**UNIT 8: IN THE VILLAGE**

**Lesson 1: P1, 2**

**I. OBJECTIVES**

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

- Identify the context in the garden, the letter **V** and the sound / **v** / from given pictures and listening the words.

- Pronounce/say correctly the sound / **v** / in isolation and in the words (garden, goat, gate, girl).

- Say the letter V/v; the words van, village, volleyball; the phrases containing /**v**/.

- Make a sound card and share with their friends, showing a positive attitude when talking with friends.

**\* LANGUAGE FOCUS.**

**- Key terms.**

van, village, volleyball

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book, p.34

- 3 pictures (van, village, volleyball)

- Laptop/ Speaker

**III. LEARNING PLAN**

**1. Warm up: Play game: Simon says**

- Play game

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

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

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

- How many people are there in the picture? (Four: 2 boys, 2 girls)

- Where are they? (in the playground )

- What are they doing? (play with ball)

- What is it in the? (van, village, volleyball, .....)

- Identify the words (van, village, volleyball), draws Ss’ attention to the letter “V”

- Checks SS’ identifying by things.

**Activity 2: Listen and repeat**

- Listen to the letter V and the sound / **v**/, the sound /**v/** in the word in the video.

- Listen to the recordings of the words (van, village, volleyball), point and repeat

+ 1st: ….in chorus

+ 2nd; ...in chorus

+ 3rd: Team

+ Individuals (without listening)

- Assessment through a game “Slap the board”.

**3. Practice**

**Activity 1: Point and say**

- Play game: Touching game

- T introduce how the way to play game:

+ Put the 4 phonics cards on the board in this order: van, village, volleyball

+ Divide the class into 2 teams; call one student of each team to stand 1m from the board

+ Read one of the four words out loud (e.g. **van** ), students must run to tap the card of that word and say

+ Student who taps the correct card first will get 1 point for his/her team.

+ Call 4-6 students per team to the board if possible

**- Assessment: Quick check using Ps**

**4. Application: Make sound card**

- Make a card or a picture and share with their friends.

- Give the comment.

**IV. REGULATION**

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**UNIT 8: IN THE VILLAGE**

**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 V/v, the words van, village, volleyball and the phrases/sentences containing /v/ and van , village, volleyball, this is a ...... in a chant.

- Listen and recognise the sentence: This is a........

- Write the letter V/v and complete the words \_\_an, \_\_illage, \_\_olleyball.

**\* LANGUAGE FOCUS.**

**- Key terms.**

van , village, volleyball

- **Key grammatical structure**

The sentence patterns: This is a ........

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book, p.35

- 3 pictures (van , village, volleyball)

- Laptop

**III. LEARNING PLAN**

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

- Greet Ss.

- Play the game: a group of four to play Pelmanism with the words van , village, volleyball in front of the class.

- 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 8. This is lesson 2: P 3,4,5”

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

**Activity 1: Listen and chant**

**-** Work in pair to look at the picture and remind the words (van , village, volleyball)

- 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: This is a.............

+ 2nd : some ss repeat

+ 3rd : team (without listening)

+ 4th : individual

- T 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 6

Feedback: pronunciation/internation/ ineraction ….

**3. Practice**

Activity 2: Listen and tick

- Look at the pictures of Question 1, 2 and say what they can see  
- Guess the answers

- Listen to recording to do ( 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 V (upper case) and the letter v (lower case) in the video.

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

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

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

**3. Wrap up:**

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

**IV. REGULATION**

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**UNIT 8: IN THE VILLAGE**

**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: van , village, volleyball

- Identify the situations ( setting, participants, topic) and the sentence pattern Can you draw a.............................? yes, I can/ No, I can’t.

- Use the sentence structures Can you draw a.............................? yes, I can/ No, I can’t to identify someone’s ability.

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

**\* LANGUAGE FOCUS**

**Vocabulary**

van , village, volleyball

**Key grammatical structure(s)/ sentence patterns**

Can you draw...........? Yes, I can/ No, I can’t

**II. INSTRUCTIONAL RESOURCES**

- Student’s book, p.36

- Situational pictures and activity pictures on page 36

- Pictures (van , village, volleyball)

- Laptop

**III. LEARNING PLAN**

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

- Greet Ss.

- Play game: Slap the board

- T/SS assesses and elicit the places mentioned in the game (van , village, volleyball,.....).

**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? (a boy and two girls)

2. What’s he doing? (drawing a van)

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

- Elicit the sentence pattern: Can you draw...........? Yes, I can/ No, I can’t**.**

and explain the meaning and the use (to identify someone’s ability).

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

**3. Practice**

**Activity 1: Let’s talk (Quick game)**

- Work in pairs to to identify things or animals.

- T and some students models with a picture ( a van):

T: Can you draw a van?

S: Yes, I can.

T: Can you draw a van?

S: No, I can’t.

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

- Practise in front of the class.

**4. Application**

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

- Say out the sentence with their word:

Can you draw...........? Yes, I can/ No, I can’t

- Listen to the recording again and sing along.

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

A - sings: sentences 1, 2 B - sings: sentences 3, 4

C - sings: sentences 5, 6

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

**IV. REGULATION**

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