**Week: 17**

**English 2 – Class 2C**

**REVIEW 2 (*Phil and Sue*)** **- Lesson 1 - Period 32**

**Date of teaching: 02/01/2025**

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

**1. Knowledge and skills**

- correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.

- correctly identify target words from the story.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control and independent learning: perform reading task.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 37 - Audio Track 45

- Teacher’s guide: Pages 65, 66 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Review 2) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: *“What and where”***  ***\* Aims:*** *To review the words (juice, jelly, village, ox).*  - Draw four circles on the board. Put the four pictures in the circles.  - Ask pupils to look at the pictures and say the words. Take down the pictures in the circles one by one.  - Point to the empty circles and ask pupils to say the words again.  - Ask pupils to come to the board and rewrite the words suitable with the places of the circles.  - Check the answers as a class. Praise pupils if they do the activity well.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce target words and sentence structures, as well as read and understand a short story.*  **-** Draw pupils’ attention to the pictures (say “Look at the pictures.”). Ask questions to help them identify the context.  **-** Have pupils point to Picture 1 (say “Point to Picture 1.”). Play the recording for Picture 1 and encourage pupils to repeat (say “Listen and repeat.”).  **-** Repeat for *Pictures 2*, *3* and *4*.  **-** Have pupils work in pairs to act out the story. Go around the class to offer help and correct pupils’ pronunciation, if necessary.  **-** Invite a few pairs to act out the story for the class.  **-** For more advanced classes, have pupils close their books and try to remember what the characters are doing in each picture.  **3. ACTIVITY 2:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To correctly identify target words from the story.*  **-** Have pupils point to and say the word *quiz* (say “Point to the word quiz. Say quiz.”).  **-** Have pupils look again at the story and try to find a quiz in one of the pictures (say “Look again. Is there a quiz in the story?”). If there is a quiz, pupils should circle the word/the quiz in the picture; if not, then they do not need to circle the word/ picture.  **-** Repeat for *square*, *box*, *juice*, *jelly*, *village*, *ox* and *van*. | - Look at the pictures and say the words.  - Remember the places of the pictures and say the words again.  - Come to the board and rewrite the words suitable with the places of the circles.  - Check the answers as a class.  - Pupils look at the pictures and identify the context.  - Pupils point to Picture 1. Pupils listen to the recording for Picture 1 and repeat.  - Pupils follow the teacher’s instructions.  - Pupils work in pairs to act out the story.  - Pupils act out the story for the class.  - Pupils close their books and try to remember what the characters are doing in each picture.  - Pupils point to and say the word *quiz*.  - Pupils look again at the story and try to find a quiz in one of the pictures.  - Pupils follow the teacher’s instructions. | Pictures (*juice, jelly, village, ox*)  **Activity 1. Listen and read.** (Track 45)  **Activity 2. Look again and circle.**  **\* Key:** *juice, jelly, village, ox* |

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

**Game: *“Pelmanism”***

- Put two sets of cards on the board (*quiz, jelly, square, village, box, ox, juice, van*).

- Tell pupils that they are going to match the words with the suitable pictures. Give an example to show how the game is played. Check comprehension.

- Put pupils into two teams.

- Ask each player in turn to select two cards and turn them face up. If the word matches the picture, the player wins and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player has to go.

- The game ends when all the cards are gone. The team with more cards is the winner. Praise the winner.

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

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**Week: 17**

**English 2 – Class 2C**

**REVIEW 2 (*Self-check*)**  **- Lesson 2 (1,2,3) - Period 33**

**Date of teaching: 02/01/2025**

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

**1. Knowledge and skills**

- review the names and sounds of the letters *Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/)* and *V/v* *(/v/)*.

- recognise target words and the sounds of letters while listening.

- write the letters *x*, *q*, *j* and *v* to complete target words.

**2. Competences**

- Critical thinking and creativity: review the names and sounds of the letters *Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/)* and *V/v* *(/v/)* both in isolation and in the words.

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control & independent learning: perform listening and writing tasks.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 38 - Audio Tracks 46, 47

- Teacher’s guide: Pages 67, 68 - Website *hoclieu.vn*

- Flashcards*/* pictures and posters (Review 2) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Game: *“Facing game”***  ***\* Aims:*** *To review the sounds of letters Q/q (/k/), X/x (/ks/), J/j (/dʒ/) and V/v (/v/), in isolation and in the words.*  - Have pupils say some of the letters they have learnt.  - Ask pupils to stand up to play the game.  - Say a letter. Ask pupils to say a word that contains the letter.  - If the pupil is able to give the correct answer, he/she will still stand and continue to play the game. If the pupil is unable to give the correct answer or has the same answer, he/she will be eliminated from the game.  - Continue to play the game until a winner is selected. Praise the winner.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To recognise target words while listening.*  **-** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “jam/ jelly/ van/ volleyball/ square/ circle”.  **-** Play the recording and allow pupils time to complete the activity (say “Listen and tick.”). Play the recording again, if necessary (say “Listen again.”).  **-** Check the answers by asking “a or b?”. When pupils answer correctly, confirm by saying “1a. jam”/ “2b. volleyball”/ “3a. square” and encourage them to repeat.  **3. ACTIVITY 2: PRACTICE** (8 minutes)  ***\* Aims:*** *To recognise the sounds of letters while listening.*  **-** Have pupils look at the letters and say the sounds (say “Point and say.”). When pupils answer correctly, confirm by saying “/k/; /dʒ/; /ks/; /v/”.  **-** Play the recording and allow pupils time to complete the activity (say “Listen and circle.”). Play the recording again, if necessary (say “Listen again.”).  **-** Check the answer to Question 1 by asking “/k/ or /v/?” When pupils answer correctly, confirm by saying “/k/” and encourage them to repeat.  **-** Repeat for *Questions 2*, *3* and *4*.  **4. ACTIVITY 3: PRODUCTION** (7 minutes)  ***\* Aims:*** *To write the letters x, q, j and v to complete target words.*  **-** Have pupils look at the pictures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “fox/ question/ juice/ village”.  **-** Have pupils write the letters to complete the words (say “Look and write.”). Allow pupils time to complete the activity. Go around the class to offer support and feedback.  **-** Have pupils say the words (say “Now say.”) | - Give some letters they have learnt.  - Stand up to play the game.  - Listen to a letter. Say a word that contains the letter.  - Continue playing the game. Praise the winner.  - 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 words.  - Pupils look at the letters and say the sounds.  - Pupils listen to the recording and complete the activity.  - Pupils check the answers and repeat the sounds.  - Pupils follow the teacher’s instructions.  - Pupils look at the pictures and say the words.  - Pupils write the letters to complete the words.  - Pupils say the words. | - Letters (*Q/q* *(/k/)*, *X/x* *(/ks/)*, *J/j* *(/dʒ/),* *V/v* *(/v/)*)  - Words (*question, quiz, square, fox, box, ox, jam, juice, jelly, van, village, volleyball*)  **Activity 1. Listen and tick.** (Track 46)  **\* Key:** *1. a, 2. b, 3. A*  **Activity 2. Listen and circle.** (Track 47)  **\* Key:** *1. q, 2. j, 3. x, 4. V*  **Activity 3. Write and say.**  Pictures of a fox, a question, a glass of juice and a village, with the labels  *fo\_X\_*, *\_Q\_uestion*, *\_J\_uice* and *\_V\_illage* for completion. |

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

**Game: *“Slap the board”***

- Tell pupils that they are going to listen for the letters and slap the correct flash cards as quickly as possible.

- Put the flash cards of letters on the board.

- Call three pupils to the front of the class. Ask them to stand at a certain distance from the board.

- Invite one pupil to the front of the class and say a letter, e.g. *V/v*. Have three pupils run to the board and slap the correct flash card.

- The pupil who is the quickest to slap the correct flash card gets one point. The pupil who has the most points at the end of the game wins.

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

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**Week: 17**

**English 2 – Class 2C**

**REVIEW 2 (*Self-check*)**  **- Lesson 3 (4,5,6) - Period 34**

**Date of teaching: 02/01/2025**

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

**1. Knowledge and skills**

- review sentence structures to ask and answer questions about what someone is doing, whether or not something is present, make and respond to a request, and ability.

- correctly identify and pronounce the target words and sentence structures.

- correctly spell and complete target words.

**2. Competences**

- Critical thinking and creativity: review sentence structures to ask and answer questions about what someone is doing, whether or not something is present, make and respond to a request, and ability.

- Communication and collaboration: work in pairs or groups to complete the learning tasks.

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Study hard to review the vocabulary and sentence patterns they have learnt.

- Make an effort to study hard in class.

**II. MATERIALS**

- Pupil’s book: Page 39 - Teacher’s guide: Pages 68, 69

- Flashcards*/* pictures and posters (Review 2) - Computer, projector, …

**III. PROCEDURES**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **1. WARM-UP & REVIEW** (5 minutes) **Let’s chant.** (Track 41)  ***\* Aims:*** *To review the chant of Unit 8.*  - Introduce the activity.  - Play the chant for pupils to listen.  - Play the chant for pupils to listen and sing in chorus.  - Invite a few groups to the front of the class to sing the chant. The class may sing along and clap to reinforce the activity.  - Praise the pupils if they perform the song well.  **2. ACTIVITY 1:** **PRACTICE** (10 minutes)  ***\* Aims:*** *To correctly identify and pronounce target words and sentence structures.*  **-** Have pupils read and say the sentence structures in Question 1 “Is there a box? - Yes, there is.” (say “Read and say.”).  **-** Have pupils look at the pictures underneath the sentence structures and say the words (say “Point and say.”). When pupils answer correctly, confirm by saying “box/ book”.  **-** Say “Read and tick.” and allow pupils time to complete the activity.  **-** Check answers by saying “a or b?” When pupils answer correctly, confirm by saying “1a. Is there a box? - Yes, there is.” and encourage them to repeat.  **-** Repeat for the sentence structures in Questions 2 and 3.  **3. ACTIVITY 2: PRACTICE** (8 minutes)  ***\* Aims:*** *To correctly identify target words.*  **-** Draw pupils’ attention to the word search and the list of eight words. Have them point to and say each word (say “Point and say.”).  **-** Say “Find the words.” and allow pupils time to complete the activity.  **-** Check answers by showing the word search grid on the board and inviting pupils to come to the front and circle the words.  **4. ACTIVITY 3: PRODUCTION** (7 minutes)  ***\* Aims:*** *To correctly spell and complete target words.*  **-** Have pupils look at and describe the picture using the words learnt.  **-** Write *v \_ \_ \_ \_ \_ \_* on the board and encourage pupils to complete the word. When they answer correctly, confirm by saying “village” and encourage them to repeat.  **-** Repeat for *square (s \_ \_ \_ \_ \_)*, *box (b \_ \_)*, *juice (j \_ \_ \_ \_)*, *jelly (j \_ \_ \_ \_)* and *volleyball (v \_ \_ \_ \_ \_ \_ \_ \_ \_)*.  **-** Say “Write the words.” and allow pupils time to complete the activity.  **-** Check answers by inviting six pupils to come to the front and complete the words *village*, *square*, *box*, *juice*, *jelly* and *volleyball* on the board. | - Listen to the teacher’s introduction.  - Listen to the chant.  - Listen to the chant again and sing in chorus.  - Come to the front of the class to sing the chant. The class may sing along and clap to reinforce the activity.  - Pupils read and say the sentence structures in Question 1.  - Pupils look at the pictures underneath the sentence structures and say the words.  - Pupils complete the activity.  - Pupils check the answers and repeat the sentences.  - Pupils follow the teacher’s instructions.  - Pupils look at the word search and the list of eight words. Pupils point to and say each word.  - Pupils complete the activity.  - Pupils come to the front and circle the words.  - Pupils look at and describe the picture using the words they have learnt.  - Pupils look at the incomplete word on the board and complete the word.  - Pupils follow the teacher’s instructions.  - Pupils complete the activity.  - Pupils come to the front and complete the words. | The lyrics and the recording of the chant about a village (Unit 8).  **Activity 4. Read and tick.**  **\* Key:** *1. a, 2. a, 3. b*  **Activity 5. Find the words.**  **Activity 6. Write the words.**  *village*, *square*, *box*, *juice*, *jelly* and *volleyball* |

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

**Game: *“Making sentences”***

- Explain how to play the game.

- Divide the class into two teams.

- Nominate one pupil in each team as a leader. The leader says a sentence and the other members have to stand in a line, holding the word cards (*draw/ van / you/ Can/ a/?*) to make a sentence, e.g. *Can you draw a van?*

- Set a time limit for the teams to play the game.

- Invite two teams to the front of the class to play the game.

- Have the class give comments and announce the winner. The team that makes more correct sentences will win. Praise the winner.

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

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