**TIẾNG ANH 2**

**LESSON PLAN**

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

**Lesson 3 – Period 11**

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

| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: |
| --- | --- |
|  | * use “*Let’s look at the \_\_\_\_!*” to suggest doing something.
* sing a song with the structure “*Let’s look at the \_\_\_\_\_!*”
 |
| **II. INPUT** | **Language:**  |
|  | * *Let’s look at the \_\_\_\_!*
 |
|  | **Resources/Material:** * Student’s book, page 16
* *sachmem.vn*
* Teacher’s guide, pp. 28 - 30
* Workbook, page 12
* 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 15.- 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**- Invite one or two pupils to write the letter *S/s* on the board.- Get pupils to say words that contain the sound of the letter *P/p* (from *Lessons 1* & *2* and the learnt units). | Individual work |
|  | **Option 3**Have pupils make up a chant based on the chant in *Lesson 2* by completing the sentence “*I can see the* \_\_\_\_\_ *in the classroom*.” Encourage them to identify things in the classroom that begin with the letter *S/s*. | Individual work |
| **6. Listen and repeat.** 5 minutes |
| Step 1: | Draw pupils’ attention to the picture (say “*Look at the picture.”*). Say *“I can see the sea. Let’s look at the sea!*”  | Whole class |
| Step 2: | Have pupils point to the sentence (say “*Point to the sentence.*”). | Individual work |
| Step 3: | Play the recording and encourage pupils to repeat the sentence (say “*Listen and repeat*.”). | Whole class |
| Step 4: | Ask pupils to repeat the sentence both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good. | Whole classIndividual work |
| **7. Let’s talk.** 10 minutes |
| Step 1: | Write *Let’s look at the sea!* on the board and underline the word *sea*. Say “*Let’s look at the sea!*”.  | Whole class |
| Step 2: | Erase *sea* and replace it with *sail*. Say “*Let’s look at the sail!*”.  | Whole class |
| Step 3: | Repeat Step 2 for *sand*.  | Whole class |
| Step 4: | Erase *sand* and leave the sentence structure *Let’s look at the \_\_\_\_\_!* on the board.  | Whole class |
| Step 5: | Draw pupils’ attention to Picture *a* (say “*Look at Picture a.*”). Say “*Let’s look at the sea!*” and encourage them to repeat the full sentence structure. 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 Step 5 for Pictures *b* and *c.* | Whole classIndividual work |
| **Extension:** | Devide class into four groups. Have pupils play **Simon says Game,** using the commands “*Let’s look at the \_\_\_\_.”* | Individual work |
| **8. Let’s sing.**  10 minutes |
| Step 1: | Draw pupils’ attention to the picture (say “*Look at the picture*.”). Say “*I can see the \_\_\_\_\_*.” and encourage them to complete the sentence with the things they can see.  | 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.  | Whole class |
| 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 structure “*Let’s look at the \_\_\_\_\_!”* to suggest doing something. | Whole class |
| **Option 1**: Ask pupils to draw a picture of the sea/ sail/ sand, show them to the class and suggest doing something, using *Let’s look at the \_\_\_\_!* | Individual work |
| **Option 2**: Have pupils do *Activity 6*, *Unit 3* in their workbooks. | Individual work |
| **Option 3**: Show pupils the lyrics of the song with some missing words, e.g.: *It’s Saturday.* *It’s a sunny day.* *We’re at the \_\_\_\_\_.* *Let’s look at the \_\_\_\_\_!*Then ask some advanced pupils to guess the missing words and sing the complete song aloud. | Individual work |