**Week: 12**

**English 2 – Class 2C**

**UNIT 6: ON THE FARM - Lesson 1 - Period 21**

**Date of teaching: 27/11/2024**

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *X/x* (*/eks/*).

- correctly pronounce the sound of the letter *X/x* (*/ks/*) in isolation and in the words *box*, *fox* and *ox*.

**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 for animals.

- Raise awareness of caring for and protecting the animals.

- Evaluate abilities and participate in appropriate tasks for themselves and their friends.

**II. MATERIALS**

- Pupil’s book: Page 26 - Audio Track 30

- Teacher’s guide: Pages 44, 45, 46 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 6) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Matching game**  ***\* Aims:*** *To review the words about animals.*  - Stick the picture cards face down in the left column and the word cards face down in the right column on the board. - Invite one pupil to play the game by selecting a picture card and a word card, turning them over. If two cards are a matching pair, ask the pupil to say the word aloud. The pupil can continue to take another turn. If the cards do not make a match, ask the pupil to turn them face down again and invite another pupil to take the next turn. - Let pupils play the game until all pairs have been matched. Play the game several times if there is enough time.  **2. ACTIVITY 1:** **EXPLORATION** (10 minutes)  ***\* Aim:*** *To correctly pronounce the name of the letter X/x and the sound /ks/, both in isolation and in the words box, fox and ox.*  **-** Draw pupils’ attention to the picture. Ask questions to help them identify the context.  **-** Have pupils point to the letter *X/x*. Explain that the name of the letter *X/x* is different to its sound (say “Listen. */eks/* */ks/*.”).  **-** Play the recording of the name and sound of the letter *X/x* and encourage pupils to repeat. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **-** Have pupils look at the box. Then have them point to the word *box*. Draw their attention to the colour of the letter *x*  **-** Play the recording of *box* and encourage pupils to repeat. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **(**Repeat for *fox* and *ox*.)  **-** Play the recording in full and encourage pupils to repeat the name and sound of the letter *X/x*, *box*, *fox* and *ox* both individually and in chorus.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words box, fox and ox.*  **-** Have pupils point to the letter *X/x* and correctly pronounce its name and sound  **-** Have pupils point to and correctly pronounce the word *box*. 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 *fox* and *ox*.)  **-** Put pupils into pairs or teams for further practice. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Listen to the teacher’s explanation.    - Look at the picture cards and the words on the board.  - Play the game by selecting a picture card and a word card, turning them over. Say the word aloud.    - Play the game until all pairs have been matched.  - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *X/x* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *X/x* and repeat.  - Pupils look at the box. Then pupils point to the word *box*. Pupils pay attention to the colour of the letter *x*.  - Pupils listen to the recording of *box* and repeat.  - Pupils point to the letter *X/x* and correctly pronounce its name and sound.  - Pupils point to and correctly pronounce the word *box*.  - Pupils work in pairs or teams for further practice | Three picture cards showing the words *square, quiz, question*.  **Activity 1. Listen and repeat.** (Track 30)  - *Box*, *fox* and *ox* are labelled, with the letter *x* in red.  - The sound of the letter *X/x* (*/ks/*) is the focus of Unit 6  **Activity 2. Point and say.**  Flashcards/ pictures (*box*, *fox*, *ox*) |

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

**\* Game: Whisper game (race version)**

- Divide the class into two teams. Tell each team to form a line.

- Explain that 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.

- Play the game.

- Count the points for each team and announce the winner. The team with more points wins. The winning team must say all three words aloud for the rest of the class.

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

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**Week: 12**

**English 2 – Class 2C**

**UNIT 6: ON THE FARM - Lesson 2 - Period 22**

**Date of teaching: 27/11/2024**

**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 *X/x* (*/ks/*), the words *box*, *fox* and *ox* and the sentence structure *“I can see a/ an \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *X/x* and complete the words *fox*, *ox* and *box*.

**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 for animals.

- Raise awareness of caring for and protecting the animals.

- Evaluate abilities and participate in appropriate tasks for themselves and their friends.

**II. MATERIALS**

- Pupil’s book: Page 27 - Audio Tracks 31, 32

- Teacher’s guide: Pages 46, 47 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 6) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game:Jump and clap**  ***\* Aims:*** *To review the words with the sound of the letter X/x (box, fox, ox).*  - Ask pupils to stand at their desks. - Show a flashcard from the vocabulary set and say a word. - If the word is the same as the flashcard, they clap. If it isn’t, they jump. Ask them to say the word on the flashcard. - Continue the game until all the vocabulary sets are said. - Stick all the picture cards on the board and ask pupils to say the names of the pictures aloud.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To say a chant with the sound of the letter X/x (/ks/), the words box, fox and ox and the sentence structure “I can see a/ an \_\_\_\_\_.”.*  **-** Draw pupils’ attention to the picture and have them point to the box  **-** Say “I can see a box.” and encourage pupils to repeat. To reinforce their understanding, point to your eyes as you say “see”. (Repeat for *fox* and *ox*.)  **-** Play the recording of the chant to familiarise pupils with the words and rhythm  **-** Play the recording of the first line and encourage pupils to chant (say  **(**Repeat for the other lines of the chant.)  **-** 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 ox, fox and the sentence structure “I can see a/ an \_\_\_\_\_.”. while listening.*  **-** Have pupils look at the pictures and say the words. When pupils answer correctly, confirm by saying “fox/ ox/ fox/ dog”.  **-** 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?” **4. ACTIVITY 3:** **PRODUCTION** (7 minutes)  ***\* Aims:*** *To write the letter X/x and complete the words fox, ox and box.*  **-** Write the letter *X* (upper case) on the board and say “X” (/eks/).  **(** Repeat for *x* (lower case).)  **-** Have pupils look at the writing grids. Allow pupils time to complete the activity. Go around the class to offer support and feedback.  **-** Draw pupils’ attention to the pictures and labels. Allow pupils time to complete the activity. Go around the class to offer support and feedback. | - Stand at their desks.  - Follow the teacher demonstrating the activity.  - Play the game by jumping or clapping and say the word on the flashcard. - Continue playing the game. - Say the names of the pictures aloud.  - Pupils look at the picture and point to the box.  - Pupils listen to the chant to familiarise with the words and rhythm.  -.Pupils listen to the recording of the first line and chant.  - Pupils listen to the recording in full and chant. Pupils clap along or do other actions.  - Pupils work in two teams and take turns to chant a line. The whole class can clap along or do other actions.  - Pupils look at the pictures and say the words.  - Pupils listen to the recording and complete the activity.  - Pupils check the answers and repeat the sentences.  - Pupils follow the teacher demonstrating the activity.  - Pupils come to the front of the class and write the letter *X* (upper case) on the board.  - Pupils look at the writing grids and complete the activity.  - Pupils look at the pictures and labels and complete the activity. | Picture cards showing the words with the sound of the letter *X/x* (*/ks/*), and the word cards with the words *box*, *fox* and *ox and some extra words: dog, sheep, bag,…*  **Activity 3. Listen and chant.** (Track 31)  - The lyrics and the recording of the chant about a farm.  - The picture shows an ox eating hay, a fox and a box.  **Activity 4. Listen and circle.** (Track 32)  **\*Key:** *1. b, 2. A*  **Activity 5. Look and write.**  - Writing grids for *X* (upper case) and *x* (lower case).  - Pictures of a fox, an ox and a box, with the labels *fo\_\_*, *o \_\_* and *bo\_\_* for completion |

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

**Game: Letter race**

- Divide the class into two teams. Ask them if they remember the letters they have learnt (e.g. *P/p, K/k, R/r, S/s, Q/q*).

- Demonstrate the game by using an example.

- Write a letter or stick a letter (e.g. *R/r*) on the board and have a pupil from each team say the words with that letter (e.g. *rainbow, river, road*).

- The pupil who says the correct word will get points for their team. Praise the winner.

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

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**Week: 13**

**English 2 – Class 2C**

**UNIT 6: ON THE FARM - Lesson 3 - Period 23**

**Date of teaching: 04/12/2024**

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

**1. Knowledge and skills**

- use the sentence structure *“Is there a/an \_\_\_\_?”* and *“Yes, there is. / No, there isn’t.”* to ask and answer questions about whether or not something is present.

- sing a song with the sentence structures *“Is there a/an \_\_\_?”* and *“Yes, there is. / No, there isn’t.”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about whether or not something is present 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 for animals.

- Raise awareness of caring for and protecting the animals.

- Evaluate abilities and participate in appropriate tasks for themselves and their friends.

**II. MATERIALS**

- Pupil’s book: Page 28 - Audio Tracks 33, 34

- Teacher’s guide: Pages 48, 49 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 6) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Hidden pictures**  ***\* Aims:*** *To review the words of things and animals on the farm.*  - Tell pupils they are going to look at the pictures and say the names of the pictures. - Show a picture for pupils to look at. Then hide the picture. - Invite a pupil to say the name of the picture. - Continue the game until all the vocabulary sets are said. - Stick all the picture cards on the board and ask pupils to say the names of the pictures aloud.  **2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To use the sentence structures “Is there a/ an \_\_\_\_\_?” and “Yes, there is. / No, there isn’t.” to ask and answer questions about whether or not something is present.*  **-** Draw pupils’ attention to the pictures  **-** Have pupils point to the sentences. Play the recording and encourage pupils to repeat individually and in chorus. Correct their pronunciation if necessary.  **3. ACTIVITY 2: PRACTICE** (8 minutes)  ***\* Aims:*** *To use the sentence structures “Is there a/ an \_\_\_\_?” and “Yes, there is. / No, there isn’t.” to ask and answer questions about whether or not something is present.*  **-** Write *“Is there a/ an \_\_\_\_\_?”* on the board. Underneath the question, write *“Yes, \_\_\_\_\_.”* and *“No, \_\_\_.”*. Ask pupils what to say when there is a thing and what to say when there isn’t a thing. Confirm the correct answer by writing *there is* and *there isn’t* in the gaps. Underline *there is* and *there isn’t*.  **-** Draw pupils’ attention to Pictures. Say “Is there a fox?” Point to each of the possible answers written on the board and encourage pupils to choose the correct one. When they answer correctly, confirm by saying “No, there isn’t.” / “Yes, there is.”  **-** Have pupils work in pairs. Go around the class to offer support and feedback.  **4. ACTIVITY 3: PRACTICE** (7 minutes)  ***\* Aims:*** *To sing a song with the sentence structures “Is there a/ an \_\_?” and “Yes, there is. / No, there isn’t.”.*  **-** 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 in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  **-** Play the recording line by line and encourage pupils to sing along.  **-** Have pupils work in groups. Invite a few groups to perform the song for the class | - Listen to the teacher’s explanation.  - Look at the picture.  - Say the name of the picture.  - Continue playing the game.  - Say the names of the pictures aloud.  - Pupils look at the pictures.  - Pupils point to the sentence. Pupils listen to the recording and repeat.  - Pupils follow the teacher demonstrating the activity and answer the teacher’s questions.  - Pupils follow the teacher’s instructions.  - work in pairs to practise asking and answering questions about whether or not something is present.  - Pupils look at the picture and answer.  - Pupils read the song line by line.    - Pupils listen to the recording and sing along.  - Pupils work in groups to perform the song for the class. | - Three pictures showing things and animals on the farm(*box*, *fox*, *ox*)  - Some other pictures (*cat, dog, horse, duck, ...*)  **Activity 6. Listen and repeat.** (Track 33)  - Speech bubbles:  *Is there a fox?  - Yes, there is.*  *Is there a fox?  - No, there isn’t.*  **Activity 7. Let’s talk.**  There are three pictures showing (a) a box, (b) a fox, and (c) an ox, together with the incomplete sentence structures  *“Is there a/ an \_\_\_\_\_?”*  *“Yes, \_\_\_\_\_. / No, \_\_\_\_\_.”*  **Activity 8. Let’s sing.** (Track 34)  - The lyrics and the recording of the song about a farm.  - The picture shows a fox in a box. The fox is looking at some chickens. |

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

**Game: Listen and run**

- Divide the class into two teams.

- Stick the flashcards on the board.

- Say the word twice so that the pupils can hear.

- Say “Run” and then the pupil from each team has to run quickly to find and choose the flashcard the teacher said and say the word.

- The team with the most flashcards at the end is the winner. Praise the winner.

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

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