**Week: 03**

**English 2 – Class 2C**

**UNIT 2: IN THE BACK YARD Lesson 1 Period 04**

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

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *K/k* (*/keɪ/*).

- correctly pronounce the sound of the letter *K/k* (*/k/*) in isolation and in the words *kite*, *bike* and *kitten*.

**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 outdoor activities.

- Participate in common tasks actively.

**II. MATERIALS**

- Pupil’s book: Page 9 - Audio Track 7

- Teacher’s guide: Pages 13, 14, 15 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 2) - Computer, projector, …

**III. PROCEDURES**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Lucky flowers**  ***\* Aims:*** *To review talking about food items correctly.*  - Divide the class into two teams.  - Prepare flowers with food items on one side and points from one to ten on the other.  - Have a pupil from each team pick a picture from the box and talk about food, e.g. *I like popcorn.*  - Get corresponding points for their team.  - The team that gets the most points is the winner. Praise the winner.  **2. ACTIVITY 1:** **EXPLORATION** (10 minutes)  ***\* Aims:*** *To correctly pronounce the name of the letter K/k and the sound /k/, both in isolation and in the words kite, bike and kitten.*  **-** Draw pupils’ attention to the picture and identify the context.  **-** Have pupils point to the letter *K/k*. Explain that the name of the letter *K/k* is different to its sound  **-** Play the recording of the name and sound of the letter *K/k* and encourage pupils to repeat  **-** Have pupils look at the kite Then have them point to the word *kite*.  **-** Play the recording of *kite* and encourage pupils to repeat  -Repeat **Steps 4** and **5** for *bike* and *kitten*.  **-** Play the recording in full and encourage pupils to repeat the name and sound of the letter *K/k*, *kite*, *bike* and *kitten* both individually and in chorus.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words kite, bike and kitten.*  **-** Have pupils point to the letter *K/k* and correctly pronounce its name and sound (say “Point to the letter K. Say /keɪ/. Now say /k/.”).  **-** Have pupils point to and correctly pronounce the word *kite* (say “Point to the kite. Say *kite*.”). 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.  **-** Repeat **Step 2** for *bike* and *kitten*.  **-** 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. | - Work in two teams.  - Pick a picture from the box and talk about food.  - Continue playing the game.  - Praise the winner.  - Pupils point to the letter *K/k* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *K/k* and repeat.  - Pupils listen to the recording and repeat.  - Pupils point to the letter *K/k* and correctly pronounce its name and sound.  - Pupils point to and correctly pronounce the word *kite*.    - Pupils follow the teacher’s instructions.  - Pupils work in pairs or teams | - Speech bubble:  *I like \_\_\_\_\_.*  - Pictures about food items (*popcorn, pasta, pizza, cake, chicken, chips, fish, noodles, …*  **Activity 1. Listen and repeat.** (Track 7)  - *Kite*, *bike* and *kitten*.  - *K/k* (*/k/*)  **Activity 2. Point and say.**  pictures (*kite*, *bike*, *kitten*) |

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

**\* Game: Word Game**

- Divide the class into teams. Give each team one pack of flashcards. Say “You are going to play a word game.”

- Explain that when you pronounce the sound of a letter, e.g. */k/*, pupils should look through their pack of flashcards to find a word or words containing that sound, e.g. *kite*, *bike*. When they have found the correct word(s), they should stick the flashcard(s) on the board. A correct word scores one point.

- Play the game.

- Count the points for each team and announce the winner. The team with the most points wins.

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..

**Week: 04**

**English 2 – Class 2C**

**UNIT 2: IN THE BACK YARD Lesson 2 Period 05**

**Date of teaching: 02/10/2024**

**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 *K/k* (*/k/*), the words *kite*, *bike* and *kitten* and the sentence structure *“He’s/She’s \_\_\_\_\_ (verb + -ing).”*.

- recognise target words and the sentence structure while listening.

- write the letter *K/k* and complete the words *bike*, *kite* and *kitten*.

**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 outdoor activities.

- Participate in common tasks actively.

**II. MATERIALS**

- Pupil’s book: Page 10 - Audio Tracks 8, 9

- Teacher’s guide: Pages 15, 16 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 2) - Computer, projector, …

**III. PROCEDURES**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Odd one out**  *\* Aims: To identify the words with the sound of the letter K/k (/k/) and P/p (/p/).*  - Prepare some pictures of the words with the sound of the letter *K/k (/k/)* and *P/p (/p/)*.  - Put three pictures up on the board and then ask pupils to decide which they think is the odd one out.  E.g. *bike, pasta, kite* (This can be *“pasta”* because *“bike”* and *“kite”* have the sound of the letter *P/p (/p/)*).  - Continue the game until all the pictures are used.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To say a chant with the sound of the letter K/k (/k/), the words kite, bike and kitten and the sentence structure “He’s/ She’s \_\_\_\_\_ (verb + -ing).”.*  **-** Draw pupils’ attention to the picture and have them point to the kite  **-** Say “He’s flying a kite.” and encourage pupils to repeat.  **-** Play the recording of the chant  **-** Play the recording of the first line and encourage pupils to chant  **-** Play the recording in full and encourage pupils to chant. Pupils can clap along or do other actions to help them keep the rhythm.  **-** Divide the class into two teams. The teams take it in 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 bike, kitten and the sentence structure “I have \_\_\_\_\_.” while listening.*  **-** Have pupils look at the pictures and say the words  **-** Play the recording and allow pupils time to complete the activity Play the recording again, if necessary  **-** Check the answers by asking “a or b?” When pupils answer correctly, confirm by saying “1b. I have a bike.”/ “2a. I have a kitten.” and encourage them to repeat.  **4. ACTIVITY 3:** **PRODUCTION** (7 minutes)  ***\* Aims:*** *To write the letter K/k and complete the words bike, kite and kitten.*  **-** Write the letter *K* (upper case) on the board and say “K” (/keɪ/).  **-** 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.  **-** Have pupils look at the pictures and labels (say “Look and write.”). Allow pupils time to complete the activity. Go around the class to offer support and feedback. | - Pupils look at three pictures on the board and then decide which they think is the odd one out.  - Pupils continue playing the game.  - Pupils look at the picture and point to the kite.  - Pupils listen and repeat the sentence.  - Pupils listen to the chant  - Pupils listen to the recording of the first line and chant. - Pupils work in two teams and take turns to chant a line. The whole class can clap along or do other actions.  - 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 *K* (upper case) on the board.  - Pupils look at the writing grids and complete the activity. | Pictures (*popcorn, pasta, pizza,* *kite, bike, kitten, chicken, chips*)  **Activity 3. Listen and chant.** (Track 8)  **Activity 4. Listen and circle.** (Track 9)  1. Pictures: (a) a *kite* and (b) a *bike*  + Audio script:  *I have a bike.*  2. Pictures: (a) a *kitten* and (b) a puppy  + Audio script:  *I have a kitten.*  **\* Key:** *1. b, 2. A*  **Activity 5. Look and write.**  - Writing grids for *K* (upper case) and *k* (lower case).  - Pictures of a bike, a kite and a kitten, with the labels *bi\_\_e*, *\_\_ite* and *\_\_itten* for completion. |

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

**Game: Throw the dice**

- Tell pupils that they are going to look at the flashcards and say the words related to the flashcards.

- Divide the class into two teams.

- Put a flashcard (e.g. *kite*) on the board.

- Call a pupil to stand up and say a word related to that flashcard.

- If he/ she says the word with correct pronunciation, he/ she throws the dice to get points.

- The team with the most points wins the game. Praise the winner.

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..

**Week: 04**

**English 2 – Class 2C**

**UNIT 2: IN THE BACK YARD Lesson 3 Period 06**

**Date of teaching: 02/10/2024**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- use the sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”* to ask and answer about actions in progress.

- sing a song with the sentence structures *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer about actions in progress correctly and fluently.

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

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

**3. Attributes**

- Show their love and interest in outdoor activities.

- Participate in common tasks actively.

**II. MATERIALS**

- Pupil’s book: Page 11 - Audio Tracks 10, 11

- Teacher’s guide: Pages 17, 18 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 2) - Computer, projector, …

**III. PROCEDURES**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Making sentences**  ***\* Aims:*** *To review the sentence structures “He’s/ She’s \_\_\_\_\_ (verb + -ing)” to talk about actions in progress.*  - Tell pupils that they are going to play the game in teams of four or five.  - Nominate one pupil in each team as a leader. The leader says a sentence and the other team members have to stand in a line, holding the word cards to make a sentence. For example: *He’s flying a kite.*  - Set a time limit for the teams to play the game.  - Invite two teams to the front of the class to play the game.  - Have the class give comments and announce the winner. The team that makes the most correct sentences will win.  **2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)  **\* Aims:** To use the sentence structures *“Is he/ she \_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”* to ask and answer questions about actions in progress.  **-** Draw pupils’ attention to the pictures (say “Look at the pictures.”).  **-** Have pupils point to the sentences (say “Point to the sentences.”). Play the recording 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.  **ACTIVITY 2: PRACTICE** (8 minutes)  ***\* Aims:*** *To use the sentence structures “Is he/ she \_\_\_ (verb + -ing)?” and “Yes, he/ she is. / No, he/ she isn’t.” to ask and answer questions about actions in progress.*  **-** Write *“Is he/ she \_\_\_\_\_?”* on the board. Underneath the question, write *“Yes, \_\_\_.”* and *“No, \_\_\_.”*.  **-** Have pupils look at Picture a. Say “Is he flying a kite?” Point to each of the possible answers written on the board and encourage pupils to choose the correct one. When they answer correctly, confirm by saying “Yes, he is.”  **-** Have pupils work in pairs to look at each picture and practise asking and answering.  **4. ACTIVITY 3: PRACTICE** (7 minutes)  ***\* Aims:*** *To sing a song with the sentence structures “Is he/ she \_\_\_\_ (verb + -ing)?” and “Yes, he/ she is. / No, he/ she isn’t.”*  **-** Draw pupils’ attention to the picture, ask and answer  **-** Play the recording of the song to familiarise pupils with the rhythm and melody  **-** Read the song line by line and encourage pupils to repeat Correct their pronunciation if necessary,  **-** Play the recording line by line and encourage pupils to sing along.  **-** Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class. | - Listen to the teacher’s instructions.  - Listen to a sentence and stand in a line, holding the word cards to make a sentence.  - Play the game.  - Come to the front of the class to play the game.  - Give comments and announce the winner.  - Pupils look at the pictures.  - Pupils point to the sentence. Pupils listen to the recording and repeat.  - Pupils follow the teacher demonstrating the activity.  - Pupils look at Picture a. Pupils complete the sentence with *“flying a kite”*.  - Pupils look at each of the possible answers written on the board and choose the correct one.  - Pupils work in pairs  - Pupils look at the picture and answer the teacher’s questions.  - Pupils listen to the recording of the song to familiarise with the rhythm and melody.  - Pupils read the song line by line.  - 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. | Word cards to make sentences:  *1. kite. / He’s / a / flying*  *2. riding / bike. / a / He’s*  *3. a / playing / She’s / kitten. / with*  **Activity 6. Listen and repeat.** (Track 10)  *Is she flying a kite? - Yes, she is.*  *Is he flying a kite? - No, he isn’t.*  **Activity 7. Let’s talk.**  *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, \_\_\_\_\_. / No, \_\_\_\_\_.”*  **Activity 8. Let’s sing.** (Track 11) |

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

**Game: Which is missing?**

- Put four or five flashcards on a board and tell pupils to read out loud.

- Ask them to close their eyes. Teacher takes one flashcard away.

- Have pupils open their eyes, ask them to guess what flashcard is missing and say the word.

- Continue the game until time’s up.

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..