**Week: 09**

**English 2 – Class 2C**

**REVIEW 1 - PHIL AND SUE - Period 15**

**Date of teaching: 06/11/2024**

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

**1. Knowledge and skills**

- correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

- correctly identify target words from the story.

**2. Competences**

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

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

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 20 - Audio Track 22

- Teacher’s guide: Pages 34, 35 - Website *hoclieu.vn*

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

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: *“Lucky sweets”******\* Aims:*** *To review the words (pizza, kitten, sea, rainbow).*- Prepare the pictures and words (*pizza, kitten, sea, rainbow*).- Tell pupils that they are going to look at a picture with three answer options and choose one correct answer.- Stick a picture on the board and three answer options.- Ask pupils to raise their hand and come to the board to choose the correct answer. Ask pupils to read out the words.- Check the answer as a class.- If pupils have the correct answers, they will open lucky sweets and get gifts.**2. ACTIVITY 1:** **PRACTICE** (10 minutes)*\* Aims: To correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.***-** Draw pupils’ attention to the pictures. Ask questions to help them identify the context (see Input). **-** Have pupils point to Pictures. Play the recording for Picture and encourage pupils to repeat. **-** Have pupils work in pairs to act out the story. Go around the class to offer help and correct pupils’ pronunciation, if necessary. **-** Invite a few pairs to act out the story for the class. *Extra activity:* For more advanced classes, have pupils close their books and try to remember what the characters are doing in each picture.**3. ACTIVITY 2:** **PRACTICE** (10 minutes)***\* Aims:*** *To correctly identify target words from the story.***-** Have pupils point to and say the word *bike* **-** Have pupils look again at the story and try to find a bike in one of the pictures. If there is a bike, pupils should circle the word/picture; if not, then they do not need to circle the word/ picture. **(**for *pasta*, *pizza*, *sail*, *sea*, *rainbow*, *road* and *kitten*.) | - Listen to the teacher’s explanation.- Look at a picture and three answer options.- Raise their hand and come to the board to choose the correct answer. Read out the words.- Check the answer as a class.- Open lucky sweets and get gifts.- Pupils look at the pictures and identify the context.- Pupils point to Pictures. Pupils listen to the recording for Pictures and repeat.- Pupils follow the teacher’s instructions.- Pupils work in pairs to act out the story.- Pupils act out the story for the class.- Pupils close their books and try to remember what the characters are doing in each picture.- Pupils point to and say the word *bike*.- Pupils look again at the story and try to find a bike in one of the pictures.- Pupils follow the teacher’s instructions. | - Sweets containing pictures or words.- Pictures and words (*pizza, kitten, sea, rainbow*)e.g. a picture of a rainbow (A. river, B. road, C. rainbow)e.g. the word “pasta” (A. a picture of pasta, B. a picture of pizza, C. a picture of popcorn)**Activity 1. Listen and read.** (Track 22)**Activity 2. Look again and circle.****\* Key:** *pizza, rainbow, sea, kitten* |

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

**Game: *“Flashcard show”***

- Tell pupils the goal of the game and how to play it.

- Prepare flashcards units 1-4. Give pupils different flash cards (*popcorn, pizza, pasta, kite, bike, kitten, sail, sand, sea, rainbow, river, road*).

- Invite four pupils to the front of the class to demonstrate how to play the game.

- Teacher shouts out *“kitten”*, the pupil with the *kitten*flash card steps up and shows his / her flash card to the whole class and says the word aloud. Invite the class to repeat the word.

- Repeat the procedure with other flash cards. If a pupil fails to show his / her flash card or shows the wrong flash card, he / she is “out” of the game.

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

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**Week: 09**

**English 2 – Class 2C**

**REVIEW 1 - SELF-CHECK (1,2,3) - Period 16**

**Date of teaching: 06/11/2024**

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

**1. Knowledge and skills**

- recognise target words while listening.

- recognise the sounds of letters while listening.

- write the letters *p*, *k*, *s* and *r* to complete target words.

**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**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 21 - Audio Tracks 23, 24

- Teacher’s guide: Pages 35, 36 - Website *hoclieu.vn*

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

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: *“Network Game”******\* Aims:*** *To review the sounds of letters P/p (/p/), K/k (/k/), S/s (/s/) and R/r (/r/), in isolation and in the* words.- Prepare flashcards of the letters of Units 1-4 and stick them on the board and have pupils say their names.- Divide the class into four teams.- Give each team a small board and a marker.- Ask four pupils from four teams to play “*Rock, paper, scissors”*to choose the letters for their teams.- Ask each team to write the words related to the letter they have chosen by looking at the flashcards given on the board.- Have teams stick their answers on the board. Check the answers as a class.- The team with the most correct words is the winner.**2. ACTIVITY 1:** **PRACTICE** (10 minutes)***\* Aims:*** *To recognise target words while listening.***-** Have pupils look at the pictures and say the words. When pupils answer correctly, confirm by saying “river/ road/ pizza/ pasta/ sea/ sand”. **-** 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. river”/ “2b. pasta”/ “3a. sea” and encourage them to repeat.**3. ACTIVITY 2:** **PRACTICE** (8 minutes)***\* Aims:*** *To recognise the sounds of letters while listening.***-** Have pupils look at the letters and say the sounds. When pupils answer correctly, confirm by saying the sounds. **-** Play the recording and allow pupils time to complete the activity. Play the recording again, if necessary **-** Check the answer to Question 1 by asking “/s/ or /r/?”. When pupils answer correctly, confirm by saying “/s/” and encourage them to repeat. **(** Repeat for *Questions 2*, *3* and *4*.)**4. ACTIVITY 3: PRODUCTION** (7 minutes)***\* Aims:*** *To write the letters p, k, s and r to complete target words.***-** Have pupils look at the pictures and say the words. When pupils answer correctly, confirm by saying “popcorn/ kitten/ sand/ rainbow”. **-** Have pupils write the letters to complete the words. Allow pupils time to complete the activity. Go around the class to offer support and feedback. **-** Have pupils say the words  | - Look at the flashcards on the board and say the names of the flashcards.- Work in four teams. - Play “*Rock, paper, scissors”*to choose the letters for their teams.- Write the words related to the letter they have chosen by looking at the flashcards given on the board.- Stick their answers on the board.- Check the answers as a class.- Praise the winner.- 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 words.- Pupils look at the letters and say the sounds.- Pupils listen to the recording and complete the activity.- Pupils check the answers and repeat the sounds.- Pupils look at the pictures and say the words.- Pupils write the letters to complete the words.- Pupils say the words. | - Flashcards (*popcorn, pizza, pasta, kite, bike, kitten, sail, sand, sea, rainbow, river, road*).- Four small boards and markers.**Activity 1. Listen and tick.** (Track 23)**\* Key:** *1. a, 2. b, 3. A***Activity 2. Listen and circle.** (Track 24)**\* Key:** *1. s, 2. r, 3. p, 4. K***Activity 3. Write and say.**Pictures of popcorn, a kitten, sand and a rainbow, with the labels *\_\_opcorn*, *\_\_itten*, *\_\_and* and *\_\_ainbow* for completion. |

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

**Game: *“Touch”***

- Use flashcards (*river, road, pasta, pizza, sea, sand, kitten, rainbow, popcorn*).

- Place flashcards around the classroom.

- Invite five pupils for each turn.

- Have pupils take turns running around the classroom touching the flashcards that teacher orders them to do, e.g. “Touch the kitten”.

- The pupil touching the most flashcards wins the game.

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

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**Week: 10**

**English 2 – Class 2C**

**REVIEW 1 - SELF-CHECK (4,5,6) - Period 17**

**Date of teaching: 13/11/2024**

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

**1. Knowledge and skills**

- review sentence structures to express this feeling about a particular food, ask and answer questions about actions in progress, suggest doing something and describe features of a scene.

- correctly identify and pronounce the target words and sentence structures.

- correctly spell and complete target words.

**2. Competences**

- Critical thinking and creativity: review sentence structures to express this feeling about a particular food, ask and answer questions about actions in progress, suggest doing something and describe features of a scene.

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

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

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 22 - Teacher’s guide: Pages 36, 37

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

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Let’s sing.** (Track 21)*\* Aims: To review the song of Unit 4.*- Introduce the activity.- Play the song for pupils to listen and sing in chorus.- Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.- Praise the pupils if they perform the song well.**2. ACTIVITY 1:** **PRACTICE** (10 minutes)***\* Aims:*** *To correctly identify and pronounce target words and sentence structures.***-** Have pupils read and say the sentence structure in Question 1 **-** Have pupils look at the pictures underneath the sentence structure and say the words. When pupils answer correctly, confirm by saying “sand/ river”. **-** Say “Read and tick.” and allow pupils time to complete the activity. **-** Check answers by saying “a or b?” When pupils answer correctly, confirm by saying “b. Let’s look at the river!” and encourage them to repeat. **-** Repeat Question 2 and Question 3 **3. ACTIVITY 2:** **PRACTICE** (8 minutes)***\* Aims:*** *To correctly identify and pronounce the target words and sentence structures.***-** Draw pupils’ attention to Pictures and encourage them to guess what is in the pictures **-** Have pupils read the two sentences underneath Picture 1 **-** allow pupils time to complete the activity. **-** Check answers by saying “a or b?” When pupils answer correctly, confirm by saying “a. The pasta is yummy.” and encourage them to repeat. **4. ACTIVITY 3: PRODUCTION** (7 minutes)***\* Aims:*** *To correctly spell and complete target words.***-** Have pupils look at and describe the picture using the words they have learnt. **-** Write *k\_ \_ \_* on the board and encourage pupils to complete the word and confirm by saying “kite” and encouraging them to repeat. **-** Repeat for *sea (s\_ \_)*, *pizza* *(p\_ \_ \_ \_)*, *pasta (p\_ \_ \_ \_)* and *road (r\_ \_ \_)*. **-** Allow pupils time to complete the activity. **-** Check answers by inviting five pupils to come to the front and complete the words *kite*, *sea*, *pizza*, *pasta* and *road* on the board. | - Listen to the teacher’s introduction.- Listen to the song again and sing in chorus.- Come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.- Pupils read and say the sentence structure in Question 1.- Pupils look at the pictures underneath the sentence structure and say the words.- Pupils complete the activity.- Pupils check the answers and repeat the sentences.- Pupils look at Pictures and guess what is in the pictures.- Pupils read the two sentences underneath Picture 1.- Pupils complete the activity.- Pupils check answers and repeat the sentences.- Pupils look at and describe the picture using the words they have learnt.- Pupils look at the incomplete word on the board and complete the word.- Pupils follow the teacher’s instructions.- Pupils complete the activity.- Pupils come to the front and complete the words. | The lyrics and the recording of the song about the countryside (Unit 4).**Activity 4. Read and tick.****\* Key:** *1. b, 2. a, 3. B***Activity 5. Guess, read and circle. Then say.****\* Key:** *1. a, 2. b, 3. A***Activity 6. Write the words.**- The words *rainbow*, *kite*, *sea*, *pizza*, *pasta* and *road* are labelled for completion. *Rainbow* is given as an example. |

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

**Game: *“Yes* or *No”* (PPT)**

- Explain how to play the game.

- Prepare some sentences and pictures.

 E.g. I can see the sail. - picture of the sail (Yes)

 He’s playing with a kite. - picture of a boy riding a bike (No)

- Place a sentence on the board and a picture next to the sentence.

- If the sentence and the picture match, pupils say “Yes”. If they do not match, pupils say “No”.

- Continue the game until all the sentences are said.

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

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