**TIẾNG ANH 2**

**LESSON PLAN**

| School: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School year: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| --- | --- | --- | --- |
| Grade: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Week: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Approved by: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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**Unit 7. At my birthday party**

**Lesson 3 – Period 28**

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

| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: |
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|  | * use the sentence structures *Pass me the \_\_\_\_\_, please*. and *Here you are*. to make and respond to a request;
* sing a song with the sentence *structures Pass me the \_\_\_\_\_.* and *Here you are*.
 |
| **II. INPUT** | **Language:**  |
|  | * *Pass me the \_\_\_\_\_, please*.

*- Here you are*. |
|  | **Resources/Material:** * Student’s book, page 33
* *sachmem.vn*
* Teacher’s guide, pp. 63 - 65
* Workbook, page 24
* Picture cards for *Let’s talk*
* Computer, projector
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| **III. PROCEDURE** | **Warm-up – Listen and repeat – Let’s talk – Let’s sing – Wrap-up** |
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| **Procedure** | **Teaching and learning activities** | **Classroom management** |
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| **Warm-up** | 5 minutes |  |
|  | **Option 1**- Have pupils listen to the recording, then sing the chant on Page 32.- 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 *J/j* on the board.- Get pupils to say words that contain the sound of the letter *J/j* (from *Lessons 1 & 2* and the learnt units). | Individual work |
|  | **Option 3**- Have pupils draw a kind of food/ drink. - Have pupils work in pairs to talk about the food/drink they like using the sentence structure *I like \_\_\_\_\_.* | Individual/Pair 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 sentences (say “*Point to the sentences.”*).  | Whole class |
| Step 3: | Play the recording and encourage pupils to repeat (say “*Listen and repeat*.”).  | Whole class |
| Step 4: | 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 |
| **7. Let’s talk.** 10 minutes |
| Step 1: | Hand out three picture cards showing a jar of jam, a jug of juice and a plate of jelly (each card to a different pupil).  | Whole class |
| Step 2: | Write *Pass me the jam, please*. on the board and underline jam. Say “*Pass me the jam, please*.” Hold out your hand to indicate that you would like the pupil holding the picture card of a jar of jam to pass it to you.  | Whole classIndividual work |
| Step 3: | Have the pupil repeat the request. When he/ she says it correctly, respond “*Here you are*.” and pass it back to him/her. Write *Here you are*. on the board.  | Whole classIndividual work |
| Step 4: | Erase *jam* and replace it with *juice.* Say “*Pass me the juice, please.*” The pupil with the picture card of a jug of juice should pass it to you and say “*Here you are*.”  | Whole classIndividual work |
| Step 5: | Repeat Step 4 for *jelly.*  | Whole classIndividual work |
| Step 6: | Erase *jelly* and leave the sentence structures *Pass me the \_\_\_\_\_, please*. and *Here you are.* on the board.  | Whole classIndividual work |
| Step 7: | Hand out a picture card to every pupil in the class. Put pupils into pairs to practise making and responding to the request. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | Pair work |
| **Extension:** | Ask pupils to to work in pair, make and respond to a request using *Pass me the \_\_\_\_\_, please*. and *Here you are.* Pupils may use things in the classroom (e.g. pens, pencils, books, …). | Pair work |
| **8. Let’s sing.**  10 minutes |
| Step 1: | Draw pupils’ attention to the picture (say “*Look at the picture.*”). Say “*Pass me the jam*.” and encourage pupils to point to the picture of the jam and respond using the full sentence structure.  | 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 structures *Pass me the \_\_\_\_\_, please*. and *Here you are* to make and respond to a request. | Whole class |
| **Option 1**: Ask pupils to draw a food/drink item, show them to the class and make and respond to a request, using *Pass me the \_\_\_\_\_, please*. and *Here you are.* | Individual work |
| **Option 2**: Have pupils do *Activity 6*, *Unit 7* in their workbooks. | Individual work |
| **Option 3**: Show pupils the lyrics of the song with some missing words, e.g.: *Jam, juice, jelly.* *Pass me the \_\_\_\_\_.* *Pass me the \_\_\_\_\_.* *Pass me the \_\_\_\_\_.*Then ask some advanced pupils to guess the missing words and sing the complete song aloud. | Individual work |