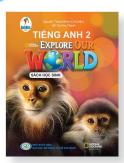


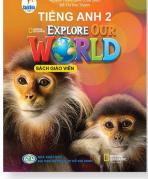


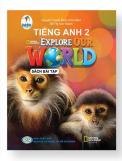




MANG CUỘC SỐNG VÀO BÀI HỌC ĐƯA BÀI HỌC VÀO CUỘC SỐNG

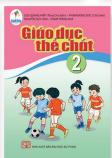






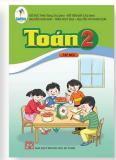












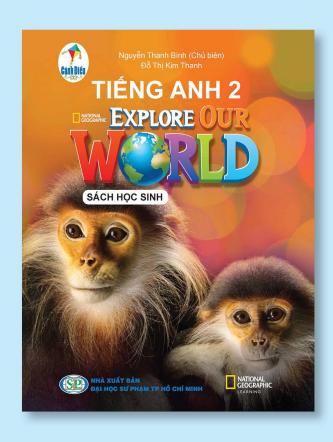








TIẾNG ANH 2







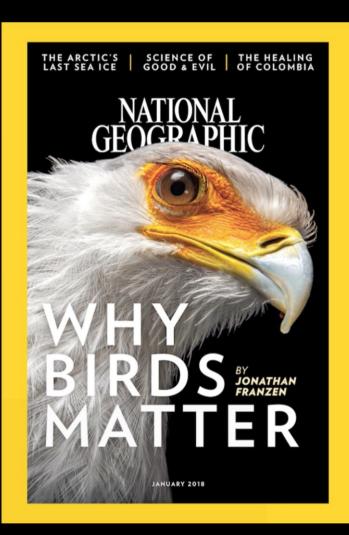


Nội dung

- 1. Triết lý & phương pháp tiếp cận
- 2. Giới thiệu chung về bộ sách TA2 Explore Our World
- 3. Nội dung SGK
- 4. Cấu trúc SGK
- 5. Tài liệu bổ trợ
- 6. Hỗ trợ triển khai sử dụng sách



NATIONAL GEOGRAPHIC





1888







Animal Friends

In this unit, I will . . .

- · name animals.
- · talk about what animals can do.
- · describe a favorite animal.

Check T for True and F for False.

- I. There's a monkey and a cat.
- **T F**
- 2. The monkey likes the bird.
- T F

3. The bird is green.

- T F
- 4. The monkey is a baby.
- (T) (

Hình ảnh **cuốn hút** Câu chuyện **thật**

Nội dung

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- 6. Hỗ trợ triển khai sử dụng sách

TÁC GIẢ



Nguyễn Thanh Bình PhD (Chủ biên)



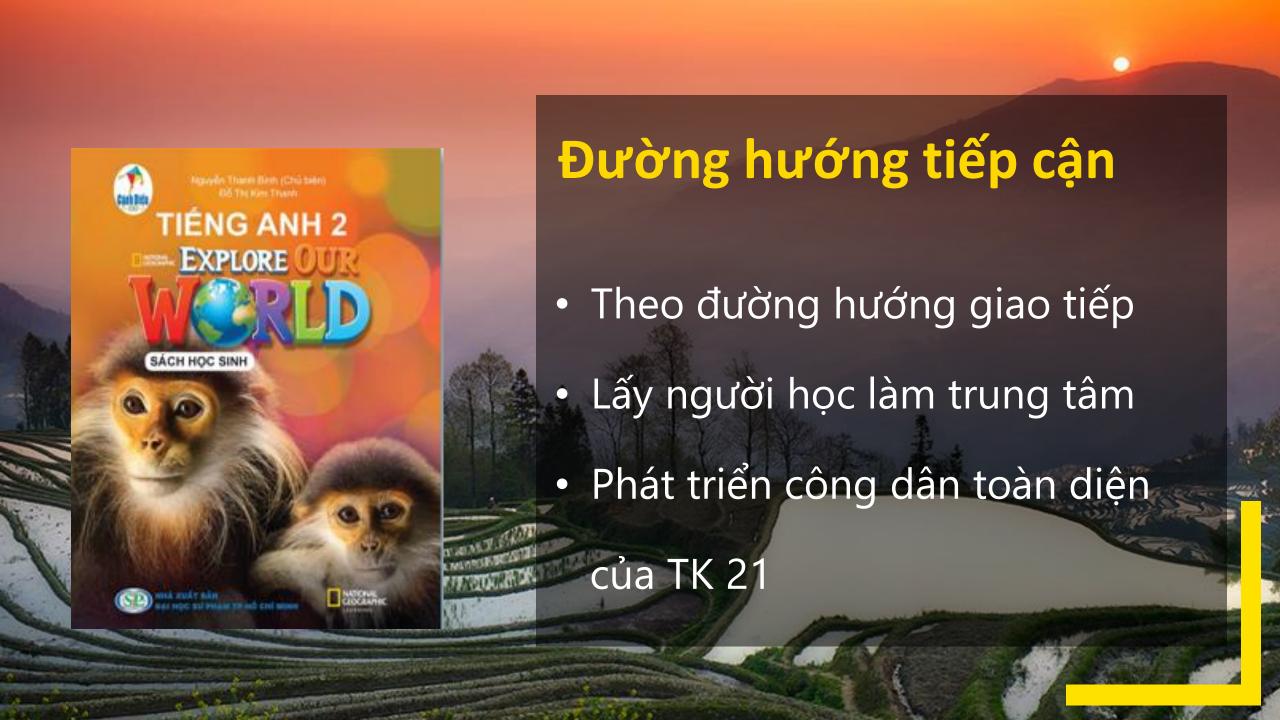
Đỗ Thị Kim Thanh M A



Joann (Jodi) Crandall PhD



Joan Kang shin PhD





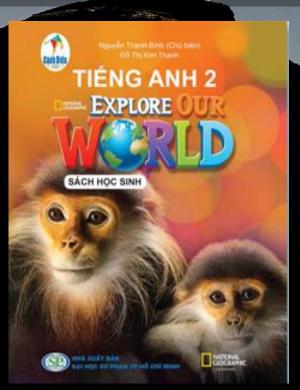
Hợp phần cơ bản

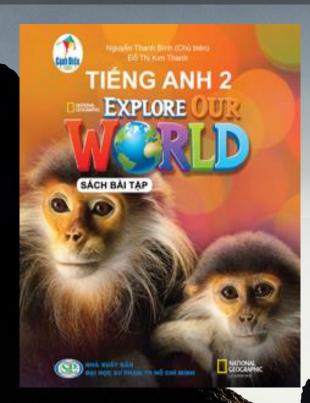
Sách Bài học

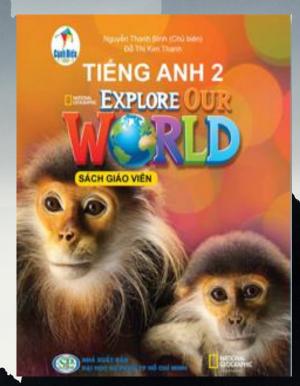
Sách Bài tập

Sách Giáo viên

Trang web cho GV & HS









Nội dung

- 1. Triết lý & phương pháp tiếp cận
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- 5. Tài liệu bổ trợ
- 6. Hỗ trợ triển khai sử dụng sách

Nội dung Sách Explore Our World

Cotars blue, red, green, yellow, brown, orange, yellow, brown, yellow, brown, orange, yellow, brown, yellow, brown, orange, yellow, brown, yellow, yellow, yellow, yellow, yellow, yellow, yellow, yellow, yel	Unit	Theme	Unit	Vocabulary	Language Use	Content Concepts	The Sounds of English	Story
frog, king, prince, princes, queen, happy, sad, go away, be, go 2 I Like Food. Food and drink bananas, bread, chicken, cookies, noodles, in, milk, orange juice, water Doyou like [noodles]? Yes, I like [noodles]. Numbers: 13–14 Numbers: 13–14 Numbers: 13–14 Shapes: drice, square Numbers: 15–16	0 Getting Started) Getting Started	toys, family members, rooms in the house, parts of the body, elephant, frog, monkey, parrot, read, clap, touch, raise, look around,	Classroom instructions What is it? It's [a book]. Is it [a dot[]? Yes, it is. / No, it isn't. Who's this? It's my [brother]. Where's [Grandma]? In the [kitchen]. I have [two hands]. It's [a red crayon]. How many [books]?	yellow, brown, orange, black, white, pink, purple	/s/ stand /s/ up Ss, Uu	
chicken, cookies, noodles, irice, milk, noodles, irice, milk, orange juice, water Yes, I like [noodles]. No, I don't like [noodles]. No, I don't like [noodles]. Numbers: 15–16 Numbers: 15–16 /tj/ chicken /rt water /n / noodles Ch. Rr, Nn Chant: I like chicken	1 Stories		Stories	frog, king, prince, princess, queen, happy, sad,	I want [a crown].		Nov/ queen /w/ want /k/ king Qq (Qu), Ww. Kk	New Friends
Units 1-2 Review	2 I Like Food.		! I Like Food.	chicken, cookies, noodles, rice, milk,	Doyou like [noodles]? Yes, I like [noodles]. No, I don't like [noodles].		tf chicken tf water tn noodles Ch, Rr, Nn	A Picnic
	Units 1-2 Review	its 1-2 Review						
3 Clothes Clothing Coat, dress, hat, pants, shoes, shirt, shorts, skirt, socks, help Clothing Coat, dress, hat, pants, shoes, shirt, shorts, skirt, socks, help Clothing Coat, dress, hat, pants, shoes, shirt, shorts, skirt, socks, help Clothing Clothing Clothing Coat, dress, hat, pants, shoes, shirt, shorts, skirt, socks, help He/She's wearing [shorts]. He/She's wearing [shorts]. Shapes: rectangle, triangle Numbers: 17–18 Phonics: // shirt /d real /i scarf Sh, Dd, Ff Chant: I want a shirt	3 Clothes	Clothing	Clothes	pants, shoes, shirt, shorts, skirt, socks,	_		If shirt Id red It scarf Sh., Dd., Ff	Wash Day
Animals Actions Action		Animals Actions		crocodile, giraffe, hippo, lion, monkey, zebra, drink, eat, run, walk			/m/ monkey z zebra A arocodile Mm, Zz, Ll	At the Zoo

Nội dung tương thích với chương trình



Chủ đề chủ điểm

Kiến thức ngôn ngữ (từ vựng, ngữ âm, cấu trúc)

Kĩ năng ngôn ngữ (nghe, nói, đọc, viết)

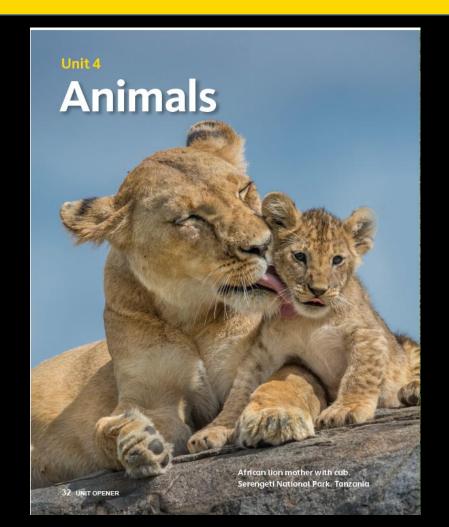








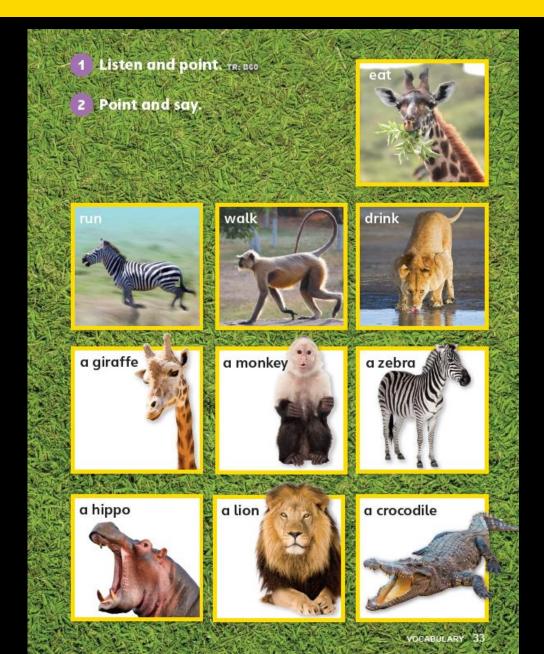
Chủ đề, chủ điểm





Kiến thức ngôn ngữ: từ vựng





Kiến thức ngôn ngữ: ngữ âm



Listen and say.

Listen again, trace and write. TR: B69 and B70

1. Mm





2.





Zebra Z

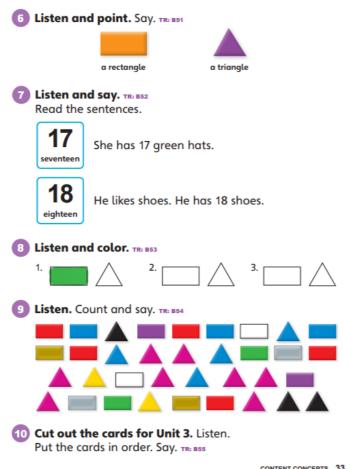
Kiến thức ngôn ngữ: cấu trúc

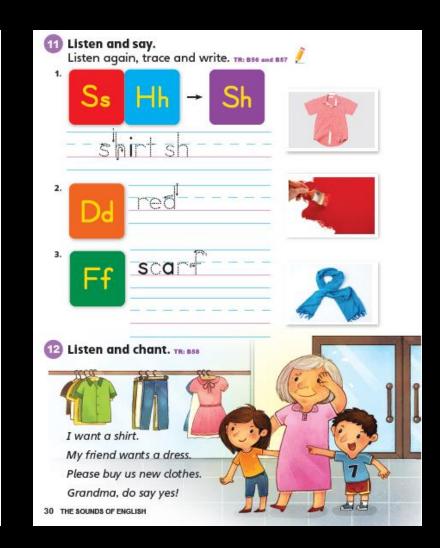


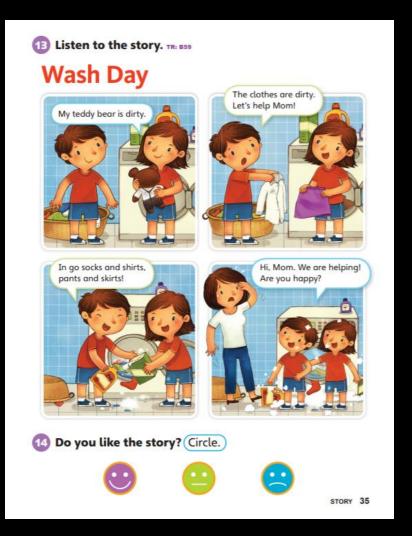




Kĩ năng Nghe | Kĩ năng ngôn ngữ







Kĩ năng Nói | Kĩ năng ngôn ngữ









5 Listen. St	tick and say. TR: B63		
1	2	3	4
34 LANGUAGE USE	6	7	8

Kĩ năng Đọc | Kĩ năng ngôn ngữ



T Listen and say. TR: B39

Read the sentences.

15 fifteen

He wants 15 yellow bananas.

16 sixteen

You have 16 cookies.

13 Listen to the story. Then read. TR: B72

At the Zoo





Kĩ năng Viết | Kĩ năng ngôn ngữ



Listen and say.
Listen again, trace and write. TR: B69 and B70

1.



ipponkey m

2.





Zebra Z



monkey



ZOO



zebra



milk



lion

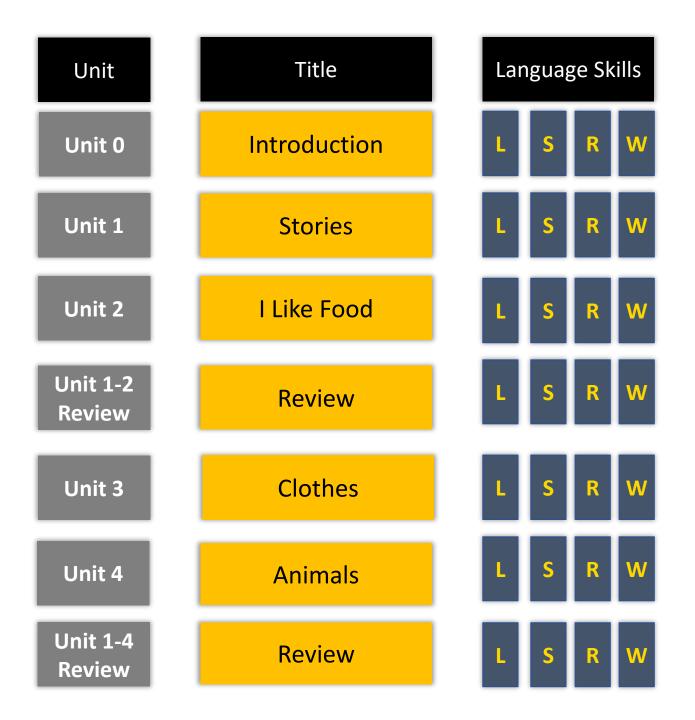


crocodile

32

Nội dung

- 1. Triết lý & phương pháp tiếp cận
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- 3. Nội dung SGK
- 4. Cấu trúc SGK
- 5. Tài liệu bổ trợ
- 6. Hỗ trợ triển khai sử dụng sách



TIẾNG ANH 2



Nguyễn Thanh Bình (Tổng Chủ biên kiêm Chủ biên) Đỗ Thị Kim Thanh

Unit 0	
Unit 1	Stories
Unit 2	I Like Food
Units 1	–2 Review
Unit 3	Clothes
Unit 4	Animals
Units 1	–4 Review
Glossa	ry

Cấu trúc Sách Bài học



CẤU TRÚC BÀI HỌC

Unit Opener

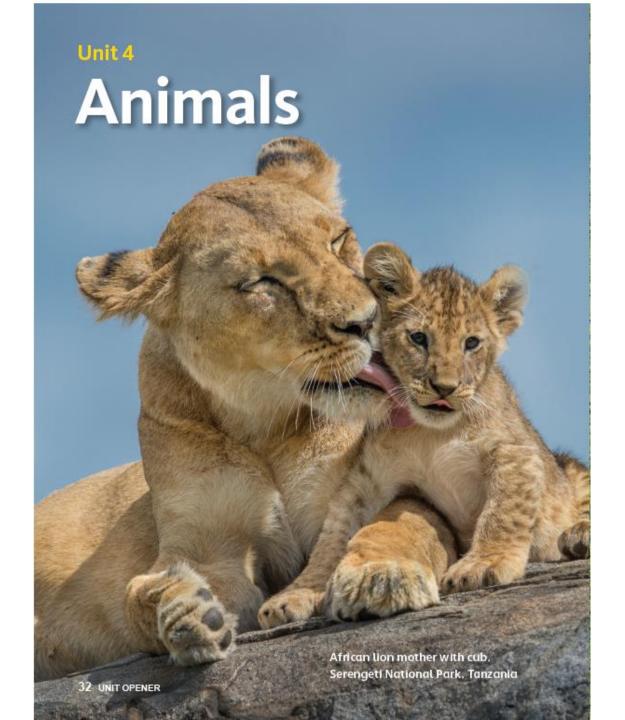
Vocabulary

Language Use

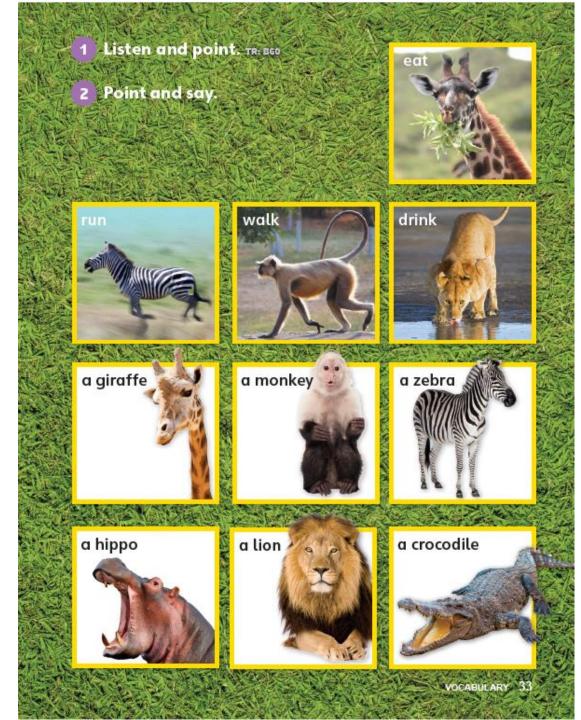
Content Concepts

Sounds of English

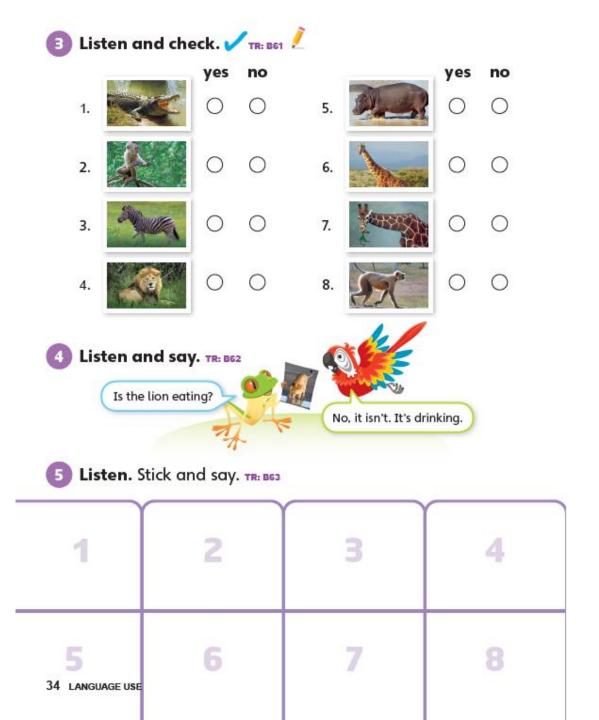
Story



Unit opener



Vocabulary



Language Use

Listen and point. Say. TR: B64





Listen and color. TR: B65 🥖











Listen and say. TR: B66

Read the sentences.

19 nineteen

Look! My book has 19 monkeys.

20 twenty

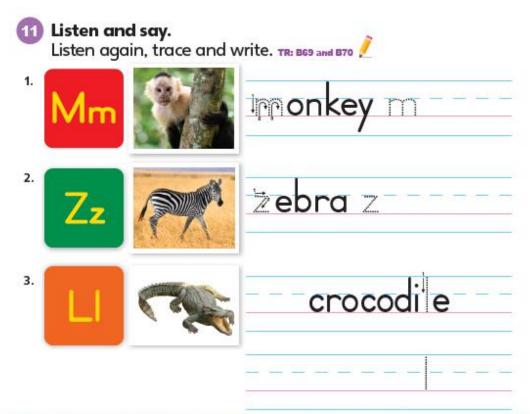
It has 20 giraffes. How many do you have?

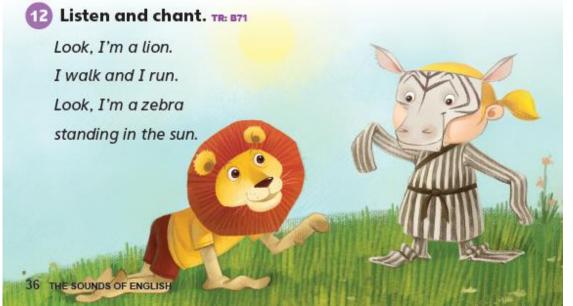
Listen. Count and say. TR: B67



Make the cards. Listen. Put the cards in order. Say. TR: BGB

Content Concepts





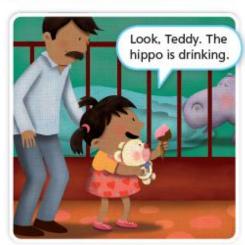
The Sounds of English

Listen to the story. Then read. TR: B72

At the Zoo









Do you like the story? Circle.







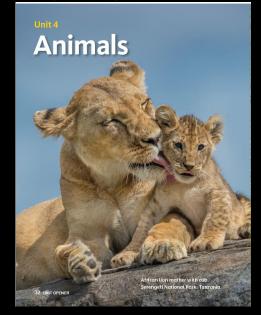


Story



CẤU TRÚC BÀI HỌC

UNIT OPENER



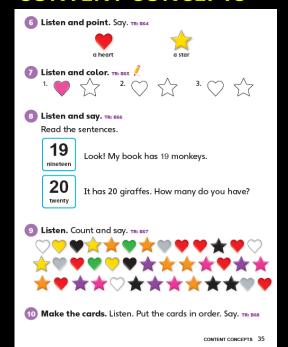
VOCABULARY



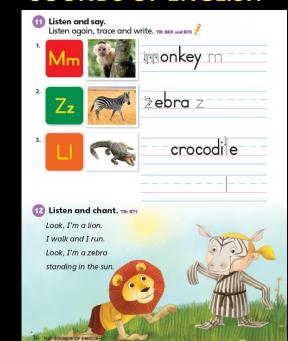
LANGUAGE USE



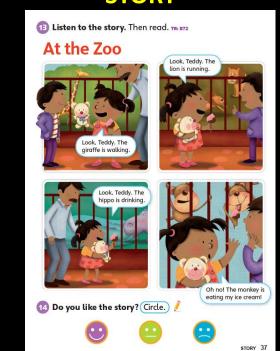
CONTENT CONCEPTS



SOUNDS OF ENGLISH



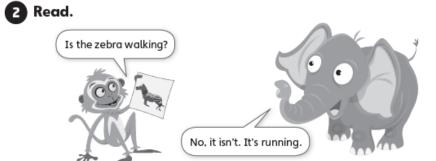
STORY



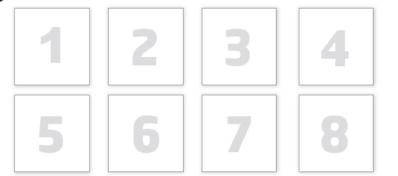
Animals

1 Listen and look. Draw a line. TR: 839





3 Cut out the cards for Unit 4. Listen. Glue the cards. Say. TR: 840



4 Connect the dots. What is it? Say. Color.





Listen and look. Which word is different? Circle. TR: 844









2.







3.





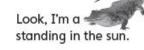


10 Listen and chant. Say a new verse. TR: 845



Look, I'm a standing in the sun.







In This Unit

Theme This unit is about clothes.

Content Objectives

Students will

- · identify and name clothing items.
- identify and name triangles and rectangles.

Language Objectives

Students will

- · identify and name clothing items.
- say what they and others are wearing in hot and cold weather.

Vocabulary

a coat, a dress, a hat, pants, shoes, a shirt, shorts, a skirt, socks help

Language Use

It's [cold].
I'm wearing [a coat].
It's [hot].
He/She's wearing [shorts].

Content Concepts a rectangle a triangle, 17 (seventeen), 18 (eighteen)

The Sounds of English

/J/ **shi**rt /d/ sa**d**

Unit overview with learning objectives

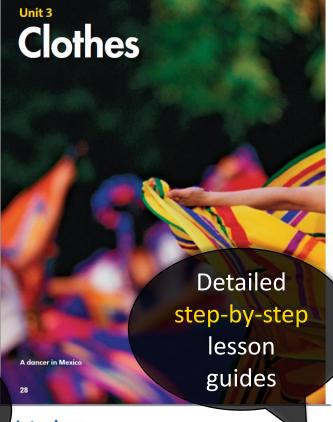
Objectives

Students w

- use a photo to connect to the theme.
- describe clothing items using colors.

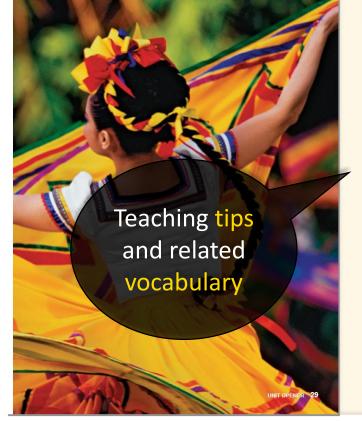
Recycling red, blue, green, yellow, orange, black, white, pink, purple, hair, arms, ears, hands, mouth

Materials paper, a hat, a shirt, a dress, pants, socks, shoes, a coat, shorts, a skirt, a paper bag, a few different familiar items such as a ball or a banana



Introduce

- Motivate and focus Get students ready to use English using the English Time chant (p. 9).
- Use the photo Help students open their books to pp. 28–29.
 Point to the photo, and say Look! This girl is dancing. Dance around a little to show the meaning of dancing, and say the word again. Then, point to the girl's clothes. Say Look at her clothes!
 Her clothes have many different colors. Ask students to identify the colors that they see in the girl's clothes (yellow, white, blue, orange, green, red, black, purple).
- Hold up the book to pp. 28–29, and have students answer the following questions using the photo:
- What body parts do you see? (hands, arms, ears, hair)
- What color is her hair? (black)
- Point to the ribbons in her hair. Say These are ribbons. What colors are they? (red, blue, yellow)



Be the Expert

About the Photo

The photo shows a girl doing traditional folkloric dancing in Mexico. Folkloric dances are known for colorful costumes, careful movements, and lively music. Women dancers wear brightly colored costumes that include skirts or dresses that they move to the music. Men generally wear suits and large hats called sombreros. Often the dances are performed to mariachi music, which is generally played with instruments including guitars, violins, trumpets, and accordions.

Teacher Tip

Be sure to involve all students in class discussions. Typically, students raise their hands when they want to talk, but often the same students raise their hands over and over. Encourage other students to participate by asking questions directly to them. For example, ask [Carlos], what do you see? to get information from that student. Be careful not to pressure students who may be nervous or shy. Ask them questions that they are likely to get right, such as Do you see something [yellow]? Over time, that student will gain confidence to participate on his or her own.

Related Vocabulary

dance, braid, ribbon

- Have students close their books and write the numbers 1–5 on a sheet of paper. Ask them simple memory questions about the photo. To answer yes, have students write a check next to the number. To answer no, have them write an X.
- 1. Is the girl sitting down? (no)
- 2. Is the girl's dress red? (no)
- 3. Is the girl's hair black? (yes)
- 4. Can we see the girl's mouth? (no)
- 5. Are the girl's arms up? (yes)
- When you finish, have students open their books to pp. 28–29 to check their work. Repeat the questions, one at a time, and call on students to say the answer.

- Set the stage Point to the girl on pp. 28–29 as you say We see the girl's clothes. Her clothes have many colors. As you say clothes, point to her shirt and then to her skirt. Hold up clothing items, such as a hat, a shirt, a dress, pants, socks, shoes, a coat, shorts, and a skirt. As you hold them up, say These are clothes.
- When students aren't looking, put a clothing item in a paper bag along with another item, such as a pencil, a ball, or a banana. Say Take out the clothes. Call on a student to reach in the bag, without looking, and pull out the clothing item. Repeat this a few times, being sure to change the two items in the bag each time.
- Say Good work today, class. Now let's chant. Lead the class in the Goodbye chant (p. 10).

Sách Giáo viên



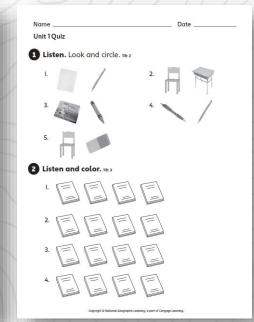
Nội dung

- 1. Triết lý & phương pháp tiếp cận
- 2. Giới thiệu chung về bộ sách TA2 Explore Our World
- 3. Nội dung SGK
- 4. Cấu trúc SGK
- 5. Tài liệu bổ trợ
- 6. Hỗ trợ triển khai sử dụng sách

Tài liệu hỗ trợ giáo viên Việt Nam

- Giáo án chi tiết + phân phối chương trình
- Bài kiểm tra và file nghe
- Tài liệu hướng dẫn sử dụng sách
- Phiếu bài tập cho từng unit
- Tranh hình
- Sơ đồ tư duy
- Thư liên lạc gia đình và nhà trường song ngữ
- Bài giảng trình chiếu









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Date Name

Activity Worksheet 2.2

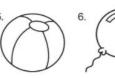
1 Listen. Put a. ✓.

















2 Work with a partner. Ask and answer.







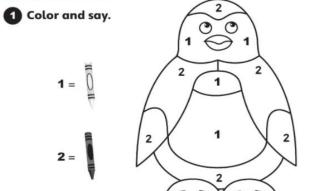






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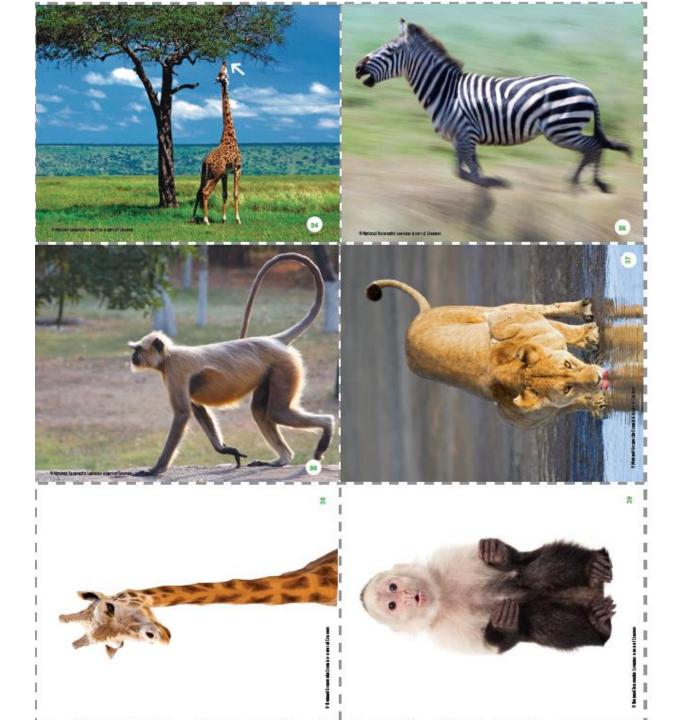
ame	Date	
ctivity Worksheet 3.3		



2 Listen. Draw dots (•). Write the number.

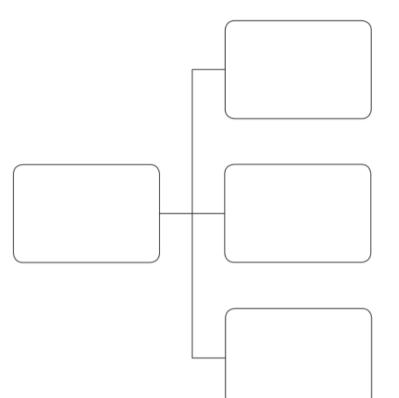
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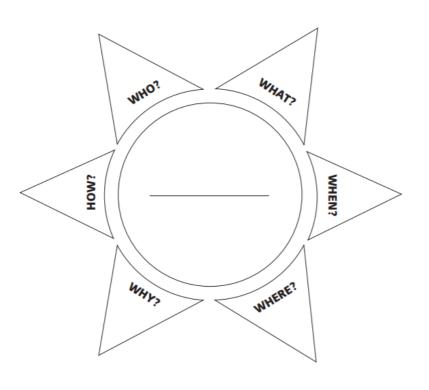


Tranh hình

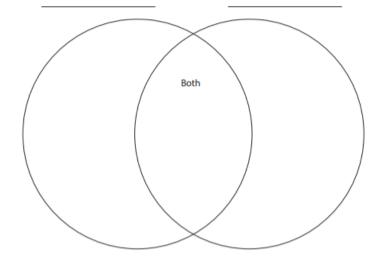
Tree 3



Sunshine organizer



Venn diagram (2 circles)



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Home-School Connection	
Lớp 2 Bài 2	Tên
Tôi thích đồ ăn	Ngày
Kính thưa Gia đình,	
Hôm nay các con học về thức ăn và thức uống. Co với quý vị về nội dung bài học như sau.	n (tên học sinh) muốn chia sẻ
Từ vựng: Học các từ về những gì mình ăn	và uống.
Sử dụng ngôn ngữ: Học miêu tả các sở thi [bún/mì]) và I don't like [noodles] (Tôi khố	
Các khái niệm nội dung: Học các hình: ci đếm 15 và 16	rcle (hình tròn) và square (hình vuông). Học số
Ngữ âm: Học các âm ch trong ch icken (thị trong r ice (com/gạo). Thực hành luyện tập	t/con gà), âm n trong n oodles (bún/mì), và âm r các âm này trong bài vè:
I like chicken (Tôi thích thịt gà.)	
I like rice (Tôi thích cơm.)	
I like noodles (Tôi thích bún/mì.) They're so nice (Chúng rất ngon!)	
Đọc truyện: Bài đọc có tựa là "A Picnic (M	đột buổi dã ngoại.)"
Viết: Học các chữ cái c, h, r, và n.	
Quý vị vui lòng thực hiện hoạt động dưới đây ở nh	à với con. Xin cám ơn sự hỗ trợ của quý vị.
1	Γrân trọng, (Giáo viên)

Tìm các thực phẩm có trong nhà quý vị. Đánh dấu (\checkmark) vào thực phẩm mà con có. <u>Gach chân</u> thực phẩm mà con thích. Thực phẩm mà con ưa thích nhất là gì?

bananas (chuối)	cookies (bánh cookie)
bread (bánh mì)	noodles (bún/mì)
chicken (thịt gà)	rice (com/gạo)

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Home-School Connection	Nama
Grade 2 Unit 2	Name
I Like Food	Date
Dear Family,	
We're learning about food and drink what we're learning.	(student's name) wants to share with you
Vocabulary: We're learning word	s for what we eat and drink.
Language Use: We are describing <i>[noodles]</i> .	our preferences with I like [noodles] and I don't like
Content Concepts: We are learning numbers 15 and 16.	ng the shapes circle and square. We are also learning the
	and so f English are the ch sound in $chicken$, the r sound in We're practicing these sounds in a chant:
I like chicken.	
I like rice.	
I like noodles.	
They're so nice!	
Story: Our story is called "A Picni	ic."
Writing: We're learning the letters	s <i>c</i> , <i>h</i> , <i>r</i> , and <i>n</i> .
	your child. Thank you for your support

Thư liên lạc Gia đình và nhà trường song ngữ



Explore Our World Vietnam Lesson Plan - Grade 2 - 35 Mins

2 periods/week

Lesson: Unit 2 I Like Food: Vocabulary, pp. 20-21

1. Objectives:

By the end of this lesson, students will be able to:

- Identify and name foods and drinks

2. Language focus:

Vocabulary:

Bananas, bread, chicken, cookies, milk, noodles, orange juice, rice, water

Review vocabulary:

Colors.

Structure / Sentence pattern:

Simple present tense. I want a [cookie].

3. Resources:

EOW Materials:

Other Materials:

Audio TR: B35	Eight to ten pictures or picture cards of
	vocabulary words from previous lessons or from
	Grade 1, a fly swatter for each group; one paper
	plate per student; tape
	1 1

Lesson Step	Suggested Time	Teacher's Action	Students' Action/Response
Warm up	1 min	Greeting	
		Say Good morning/afternoon, class.	Say Good morning/afternoon, teacher.
		Say How are you today?	Say I'm fine. Thank you. And you?
		Say I'm fine/good.	
		(Now sit down, class.)	Sit down.
	4 mins	Motivating and Focusing	
		Get students ready to use the English Time chant.	Say the English Time chant.
		Get ready eight to ten pictures for words that you want to review from Grade 1 or Unit 1.	
		Show a picture. Say Look at the picture. What is it? Tell me the	



Explore Our World Vietnam Lesson Plan – Grade $2-35\,Mins$

2 periods/week

Lesson: Unit 2 I Like Food: Unit Opener, pp. 18-19

1. Objectives:

By the end of this lesson, students will be able to:

- Identify three to five foods;
- Name colors;
- Answer and answer questions about food preferences

2. Language focus:

Review vocabulary:

Colors.

Structure / Sentence pattern:

Simple Present Tense

3. Resources:

EOW Materials:	Other Materials:

A paper bag with three to five food items (real or plastic)

Lesson Step	Suggested Time	Teacher's Action	Students' Action/Response
Warm up	1 min	Greeting	
		Say Good morning/afternoon, class.	Say Good morning/afternoon, teacher.
		Say How are you today?	Say I'm fine. Thank you. And you?
		Say I'm fine/good.	
		(Now sit down, class.)	Sit down.
	6 mins	Motivating and Focusing	
		Get students ready to use the English	Say the Finalish Time chant

Giáo án 35 phút























Đưa bài học vào cuộc sống

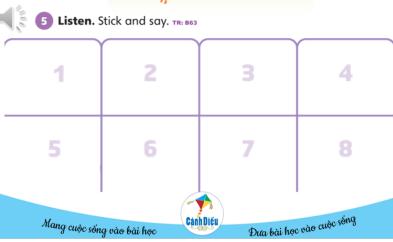
No, it isn't. It's drinking.

ANIMALS



Mang cuộc sống vào bài học







Listen and check. 🗸 TR: B61 💆 📲















ANIMALS





















Mang cuộc sống vào bài học



Đưa bài học vào cuộc sống

At the Zoo

13 Listen to the story. Then read. TR: B72

















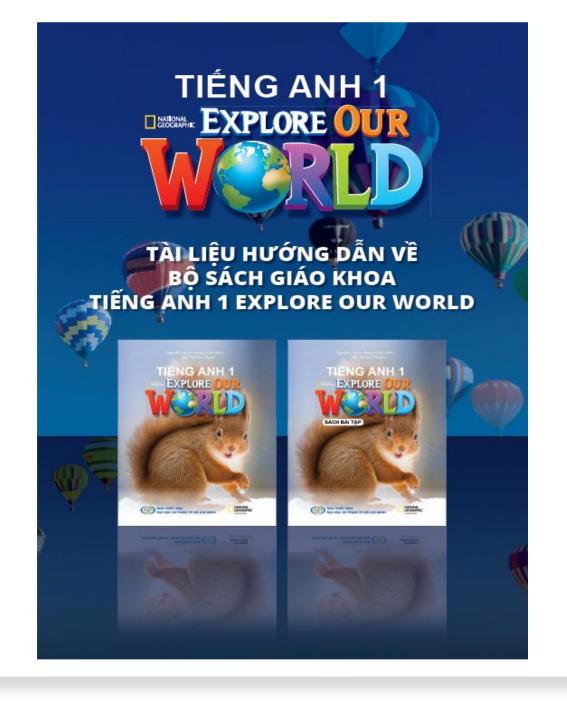


Oh no! The monkey is eating my ice cream!









Tài liệu hướng dẫn sử dụng

Nội dung

- 1. Triết lý & phương pháp tiếp cận
- 2. Giới thiệu chung về bộ sách TA2 Explore Our World
- 3. Nội dung SGK
- 4. Cấu trúc SGK
- 5. Tài liệu bổ trợ
- 6. Hỗ trợ triển khai sử dụng sách

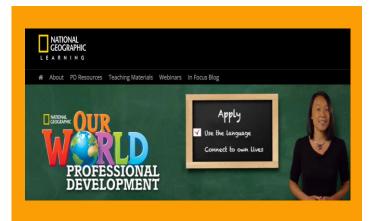
Bồi dưỡng chuyên môn: trực tiếp







Bồi dưỡng chuyên môn trực tuyến

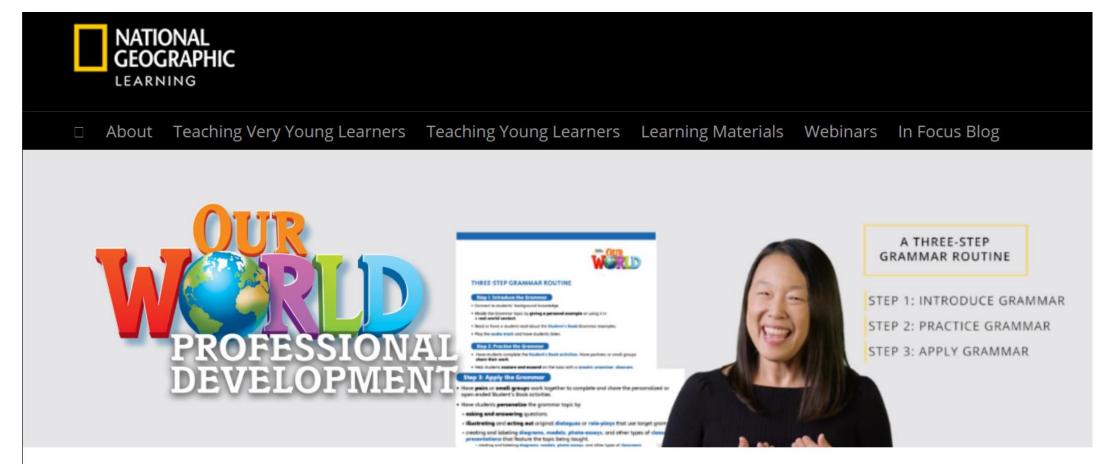








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Storytelling and More!
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Classroom Management Tips
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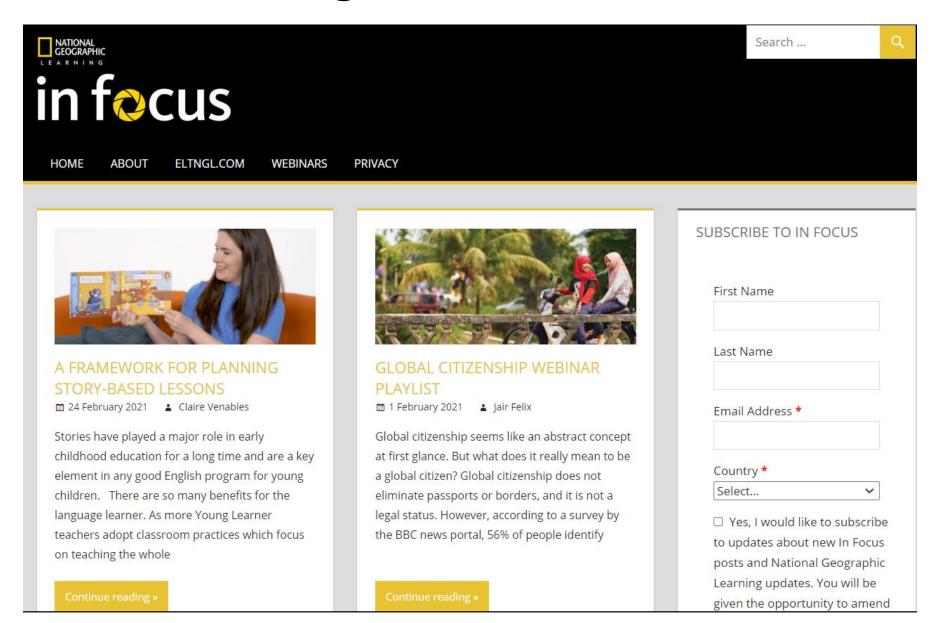
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Đa dạng và cân bằng văn hóa quốc tế và bản địa

Nguồn tài nguyên dạy & học phù hợp với bối cảnh giảng dạy ở VN

Đa dạng hình thức và tần suất bồi dưỡng và phát triển chuyên môn

Dễ dạy, dễ học, dễ kiểm tra đánh giá



Kết luận

Hướng tiếp cận độc đáo trong việc khai thác và phát triển học liệu:

- hình ảnh thật
- con người thật
- câu chuyện có thật

Tạo hứng thú cho người học và người dạy













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