Date of planning: / /

Date of teaching: / /

**UNIT 14: MY BEDROOM**

**( 6 periods)**

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”

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- 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.

* 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.

- 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.

- 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. 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** |
| **Week 23- Period 91: Lesson 1**  **\* 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.*  *.* Tell pupils 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 offer or 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 |

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| **Week 23- Period 92: Lesson 1**  **\* 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/ Individual work  Whole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)  **Game: Bingo**  **Homelink:** prepare lesson 2 | Whole class |

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| **Week 24- Period 93: Lesson 2**  **\* 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 class  Individual work  Group 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 sentences  in 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 class    Whole class  Whole class/ Individual work  Pair work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class    Whole class  Pair work/ Individual work  Whole class  Whole class  / Individual work  Pair work/  Whole class  Individual 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 class  Group work  Whole class |

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| **Week 24- Period 94: Lesson 2**  **\* 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 class    Whole class  Whole class  Whole class  / Individual work  Whole class  Individual work Whole class  Whole class  Whole class  / Individual work  Whole class  / Individual work  Whole class/ Individual work  Whole class  Individual work  / Group work  Pair work  Group 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 work  Whole class |

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| **Week 24- Period 95: Lesson 3**  **\* 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 class  Individually. | | |
| **\* 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 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  Whole class  Whole class/ Individual work  Group work  Whole class/  Group work  Individual work  Whole class  Individual work | | |
| **Homelink:**  Prepare part 4,5,6 | Whole class | | |
| **Week 24- Period 96: Lesson 3**  **\* 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 class  Group work  Individually. |
| **\* 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 class  Whole class    Whole class  / Individual work  Whole class/ Individual work  Whole class/ Individual work    Individual work  Individual work  Whole class/ Individual work  Pair work/  Group work  Whole class/ Individual work  Whole class  Whole class  Individual work  Whole class  Individual work  Pair work |
| **Homelink:** - Prepare the new lesson Unit 15 | | Whole class |

**Comments:**

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