**Week: 13**

**English 2 – Class 2C**

**FUN TIME 2 - Lesson 1 (1,2) - Period 24**

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

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

- spell and pronounce the words *question, square, quiz, fox, ox and box*;

- recognize the words quiz, rainbow, square, box, road, fox, ox, sail and question while listening

**- Language:** Vocabulary: *question, square, quiz, fox, ox and box*;

**II. MATERIALS:**

* Student’s book, page 29
* Teacher’s guide, pp. 56, 57
* Website *hoclieu.vn*
* Flashcards *square, quiz, fox, and box*

- Computer, projector

**III. PROCEDURE**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **: Revising the sounds and words**  ***\* Aims:*** *To review the words they have learnt.*   * Show flashcards: Show flashcards and ask pupils to say: *square, box, fox, quiz.* * Game: *Pass the ball.*   Give flashcards for pupils to pass with the music, then when the music stops, those who get the flashcards will say the words.  - Lead in the new lesson.  **2. ACTIVITY 1:** **EXPLORATION** (13 minutes)  ***\* Aims:*** *To correctly write and pronounce the words*  - Have pupils look at each picture and say the words. Ask *What do you see?*  Ask pupils to look at the pictures then rearrange the letters to make words correctly. Then say.  - Explain how to do the task. Rearrange the letters to make words. Then say. Model with the first word if necessary. Give further support to those pupils who find it difficult to do the task.  - Have pupils exchange their answers in pairs or groups. Ask them to point to the words and say them until they feel confident. Go around and give further support to pupil who find it difficult to do the task.  - Call some pupils to write the words on the board, ask them to say in front of the class (as many pupils do it as possible.), then practice speaking in pairs.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (12 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words.*  - Give each pupil a bingo grid.  Give instruction: ask pupils to write the words from *Units 3-6*. (teacher writes on the board for pupils to write in to their bingo grid 3 x 3: sail, sand, sea, rainbow, river, boat, questions, square, quiz, box, fox, ox).  - Model the game. Instruct pupils to listen to the words and cross out the words they have. Have them continue this activity until they cross out the words in a row or column.  Follow the same procedure with the rest.  - Have the whole class play the game. Call 5 first pupils to be the winners of the game and praise them.  Ask pupils to say the words in their bingo grid. | - Listen to the teacher’s explanation.  - Work in two teams.  - Look at the teacher demonstrating the activity.  - look at the picture and answer the questions to identify the context.  - write on the board  - swap the books to check.  - read both individually and in chorus.  - pay attention to the teacher  - Pupils work individually | - Pictures / Flashcards *square, box, fox, quiz*  **1. Rearrange the letters to make words. Then say.**  1. square  2. fox  3. box  4. question  **Activity 2. Point and say** |

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

**\* Game: Slap the board**

- Stick the flashcards on the board. Divide the class into two or three teams and have each team stand in a line in front of the board.

- Explain to pupils that when you say one of the words, the pupil at the front of each line must run to the board and slap the correct flashcard as quickly as possible. The first pupil to slap the correct flashcard scores one point.

- Play the game. The team with the most points wins.

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

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**Week: 14**

**English 2 – Class 2C**

**FUN TIME 2 - Lesson 2 (3,4) - Period 25**

**Date of teaching: 11/12/2024**

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

- spell the words *quiz, rainbow, square, box, fox, ox*

- write the words *quiz, fox, box* and question and complete the sentence structures:

What’s he/she doing? He’s/She’s \_\_\_\_\_\_\_.

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

**- Language:** Four sets of pictures as jigsaw puzzles: (1) a girl doing a quiz, (2) a fox, (3) a box and (4) a boy answering a question. Underneath each picture is sentence structures with a gap for completion

**II. MATERIAL:**

* Student’s book, page 30
* *hoclieu.vn*
* Teacher’s guide, pp. 56, 57
* Flashcards

- Computer, projector

**III. PROCEDURE**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **: Revising the sounds and words**  ***\* Aims:*** *To review the words they have learnt.*  - Have pupils play *The Matching Game.*  *-*Stick the picture flashcards on the board.  - Write the words *quiz, fox, box, question* on the board.  - Call on some pupils to go to the board and draw lines to match the words and the pictures.  - Lead to *Activity 3, Fun time 2*.  **2. ACTIVITY 1:** **EXPLORATION** (13 minutes)  ***\* Aims:*** *To correctly write and pronounce the words*  - Have pupils look at the pictures and ask them What can you see in the pictures? Have them point to each picture and read the sentences.  *What’s the missing word? (quiz)*  - Have pupils spell the words *quiz* then write on the small boards, check their writing.  Call some pupils bring their boards to the board to show their writing. Praise the good writings. Do the same with the others.  - Ask them to write the words on their books, say *Write the words, please!*  Get pupils to check their answers in pairs. Then ask some pairs to give their answers. Give comments and confirm the correct answers.  - Ask pupils to work in groups and practise speaking the words by doing actions and guessing with the words *quiz, fox, box, question...*  in five minutes. Ask some pupils to go to the board, do actions for other teams to guess  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (12 minutes)  ***\* Aims:*** *To correctly identify and pronounce the words.*  - Say *Let’s play: Spelling bee*  Divide the class into two teams: Team A and Team B.  Have pupils look at the pictures and spell the words.  - A pupil in Team A gets a picture, says the word.  A pupil in Team B has to spell the word correctly  - Model the game with one group  - Have pupils take turns to play the game in groups one by one.  Support and give them help, when necessary  - Ask the whole class to play the game if the time allows.  - If there is some time left, ask pupils to do writing relay:  Write a letter, then pupils take turn go to the board and write the next letter, one by one, until it becomes a word.  Practise writing as many words as possible | - Listen to the teacher’s explanation.  - Work in two teams.  - Look at the teacher demonstrating the activity.  - look at the picture and answer the questions to identify the context.  - write on the board  - swap the books to check.  - read both individually and in chorus.  - pay attention to the teacher  - Work in groups  - Pupils work individually | - Pictures / Flashcards *square, box, fox, quiz*  **3. Guess and write. Then say.**  1. quiz  2. fox  3. box  4. question  **4. Let’s play: Spelling bee** |

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

**Game: *Hot seat***

Ask a pupil to come to the front, the other pupils will do the action for him/ her to guess.

This game can be played in groups to be more interesting.

- Play the game. The team with the most points wins.

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

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