of the letter S/s (/es/).- correctly pronounce the sound of the letter S/s (/s/) in isolation and in the words *sail*, *sand* and *sea*. |
| **II. INPUT** | **Language:**  |
|  | * Sound /*s*/
* Vocabulary: *sail, sand, sea*
 |
|  | **Resources/Material:** * Student’s book, page 14
* Teacher’s guide, pp. 24 - 26
* *sachmem.vn*
* Flashcards for Unit 3
* Flashcards/pictures of seaside
* Flashcards for Fun Corner
* Poster for Unit 3
* Computer, projector
 |

| **III. PROCEDURE** | **Warm-up – Listen and repeat – Point and say – Fun corner – Wrap-up** |
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| **Procedure** | **Teaching and learning activities** | **Classroom management** |
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| **Warm-up** | 5 minutes |  |
|  | **Option 1**Refresh pupils’ memory of the previous unit by having pupils work in pairs to look at the picture in *Unit 2*, *Lesson 3*, *Activity 8* and ask and answer questions about the actions in progress.  | Pair work |
| **Option 2**- Introduce the topic of the new unit by showing some pictures of the seaside. - Find out if pupils have been to the seaside and, if so, what they did there and what they liked most about it.  | Whole class |
| **1. Listen and repeat.** 10 minutes |  |
| Step 1: | Draw pupils’ attention to the picture(say “*Look at the picture.*”). Ask questions to help them identify the context (The picture shows the seaside. The sun is shining. A father, son and daughter are sailing on the sea. The father is controlling the sail. The son is fishing. The daughter is looking at the sand on the beach. *Sail*, *sand* and *sea* are labelled, with the letter *s* in red). | Whole class |
| Step 2: | Have pupils point to the letter *S/s* (say “*Point to the letter S*.”). Explain that the name of the letter *S/s* is different to its sound (say “*Listen. /es/ /s/*.”).  | Individual work |
| Step 3: | Play the recording of the name and sound of the letter *S/s* 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: | Have pupils look at the sail (say “*Look at the sail*.”). Then have them point to the word *sail* (say “*Point to the word sail*.”). Draw their attention to the colour of the letter *s* (say “*Look at the colour of the letter s. It is red*.”).  | Whole class |
| Step 5: | Play the recording of *sail* 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 6: | Repeat Steps 4 and 5 for *sand* and *sea*.  | Whole classIndividual work |
| Step 7: | Play the recording in full and encourage pupils to repeat the name and sound of the letter *S/s, sail, sand* and *sea* both individually and in chorus. | Whole classIndividual work |
| **Extension:** | For better pupils, let them play *Jumbled letters* using the new vocabulary. Then ask them say the words aloud. | Individual work |
| **2. Point and say.** 7 minutes |  |
| Step 1: | Have pupils point to the letter *S/s* and correctly pronounce its name and sound (say “*Point to the letter S. Say /es/. Now say /s/*.”).  | Whole class |
| Step 2: | Have pupils point to and correctly pronounce the word *sail* (say “*Point to the sail. Say sail*.”). 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 3: | Repeat Step 2 for *sand* and *sea*.  | Whole classIndividual work |
| Step 4: | Put pupils into pairs or groups for further practice of Steps 1 to 3. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | Group/Pair work |
| **Fun corner: Pelmanism** 8 minutes |
| Step 1: | Divide the class into small teams. Give each team two sets of flashcards. Say “*You are going to play Pelmanism.*”  | Group work |
| Step 2: | Instruct pupils to shuffle their flashcards and then place them face down on the desk.  | Group work |
| Step 3: | Explain that team members should take it in turns to turn over two cards. Do the word and the picture match? If they do match, the team member scores one point. If they do not match, the team member should turn both cards face down again.  | Group work |
| Step 4: | Play the game! The first team to match all the words and pictures wins. | Group work |
| **Wrap-up:** 5 minutes |
|  | Revise the main teaching point of the lesson: the sound of the letter *s* and the words *sail, sand, sea*. | Whole class |
| **Option 1**Using *sachmem.vn*, have pupils look at the things in the picture and repeat the words after the recording. | Whole class |
| **Option 2**Using *Poster for Unit 3*, ask pupils to point to the things in the picture and say the words. For better pupils, teacher may cover the words and ask them to point to the things and say the words aloud. | Individual work |
| **Option 3**Pupils do the project on Page 12 in Workbook. | Individual work |