

Week 3 (18/9 – 22/9)

UNIT 2 : IN THE DINING ROOM

Lesson 2 - Task: 3,4,5

Period 5

I. GENERAL IDEAS

- **Objective:** By the end of the unit, pupils will be able to: say the sound of the letter C/c and the words cake, car, cat, cup in a chant; Recognize the words in different situations when listening; Trace the letter C/c.

- Language focus: + Letter: Cc

+ Word: cake, car, cat, cup

- Teaching - learning aids: Hoclieu, flashcards, TV.

II. PROCEDURE

Warm up	<p>5' Whole class</p> <ul style="list-style-type: none"> - Ask pupils to look at the picture in Lesson 1, point to and say the sound of the letter C/c and the words cake, car, cat, cup. (You may say Look at the picture, please!, Point to the letter c and say, please! or Point to the words and say, please!) - Have them play Pelmanism again. Draw pupils' attention to the words they have learnt in Lesson 1, saying Let's play Pelmanism, please! - Get pupils to open their books and look at Lesson 2, saying Open the books and look at Lesson 2, please!
<p>3. Listen and chant: 10' Whole class – Individual work group work - pair work.</p>	
Objective	Pupils will be able to say the sound of the letter C/c and the words cake, cat, car, cup in a chant.
Input	There are two verses in the chant. The letter C/c, the words a cup, a cake and a cat, a car are introduced in the first two lines of both verses. The phrases a cup and a cake, a cat and a car are mentioned in the last lines of both verses. The letter C/c is in red.
Procedure	<ul style="list-style-type: none"> - Have pupils look at the chant, saying Look at the chant, please! Explain the meaning of each line (as mentioned in Input). Draw their attention to the letter C/c in the words cake, cat, car, cup. Check comprehension. - Let them look at the first line of the chant. Play the recording, ask pupils to listen and repeat the sound of the letter c and the word a cup, saying Look at letter C/c, listen and repeat, please! Then have them listen again and repeat the sound of the letter c and the word a cup individually and in chorus. Say Listen and repeat, please! If they chanted well, praise them, saying Well done! Follow the same procedure with other lines. Correct pronunciation, if necessary. Show them how to chant and clap their hands. - Play the recording all the way through again (more than once, if

	<p>necessary) for pupils to do choral and individual repetition.</p> <ul style="list-style-type: none"> - Put the class into two groups to practise chanting and clapping. Each group should sing one verse of the chant, saying Chant in groups, please! - If there is enough time, encourage a few groups to the front of the class to chant and clap their hands. The rest of the class may clap along to the rhythm. If they performed well, praise them, saying Very good!
Outcome	Pupils can listen and sing the chant with correct pronunciation, natural stress and rhythm.
4. Listen and tick: 10' Whole class – Individual work – group work - pair work.	
Objective	Pupils will be able to listen, recognize the words and tick the correct boxes.
Input	The activity consists of two questions. Question 1 includes the pictures: a. a cat, b. a car. Question 2 consists of the pictures: a. a cup, b. a cake.
Procedure	<ul style="list-style-type: none"> - Have pupils look at the pictures (saying Look at the pictures, please!) and say what they can see. You may say Now look at the pictures in Question 1. What can you see? Can you see a cat? Yes, a cat. Can you see a car? Yes, a car. Draw pupils' attention to the boxes next to the letters a and b, saying What do you see? You see a box? Yes, it's a box. Now listen to the recording and tick the correct box. Check comprehension. - Invite some pupils to point to the pictures and say the words in front of the class, saying Point to the pictures and say, please! E.g: 1a: a cat, 1b: a car and/or 2a: a cup, 2b: a cake. - Play the recording of the first phrase for pupils to listen, saying Now listen, please! Play the recording of the first phrase for pupils to hear. Say What did you hear? Did you hear "a cat" or "a car"? Yes, it said "a cat". You tick the box near the cat. - Ask pupils to say what they have heard and ticked. Say What did you hear? Did you hear "a cat" or "a car"? If some pupils say "a car", let them listen to the recording again, saying Now listen again, please! Play the recording and ask What did you hear? Did you hear "a cat" or "a car"? Yes, "a cat". Tick the box a. So a is the correct answer. - Follow the same procedure with the pictures in Question 2. Before playing the recording, say Are you ready? OK, now listen and tick, please! Play the recording (several times if needed). - Call a few pupils to the front of the class to point to the pictures and say what they have heard. E.g. 1. a cat, 2. a cake. If they said correct words, praise them, saying Well done! or Very good!
Outcome	They can listen, recognize the words and tick the correct boxes: 1. a 2. b.

5. Look and trace.: 7' Whole class – Individual work – group work - pair work.	
Objective	Pupils will be able to trace the letter C/c (upper case and lower case).
Input	The upper case and lower case of the letter c.
Procedure	<p>- Have pupils look at the letter C (upper case) and c (lower case), saying What can you see? Yes, you can see the C (upper case) and the c (lower case). Point to the upper case C and say This is the letter C (upper case). Then point to the lower case c and say and this is the letter c (lower case). Check comprehension.</p> <p>- Write the letter C (upper case) and the c (lower case) in broken lines on the board, saying Look at the board. What can you see now? Yes, you can see the letter C (upper case) and the c (lower case). Check to make sure pupils understand the letters written in solid lines and those in broken lines.</p> <p>- Tell pupils to trace the letter C/c, saying Now trace the letter C/c with your pencil. You can demonstrate by air tracing or tracing the broken lines of the letter C/c. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.</p> <p>- Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying Now work in pairs and check each other's answer. Give pupils time to work. Go around and offer help, if necessary.</p> <p>- Ask some pupils to show what they have done. Praise them if they have done well, saying Well done! or Good job!</p> <p>- If there is enough time, write the letter C/c in broken lines on the board and invite some pupils to trace them.</p>
Outcome	Pupils can trace the letter C/c correctly and neatly.
Homelink: 3' Whole class - Individual work – group work - pair work.	
	- Chant

UNIT 2 : IN THE DINING ROOM

Lesson 3 - Task: 6,7,8

Period 6

I. GENERAL IDEAS

- Objective: By the end of the unit, pupils will be able to: Use “I have a _____.” to talk about possession; Sing a song with the structure “I have a _____.”

- Language focus: + Letter: Cc

+ Word: cake, car, cat, cup

- Teaching - learning aids: Hoclieu, flashcards, TV.

II. PROCEDURE

Warm up	5' Whole class
	<p>- Greet the class.</p> <p>- Remind pupils of what they have learnt in Lesson 2, saying Well, in Lesson 2, you have learnt to say the sound /c/ in the words cat,</p>

	<p>cake, car, cup in the chant; you have listened to tick the correct pictures.</p> <ul style="list-style-type: none"> - Ask the class to sing the chant or to play the game Pelmanism, saying Now let us sing the chant/play the game Pelmanism in Lesson 2. - Tell pupils to open their books and look at Lesson 3. Introduce Lesson 3, saying Now open your books on Page 11. In this lesson, you will learn Listen and repeat, Let's talk, and Let's sing. Let us start with Listen and repeat.
<p>6. Listen and repeat 10' Whole class – Individual work group work - pair work.</p>	
Objective	Pupils will be able to listen and repeat the sentence "I have a car."
Input	<ul style="list-style-type: none"> - "I have a car." is used to express possession. - A picture of a boy holding a car in his hand.
Procedure	<ul style="list-style-type: none"> - Have pupils look at the picture, saying Look at the picture, please! What's in his hand? Yes, it's a car. He has a car. He says "I have a car." Now listen and repeat, please! Play the recording for pupils to listen. Explain the meaning of the sentence and how it is used. Check comprehension. - Play the recording several times again for pupils to listen and repeat the sentence, saying Now listen and repeat, please! Give support to those pupils who find it difficult to do the task. - Invite a few pupils to listen and repeat the sentence "I have a car." in front of the class. Correct their pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying Very well!
Outcome	Pupils can listen and repeat the sentence "I have a car." correctly.
<p>7. Let's talk 10' Whole class – Individual work – group work - pair work.</p>	
Objective	Pupils will be able to express their possession, using "I have a _____."
Input	There are two parts in the activity. In part 1, there is a bubble which contains the structure "I have a _____." In part 2, there are four pictures: a. a car, b. a cake, c. a cup, d. a cat.
Procedure	<ul style="list-style-type: none"> - Have pupils look at the bubble to understand how the language is used (I have a _____). Explain the meaning of the sentence, if necessary. - Have pupils look at the first picture. Say Look at Picture a, please! Point to the car and ask them, saying What is this? Tell them that It's a car. Then point to the bubble and the car and say I have a car. - Ask pupils to say the sentence "I have a car." in chorus and individually (Now, point to Picture a and say "I have a car"). If they said the sentence correctly, praise them Well done! Correct pronunciation, if necessary.

	<ul style="list-style-type: none"> - Follow the same procedure with Pictures b, c, d. Give further support to those pupils who find it difficult to do the task, if necessary. - Ask a few pupils to point to the pictures and say “I have a _____.”, saying Now practise saying what you have. Offer help, if necessary. - Invite some pairs of pupils to practise pointing to the pictures or flashcards and say what they have in front of the class. Praise them, saying Excellent! if they performed well.
Outcome	Pupils can express possession correctly and confidently.
8. Let's sing 7' Whole class – Individual work – group work - pair work.	
Objective	Pupils will be able to sing a song with the structure “I have a _____.”
Input	There are two verses in the song. The first verse includes the sentences “I have a cup./I have a car.” and “I have a cup and I have a car.” In the second verse, the sentences “I have a cake./I have a cat.” and “I have a cake and I have a cat.” are introduced.
Procedure	<ul style="list-style-type: none"> - Have pupils look at the first line of the lyrics. Explain the meaning of the structure “I have a _____.” Then ask them to read the sentence aloud, saying Read aloud, please! Check comprehension, if necessary. - Play the recording of the first line several times for pupils to listen and repeat, saying Now listen and repeat, please! - Follow the same procedure with other lines. Correct pronunciation and the tune, the rhythm and the melody of the first verse of the song, if necessary. - Play the recording all the way through for pupils to listen, to sing and clap their hands. Offer help, if necessary. If they sang well, praise them Excellent! - Invite some pupils to sing the song in front of the class. The rest of the class sings along and claps their hands to reinforce the tune, the rhythm and the melody. Go around and offer help, if necessary.
Outcome	Pupils can sing the song with correct pronunciation, natural tune/ rhythm and sweet melody.
Homelink: 3' Whole class - Individual work – group work - pair work.	
	- Chant