Week: 24

**UNIT 14: MY BEDROOM**

**Lesson 2 (1-2-3)**

**I.Objectives:**

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

**1. Knowledge:**

- Understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room.

- Correctly say the words and use *The …….. is ……. / The …… are ……..* to describe things in the room.

- Enhance the correct use of *The ……..is ……….. / The ……..are ……….*to describe things in the room in a freer context.

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Help partners to complete learning tasks.

- Tell the truth about feelings and emotions

- Keep things in the house clean

**II. Preparation:**

1. Teacher’s preparation: book,flashcards/pictures, CDs player, computer, TV

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 minutes)**Game: Who says fast?**- Teacher holds a school thing card and a sentence with a missing word. - Ask pupils to guess the answer as fast as possible.- Then have pupils do the same with the rest.- This can be played in groups to make it more interesting.**A. PRESENTATION****\* New lesson:****Activity 1. Look, listen and repeat. (**8 minutes) | Whole classIndividual workGroup work |
| **Goal:***To understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room***Set the context:****-** Have pupils look at Pictures **a** and **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, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.-Invite a few pairs to the front of the classroom to listen to and repeat the sentencesin the recording.**-**Draw pupils’ attention to the sentences *The door is big.* and *The windows are small.* to describe things in the room.**1.Vocabulary:**-T elicits the new words+ big: to, lớn *(picture)*+ small: nhỏ, bé *(picture)*+ new: mới *(picture)* + old: cũ *(picture)*- T models *(3 times).*- T writes the words on the board.- *Checking: Rub out and remember***2. Model sentence:****a/ The door is big.****b/ The chairs are new.**- 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:***To correctly say the words and use The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_. to describe things in the room* - Have pupils look at the pictures and elicit the things in the room. Have pupils point at the words under the pictures, listen to the recording and repeat them.- Model by pointing to the gapped sentence The \_\_\_\_\_ is \_\_\_\_\_. in the first bubble. Tell pupils that they should fill in the name of the thing in the picture (e.g. door) in the first gap and write an adjective under the picture (e.g. big) in the second gap. Then have them listen to the recording and repeat the sentence The door is big. a few times.- Repeat Step 2 with Pictures b, c, d. Explain that for plural things (e.g. chairs) they have to use the gapped sentence The \_\_\_\_\_ are \_\_\_\_\_. in the second bubble.- Give pupils a time limit to practise describing things in the bedroom in pairs or groups. Then invite a few pupils to point at the things in the pictures and describe them in front of the class.**C. PRODUCTION****Activity 3. Let’s talk. (**8 minutes)**Goal:***To enhance the correct use of The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_. to describe things in the room in a freer context.*- Have pupils look at the things in a bedroom and say their names. Then encourage them to describe the things in the bedroom.- Have pupils complete the first gapped sentence (e.g. The bed is big.). Then have the class listen and repeat the sentence again.- Give pupils time to practise individually first and then in pairs or groups. Remind them that The \_\_\_\_\_ is \_\_\_\_\_. is used with a singular thing and The \_\_\_\_\_ are \_\_\_\_\_. Is used with plural things. Check comprehension.- Invite a few pupils to point at and describe the things in the picture in front of the class. Praise them if they perform well.Extension: If time allows, have pupils point at and describe the things in the classroom (e.g. The windows are big.). | Whole classWhole classWhole class/ Individual workPair workWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole classWhole classPair work/ Individual workWhole classWhole class/ Individual workPair work/ Whole classIndividual work |
| **Fun corner and wrap-up: (**5 minutes)**Game: LUCKY WHEEL**- Ask pupils to make sentences with words, phrases and pictures given.- Choose a number to have a question.- Spin the round to get points.Answer the questions, then give points to the pupils.**Homelink:** Learn by heart vocabulary and practice model sentence | Whole classGroup workWhole class |

**Comments:**

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Week: Date of planning: / /202…

Period: Date of teaching: / /202…

**UNIT 14: MY BEDROOM**

**Lesson 2 (4-5-6)**

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

**1. Knowledge:**

* To listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures.
* To complete four gapped sentences with the help of picture cues.

To sing the song My bedroom with the correct pronunciation, rhythm and melody.

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attributes**:

- Help partners to complete learning tasks.

- Tell the truth about feelings and emotions

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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 minutes)Game: Bricks down- Divide the class into 2 groups: Boys and Girls- (Teacher brings a dice to the class to play this game)- Two pupils from each team roll the dice to determine who will go first in a game. - Teacher clicks on the bricks. This will reveal the hidden picture. As the bricks disappear, pupils should try to guess what it is.- Group that has more correct answers is the winner | Individual work/ Group work |
| **\*New lesson:** **Activity 4. Listen and number.(**8 minutes)**Goal:***To listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures***-** Have pupils look at the pictures and ask them some questions such as What is this? and What are these? You may explain that they can see a bed in Pictures **a** and **b**, but that the bed in Picture a is big and the bed in Picture **b** is small. Ask them to talk about the chairs in Pictures **c** and **d**. Check comprehension.**-** Play the recording all the way through so that pupils can get familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.**-** Let them swap and check the answers before checking as a class. Correct the answers as necessary.**-** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct pronunciation if necessary.**Extension:** For a more able class, invite a few pupils to point at and describe the pictures (e.g. a. The bed is big.). The class praises them if they perform well. **Key: 1. b 2. a 3. c 4. d** **Activity 5.Look, complete and read.(**9 minutes**)****- Goal:***To complete four gapped sentences with the help of picture cues.*- Have pupils read the first gapped sentence. Ask them: What is missing from sentence 1? (e.g. the thing in the bedroom). Then have them look at the picture. Ask: What’s this? (e.g. It’s a bed.). Ask pupils what word they should use to fill the gap (e.g. bed). Check comprehension.- Give pupils a time limit to read the other gapped sentences, look at the pictures, and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.- Ask pupils to swap and check their answers. Correct the answers.- Invite a few pupils to read the completed texts aloud in front of the class.**Key: 1. bed 2. two lamps 3. big 4. small****Activity 6. Let’s play.(**8 minutes)**Goal**:*To sing the song My bedroom with the correct pronunciation, rhythm and melody* **-**  Have pupils read the first verse of the lyrics. Then have them say its main idea. Draw their attention to the thing in the bedroom (e.g. bed) and how it is described (e.g. new). Check comprehension and give feedback.**-** Have pupils listen to the whole verse, drawing their attention to the pronunciation, the rhythm and the melody. Then let pupils listen to the verse and practise singing it, line by line first while clapping their hands.**-** Repeat Steps 1 and 2 with the second verse. Draw pupils’ attention to the things in the bedroom (e.g. two windows) and how they are described (e.g. small).**-** When pupils are familiar with the tune and melody, ask them to sing the whole song and clap their hands. You may get groups of pupils to sit face to face to practise singing and clapping their hands.**-** Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity. | Whole classWhole classWhole classWhole class/ Individual workWhole classIndividual work Whole classWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole classIndividual work/ Group workPair workGroup work |
| **\*Fun corner and wrap-up: (**5 minutes)**Game**: CLICK ON THE BOX TO SHOW THE ANSWER (ALONG WITH A SONG)- Ask students to close their student’s book. Look at the picture and its lyrics on the screen.- Listen and write the missing words on their small board**Homelink:** prepare lesson 3 |  Whole class/ Individual workWhole class |

**Comments:**

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Week: Date of planning: / /202…

Period: Date of teaching: / /202…

**UNIT 14: MY BEDROOM**

**Lesson 3 (1-2-3)**

1. **Objectives:**

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

**1. Knowledge:**

- To correctly repeat the sounds of the letters oo in isolation, in the words room and door, and in the sentences There’s a bed in the room. and The doors are big. with the correct pronunciation and intonation.

- To identify the target words room and door while listening.

- To say the chant with the correct rhythm and pronunciation.

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attitude/ Qualities:**

- Help partners to complete learning tasks.

- Tell the truth about feelings and emotions

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)**Game: Lucky number.**- Divide the class into two/four groups.- Pupils have to choose numbers from 1 to 6. Look at the pictures then read a sentence to choose the correct answer. If they answer correctly, their group will get points.The group with the most points is the winner. | Whole classIndividually. |
| **\* New lesson:****Activity 1. Listen and repeat. (**10 minutes)**Goal*:****To correctly repeat the sounds of the letters oo in isolation, in the words room and door, and in the sentences There’s a bed in the room. and The doors are big. with the correct pronunciation and intonation***-** Have pupils look at the letters *oo*, the word *room* and the sentence *There’s a bed in the room*. Play the recording for them to listen and repeat in chorus and individually until they feel confident. Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class.**-**  Repeat Step 1 for the second line. Draw their attention to the diﬀerence in pronouncing the letters *oo* in the word *room* and the word *door*. Check comprehension. Go around the class and correct the pronunciation if necessary.**-**  Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences.**-**  Ask a few pupils to say two lines in front of the class. The class listens and makes comments.**Activity 2.Listen and circle.** ( 5minutes)**Goal:**-*To identify the target words room and door while listening*- Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.- Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.- Play the recording once or twice for pupils to listen and circle the correct options.- Let pupils swap and check their answers in pairs or groups before checking as a class.Extension: Invite a few pupils to read the completed sentences aloud in front of the class.**Activity 3. Let’s chant. (**10 minutes) **Goal:***To say the chant with the correct rhythm and pronunciation*- Have pupils read the first verse of the chant and elicit its meaning. Draw pupils’ attention to the sounds of the letters oo and in the words door and bedroom. Check their comprehension.- Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap hands.- Play the recording of the first verse again, more than once if necessary, for pupils to do choral and individual repetition. - Then invite one or two groups of pupils to listen and repeat the verse in front of the class. Praise them to encourage their performance.- Repeat Steps 1, 2 and 3 for the second verse of the chant. Go around the class and correct pronunciation if necessary.- Put the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite a few groups to the front of the class to chant and clap hands. The rest of the class may clap along.**Fun corner and wrap up:** 5 minutes**Game Spelling bee**- Teacher asks pupils to listen carefully. Then choose the correct letters to make a word.- Spell the word again.- Check pupils’ pronunciation if needed. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole classWhole class/ Individual workGroup workWhole class/Group workIndividual workWhole classIndividual work |
| **Homelink:** Prepare part 4,5,6 | Whole class |

**Comments:**

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Week: Date of planning: / /202…

Period: Date of teaching: / /202…

**UNIT 14: MY BEDROOM**

**Lesson 3 (4,5,6)**

**I. Objectives:**

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

**1. Knowledge:**

- Read the text and complete the gapped sentences.

- Complete a gapped paragraph with the help of the picture cue.

**-** To find a picture of a bedroom and tell the class about things in the room.

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attitude/ Qualities:**

- Help partners to complete learning tasks.

- Tell the truth about feelings and emotions.

- Complete learning tasks.

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)**Game:** Brainstorming:- Divide the class into four groups. - Each group chooses one pupil to be the 'runner'. The runners go to the teacher's desk and read the category.- E.g. Find objects/things in your bedroom/living room. - The runners then go back to their group and tell their group members the category. Their group brainstorms words from that category and writes them down. - The first group to finish shouts 'stop' and then calls out their answers. If their answers are correct, they score one point for each word in the category.- The group with the highest score at the end of the game wins. | Whole classGroup workIndividually. |
| **\* New lesson:****Activity 4. Read and complete**( 8 minutes)**\*Goal:** *To read the text and complete the gapped sentences.***-** Tell the class the goal of this activity. Tell pupils how to complete the task: They should read the text and find the information to fill the gaps in the sentences. Check comprehension and give feedback.**-** Do Sentence 1 as an example. First, have pupils read the sentence, focusing on the gap. Ask them what word is missing (one thing in the bedroom). Then have them read the text and find the appropriate word (e.g. desk) to fill in the gap. Check comprehension.**-** Set a time limit for pupils to do the activity independently. Go around and oﬀer help if necessary.**-** Let pupils swap and check their answers. Correct the answers if necessary.**-** Select one or two pupils to read the completed sentences in front of the class. The class makes comments. You may ask one or two pupils to read the text aloud in front of the class and check pronunciation if needed.**Key**: **1.** desk **2.** chairs **3.** big **4.** small**Activity 5. Let’s write.** ( 9 minutes)**Goal*:****To complete a gapped paragraph with the help of the picture cue*.**-** Tell the class the goal of this activity. Have pupils read the gapped paragraph and say what is missing. Let them look at the picture and find appropriate words to fill in the gaps. Check comprehension.**-** Let pupils complete the first gap together as an example. Ask them to answer some questions such as What does the word It mean? (e.g. It means the bedroom),What is missing? (e.g. big or small). Then let them look at the picture and fill in the gap (e.g. small).**-** Give pupils time to complete the paragraph. Go around and oﬀer help if necessary.**-** In pairs or groups, ask pupils to swap their completed paragraphs before checking answers as a class.**Suggested answer**: first gap: small; second gap: bed / desk; third gap: small / old; fourth gap: chairs; fifth gap: old / new**Extension:** If there is enough time, invite one pupil to read the completed text.**Activity 6. Project. (**8 minutes)**Goal:** *To find a picture of a bedroom and tell the class about things in the room***-** Tell pupils to find a photo of a bedroom in a newspaper or a magazine as homework. They should bring their photos to class.**-** Have them work in groups. Each member introduces the picture of the bedroom using the structures they have learnt in the unit.**-** Invite one or two pupils to show their photos and describe them in front of the class.**Fun corner and wrap up:** 5 minutes**Game:Gallery walk**- Teacher asks pupils to stick their bedroom pictures on the classroom wall. - Pupils walk around and look at their classmates' pictures.- Encourage them to ask their friends about his/her bedroom.  | Whole classWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workIndividual workIndividual workWhole class/ Individual workPair work/Group workWhole class/ Individual workWhole classWhole classIndividual workWhole classIndividual workPair work |
| **Homelink:** - Prepare the new lesson Unit 15 | Whole class |

**Comments:**

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