**Week: 14**

**English 2 – Class 2C**

**UNIT 7: IN THE KITCHEN - Lesson 1 - Period 26**

**Date of teaching: 11/12/2024**

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *J/j* (*/dʒeɪ/*).

- correctly pronounce the sound of the letter *J/j* (*/dʒ/*) in isolation and in the words *juice*, *jelly* and *jam*.

**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 and interest in the food and drink.

- Be aware of choosing healthy food and drink.

- Feel confident in expressing their opinions.

**II. MATERIALS**

- Pupil’s book: Page 31 - Audio Track 35

- Teacher’s guide: Pages 53, 54, 55 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 7) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Behind the binoculars**  ***\* Aims:*** *To review the words about food and drink they have learnt.*  - Tell the class they are looking at the pictures and say the pictures’ names.  - Divide the class into two teams.  - Use a blank card with two holes (like “binoculars”) to cover a picture.  - Show only parts of the picture through the holes and ask them to speak up the name of the picture.  - The team having the correct answer gets a point. The team with more points is the winner.  - Lead in the new lesson.  **2. ACTIVITY 1:** **EXPLORATION** (10 minutes)  ***\* Aims:*** *To correctly pronounce the name of the letter J/j and the sound /dʒ/, both in isolation and in the words juice, jelly and jam.*  **-** Draw pupils’ attention to the picture. Ask questions to help them identify the context.  **-** Have pupils point to the letter *J/j*. Explain that the name of the letter *J/j* is different to its sound (say “Listen. */dʒeɪ/* */dʒ/*.”).  **-** Play the recording word by word: *J/j, juice, jam, jelly* 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.  **-** Play the recording in full and encourage pupils to repeat the name and sound of the letter *J/j*, *juice*, *jelly* and *jam* both individually and in chorus.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words juice, jelly and jam.*  Have pupils point to the letter *J/j* and correctly pronounce its name and sound (say “Point to the letter J. Say */dʒeɪ/*. Now say */dʒ/*.”).  Have pupils point to and correctly pronounce the word *juice* (say “Point to the juice. Say *juice*.”). 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 *jelly* and *jam*.  **-** Put pupils into pairs or teams for further practice of. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Listen to the teacher’s explanation.  - Work in two teams.  - Look at the teacher demonstrating the activity.  - Look at parts of the picture through the holes and speak up the name of the picture.  - Praise the winner.  - look at the picture and answer the questions to identify the context.  - point to the letter *J/j* and listen to the teacher’s explanation.  - listen to the recording and repeat.  - listen to the recording in full and repeat both individually and in chorus.  - Pupils point to the letter *J/j* and correctly pronounce its name and sound.  - Pupils point to and correctly pronounce the word *juice*.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or teams for further practice | - Pictures / Flashcards (*cake, fish, chicken, chips, popcorn, pasta, pizza, milk, water*)  **Activity 1. Listen and repeat.** (Track 35)  \* Vocabulary:  - *J/j* (*/dʒ/*)  - *Juice*  - *jelly*  *- jam*  **Activity 2. Point and say** |

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

**\* Game: Slap the board**

- Stick the flashcards on the board. Divide the class into two or three teams and have each team stand in a line in front of the board.

- Explain to pupils that when you say one of the words, the pupil at the front of each line must run to the board and slap the correct flashcard as quickly as possible. The first pupil to slap the correct flashcard scores one point.

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

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

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**Week: 15**

**English 2 – Class 2C**

**UNIT 7: IN THE KITCHEN - Lesson 2 - Period 27**

**Date of teaching: 18/12/2024**

**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 *J/j* (*/dʒ/*), the words *jam*, *juice* and *jelly* and the sentence structure *“I like \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *J/j* and complete the words *juice*, *jam* and *jelly*.

**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 and interest in the food and drink.

- Be aware of choosing healthy food and drink.

- Feel confident in expressing their opinions.

**II. MATERIALS**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Missing letters**  ***\* Aims:*** *To review the words about food and drink they have learnt.*  - Divide the class into four teams.  - Write a word with several letters missing on the board, e.g. \_ \_ i \_e (juice).  - Ask each team to take turns calling out a letter.  - Add the missing letters to the word if correctly guessed.  - Give that team one point if it’s a correct guess.  - Continue until the pupils guess the word correctly.  - The team that gets the most points wins. Praise the winner.  - Call some pupils to read all the words aloud.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To say a chant with the sound of the letter J/j (/dʒ/), the words jam, juice and jelly and the sentence structure “I like \_\_\_\_\_.”.*  **-** Draw pupils’ attention to the pictures and have them point to the jam, juice and jelly. Say “I like jam.” and encourage pupils to repeat.  **-** Play the recording of the chant to familiarise pupils with the words and rhythm (say “Listen.”).  **-** Have pupils point to each line by each line, listen and chant.  **-** Play the recording in full and encourage pupils to chant (say “Listen and chant.”). Pupils can clap along or do other actions to help them keep the rhythm.  **-** 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 jelly, juice and the sentence structure “I like \_\_\_\_\_.”. while listening.*  **-** Have pupils look at the pictures and identify them  **-** 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?” When pupils answer correctly, confirm by saying “1a. I like jelly.”/ “2b. I like juice.” and encourage them to  **4. ACTIVITY 3:** **PRODUCTION** (7 minutes)  ***\* Aims:*** *To write the letter J/j and complete the words jelly, juice and jam.*  **-** Write the letter *J* (upper case) on the board, for *j* (lower case) and say “J” (/dʒeɪ/).  **-** Have pupils look at the writing grids Allow pupils time to complete the activity. Go around the class to offer support and feedback. | - Work in four teams.  - Look at a word with several letters missing on the board.  - Take turns calling out a letter.  - Continue playing the game.  - Praise the winner.  - Read all the words aloud.  - look at the picture and point to the words and repeat.  - listen to the chant to familiarise with the words and rhythm.  - point to and chant.  - listen, chant and clap along or do other actions.  - Chant in two teams  - look at the pictures and say  - listen to the recording and complete the activity.  - check the answers and repeat the sentences.  - come to the front of the class and write on the board.  - look at the writing grids and complete the activity. | Words with several missing letters:  1. \_ \_ i \_ e  2. w \_ t \_ \_  3. j \_ m  4. \_ e \_ l \_  5. p \_ s t \_  6. \_ i z \_ \_  7. p \_ p \_ \_ r \_  8. m \_ \_ k  **Activity 3. Listen and chant.** (Track 36)  *The lyrics of the chant*  J, j, jam.  I like jam.  J, j, juice.  I like juice.  J, j, jelly.  I like jelly.  **Activity 4. Listen and tick.** (Track 37)  **\* Key:** *1. a, 2. b*  **Activity 5. Look and write.**  - Writing grids for *J* (upper case) and *j* (lower case).  - Completing: *jelly, juice and jam.* |

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

**Game: Pass the teddy bear**

- Give a teddy bear to one pupil.

- Play the music. Ask her/ him to pass the teddy bear to the second one. The second pupil passes the teddy bear to the third one, and so on.

- Stop the music. Ask the pupil who is holding the teddy bear to say a sentence about their ability, e.g.*I like juice.*

- Continue to play the game until all the words are said.

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

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**Week: 15**

**English 2 – Class 2C**

**UNIT 7: IN THE KITCHEN - Lesson 3 - Period 28**

**Date of teaching: 18/12/2024**

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

**1. Knowledge and skills**

- use the sentence structures *“Pass me the \_\_\_\_\_, please.”* and *“Here you are.”* to make and respond to a request.

- sing a song with the sentence structures *“Pass me the \_\_\_\_\_, please.”* and *“Here you are.”*.

**2. Competences**

- Critical thinking and creativity: learn how to make and respond to a request 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 and interest in the food and drink.

- Be aware of choosing healthy food and drink.

- Feel confident in expressing their opinions.

**II. MATERIALS**

- Pupil’s book: Page 33 - Audio Tracks 38, 39

- Teacher’s guide: Pages 57, 58 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 7) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Spin the wheel**  ***\* Aims:*** *To review the sentence structure “I like \_\_\_\_.” to talk about favourite food and drink.*  - Write the sentence structure *“I like \_\_\_.”* on the board.  - Divide the class into two teams.  - Ask two pupils of two teams to play *Rock, paper, scissors* to find out which team will play first.  - Prepare six pictures about food and drink. Cover the pictures with numbers.  - Ask a pupil from each team to choose a number and say a sentence suitable for the picture.  - If the pupil says the sentence correctly, the teacher spins the wheel randomly to get points for the team.  - The team with more points is the winner.  **2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\*Aims:*** *To use the sentence structures “Pass me the \_\_\_\_\_, please.” and “Here you are.”  to make and respond to a request.*  - Draw pupils’ attention to the picture  **-** Have pupils point to the sentences. Play the recording and encourage pupils to repeat 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 use the sentence structures “Pass me the \_\_\_\_\_, please.” and “Here you are.” to make and respond to a request.*  **-** Hand out three picture cards showing a jar of jam, a jug of juice and a plate of jelly (each card to a different pupil).  **-** Write *“Pass me the jam, please.”* on the board and underline *“Pass me the jam.”*. Say “Pass me the jam, please.”, indicate that T would like the pupil holding the picture card of a jar of jam to pass it to T.  **-** Have the pupil repeat the request: Here you are. and pass it back to him/ her.  (Repeat *Pass me the jam* and *Pass me the jelly*.)  **-** Hand out a picture card to every pupil in the class. Put pupils into pairs to practise making and responding to the request. Go around the class to offer help or correct pupils’ pronunciation, if necessary.  **4. ACTIVITY 3: PRACTICE** (7 minutes)  ***\* Aims:*** *To sing a song with the sentence structures “Pass me the \_\_\_\_\_, please.” and “Here you are.”.*  **-** Draw pupils’ attention to the picture  **-** Play the recording of the song to familiarise pupils with the rhythm and melody  **-** Read the song line by line and encourage pupils to repeat both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **-** 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 sentence structure *“I like \_\_\_\_\_.”* on the board.  - Work in two teams.  - Play *Rock, paper, scissors* to find out the team will play first.  - Choose a picture and say a sentence suitable for the picture.  - Praise the winner.  - look at the picture.  - point to the sentence listen to the recording and repeat.  - follow the teacher demonstrating the activity.  - repeat the request and look at the sentence on the board.  - follow the teacher demonstrating the activity.  - work in pairs to practise making and responding to the request.  - look at the picture and point to the picture of the jam and respond using the full sentence structure.  - 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. Pupils perform the song for the class. | - Speech bubble:  *I like \_\_\_\_\_.*  - Pictures about food and drink (*juice, jelly, jam, popcorn, pasta, pizza*)  - A wheel with points.  **Activity 6. Listen and repeat.** (Track 38)  - Speech bubbles:  *Pass me the jam, please. /  - Here you are.*  **Activity 7. Let’s talk.**  *“\_\_\_\_\_, please.”*  *“Here \_\_\_\_\_.”*.  **Activity 8. Let’s sing.** (Track 39)  - The lyrics and the recording of the song  **Jam, juice, jelly.    Pass me the jam.    Pass me the juice.    Pass me the jelly.    Here you are.    Here you are.    Here you are.** |

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

**\* Option 1: Game: Vocabulary race**- Divide the class into four teams and ask them to stand in two lines facing the board.

- Draw four columns on the board for Teams A, B, C, and D.

- Give a marker to the first pupil of each team.

- Say “1 2 3” and then ask the pupils to run to the board quickly to write a food item or a drink item on it. Next, ask them to pass the markers to the next friends and join back of the line.

- Give one minute for pupils to do the task. The team with the most correct words is the winner. Praise the winner.

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

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