**UNIT 6: ON THE FARM**

**LESSON 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context on the farm, the letter X and the sound /x/ from given pictures and listening the words.

- Pronounce correctly the sound /x/ in isolation and in the words (box, fox, ox)

- Play game: Whispers (race version) , showing a positive attitude when talking with friends.

**\* LANGUAGE FOCUS.**

**- Key terms.**

Box, fox, ox

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures (box, fox, ox)

- Laptop

**III. LEARNING EXPERIENCES.**

**1. Warm up: Listen to a song “ hello’**

- Listen to the song and dance with music.

- T reminds SS to focus:

 + Dance: like the video

+ Sing: like the video

 **2. Discover to build up the new knowledge.**

**Activity 1: Look at the picture to know the context and words** (Observation)

**-** Look at the picture and identify the situation and the characters (Bilingual should be encouraged).

 + How many animals are there in the picture? (three)

+ Where are they? (on the farm)

+ What are they? (fox, box, ox)

- Identify the words (fox, box, ox), attent to the letter “X”

- T checks SS’ identifying by flashcards.

**Activity 2: Listen and repeat (**Observation)

- Listen to the letter X, the sound /x/ and the sound /x/ in the word.

- Listen to the recordings of the words (box, fox, ox), point and repeat

 + 1st: ….in chorus

 + 2nd; ...in chorus

 + 3rd: Team

 + Individuals (without listening)

- Some students work in pairs and repeat

- Assessment through a game “Slap the board”.

**3. Practice**

**Activity 1: Point and say (** Observation & Quick game)

- Point to the picture and say.

- Work in pairs in 4 minutes to point and say.

- Do the task.

- Assessment: Quick check using Ps

- Give remarks

**4.Application: Whispers (race version)**

- Play game with their friends.

+ The rule: 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. The fastest team to call out a correct word scores one point.

- Do the task in 5 minutes

- Give the comments

**IV. REGULATION**

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**UNIT 6: ON THE FARM**

**LESSON 2: P3, 4, 5**

**I. DESIRED OBJECTIVES**

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

- Pronounce correctly the sound say the letter X/x, the words box, fox, ox and the phrases/sentences containing /x/ and box, fox, ox in a chant.

- Listen and recognise the sentence: I can see a/ an........

- Write the letter X/x and complete the words bo\_\_, fo\_\_, o\_\_.

**\* LANGUAGE FOCUS.**

**- Key terms.**

 box, fox, ox

 - **Key grammatical structure**

The sentence patterns: I can see a/an ........

**II. INSTRUCTIONAL RESOURCES.**

- 3 pictures (box, fox, ox)

- Laptop

**III. LEARNING PLAN**

**1. Warm up : Game: Who’s faster (Quick game)**

- Play the game: a group of four to play Pelmanism with the words box, fox, ox in front of the class.

- Do the task in 4 minutes.

- T/SS assesses and elicit the places mentioned in the game and lead them to the new lesson by saying “You are going to learn the next of unit 6. This is lesson 2: P 3,4,5”

 **2.**

**Activity 1: Listen and chant**

**-** Work in pair to look at the picture and remind the words (box, fox, ox)

- Listen to the recording each line with 3 times and have 4 practises:

+ 1st : repeat in chorus, point to the line and repeat

- T elecits sentence: I can see a/an.............

+ 2nd : some ss repeat

+ 3rd : team (without listening)

+ 4th : individual

- Assess through game **School bus**.

 Rules: + Divide class into two teams: A-B

 + A school bus stop at team A or C, that team will chant

 A: From sentence 1 to sentence 3

 B: From sentence 4 to sentence 7

Feedback: pronunciation/internation/ ineraction ….

**3.**

**Activity 2: Listen and tick**

- Look at the pictures and say what they can see, then guess the answers.

- Listen to recording to tick ( 3times)

- A few pupils to the front of the class to point to the pictures .

- T assess through quick questions: what have you heard?.....

Expected answers**:** 1. b 2. a

**Activity 3: Look and write**

- Look at the letter X (upper case) and the letter x (lower case) in the video.

- A few pupils to come to the front of the class and write the letter B (upper case and lower case) on the board.

- Identify how the letter X (upper case and lower case) is traced.

- Write the letter X/x and complete the words in the book.
- Show what they have done.

**4. Wrap up:**

- Share the chant with the members of the family at home.

**IV. REGULATION**

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**UNIT 6: ON THE FARM**

**Lesson 3: Part 6, 7, 8**

**I. DESIRED OBJECTIVES**

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

- Revise the words they have learnt: ox, box, fox

- Identify the situations on the farm ( setting, participants, topic) and the sentence pattern Is there a/ an...........? Yes, there is/ No, there isn’t

- Use the sentence structures “Is there a/an \_\_\_\_?” “Yes, there is. / No, there isn’t.” to identify things or animals.

- Perform the song in interesting ways by using appropriate tone and meaningful gestures

**\* LANGUAGE FOCUS**

 **Vocabulary**

Ox, box, fox

**Key grammatical structure**

Is there a/ an...........? Yes, there is/ No, there isn’t

**II. INSTRUCTIONAL RESOURCES**

- Pictures (ox, box, fox)

- Laptop

**III. LEARNING PLAN**

**1. Warm-up (Greeting & game)**

- Play game: Slap the board

- T/SS assesses and elicit the places mentioned in the game (pen, pencil, red, bell).

**2. Discover to build up the new knowledge**

**Activity 1: Language in put (Observation)**

- Discover the picture and talk about the context (guess)

- T supports SS:

1. Point the picture and ask : how many people are there in the pictures? (two boys and a girl)

2. What’s he pointing? (fox)

- Look at the books, listen and repeat once or twice.

- Elicit the sentence pattern: Is there a/ an...........? Yes, there is/ No, there isn’t and explain the meaning and the use (identify things or animals)

- Some pairs perform in front of class. Correct their pronunciation and internation if necessary.

**3. Practice**

**Activity 1: Listen and repeat**

- Listen to the recording 3 times and repeat

- Work in pairs to point and say.

- Some students repeat

- Give the comments

**Activity 2: Let’s talk**

- Work in pairs to to identify things or animals.

- T and a student models with a picture ( a fox):

 T: Is there a fox?

 S: Yes, there is

 T: Is there a box?

 S: No, there isn’t

- Drill the structure in 4 minutes (T moves around to observe, takes notes)

- Practise in front of the class.

- Give the comments

**4. Application**

**Activity 1: Sing (Observation sheet)**

- Say out the sentence with their word:

 + Is there a/an.....? Yes, there is/ No, there isn’t.

 + There is/ isn’t.................

- Listen and sing along. (2 times)

- Divide class into 3 groups (A-D).

 A - sings: sentences 1, 2 B - sings: sentences 3

 C - sings: sentences 4, 5 D - sings: sentences 6

 - Sing the song in groups, some groups to act out to the whole class. (Give feedback).

**IV. REGULATION**

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