**TIẾNG ANH 2**

**LESSON PLAN**

| School: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School year: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- | --- | --- |
| Grade: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Week: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Approved by: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Unit 7. In the kitchen**

**Lesson 1 – Period 26**

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 J/j ((/dʒeɪ/).  - correctly pronounce the sound of the letter J/j (/dʒ/) in isolation and in the words *juice*, *jelly* and *jam*. |
| **II. INPUT** | **Language:** |
|  | * Sound /dʒ/ * Vocabulary: *juice, jelly, jam* |
|  | **Resources/Material:**   * Student’s book, page 31 * Teacher’s guide, pp. 59 - 61 * *sachmem.vn* * Flashcards for Unit 7 * Flashcards/pictures for Fun Corner * Poster for Unit 7 * 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 writing the letter *X/x* on the board. Have pupils say the name and sound of the letter.  - Put pupils into teams and have them think of as many words containing the letter *X/x* as possible. | | Whole class  Group work |
| **Option 2**  - Ask some pupils to talk about the food they like. - Get some pairs of pupils to practise talking about their favourite food, using *I like* \_\_\_\_\_.  or *The \_\_\_\_\_ is yummy.* | | Whole class  Individual work |
| **Option 3**  - Introduce the next unit by showing a picture of a kitchen and asking pupils questions about it (in Vietnamese), e.g. *Where are they? What are they doing? What can you see in the kitchen? What do you do in the kitchen?* | | 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 a kitchen. There is a mother, son and daughter sitting at the table. On the table, there is a jug of juice, a plate of jelly and a jar of jam. *Juice*, *jelly* and *jam* are labelled, with the letter *j* in red). | | Whole class |
| Step 2: | Have pupils point to the letter *J/j* (say “*Point to the letter J.*”). Explain that the name of the letter *J/j* is different to its sound (say “*Listen. /dʒeɪ/ /dʒ/*.”). | | Individual work |
| Step 3: | Play the recording of the name and sound of the letter *J/j* 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 class  Individual work |
| Step 4: | Have pupils look at the jug of juice (say “*Look at the jug of juice.*”). Then have them point to the word *juice* (say “*Point to the word juice*.”). Draw their attention to the colour of the letter *j* (say “*Look at the colour of the letter j. It is red.*”). | | Whole class |
| Step 5: | Play the recording of *juice* 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 class  Individual work |
| Step 6: | Repeat Steps 4 and 5 for *jelly* and *jam*. | | Whole class  Individual work |
| Step 7: | Play the recording in full and encourage pupils to repeat the name and sound of the letter *J/j*, *juice*, *jelly* and *jam* both individually and in chorus. | | Individual work |
| **Extension:** | For better pupils, use the new and learnt vocabulary about food (*popcorn, pizza, pasta, noodles, milk, jam, juice, jelly*) to make simple sentences, e.g. *I like \_\_\_\_\_*.; *I can see \_\_\_\_*.;  *I’m having \_\_\_\_\_.* | | Individual work |
| **2. Point and say.** 7 minutes | | |  |
| Step 1: | Have pupils point to the letter *J/j* and correctly pronounce its name and sound (say “*Point to the letter J. Say /dʒeɪ/. Now say /dʒ/.*”). | | Whole class |
| Step 2: | Have pupils point to and correctly pronounce the word *juice* (say “*Point to the juice. Say juice*.”). 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 class  Individual work |
| Step 3: | Repeat Step 2 for *jelly* and *jam*. | | Whole class  Individual 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: *Slap the Board*** 8 minutes | | | |
| Step 1: | Stick the flashcards on the board. | Whole class | |
| Step 2: | Divide the class into three teams and have each team stand in a line in front of the board. | Group work | |
| Step 3: | Explain to pupils that when you say one of the words, the pupil at the front of each line must run to the board and slap the correct flashcard as quickly as possible. The first pupil to slap the correct flashcard scores one point. | Whole class | |
| Step 4: | Play the game. The team with the most points wins. | Group work | |
| **Wrap-up:** 5 minutes | | | |
|  | Revise the main teaching point of the lesson: the sound of the letter j and the words *juice, jelly, jam*. | 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 7*, 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**  Using pictures and flashcards, get some pupils to match the words *juice, jelly, jam* and the pictures. Then ask the class to say the words aloud. For better pupils, teacher may use the food vocabulary learnt in the previous units. | Individual work | |