**Week: 06**

**English 2 – Class 2C**

**FUN TIME - Lesson 1 (1,2) - Period 10**

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

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

**1. Knowledge and skills**

- correctly identify and pronounce the words *pasta*, *popcorn*, *pizza*, *kite*, *bike* and *kitten*.

**2. Competences**

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

- Self-control and independent learning

**3. Attributes**

- Study hard.

- Play the games fairly.

**II. MATERIALS**

- Pupil’s book: Page 12 - Teacher’s guide: Pages 19, 20

- Website *hoclieu.vn* - Flashcards*/* pictures and posters (Fun time 1)

- Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Disappearing cards**  ***\*Aims:*** *To review the words of the letters P/p and K/k (pasta, popcorn, pizza, kite, bike, kitten).*  - Put a selection of flashcards *(pasta, popcorn, pizza, kite, bike, kitten)* in a line on the board.  - Get the pupils to name the flashcards in order.  - Do several times until pupils are confident to say the words.  - When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence.  - Point to the sequence flashcards and have pupils say the words in the sequence several times.  - Call some pupils to the front of the class and perform the activity.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words pizza, kitten, popcorn and bike.*  **-** Draw pupils’ attention to Pictures  **-** Elicit the word indicated by the picture, confirm by saying “pizza” but don’t write the word on the board.  **-** Draw pupils’ attention to the letters under each picture. Have them find the words and circle them  **-** Write each set of letters on the board: *obspizzanm*, *vokittenbh*, *abpopcornd*, *mkbikebdal*.  **-** Point to each word and encourage pupils to say it both individually and in chorus  **3. ACTIVITY 2:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To recognise target words while listening.*  **-** Make sure all pupils are sitting and can see you clearly. Explain that you will hold up a flashcard and say a word. If the flashcard and the word you say are the same, pupils should stand up; if they are not the same, pupils should stay sitting down and call out the correct word.  **-** Play the game.  **-** When all the flashcards have been used, hold them up again and encourage pupils to say them out loud. | - Look at a selection of flashcards in a line on the board.  - Name the flashcards in order.  - Repeat the words several times.  - Remember the sequence.  - Say the words in the sequence several times.  - Come to the front of the class and perform the activity.  - look at Pictures.  - answer the word “pizza”.  - follow the teacher’s instructions.  - find the words and circle them.  - circle the correct words on the board, then check their own answers.  - Pupils say each word both individually and in chorus.  - Pupils play the game.  - Pupils say the words out loud. | Flashcards (*pasta, popcorn, pizza, kite, bike, kitten)*  **Activity 1. Find and circle the words. Then say.**  Four pictures and a set of letters under each picture.  **\* Key:** *a. pizza, b. kitten*  *c. popcorn, d. bike*  **Activity 2. Let’s play.**  - A picture of a class playing the game. The teacher is holding a flashcard with the word *pizza*. A pupil is standing.  - A set of flashcards showing the words learnt in Units 1 and 2. |

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

**Game: Word game**

- Explain how to play the game.

- Give an example to show how the game is played.

- Divide the class into four teams and give each group five cards.

- Ask pupils in each team to hold the flashcards. Each pupil holds one card, the other pupils in the team observe and help them, if necessary.

- Say one sound, e.g. /p/. The pupils who hold the cards with the words containing the sound */p/* (e.g. *popcorn, pasta, pizza, .*..) run to the board and show them to the class. Award points to the correct answers.

- Follow the same procedure with other sounds, e.g. */k/*

- The team that shows the most correct words will win.

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

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**Week: 07**

**English 2 – Class 2C**

**FUN TIME - Lesson 1 (3,4) - Period 11**

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

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

**1. Knowledge and skills**

- write the words *pizza*, *kite*, *bike* and *pasta* and complete the sentence structures

*“The \_\_\_\_\_ is yummy.”*, *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/ she is. / No, he/ she isn’t.”*.

**2. Competences**

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

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

**3. Attributes**

- Study hard

- Play the games fairly.

**II. MATERIALS**

- Pupil’s book: Page 13 - Teacher’s guide: Pages 20, 21

- Website *hoclieu.vn* - Flashcards*/* pictures and posters (Fun time 1)

- Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Word Search**  **\* Aims:** To review the words of the letters *P/p* and *K/k* (*pizza, pasta, popcorn, kite, bike, kitten*).  - Stick a word search and pictures on the board. Have pupils look at the pictures and say the words.  - Give each pupil a worksheet containing a word search.  - Ask pupils to look at the word search, find and circle the words in it individually. Give further support to those pupils who find it difficult to do the task.  - Have pupils exchange their answers in pairs. Ask them to point to the words and say them until they feel confident.  - Call some pupils to show the circled words and say them in front of the class.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To write the words pizza, kite, bike and pasta and complete the sentence structures  “The \_\_\_\_\_ is yummy.”*, *“Is he/ she \_\_\_\_\_ (verb + -ing)?”* and *“Yes, he/she is. / No, he/ she isn’t.”*.  **-** Draw pupils’ attention to Picture 1 (say “Look at Picture 1.”).  **-**Write *“The \_\_\_\_\_ is yummy.”* on the board. Encourage pupils to read and write the word to complete the sentence structure (say “Read and write.”). Go around the class to offer help, if necessary.  **-** Repeat for other pictures.  **-** Have pupils say the completed sentences aloud (say “Now say.”). Do this several times, with pupils saying the sentences both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **3. ACTIVITY 2:** **PRACTICE** (8 minutes)  ***\* Aims:*** *To correctly spell and pronounce the words pasta, popcorn, pizza, kite, bike and kitten.*  **-** Divide the class into two teams. Have each team stand in a circle, so that they can clearly see each other.  **-** Explain that you will give a pupil in one of the teams a flashcard. On the flashcard is a picture and the first letter of a word. When the pupil holds up the flashcard, the rest of the team must work together to spell the word. Team members should take it in turns to say a letter each, moving in a clockwise direction from the pupil with the flashcard. When the word has been spelled correctly, all pupils in the team should say the word aloud. A correctly spelled and pronounced word scores one point. It is then the other team’s turn.  **-** Play the game. The team with the most points wins. | - Look at the pictures and say the words.  - Look at the word search, find and circle the words in it individually.  - Exchange their answers in pairs. Point to the words and say them until they feel confident.  - Show the circled words and say them in front of the class.  - look at Picture 1.  - look at the incomplete sentence on the board. Pupils read and write the word to complete the sentence structure.  - follow the teacher’s instructions.  - say the completed sentences aloud.  - work in two teams. Pupils of each team stand in a circle.  - listen to the teacher’s explanation.  - play the game. | - A word search with six pictures around.  - Pictures (*pizza, pasta, popcorn, kite, bike, kitten*).  **Activity 3. Look, read and write. Then say aloud.**  Four pictures: (1) a pizza, (2) a boy flying a kite, (3) a girl riding a bike and (4) a plate of pasta. Underneath each picture is a sentence structure with a gap for completion.  **\* Key:**  *1. pizza, 2. kite,*  *3. bike, 4. Pasta*  **Activity 4. Let’s play.**  A picture of a class playing the game. The teacher is holding a flashcard with a picture of a kitten and the label *k\_\_\_\_\_.* |

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

**Game: What’s the picture? (ppt)**

- Use the words of letters (*P/p, K/k*) they have learnt.

- Give an example to show how the game is played.

- Invite a pupil to come to the front of the class and whisper the name of a word he/she has to draw, e.g. *pizza*.

- The pupil draws the picture on the board for the rest of the class to guess what it is.

- The first pupil to guess the word correctly comes to the front of the class to draw the next picture.

- Repeat until all of the target vocabulary has been used.

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

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