Week: 23 Date of planning: / /20…

Period: Date of teaching: / /20…

**UNIT 14: MY BEDROOM**

Lesson 1 (1-2-3)

1. **Objectives:**

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

**1. Knowledge:**

- Use the words desk,bed ,door,windows, chairs, room,big,small,new,old

- Use **There's /There are......in the room.**

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My bedroom”

**2. Competences:**Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreciate kindness.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-**Sing the song “Where is it”  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Lead to new lesson. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:***- To understand and correctly repeat the sentencesin two communicative contexts (pictures) focusing on quantities of things in a room..*   1. **Set the context:**   - Have pupils look at Pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **-** Invite a few pairs role play.  **-** Draw their attention to the sentences *There's a desk in the room and There are two chairs in the room.*  *.*Tellpupils that they are used to talk about quantities of things in a room.  **1. Vocabulary:**  -desk*(explanation)*  -bed(*explanation*)  -door (*explanation*)  -windows (*explanation*)  **Check vocabulary:** *Rub out and Remember*  **2. Model sentence:**  **A:There's a bed in the room.**  **B: There are two chairs in the room.**  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books.  **B. PRACTICE**  **Activity 2. Listen, point and say. (**9 minutes)  **Goal:**-*Help ss to correctly say the words and use There's/There are.......in the room.to talk about quantities of things in the room.*  **-**Ask Ss look at the picture a and b. Elicit the name of thing in the room.  **-**Point at Picture a and say the words until they feel confident . Check comprehension and givefeedback**.** Ss repeat the words and point at the relevant school thing a few times.  **-**T Explains the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times.Go around and offer and offeror correct p's pronunciation  **-** Repeat the same procedure with picture b.  **-**Ss work in pairs or groups,poiting at the pictures and saying the quantitities of the things in the room.  **-**Invite a few pairs to come to the front of the class.  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:***- Help ss to enhance the correct use of There's/There are......in theroom .to talk about quantities of things in a room in a freer context.*  **-**Draw pupil’s attention to the picture. Ask questions to help them identify the context. Elicit the missing words in the bubbles. Complete them. Get pupils to say the completed sentences.  **-**Ss work in pairs or groups.One pupil points and says the quantities of the things in the room/bedroom and others listen and make comments.  -Invite a few pupils to say the quantities of the things in front of the class.  -Go around the classroom to offer support where necessary. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Group work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Can you say this?**  Divide the class into groups of four. Ask pupils of each group to come to the board and practise saying the conversation of the characters. Give points to the groups.  **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

**Comments:**

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**UNIT 14: MY BEDROOM**

**Lesson 1 – P4,5,6**

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

**1. Knowledge:**

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My bedroom”

**2. Competences:**

Listening: listen and recognize the characters, then repeat

Critical thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**3. Attributes**:

- help partners to complete learning tasks

- complete learning tasks

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Game: Bingo  -Have pupils time to play the game in pairs or groups.Go around the classroom to offer support where necessary. | Whole class  Individual work/ Group work |
| **\*New lesson:**  **Activity 4. Listen and tick.** 8 minutes  **Goal:***Listen and understand two communicative contexts in which pupils describe things in the bedroom and tick the correct pictures*.  -Have pupils looks at pictures 1a and 1b  **-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.Write the correct answers on the board.  ***Key:****1.a 2. b*  **Activity 5. Look ,complete and read. (9 minutes)**  **Goal:**To completete four gapped sentence patterns with the help of pictures cues.  -Have pupis look at the pictures.Ask some questions .  -Draw pupil's attention to gap in the sentence and say what they shoud write.Check comprehension.  -Give pupils time to read the other gapped sentences and look at the pictres and fill in the gaps.  -Ask pupils to swap and check the anwers .Invite a few pupils to read the completed sentences aloud in front of the class.  ***Key:***1.*bed 2.a desk 3. Lamps 4.two windows*  **Activity 6. Let’s play. (**8 minutes)  **Goal**:To revise the target vocabulary items thought the game Memory game.  **-** Tell pupils that they are going to look at the cards for1mins,memorise the words, then remembers as many of the words as possible.Explain how the game is played.Check comprehension.  -Put the cards on a desk or stick them on the board.Then cover them with a piece of cloth.Do not let pupils see what is beneath the piece of cloth.  -Divide the class into groups.Remove the cloth and show the cards for 1mins.Then cover them again .In their groups,pupils try to say as many of the words as they can remember.  -Have the groups say the names of the things aloud.For each correct word,give them a star or a point .The group with the most stars /points wins. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)  **Game: Bingo**  **Homelink:** prepare lesson 2 | Whole class |

**Comments:**

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