**Week: 07**

**English 2 – Class 2C**

**UNIT 4: IN THE COUNTRYSIDE - Lesson 1 - Period 12**

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

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *R/r* (*/ɑː(r)/*).

- correctly pronounce the sound of the letter *R/r* (*/r/*) in isolation and in the words *rainbow*, *river* and *road*.

**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 17 - Audio Track 17

- Teacher’s guide: Pages 28, 29, 30 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 4) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Fishing!*****\* Aims:*** *To review the vocabulary about the sound of the letter S/s* (*sail, sand, sea*)- Divide the class into two teams.- Prepare some words with missing letters.- Have a pupil from each team choose a fish and complete the word with a letter, then say the word aloud. (If right get one point)- If they choose a lucky fish, they will get one point and continue to choose the next fish.- Praise the winner.**2. ACTIVITY 1:** **EXPLORATION** (10 minutes)***\* Aims:*** *To correctly pronounce the name of the letter R/r and the sound /r/, and in words: rainbow, river and road.***-** Draw pupils’ attention to the picture, identify the context. **-** Have pupils point to the letter *R/r* and its sound (say “Listen. /ɑː(r)/ /r/.”). **-** Play the recording and encourage pupils to repeat. - 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 rainbow, river and road.***-** Have pupils point to the letter *R/r* and correctly pronounce its name and sound (say “Point to the letter r. Say /ɑː(r)/. Now say /r/.”). **-** Have pupils point to and correctly pronounce the word *rainbow* (say “Point to the rainbow. Say *rainbow*.”). 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 **-** Put pupils into pairs or teams for further practice. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Work in two teams.- Play *rock, paper, scissors* to find which team will go first.- Choose a fish and complete the word with a letter, then say the word aloud.- Praise the winner.- look at the picture, answer the questions to identify the context.- point to, listen to the recording and repeat both individually and in chorus.- follow the teacher’s instructions.- work in pairs or teams for further practice  | - Pictures (*sail, sand, sea*)- Words with missing letters:1. sa\_\_l2. \_\_ea3. \_\_ s\_\_nd- There are five fish. There are three fish containing the words of missing letters and two lucky fish.**Activity 1. Listen and repeat.** (Track 17)\* Vocabulary: *- rainbow*- *river*- *road* - The sound of the letter *R/r* (*/r/*) **Activity 2. Point and say.**Flashcards/ pictures (*rainbow*, *river*, *road*) |

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

**\* Game: Board race**

- Divide the class into teams (the number of teams will depend on the number of words, as each pupil should be holding a different beginning or ending). Give each team a set of flashcards and tell them to share them out so that each pupil has one card. Say “You are going to play Board race.”

- Tell each team to stand in a circle and hold up their flashcards, so that they can all see what is written on them.

- Explain that when you call out a word, e.g. rainbow, the two pupils who are holding the beginning and ending of the word must find each other, run to the board and stick the flashcards in the correct order. The fastest pair wins one point.

- Play the game. The team with the most points wins.

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

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**Week: 08**

**English 2 – Class 2C**

**UNIT 4: IN THE COUNTRYSIDE - Lesson 2 - Period 13**

 **Date of teaching: 23/10/2024**

**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 *R/r* (*/r/*), the words *rainbow*, *river* and *road* and the sentence structure *“There’s a \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *R/r* and complete the words *river*, *rainbow* and *road*.

**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 the responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 18 - Audio Tracks 18, 19

- Teacher’s guide: Pages 30, 31, 32 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 4) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **What’s the picture?*****\* Aims:*** *To review the words with the sound of the letter R/r (river, rainbow, road).*- Prepare some pictures (*river, rainbow, road*).- Divide each picture into pieces.- Show each piece of the picture in turn. - Ask pupils to guess and say the name of the picture. - 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 R/r (/r/), the words rainbow, river and road and the sentence structure “There’s a \_\_\_\_\_.”.***-** Draw pupils’ attention to the picture and have them point to the road **-** Say “There’s a road.” and encourage pupils to repeat. (for *river* and *road*.)**-** Play the recording of the chant to familiarise **-** Have pupils point to and repeat -Play the recording in full and encourage pupils to chant **-** Divide the class into two teams. **3. ACTIVITY 2:** **PRACTICE** (8 minutes)***\* Aims:*** *To recognise the words river, road and the sentence structure “There’s a \_\_\_\_\_.” while listening.***-** Have pupils look at the pictures and say the words “river/ rainbow/ lake/ road”.**-** Play the recording and allow pupils time to complete the activity **-** Check the answers by asking “a or b?” When pupils answer correctly, confirm by saying “1a. There’s a river.”/ “2b. There’s a road.” and encourage them to repeat.**4. ACTIVITY 3:** **PRODUCTION** (7 minutes)***\* Aims:*** *To write the letter R/r and complete the words road, river and rainbow.***-** Write the letter *R* (upper case) on the board and say “R” (/ɑː(r)/). **-** Write the letter *R* (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 *R* (upper case) on the board. **-** Have pupils look at the writing grids . 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. | - Look at each piece of the picture in turns. - Guess and say the name of the picture.- Continue playing the game.- look at the picture and point to the road.- listen and repeat the sentence.- listen to the chant to familiarise - listen to the recording of the first line and chant.- clap along or do other actions.- work in two teams and take turns to chant a line. - look at the pictures and say the words.- listen to the recording and complete the activity.- check the answers and repeat the sentences.- follow the teacher demonstrating the activity.- come to the front of the class and write the letter *R* (upper case) on the board.- follow the teacher’s instructions.- look at the writing grids and complete the activity.- look at the pictures and labels and complete the activity. | Pictures (*river*, *rainbow*, *road*)**Activity 3. Listen and chant.** (Track 18)- The lyrics and the recording of the chant about the countryside.- The picture shows a road through the countryside. Beside the road, there is a river. In the sky, there is a rainbow.**Activity 4. Listen and tick.** (Track 19)1. Pictures: (a) a river and (b) a rainbow + Audio script: *There’s a river.* 2. Pictures: (a) a lake and (b) a road+ Audio script: *There’s a road.* **\* Key:** *1. a, 2. B***Activity 5. Look and write.**- Writing grids for *R* (upper case) and *r* (lower case). - Pictures of a road, a river and a rainbow, with the labels *\_\_oad*, *\_\_iver* and *\_\_ainbow* for completion. |

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

**Game: Ball Circle**

- Have the pupils sit in a circle.

- Throw a ball to one pupil and the pupil has to say a word with the sound of the letter
*R/r* (*/r/*).

+ If the pupils can pronounce the word correctly, they get one point.

+ If the pupils cannot pronounce the word correctly, they will be dismissed.

- The last pupil in the circle wins the game. Praise the winner.

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

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**Week: 08**

**English 2 – Class 2C**

**UNIT 4: IN THE COUNTRYSIDE - Lesson 3 - Period 14**

 **Date of teaching: 23/10/2024**

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

**1. Knowledge and skills**

- use the sentence structures *“What can you see?”* and *“I can see a \_\_\_\_\_.”* to describe features of a scene.

- sing a song with the sentence structures *“What can you see?”* and *“I can see a \_\_\_\_\_.”*.

**2. Competences**

- Critical thinking and creativity: learn how to describe features of a scene 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 the responsibility to protect it.

- Study hard.

**II. MATERIALS**

- Pupil’s book: Page 19 - Audio Tracks 20, 21

- Teacher’s guide: Pages 32, 33 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 4) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Tick the R/r letter pictures*****\* Aims:*** *To review the vocabulary about the sound of the letter R/r (road, rainbow, river).*- Stick nine pictures on the board. - Have pupils look at the pictures carefully.- Ask pupils to take turns ticking the picture with the sound of the letter *R/r*.- Check the answers as the class.- Call some pupils to read all the words aloud**2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)***\* Aims:*** *To use the sentence structures “What can you see?” and “I can see a \_\_\_\_.” to describe features of a scene.***-** Draw pupils’ attention to the picture. Say “There’s a rainbow. I can see a rainbow.”**-** Play the recording and encourage pupils to repeat. Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation, and praise them when their pronunciation is good.**3. ACTIVITY 2: PRACTICE** (8 minutes)***\* Aims:*** *To use the sentence structures “What can you see?” and “I can see a \_\_\_\_\_.” to describe features of a scene.***-** Write *“What can you see? I can see a rainbow.”* on the board and underline the phrase *can see a rainbow.* **-** Erase *can see a rainbow* and replace it with *can see a road / a river*. Nominate another two pupils to model the question and answer for the class. **-** Erase *can see a river* and leave the incomplete sentence structures *“What can you see?”* and *“I \_\_\_\_\_.”* on the board. **-** Divide the class into two teams and encourage them to take turns asking and answering. 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 “What can you see?” and “I can see a \_\_\_\_\_.”***-** Draw pupils’ attention to the picture. **-** Play the recording of the song to familiarise pupils with the rhythm and melody (say “Listen.”). **-** Read the song line by line and encourage pupils to repeat. **-** 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 the pictures.- Take turns ticking the picture with the sound of the letter *R/r*.- Check the answers as the class.- Read all the words aloud.- look at the picture.- point to the sentence. Pupils listen to the recording and repeat.- follow the teacher demonstrating the activity. - Two pupils to model the question and answer for the class.- work in two teams to take turns asking and answering *“What can you see? - I can see a road.”*.- listen to the recording of the song to familiarise with the rhythm and melody.- read the song line by line.- listen to the recording line by line and sing along.- work in groups to make up actions for the song. - perform the song for the class. | Pictures (*sail, road, kite, rainbow, river, bike, kitten, ball, red*)\* Answer: *road, rainbow, river, red***Activity 6. Listen and repeat.** (Track 20)- Speech bubbles: *What can you see?* *I can see a rainbow.*- The picture shows a boy and a girl looking at a rainbow. The girl is saying “What can you see?” The boy is saying “I can see a rainbow.”**Activity 7. Let’s talk.**There are three pictures showing (a) a road, (b) a rainbow, and (c) a river, together with the incomplete sentence structures *“What can you see?”* and *“I \_\_\_\_\_.”*.**Activity 8. Let’s sing.** (Track 21)- The lyrics and the recording of the song about the countryside.- The picture shows a road, a river and a rainbow. |

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

**Game: Circle the words**

- Divide the class into teams of three pupils.

- Prepare paper sheets with many words in random order. Give each team a paper sheet.

- Have two pupils from each team take out two pens with different colours.

- When he/she calls out one word (e.g. *road*), the other two pupils try to circle that word as fast as possible.

- The pupil who circles more words wins.

- Have some teams demonstrate the activity in front of the class.

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

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