**Week: 16**

**English 2 – Class 2C**

**UNIT 8: IN THE VILLAGE - Lesson 1 - Period 29**

**Date of teaching: 25/12/2024**

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

**1. Knowledge and skills**

- correctly pronounce the name of the letter *V/v* (*/viː/*).

- correctly pronounce the sound of the letter *V/v* (*/v/*) in isolation and in the words *village*, *van* and *volleyball*.

**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 in their hometown.

- Show pride in what they can do and great respect for other people’s abilities.

- Follow the teacher’s instructions actively.

**II. MATERIALS**

- Pupil’s book: Page 34 - Audio Track 40

- Teacher’s guide: Pages 59, 60, 61 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 8) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Secret envelopes**  ***\* Aims:*** *To review the sentence structures “Pass me the \_\_\_\_\_, please.” and “Here you are.” to make and respond to a request.*  - Have the class work in three teams.  - Prepare envelopes with word cards. Randomly give each team an envelope one at a time.  - Get them to look at the words and rearrange the words to make the correct sentences. The team having more correct answers is the winner.  - Invite pupils to read out the sentences in front of the class.  **2. ACTIVITY 1:** **EXPLORATION** (10 minutes)  ***\* Aims:*** *To correctly pronounce the name of the letter V/v and the sound /v/, both in isolation and in the words village, van and volleyball.*  **Step 1:** Draw pupils’ attention to the picture Ask questions to help them identify the context.  **Step 2:** Have pupils point to the letter *V/v*. Explain that the name of the letter *V/v* is different to its sound  **Step 3:** Play the recording of the name and sound of the letter *V/v* and encourage pupils to repeat. 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.  **Step 4:** Have pupils look at the *village*. Then have them point to the word *village*. Draw their attention to the colour of the letter *v*.  **Step 5:** Play the recording of *village* and encourage pupils to repeat. 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.  **Step 6:** Repeat **Steps 4** and **5** for *van* and *volleyball*.  **Step 7:** Play the recording in full and encourage pupils to repeat the name and sound of the letter *V/v*, *village*, *van* and *volleyball* both individually and in chorus.  **3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)  **\* *Aims:*** *To correctly identify and pronounce the words village, van and volleyball.*  **Step 1:** Have pupils point to the letter *V/v* and correctly pronounce its name and sound  **Step 2:** Have pupils point to and correctly pronounce the word *village*. 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.  **Step 3:** Repeat **Step 2** for *van* and *volleyball*.  **Step 4:** Put pupils into pairs or teams for further practice of **Steps 1** to **3**. Go around the class to offer help or correct pupils’ pronunciation, if necessary. | - Work in three teams.  - Receive the envelopes.  - Look at the words and rearrange the words to make the correct sentences.  - Read out the sentences in front of the class.  - Pupils look at the picture. Pupils answer the questions to identify the context.  - Pupils point to the letter *V/v* and listen to the teacher’s explanation.  - Pupils listen to the recording of the name and sound of the letter *V/v* and repeat.  - Pupils look at the *village*. Then pupils point to the word *village*. Pupils pay attention to the colour of the letter *v*.  - Pupils listen to the recording of *village* and repeat.  - Pupils follow the teacher’s instructions.  - Pupils listen to the recording in full and repeat the name and sound of the letter *V/v*, *village*, *van* and *volleyball* both individually and in chorus.  - Pupils point and correctly pronounce its name and sound.  - Pupils point to and correctly pronounce the word *village*.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs or teams for further practice of **Steps 1** to **3**. | **Envelope 1:**  1. the / Pass / , please / jam / me / .  2. you / are / Here / .  **Envelope 2:**  1. juice / Pass / the / me / , please / .  2. are / Here / you / .  **Envelope 3:**  1. me / , please / the / Pass / jelly / .  2. are / Here / you / .  **Activity 1. Listen and repeat.** (Track 40)  - *Village*, *van* and *volleyball* are labelled, with the letter *v* in red.  - The sound of the letter *V/v* (*/v/*)  **Activity 2. Point and say.**  Flashcards/ pictures (*village*, *van*, *volleyball*) |

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

**\* Game: Red words, green words**

- Divide the class into three or four teams. Give each team a set of word cards and have them place the cards face down in a line on the table.

- Explain that one pupil in each team should turn over the first card in the line and try to say the word on it.

- If the pupil does not pronounce the word correctly, all the cards should be placed face down again and the turn passes to the next pupil.

- Play the game.

- Add up how many word cards each team has won. The team with the most word cards wins.

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

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**Week: 16**

**English 2 – Class 2C**

**UNIT 8: IN THE VILLAGE - Lesson 2 - Period 30**

**Date of teaching: 25/12/2024**

**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 *V/v* (*/v/*), the words *volleyball*, *village* and *van* and the sentence structure *“This is a \_\_\_\_\_.”*.

- recognise target words and the sentence structure while listening.

- write the letter *V/v* and complete the words *village*, *volleyball* and *van*.

**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 in their hometown.

- Show pride in what they can do and great respect for other people’s abilities.

- Follow the teacher’s instructions actively.

**II. MATERIALS**

- Pupil’s book: Page 35 - Audio Tracks 41, 42

- Teacher’s guide: Pages 61, 62, 63 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Unit 8) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Who’s faster?**  ***\* Aims:*** *To review the words with the sound of the letter V/v (volleyball, village, van).*  - Prepare sets of pictures on the board.  - Ask pupils to work in teams. Give each team a bell.  - Show a picture on the board. Ask pupils to ring the bell and raise their hands as fast as they can to speak up the picture’s name.  - Ask their friends to check their pronunciation.  - The pupil with the correct answer will get scores for their team. Praise the winner.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  **\* Aims:** To say a chant with the sound of the letter *V/v* (*/v/*), the words *volleyball*, *village* and *van* and the sentence structure *“This is a \_\_\_\_\_.”*.  **Step 1:** Draw pupils’ attention to the picture and have them point to the van  **Step 2:** Say “This is a van.” and encourage pupils to repeat.  **Step 3:** Repeat **Steps 1** and **2** for *village* and *volleyball*.  **Step 4:** Play the recording of the chant to familiarise pupils with the words and rhythm  **Step 5:** Have pupils point to the first line of the chant . Play the recording of the first line and encourage pupils to chant  **Step 6:** Repeat **Step 5** for the other lines of the chant.  **Step 7:** Play the recording in full and encourage pupils to chant. Pupils can clap along or do other actions to help them keep the rhythm.  **Step 8:** 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 van, village and the sentence structure “This is a \_\_\_\_\_.” while listening.*  **Step 1:** Have pupils look at the pictures and say the words. When pupils answer correctly, confirm by saying “car/ van/ village/ van”.  **Step 2:** Play the recording and allow pupils time to complete the activity. Play the recording again, if necessary  **Step 3:** Check the answers by asking “a or b?” When pupils answer correctly, confirm by saying “1b. This is a van.”/ “2a. This is a village.” and encourage them to repeat.  **4. ACTIVITY 3:** **PRODUCTION** (7 minutes)  ***\* Aims:*** *To write the letter V/v and complete the words van, village and volleyball.*  **Step 1:** Write the letter *V* (upper case) on the board and say “V” (/viː/).  **Step 2:** Write the letter *v* (lower case).  **Step 4:** Have pupils look at the writing grids.  **Step 5:** Draw pupils’ attention to the pictures and labels. Allow pupils time to complete the activity. Go around the class to offer support and feedback. | - Look at pictures on the board.  - Work in teams.  - Look at a picture on the board. Ring the bell and raise their hands to speak up the picture’s name.  - Check their pronunciation.  - Praise the winner.    - Pupils look at the picture and point to the van.  - Pupils listen and repeat the sentence.  - Pupils follow the teacher’s instructions.  - Pupils listen to the chant to familiarise  - Pupils listen to the recording of the first line and chant.  - Pupils follow the teacher’s instructions.  - 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 come to the front of the class and write the letter *V* (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. | Pictures (*volleyball*, *village*, *van*)  **Activity 3. Listen and chant.** (Track 41)  - The lyrics and the recording of the chant about a village.  - The picture shows three children playing with a volleyball. There is a van on the road.  **Activity 4. Listen and circle.** (Track 42)  + Audio script:  *1. This is a van.*  *2. This is a village.*  **\*Key:** *1. b, 2. A*  **Activity 5. Look and write.**  - Writing grids for *V* (upper case) and *v* (lower case).  - Pictures of *van*, *village* and *volleyball*, with the labels *\_\_illage, \_\_olleyball* and *\_\_an* for completion. |

**5. FUN CORNER AND WRAP-UP** (5 minutes) **Game: Mysterious bag**

- Using pictures or flashcards they have learnt (e.g. *van, village, volleyball, desk, door, hat, pen, pencil*) and a real bag. Raise each picture or each flashcard and ask pupils to say its name.

- Put the pictures or flashcards into a real bag.

- Call a pupil to come to the front of the class. Ask him/ her to put his/her hand in the bag and pick up one picture or one flashcard.

- Encourage pupils to use the sentence structure *“This is a \_\_\_\_.”* to talk about the picture or the flashcard.

- Check pupils’ pronunciation as the class.

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

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**Week: 16**

**English 2 – Class 2C**

**UNIT 8: IN THE VILLAGE - Lesson 3 - Period 31**

**Date of teaching: 25/12/2024**

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

**1. Knowledge and skills**

- use the sentence structures *“Can you draw a \_\_?”* and *“Yes, I can. / No, I can’t.”*   
to ask and answer questions about ability.

- sing a song with the sentence structures *“Can you draw a \_\_\_?”* and *“Yes, I can. / No, I can’t.”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions 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 of their hometown.

- Show pride in what they can do and great respect for other people’s abilities.

- Follow the teacher’s instructions actively.

**II. MATERIALS**

- Pupil’s book: Page 36 - Audio Tracks 38, 39

- Teacher’s guide: Pages 63, 64 - Flashcards*/* pictures and posters (Unit 8)

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: Hot seat**  ***\* Aims:*** *To review the words with the sound of the letter V/v (van, village, volleyball).*  - Have each pupil prepare a small board with some chalk.  - Ask the class to play the game in three teams. Elect one pupil from each team to sit on the Hot Seat, facing the class with the board behind him/ her.  - Stick a word card on the board. Ask the other pupils to help the pupil on the Hot Seat guess the word by drawing a picture.  - Have the pupil on the Hot Seat look at their friends’ pictures and speak up the picture’s name.  - check their friend’s pronunciation.  - Continue the game with other pupils.  **2. ACTIVITY 1:** **KNOWLEDGE CONSTRUCTION** (10 minutes)  ***\* Aims:*** *To use the sentence structures “Can you draw a \_\_\_\_\_?” and “Yes, I can. / No, I can’t.”*  **Step 1:** Draw attention to the picture  **Step 2:** Have pupils point to the sentences. Play the recording and encourage pupils to repeat. 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.  **3. ACTIVITY 2: PRACTICE** (8 minutes)  ***\* Aims:*** *To use the sentence structures “Can you draw a \_\_\_\_\_?” and “Yes, I can. / No, I can’t.” to ask and answer questions about ability.*  **Step 1:** Write *“Can you draw a \_\_\_?”* on the board. *“Yes, \_\_\_\_.”* and *“No, \_\_\_\_.”*. Ask them what to say if they can and what to say if they can’t do the thing. Confirm the correct answer by writing I can and I can’t in the gaps.  **Step 2:** Picture a. Say “Can you draw a van?”  Repeat **Step 2** for *Pictures b*, *c* and *d*.  **Step 3:** Have pupils work in pairs and practise asking and answering questions about ability. Go around the class to offer support and feedback.  **4. ACTIVITY 3: PRODUCTION** (7 minutes)  ***\* Aims:*** *To sing a song with the sentence structures “Can you draw a \_\_\_\_\_?” and “Yes, I can. / No, I can’t.”.*  **Step 1:** Say “Can you draw a van /volleyball?” and encourage pupils to answer using the full sentence structure.  **Step 2:** Play the recording of the song **Step 3:** Read the song line by line and encourage pupils to repeat. Correct their pronunciation if necessary.  **Step 4:** Play the recording line by line and encourage pupils to sing along.  **Step 5:** Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class. | - Play the game in three teams.  - Sit on the Hot Seat, facing the class with the board behind him/ her.  - Look at a word on the board. The other pupils draw pictures suitable for the words.  - Look at their friends’ pictures and speak up the picture’s name.  - Continue playing the game.  - Pupils look at the picture.  - 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 answer the questions depending on their own individual ability.  - Pupils work in pairs practise asking and answering questions about ability.  - Pupils answer using the full sentence structure.  - Pupils listen to the song  - Pupils read the song in chorus.  - Pupils listen to the recording and sing along.  - Pupils work in groups to make up actions for the song. Pupils perform the song for the class. | - Small boards and chalk  - Word cards (*village, van, volleyball, vase, violin*)  **Activity 6. Listen and repeat.** (Track 43)  *Can you draw a van?*  *Yes, I can. / No, I can’t.*  **Activity 7. Let’s talk.**  *“*Can you draw a \_\_\_\_\_?” and “Yes, \_\_\_\_\_./No, \_\_\_\_\_”.  **Activity 8. Let’s sing.** (Track 44)  - The lyrics and the recording of the song about abilities. |

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

- Divide the class into two teams (boys and girls) to complete the task.

- Hold up a flashcard about the letter *V/v* for Team A making a question, and say “Yes/ No” for Team B answering the question.

- Ask Team A to make the question *“Can you draw a van?”* to ask Team B when the teacher shows them a flashcard.

- Have Team B answer the question from Team A *“Yes, I can. / No, can’t.”*.

- Ask two teams to take turns asking and answering the questions.

- Check pupils’ pronunciation as the class.

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

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