**Week: 10**

**English 2 – Class 2C**

**UNIT 5: IN THE CLASSROOM - Lesson 1 - Period 18**

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

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *Q/q* (*/kjuː/*).

- correctly pronounce the sound of the letter *Q/q* (*/k/*) in isolation and in the words *question*, *square* and *quiz*.

**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**

- Be aware of and responsible for the activities in their classroom.

- Listen carefully to the teacher’s explanation.

**II. MATERIALS**

- Pupil’s book: Page 23 - Audio Track 25

- Teacher’s guide: Pages 38, 39, 40 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 5) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Crossword puzzle**  ***\* Aims:*** *To review the vocabulary about the sounds of the letters S/s and R/r.*  - Have pupils look at the pictures and say the words.  - Have pupils work in two teams. Give each team a crossword puzzle.  - Ask the teams to look at the crossword puzzle and pictures, then complete the words in it. Model with the first word.  - Go around and give further support to the team who find it difficult to do the task.  - Check the answers as the class.  - The team with more correct words is the winner.  - Ask pupils to read all the words aloud.  **2. ACTIVITY 1:** **EXPLORATION** (10 minutes)  ***\* Aims:*** *To correctly pronounce the name of the letter Q/q and the sound /k/, both in isolation and in the words question, square and quiz.*  **-** Draw pupils’ attention to the picture. Ask questions to help them identify the context.  **-** Have pupils point to the letter *Q/q*. Explain that the name of the letter *Q/q* is different to its sound ( /kjuː/ /k/.”).  **-** Play the recording and encourage pupils to repeat. Correct their pronunciation if necessary.  **-** Play the recording in full and encourage pupils to repeat the name and sound of the letter *Q/q*, *question*, *square* and *quiz* both individually and in chorus.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words question, square and quiz.*  **-** Have pupils point to the letter *Q/q* and correctly pronounce its name and sound.  **-** Have pupils point to and correctly pronounce the word *question*. 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 for *square* and *quiz*.)  **-** Put pupils into pairs or teams for further practice. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Look at the pictures and say the words.  - Work in two teams.  - Look at the crossword puzzle and complete the words in it. Follow the teacher’s instructions.  - Check the answers as the class.  - Praise the winner.  - Read all the words aloud.  - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *Q/q* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *Q/q* and repeat.  - Pupils look at,  - Pupils listen to the recording of *question* and repeat.  - Pupils listen to the recording in full and repeat the name and sound of the letter *Q/q*, *question*, *square* and *quiz* both individually and in chorus.  - Pupils work in pairs or teams for further practice | - Crossword puzzle    - Pictures (*sea, sand, sail, rainbow, river, road*)  \* Answer:    **Activity 1. Listen and repeat.** (Track 25)  \* Vocabulary:*Q/q*  *Question*  *square*  *quiz*  \* Note that the letter *Q/q* is usually followed by the letter *u*, which makes the /kw/  **Activity 2. Point and say.** |

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

**\* Game: Whispers**

- Divide the class into two teams. Tell each team to form a line.

- Explain that when you whisper a word to the first pupil in each line, he/ she must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the word reaches the last pupil in the line, he/she should call it out. A correct word scores one point.

- Play the game.

- Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three words aloud for the rest of the class.

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

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**Week: 11**

**English 2 – Class 2C**

**UNIT 5: IN THE CLASSROOM - Lesson 2 - Period 19**

**Date of teaching: 20/11/2024**

**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 *Q/q* (*/k/*), the words *question*, *square* and *quiz* and the sentence structure *“He’s/She’s \_\_\_\_\_ (verb + -ing).”*.

- recognise target words and the sentence structure while listening.

- write the letter *Q/q* and complete the words *square*, *question* and *quiz*.

**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**

- Be aware of and responsible for the activities in their classroom.

- Listen carefully to the teacher’s explanation.

**II. MATERIALS**

- Pupil’s book: Page 24 - Audio Tracks 26, 27

- Teacher’s guide: Pages 40, 41, 42 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 5) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Bees find flowers**  ***\* Aims:*** *To review the words with the sound of the letter Q/q.*  - Prepare some pictures and words they have learnt. Divide the class into 2 teams.  - Each bee contains a picture and three flowers representing the names of the pictures..  - Model: Ask pupils to observe the picture carefully and choose a flower that contains the vocabulary of that picture.  E.g. Picture of quiz (A. sail, B. quiz, C. question)  - Have pupils from each team take turns giving the answers. If they give the correct answer, they will get one point.  - The team with more points is the winner.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To say a chant with the sound of the letter Q/q (/k/), the words question, square and quiz and the sentence structure “He’s/ She’s \_\_\_\_\_ (verb + -ing).”.*  **-** Draw pupils’ attention to the picture and have them point to the square  **-** Say “He’s colouring a square.” and encourage pupils to repeat.  (Repeat for *question* and *quiz*.)  **-** Play the recording of the chant to familiarise pupils with the words and rhythm  **-** Play the recording in full and encourage pupils to chant. Pupils can clap along help them keep the rhythm.  **-** Divide the class into 2 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 square, quiz and the sentence structure “He’s/ She’s \_\_\_\_ (verb + -ing).” while listening.*  **-** Have pupils look at the pictures and say the words. When pupils answer correctly, confirm by saying “square/ circle/ question/ quiz”.  **-** 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?”  **4. ACTIVITY 3:** **PRODUCTION** (7 minutes)  ***\* Aims:*** *To write the letter Q/q and complete the words quiz, square and question.*  **-** Write the letter *Q* (upper case) and *q* (lower case) on the board and say (/kjuː/), Invite a few pupils to come to the front of the class and write the letter *Q* (upper case) on the board.  **-** Have pupils look at the writing grids Allow pupils time to complete the activity.  **-** Have pupils look at the pictures and labels. Allow pupils time to complete the activity. Go around the class to offer support and feedback. | - Work in two teams.  - Look at the teacher demonstrating the activity.  - Take turns giving the answers.  - Praise the winner.  - Pupils look at the picture and point to the square.  - Pupils listen and repeat the sentence.  - Pupils listen to the chant to familiarise with the words and rhythm.  - Pupils listen to the recording in full and chant. Pupils clap along or do other actions.  - Pupils work in two teams  - Pupils look at the pictures and say the words.  - Pupils listen to the recording and complete the activity.  - Pupils check the answers  - Pupils come to the front of the class and write the letter *Q* (upper case) on the board.  - Pupils look at the writing grids and complete the activity.  - Pupils look at the pictures and labels and complete the activity. | Pictures and words (*square*, *question*, *quiz*)  **Activity 3. Listen and chant.** (Track 26)  **Activity 4. Listen and tick.** (Track 27)  1. Pictures: (a) a square and (b) a circle.  + Audio script:  *He’s colouring a square.*  2. Pictures: (a) a girl answering a question and (b) a girl doing a quiz.  + Audio script:  *She’s doing a quiz.*  **\* Key:** *1. a, 2. B*  **Activity 5. Look and write.**  - Writing grids for *Q* (upper case) and *q* (lower case).  - Pictures of a square, a quiz and a question mark, with the labels *s\_\_uare*, *\_\_uiz* and *\_\_uestion* for completion. |

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

**Game: Slow motion**

- Put a picture on the board and cover it with a piece of paper or another card.

- Very slowly move the paper to reveal the picture, little by little.

- Ask pupils to guess and talk about what he/ she is doing in the picture. The first pupil to answer correctly comes to the front to choose the next card.

- Continue the game until all of the words from the vocabulary set have been practised.

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

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**Week: 11**

**English 2 – Class 2C**

**UNIT 5: IN THE CLASSROOM - Lesson 3 - Period 20**

**Date of teaching: 20/11/2024**

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

**1. Knowledge and skills**

- use the sentence structures *“What’s he/ she doing?”* and *“He’s/ She’s \_\_\_\_ (verb + -ing).”* to ask and answer questions about what someone is doing.

- sing a song with the sentence structures *“What’s he/ she doing?”* and *“He’s/ She’s \_\_\_\_ (verb + -ing).”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about what someone is doing 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**

- Be aware of and responsible for the activities in their classroom.

- Listen carefully to the teacher’s explanation.

**II. MATERIALS**

- Pupil’s book: Page 25 - Audio Tracks 28, 29

- Teacher’s guide: Pages 42, 43 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 5) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Lucky colours**  ***\* Aims:*** *To review the sentence structure “He’s/She’s \_\_ (verb + -ing).”*  - Prepare pictures of people doing the activities. Run through the pictures and the points on their backs from 1 to 10.  - Divide the class into two teams.  - Have pupils from each team choose the colour containing the picture and talk about what someone’s doing in the picture.  E.g. *He’s colouring a square.*  - Get corresponding points for their team.  - Continue with the other pupils.  - Praise the winner.  **2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To use the sentence structures “What’s he/she doing?” and “He’s/She’s \_\_\_ (verb + -ing).” to ask and answer questions about what someone is doing.*  **-** Draw pupils’ attention to the pictures. Say “What’s she doing? She’s colouring a square.”.  **-** Have pupils point to the sentence. Play the recording and encourage pupils to repeat. Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary,  **3. ACTIVITY 2: PRACTICE** (8 minutes)  ***\* Aims:*** *To use the sentence structures “What’s he/ she doing?” and “He’s/ She’s \_\_ (verb + -ing).” to ask and answer questions about what someone is doing.*  **-** Write *“What’s \_\_\_\_\_?”* *“He’s \_\_\_\_\_.”* and *“She’s \_\_\_\_\_.”*. on the board.  **-** Have pupils look at Pictures, and say “What’s \_\_\_\_\_?” and encourage pupils to complete the question to answer using the full sentence structure: “She’s answering a question.”  **-** Have pupils work in pairs to look at each picture and practise asking and answering questions about what the people are doing. Go around the class to offer support and feedback.  **4. ACTIVITY 3: PRACTICE** (7 minutes)  ***\* Aims:*** *To sing a song with the sentence structures “What’s he/ she doing?” and “He’s/ She’s \_\_\_\_ (verb + -ing).”*  **-** Draw pupils’ attention to the picture. Say “What’s he/she doing?” and encourage pupils to answer  **-** Play the recording of the song to familiarise pupils with the rhythm and melody. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **-** Say “Let’s sing!”. 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. | - Work in two teams.  - Choose the colour containing the picture and talk about what someone’s doing in the picture.  - Get points for their team.  - Continue playing the game.  - Praise the winner.  - Pupils look at the picture.  - Pupils point to the sentence. Pupils listen to the recording and repeat.  - Pupils follow the teacher demonstrating the activity.  - Pupils look at Picture a and complete the question.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs to look at pictures and practise asking and answering questions  - Pupils listen to the recording of the song to familiarise with the rhythm and melody.  - 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. | Speech bubbles:  *He’s \_\_\_\_\_.*  *She’s \_\_\_\_\_.*  Pictures of someone’s doing activities  *1. A boy riding a bike.*  *2. A girl flying a kite.*  *3. A girl playing with a kitten.*  *4. A boy colouring a square.*  *5. A girl doing a quiz.*  *6. A boy answering the question.*  **Activity 6. Listen and repeat.** (Track 28)  - Speech bubbles:  *What’s she doing?*  *She’s colouring a square.*  *What’s he doing?*  *He’s doing a quiz.*  **Activity 7. Let’s talk.**  *“What’s he/she doing?”* and *“He’s/She’s \_\_\_\_\_ (verb + -ing).”*.  **Activity 8. Let’s sing.** (Track 29) |

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

**Game: Facing game**

- Ask students to stand up.

- Let students give some sounds of the letters (*B/b, K/k, S/s, R/r, Q/q*) they have learnt.

- Say the sound of a letter. Ask pupils to say a word related to the sound of that letter.

- If the student is able to give the correct answer, he/ she will still stand and continue to play the game. If the student is unable to give the correct answer or has the same answer, he/ she will be eliminated from the game.

- Continue to play the game until a winner is selected. Praise the winner.

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

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