**Week: 02**

**English 2 – Class 2C**

**UNIT 1: AT MY BIRTHDAY PARTY Lesson 1 Period 01**

**Date of teaching: 18/09/2024**

**I. OBJECTIVES:** By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- correctly pronounce the name of the letter *P/p* (*/piː/*).

- correctly pronounce the sound of the letter *P/p* (*/p/*) in isolation and in the words *pasta*, *popcorn* and *pizza*.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation tasks.

**3. Attributes**

- Show their love and interest in food.

- Show their knowledge about choosing healthy food.

- Be willing to help friends.

**II. MATERIALS**

- Pupil’s book: Page 6 - Audio Track 2

- Teacher’s guide: Pages 7, 8, 9 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 1) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP** (5 minutes) **Greeting**  **\*Aims:** To create a friendly and lively atmosphere in the classroom by greeting and introducing themselves;  - Write and say*“Hello, I’m \_\_\_\_\_.”* on  - Show pupils some pictures/ slides of popular food items (*cake, pizza, noodles, chicken, chips, …*).  - Ask pupils some questions about  food items in Vietnamese.  **2. ACTIVITY 1:** **EXPLORATION** (10 minutes)  **\* Aims:** To correctly pronounce the name of the letter *P/p* and the sound */p/*, both in isolation and in the words *pasta*, *popcorn* and *pizza*.  **Step 1:** Draw pupils’ attention to the picture and identify the context.  **Step 2:** Have pupils point to the letter *P/p* Explain that the name of the letter *P/p* is different to its sound (say “Listen. /piː/ */p/*.”).  **Step 3:** Play the recording of the name and sound of the letter *P/p* and encourage pupils to repeat (say “Listen and repeat.”).  **Step 4:** Have pupils look at the pasta (say “Look at the pasta.”). Then have them point to the word *pasta* (say “Point to the word pasta.”). Draw their attention to the colour of the letter *p* (say “Look at the colour of the letter *p*. It is red.”).  **Step 5:** Play the recording of *pasta* 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.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)  **\*Aims:** To correctly identify and pronounce the words *pasta*, *popcorn* and *pizza*.  **Step 1:** Have pupils point to the letter *P/p* and correctly pronounce its name and sound (say “Point to the letter P. Say /piː/. Now say /p/.”).  **Step 2:** Have pupils point to and correctly pronounce the word *pasta* (say “Point to the pasta. Say *pasta*.”). 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.  **Step 3:** Repeat **Step 2** for *popcorn* and *pizza*.  **Step 4:** Put pupils into pairs or teams for further practice of **Steps** **1** to **3**. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Greet and introduce themselves.  - Look at some pictures/ slides of popular food items.  - Answer the teacher’s questions about food items.  - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *P/p* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *P/p* and repeat.  - Pupils look at the pasta. Then pupils point to the word *pasta*. Pupils pay attention to the colour of the letter *p*.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording in full and repeat the name and sound of the letter *P/p*, *pasta*, *popcorn* and *pizza* both individually and in chorus.  - Pupils point to the letter *P/p* and correctly pronounce its name and sound.  - Pupils point to and correctly pronounce the word *pasta*. | - Speech bubble:  *Hello, I’m \_\_\_\_\_.*  - Pictures/ slides of popular food items (*cake, pizza, noodles, chicken, chips, …*).  **Activity 1. Listen and repeat.** (Track 2)  - The picture shows a birthday party.  - Pasta, popcorn and pizza are labelled, with the letter p in red.  - The sound of the letter P/p (/p/) is the focus of Unit 1.  **Activity 2. Point and say.**  pictures  (*pasta, popcorn, pizza*) |

**IV. FUN CORNER AND WRAP-UP** (10 minutes)

**\* Game: Kim’s Game**

- Divide the class into two teams. Say “You are going to play a memory game.”

- Play the game. Remember to nominate a pupil from each team before saying the word.

- Count the points for each team and announce the winner. The team with the most points wins. The winning team must then correctly pronounce all the words.

**V. ADJUSTMENTS (if necessary):**

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**Week: 02**

**English 3 – Class 2C**

**UNIT 1: AT MY BIRTHDAY PARTY Lesson 2 Period 02**

**Date of teaching: 18/09/2024**

**I. OBJECTIVES:** By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- say a chant with the sound of the letter *P/p* (*/p/*), the words *pasta*, *pizza* and *popcorn* and the sentence structure *“I like \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *P/p* and complete the words *pasta*, *pizza* and *popcorn*.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control & independent learning: perform listening and writing tasks.

- Problem-solving and creativity: confidently answer appropriate questions.

**3. Attributes**

- Show their love and interest in food.

- Show their knowledge about choosing healthy food.

- Be willing to help friends.

**II. MATERIALS**

- Pupil’s book: Page 7 - Audio Tracks 3, 4

- Teacher’s guide: Pages 9, 10, 11 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 1) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Guess the pictures**  **\* Aims:** To identify and guess the pictures about food (*pizza, popcorn, pasta*).  - Prepare some pictures about food (pizza, popcorn, pasta).  - Divide each picture into pieces.  - Show each piece of the picture in turns.  - Ask pupils to guess and say the name of the picture.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  **\* Aims:** To say a chant with the sound of the letter *P/p* (*/p/*), the words *pasta*, *pizza* and *popcorn* and the sentence structure *“I like \_\_\_\_\_.”*.  **Step 1:** Draw pupils’ attention to the picture and have them point to the pasta **Step 2:** Say “I like pasta.” and encourage pupils to repeat. To reinforce their understanding, use gestures or draw a smiley face on the board.  **Step 3:** Play the recording of the chant to familiarise pupils with the words and rhythm (say “Listen.”).  **Step 4:** Play the recording of the first line and encourage pupils to chant (say “Listen and chant.”).  **Step 5:** 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.  **Step 6:** Divide the class into two teams. The teams take turns to chant a line. The whole class can clap along or do other actions.  **3. ACTIVITY 2:** **PRACTICE** (8 minutes)  **\* Aims:** To recognise the words popcorn, pasta and the sentence structure *“I like \_\_\_\_\_.”* while listening.  **Step 1:** Have pupils look at the pictures and say the words  **Step 2:** Play the recording and allow pupils time to complete the activity  **Step 3:** Check the answers  **4. ACTIVITY 3:** **PRODUCTION** (7 minutes)  **\* Aims:** To write the letter *P/p* and complete the words *pizza*, *popcorn* and *pasta*.  **Step 1:** Write the letter *P* (upper case) on the board and say “P” (/piː/).  **Step 2:** Write the letter *P* (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 *P* (upper case) on the board.  **Step 3:** 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. | - Look at each piece of the picture in turns.  - Guess and say the name of the picture.  - Continue playing the game.  - Pupils look at the picture and point to the pasta.  - Pupils listen and repeat the sentence.  - Pupils follow the teacher’s instructions.  - Pupils listen to the chant to familiarise with the words and rhythm.  - Pupils point to the first line of the chant. Pupils listen to the recording of the first line and chant.  - Pupils look at the pictures and say the words.  - Pupils listen to the recording and complete the activity.  - Pupils check the answers and repeat the sentences.  - Pupils follow the teacher demonstrating the activity.  - Pupils come to the front of the class and write the letter *P* (upper case) on the board.  - Pupils look at the writing grids and complete the activity. | Pictures with pieces (*pizza, popcorn, pasta*)  **Activity 3. Listen and chant.** (Track 3)  - The lyrics and the recording of the chant about food.  **Activity 4. Listen and tick.** (Track 4)  + Audio script:  *I like popcorn.*  + Audio script:  *I like pasta.*  **\*Key:** *1. a, 2. A*  **Activity 5. Look and write.**  - Writing grids for *P* (upper case) and *p* (lower case).  - Pictures of pizza, popcorn and pasta, with the labels *\_\_izza*, *\_\_opcorn* and *\_\_asta*  for completion. |

**5. FUN CORNER AND WRAP-UP** (5 minutes)

**\* Option 1:Game: Slap the board**

- Tell pupils that they are going to listen to the names of the food items and slap the correct Flashcards as quickly as possible.

- Put the Flashcards (pizza, popcorn, pasta) on the board.

- Call two or three pupils to the front of the class. Ask them to stand at a certain distance from the board.

- The teacher says a word, e.g. pizza. Have pupils run to the board and slap the correct flash card. The pupil who is the quickest to slap the correct flashcard gets one point. The pupil who has the most points at the end of the game wins.

**V. ADJUSTMENTS (if necessary):**

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**Week: 03**

**English 2 – Class 2C**

**UNIT 1: AT MY BIRTHDAY PARTY Lesson 3 Period 03**

**Date of teaching: 25/09/2024**

**I. OBJECTIVES:** By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- use the sentence structure *“The \_\_\_\_\_ is yummy.”* to express this feeling about a particular food.

- sing a song with the sentence structures *“I like \_\_\_\_\_.”* and *“The \_\_\_\_\_ is yummy.”*.

**2. Competences**

- Critical thinking and creativity: learn how to express their feelings about food correctly and fluently.

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control & independent learning: perform speaking tasks.

**3. Attributes**

- Show their love and interest in food.

- Show their knowledge about choosing healthy food.

- Willing to help friends.

**II. MATERIALS**

- Pupil’s book: Page 8 - Audio Tracks 5, 6

- Teacher’s guide: Pages 11, 12 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 1) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **What’s missing?**  **\* Aims:** To review the vocabulary about food (*pizza, popcorn, pasta*).  - Tell pupils that they are going to memorize and find out what picture is disappearing.  - Stick the pictures (*popcorn, pasta, pizza*) on the board. Ask pupils to memorize them for one minute.  - Have pupils close their eyes and face down on the table. Remove one of the pictures and rearrange the order of the others.  - Ask pupils to identify and say the name of the missing picture.  **2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)  **\* Aims:** To use the sentence structure *“The \_\_\_\_\_ is yummy.”* to express feeling.  **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”).  **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.”).  **3. ACTIVITY 2: PRACTICE** (8 minutes)  **\* Aims:** To use the sentence structure *“The \_\_\_\_\_ is yummy.”* to express the feeling about a particular food.  **Step 1:** Write *“The popcorn is yummy.”* on the board and underline the word popcorn. Say *“The popcorn is yummy.”*. **Step 2:** Erase *popcorn* and replace it with *pasta*. Say “The pasta is yummy.”.  **Step 3:** Repeat **Step 2** for *pizza*.  **Step 4:** Erase pizza and leave the incomplete sentence structure *“The \_\_\_\_\_ is yummy.”* on the board.  **Step 5:** Draw pupils’ attention to Picture a (say “Look at Picture a.”). Say “The pasta is yummy.” and encourage them to say the full sentence structure. Do this several times,  **4. ACTIVITY 3: PRODUCTION** (7 minutes)  **\* Aims:** To sing a song with the sentence structures *“I like \_\_\_\_\_.”* and *“The \_\_\_\_\_ is yummy.”*.  **Step 1:** Draw pupils’ attention to the picture (say “Look at the picture.”). Say “It’s a birthday party.”  **Step 2:** Play the recording of the song to familiarise pupils with the rhythm and melody (say “Listen.”).  **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.  **Step 4:** Say “Let’s sing!”. Play the recording line by line and encourage pupils to sing along. **Step 5:** Have pupils work in groups | - Listen to the teacher’s instructions.  - Look at the pictures on the board. Memorize them for one minute.  - Close their eyes and face down on the table.  - Identify and say the name of the missing picture.  - Continue playing the game.  - Pupils follow the teacher demonstrating the activity.  - Pupils point to the sentence. Pupils listen to the recording and repeat.  - Pupils listen to the teacher carefully.  - Pupils follow the teacher demonstrating the activity.  - Pupils follow the teacher’s instructions.  - Pupils look at the incomplete sentence structure on the board.  - Pupils look at Picture a and say the full sentence structure.  - Pupils listen to the recording line by line and sing along.  - Pupils work in groups to make up actions for the song. Pupils perform the song for the class. | Pictures about food items (*popcorn, pasta, pizza*)  **Activity 6. Listen and repeat.** (Track 5)  - Speech bubble: *The popcorn is yummy.*  - The picture shows a boy eating popcorn. The boy is saying “The popcorn is yummy.”  **Activity 7. Let’s talk.**  *“The \_\_\_\_\_ is yummy.”*.  **Activity 8. Let’s sing.** (Track 6)  - The lyrics and the recording of the song about a birthday party. |

**5. FUN CORNER AND WRAP-UP** (5 minutes)

**Moving time**

- Divide the class into four teams.

- Ask each team to stand up, then sing and dance. The team that sings and dances the most beautifully will get points.

- Encourage pupils to join in this activity.

- Give points to the teams.

**V. ADJUSTMENTS (if necessary):**

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