**Week: 05**

**English 2 – Class 2C**

**UNIT 3: AT THE SEASIDE Lesson 1 Period 07**

**Date of teaching: 09/10/2024**

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *S/s* (*/es/*).

- correctly pronounce the sound of the letter *S/s* (*/s/*) in isolation and in the words *sail*, *sand* and *sea*.

**2. Competences**

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

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

**3. Attributes**

- Show their love for the beauty of nature and responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 14 - Audio Track 12

- Teacher’s guide: Pages 22, 23, 24 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 3) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Sing**  ***\*Aims:*** *To review singing and complete the song with the missing word correctly.*  - Play the recording for pupils to listen to the song.  - Have pupils sing the complete song aloud.  **2. ACTIVITY 1:** **EXPLORATION** (10 minutes)  ***\*Aims:*** *To correctly pronounce the name of the letter S/s and the sound /s/, both in isolation and in the*  - Draw pupils’ attention to the picture Ask questions to identify the context.  **-** Have pupils point to the letter *S/s* Explain the letter *S/s* and its sound **–**  **-** Play the recording for pupils listen and repeat.  **-** Play the recording in full and encourage pupils to repeat the name and sound of the letter *S/s*, *sail*, *sand* and *sea* both individually and in chorus.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words sail, sand and sea.*  **-** Have pupils point to the letter *S/s* and  the word *sail, sand* and *sea* and  correctly pronounce.  - Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Listen to the song and sing  - Sing the complete song aloud.  - look at the picture, answer the questions to identify the context.  - pay attention to the teacher’s explanation.  - listen to the and repeat.  - Pupils listen to the recording and repeat.  - Pupils point to and correctly pronounce its name and sound.  - Pupils work in pairs or teams for further practice. | *Where’s Kate?*  *She’s in the yard*  *Is she riding a bike?*  *Yes, she is. Yes, she is.*  *Where’s Ken?*  *He’s in the yard.*  *Is he riding a bike?*  *No, he isn’t. No, he isn’t.*    **Activity 1. Listen and repeat.** (Track 12)  **\* Vocabulary:** The pictures  **-** *S/s* (*/s/*)  *- Sail*,  - *sand*  *- sea*  **Activity 2. Point and say.**  Flashcards / pictures (*sail*, *sand*, *sea*) |

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

**\* Game: Pelmanism**

- Divide the class into small teams. Give each team two sets of flashcards. Say “You are going to play Pelmanism.”

- Instruct pupils to shuffle their flashcards and then place them face down on the desk.

- Explain that team members should take it in turns to turn over two cards. Do the word and the picture match? If they do match, the team member scores one point. If they do not match, the team member should turn both cards face down again.

- Play the game. The first team to match all the words and pictures wins.

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

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**Week: 05**

**English 2 – Class 2C**

**UNIT 3: AT THE SEASIDE Lesson 2 Period 08**

**Date of teaching: 09/10/2024**

**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 *S/s* (*/s/*), the words *sail*, *sand* and *sea* and the sentence structure *“I can see the \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *S/s* and complete the words *sand*, *sail* and *sea*.

**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 for the beauty of nature and responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 15 - Audio Tracks 13, 14

- Teacher’s guide: Pages 24, 25 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 3) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Jumbled letters**  ***\* Aims:*** *To review the words with the sound of the letter S/s (sand, sail, sea).*  - Have each pupil prepare a small board and chalk.  - Ask pupils to work individually.  - Show a flashcard and jumbled letters. Ask pupils to write meaningful words on their boards and raise their boards to the class.  - Check the answers as the whole class.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To say a chant with the sound of the letter S/s (/s/), the words sail, sand and sea and the sentence structure “I can see the \_\_\_\_\_.”.*  **-** Draw pupils’ attention to the picture and say “I can see the sail.” and encourage pupils to repeat.  **-** Play the recording of the chant to familiarise pupils with the words and rhythm  **-** Play the recording and encourage pupils to chant  **-** 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 sail, sand and the sentence structure “I can see \_\_\_\_\_.” while listening.*  **-** Have pupils look at the pictures and say the words  **-** Play the recording and allow pupils time to complete the  **-** Check the answers by asking “a or b?” When pupils answer correctly, confirm by saying “1a. I can see the sail.”/ “2b. I can see the sand.” and encourage them to repeat.  **4. ACTIVITY 3:** **PRODUCTION** (7 minutes)  ***\* Aims:*** *To write the letter S/s and complete the words sand, sail and sea.*  **-** Write the letter *S* (upper case) on the board and say “S” (/es/) and *s* (lower case).  **-** Invite a few pupils to come to the front of the class and write the letter S, s  **-** Have pupils look at the writing grids  - 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. | - Prepare a small board and a marker.  - Look at a flashcard and jumbled letters. Write the meaningful word on their boards.  - Check the answers as the whole class.  - look at the picture and point to the sail and say loudly  - listen to the chant to familiarise with the words and rhythm.  - listen to the recording and chant.  - 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.  - come to the front of the class and write the letter *S* (upper case) and *s* (lower case) on the board.  - follow the teacher’s instructions.  - look at the writing grids and complete the activity. | - Flashcards (*sand*, *sail*, *sea*)  - Jumbled letters:  1. e s a  2. l a i s  3. a n s d  **Activity 3. Listen and chant.** (Track 13)  The lyrics and the recording of the chant about the seaside.  **Activity 4. Listen and tick.** (Track 14)  + Audio script:  *I can see the sail.*  *I can see the sand.*  **\* Key:** *1. a, 2. b*  **Activity 5. Look and write.**  - Writing grids for *S* (upper case) and *s* (lower case).  - Pictures of a sand, a sail and a sea, with the labels *\_\_ea*, *\_\_ail* and *\_\_and* for completion. |

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

**Match the word with the correct picture**

- Place the pictures and the English words on the board.

- Have pupils read the words aloud.

- Ask pupils to come to the board and match the word with the correct picture.

- Check the answers as the class.

- Prepare for the next lesson: Unit 3*/* Lesson 3, Page 16.

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

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**Week: 06**

**English 2 – Class 2C**

**UNIT 3: AT THE SEASIDE - Lesson 3 - Period 09**

**Date of teaching: 16/10/2024**

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

**1. Knowledge and skills**

- use the sentence structure *“Let’s look at the \_\_\_\_\_!”* to suggest doing something.

- sing a song with the sentence structure *“Let’s look at the \_\_\_\_\_!”*.

**2. Competences**

- Critical thinking and creativity: learn how to suggest doing something 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 for the beauty of nature and responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 16 - Audio Tracks 15, 16

- Teacher’s guide: Pages 25, 26, 27 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 3) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **A magic apple tree**  ***\* Aims:*** *To review the sentence structure “Let’s look at the \_\_\_\_\_.” to suggest doing something.*  - Show pupils a big apple tree with five red apples and two magic apples.  - Divide the class into two teams.  - Model the activity by using an example. Write the sentence *“Let’s look at the \_\_\_\_\_!”* on the board.  - Call one pupil from each team to choose an apple containing a picture. Ask the pupil to say the sentence using the model sentence on the board.  - If the answers are correct, they will get points for their team. The team with more points will win. Praise the winner.  - Continue the game until all apples are picked.  **2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To use the sentence structure “Let’s look at the \_\_\_\_\_!” to suggest doing something.*  **-** Draw pupils’ attention to the picture and Say “I can see the sea. Let’s look at the sea!”  **-** Play the recording and encourage pupils to repeat. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **3. ACTIVITY 2: PRACTICE** (8 minutes)  ***\* Aims:*** *To use the sentence structure “Let’s look at the \_\_\_\_\_!” to suggest doing something.*  **-** Write *“Let’s look at the sea!”* on the board and underline and say the phrase *look at the sea*.  **-** Erase *look at the sea* and replace it with *look at the sail* / *look at the sand*.  **-** leave the incomplete sentence structure *“Let’s \_\_\_\_\_!”* on the board.  **-** Draw pupils’ attention to Pictures and encourage them to repeat the full sentence structure. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **4. ACTIVITY 3: PRACTICE** (7 minutes)  ***\* Aims:*** *To sing a song with the sentence structures “Let’s look at the \_\_\_\_\_!”*  **-** Draw pupils’ attention to the picture. Say “I can see the \_\_\_\_.” and encourage them to complete the sentence with the things they can see.  **-** Play the recording to familiarise pupils with the rhythm and melody  - Introduce *Saturday* and *Sunday* for pupils, draw a simple calendar on the board. and Encourage pupils to name any other days of the week.  - 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. | - Look at a big apple tree.  - Work in two teams.  - Look at the sentence *“Let’s look at the\_\_\_\_\_!”* on the board.  - Choose an apple containing a picture. Say the sentence using the model sentence on the board.  - Check their pronunciation.  - Praise the winner.  - Pupils look at the picture.  - point to the sentence and listen to the recording and repeat.  - follow the teacher demonstrating the activity.  - follow the teacher demonstrating the activity.  - Listen to the teacher carefully and repeat the full sentence structure.  - Do this several times, with pupils repeating both individually and in chorus.  - look at the picture and complete the sentence with the things they can see.  - listen to the recording of the song to familiarise with the rhythm and melody.  - listen to the recording line by line and sing along.  - work in groups to make up actions for the song. Pupils perform the song for the class. | - Speech bubble:  *Let’s look at the \_\_\_\_\_.*  Some pictures (*sail, sand, sea*)  **Activity 6. Listen and repeat.** (Track 15)  - Speech bubble:  *Let’s look at the sea.*  **Activity 7. Let’s talk.**  the incomplete sentence structure *“Let’s \_\_\_\_\_!”*.  **Activity 8. Let’s sing.** (Track 16)  - The lyrics and the recording of the song about the seaside. |

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

**Lucky numbers (ppt)**

- Divide the class into two teams.

- Have each team stand in a line.

- Prepare pictures of the words (*sail, sand, sea*) with points from 1 to 20 on their backs.

- Have a pupil from each team choose a number and suggest doing something with the picture.

E.g.Pupil: *Let’s look at the sea.*

- If he/ she gives the correct sentence, he/ she gets points.

- The team that gets the most points wins. Praise the winner.

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

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