*Week 22 Preparing date: February 5th 2024*

*Period 85 Teaching date: February 15th 2024,*

**Unit 13: My house**

**Lesson 1 (1, 2, 3)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

–use the words *living room, bedroom, kitchen, bathroom, here, there*

–use *Where’s the……….? – It’s here/ there.* to ask and answer questions about the location of a room in a house

- ***Vocabulary:*** living room, bedroom, kitchen, bathroom, here, there

- ***Model sentences***:

*A: Where’s the……….?*

*B: It’s here/ there.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: talk about house

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 161, 162, audio Tracks 22, 23, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 18, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(3’)**  **2. Presentation**  **(16’)**  **3.Practice: (7’)**  **4.Production: (7’)**  **5. Homework. (2’)** | *Game:* ***jigsaw puzzle***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 4 groups: Doreamon, Nobita, Xuka and Xeko.  - Ask Ss look at the pieces of picture.  - Ask Ss go to the board and jigsaw puzzle into the correct picture    -T checks who’s the winner?  - Ask Ss look at the pieces of picture  - Say “Open your book page 18” and look at “*Unit 13, Lesson 1 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ living room : phòng khách*  *(picture)*  *+ bedroom : phòng ngủ (situation)*  *+ kitchen : phòng bếp (picture)*  *+ bathroom : phòng tắm (picture)*  *+ house : ngôi nhà (translation)*  *+ here : ở đây (situation)*  *+ there : ở kia (translation)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Listen, point and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.      - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use Where’s the……..? − It’s here / there. to ask and answer questions about the location of a room in a house.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture a , b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.    ***\*Drill pictures***  - Elicit and check comprehension the name of the rooms.    - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers  - Have Ss to practise:  + T says asks and Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practise speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of Where’s the……? − It’s here / there. to ask and answer questions about the location of a room in a house in a freer context.*  **\*Procedure:**  - T asks ss to guess each character and what the children say.  *+ What can you see in the picture?*  *+How many rooms are there in the picture?*  *+What rooms are they?*  *+Where’s the ……….?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss to work in pairs to ask and answer  - Invite some pupils to the front of the class to present their exchanges.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 1 (4,5,6).* | - Ss listen  - Ss play the game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+*  *Mai says Come in, please!Linh says*  *Wow, I like your house! in picture a.*  *+*  *Linh asks Where’s your bedroom? Mai answers*  *It’s here. in picture b.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and repeat  -Ss practice in chorus  -Ss work in pairs to practice  -Ss point and say  -Ss listen.  -Ss listen  -Ss look at the picture and answer  *+I can see a house*  *+ There are four rooms*  *+ They are living room, kietchen, bedroom, bathroom.*  *+ It’s here/ there*  -Ss note  - Ss say the completed sentences.  -Ss work in pairs  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 22 Preparing date: February 5th 2024*

*Period 86 Teaching date: February 15th 2024*

**Unit 13: My house**

**Lesson 1 (4, 5, 6)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand simple exchanges in relation to the topic “My house”

- read and write about the location of rooms in a house and things in a room.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 163, 164; audio Tracks 24, 25; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 19, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (27’)**  **3. Homework. (3’)** | *Game:* ***“Passing the ball”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, ss in each team take turn to pass the ball.  - After the music ends, 3 ss have the ball – stand up and say the name, using the sentence model.  - Say “Open your book page 19” and look at *“Unit 13, Lesson 1 (4,5,6)”.*  **Activity 1. Listen and circle:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures*  **\*Procedure:**  - Elicit the name of the room in each picture    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.a 2.b*  **Activity 2.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to* *complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and identify the rooms (*a living room, a kitchen, a bathroom and a bedroom*).    - Have Ss look at the four incomplete exchanges and elicits the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete the sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  *Key:*  *1. living room 2. kitchen*  *3. bathroom; there 4. bedroom; here*  **Activity 3. Let’s sing.**  ***\*Aims:*** *Ss will be able to sing the song Where is it? with the correct melody and pronunciation.*  **\*Procedure:**  - Introduce the title and lyrics of the song: “*Where is it?* ” song.    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the relevant character while singing his or her name.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point at the relevant character.  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 2 (1,2,3).* | - Ss listen and keep the puppet  - Ss listen to music and play the game  -Ss listen  - Ss open their books  -Look at the pictures and say:  *+ Picture 1a:*  *a hand pointing at a nearby living room*  *+ Picture 1b:*  *a hand pointing at distant living room*  *+ Picture 2a:*  *a hand pointing at a nearby bedroom*  *+ Picture 2b:*  *a hand pointing at a distant bedroom*  -Ss guess the answers  - Ss listen to the tape and circle  - Ss listen again, circle and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the picture and say:  -Ss look and answer  -Ss answer: *living room*  -Ss look, complete and read the completed sentence in chorus.  -Ss complete the sentence  -Ss read aloud  - Ss look and listen.  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss point to the character while singing  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  + Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 22 Preparing date: February 5th 2024*

*Period 87 Teaching date: February 16th 2024*

**Unit 13: My house**

**Lesson 2 (1, 2, 3)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- use the words *table, chair, book, lamp, in and on* in the target sentence patterns

- use Where are the…..? – They’re……. to ask and answer questions about the locations of things in a room

- ***Vocabulary:*** table, chair, book, lamp, in, on

- ***Model sentences***:

*A: Where are the tables?*

*B: They’re in the living room.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: talk about house

- Co-operation: ready to help friends in pair work/ group work.

- Oral Communication: speak about someone, ask and answer the questions

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 165, 166; audio Tracks 26,27, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 20, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(3’)**  **2. Presentation**  **(16’)**  **3.Practice: (7’)**  **4.Production: (7’)**  **5. Homework. (2’)** | *Game:* ***Guess the pictures***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Write any word on the board.  - The first pupil has to take the last four or three letters of that word and form a new word.  - The second pupil does the same, and the chain continues until a pupil is unable to form a word.  - The pupil who fails to form a word or misspells it is out of the game.  - Say “Open your book page 20” and look at “*Unit 13, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ table : cái bàn (realia)*  *+ chair : cái ghế (realia)*  *+ lamp : cái đèn (picture)*  *+ on : trên (visual)*  *+ in : trong (visual)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Listen, point and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) to to ask and answer questions about the locations of things in a room.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.      - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use Where are the….? – They’re ……. to ask and answer questions about the locations of things in a room.*  **\*Procedure:**  **\* *Model sentences:***  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.    ***\*Drill pictures***  - Elicit and check comprehension the name of each character.    - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to enhance the correct use of Where are the ….? – They’re…….. to ask and answer questions about the locations of things in a room in a freer context.*  **\*Procedure:**    - T asks ss to attend to the picture.  *+ What can you see in the picture?*  *+What are they?*  *+Where are they?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss *use of Where are…..?* and *They’re …….* to ask and answer (groups of four)  - Invite some groups to perform.  - Give feedbacks  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **-** Learn the number by heart  - Prepare the new lesson: *Unit 13, Lesson 2 (4,5,6).* | - Ss listen  - Ss play the game  - Ss open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and get to know the characters in the pictures.  *+ In picture a:* Mai says *This is the living room.*  *– In picture b:* Linh asks *Where are the chairs?* And Mai answers *They’re in the kitchen.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the diaguage  -Ss listen  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and answer  *+ Picture a:*  *a. tables in the living room*  *+ Picture b:*  *chairs in the living room*  *+ Picture c:*  *books on the table*  *+ Picture d:*   *lamps on the table*  -Ss practice in chorus  - Ss practice in chorus  -Ss work in pairs to practice  -Ss listen  -Ss go to the board and role play.  -Ss listen  -Ss look at the picture and answer  *+*  *two tables, four chairs, two books and two lamps on a table*  -Ss note  - Ss say the completed sentences.  -Ss work in groups  -Ss perform in front of the class.  -Ss answer the questions  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 22 Preparing date: February 5th 2024*

*Period 88 Teaching date: February 16th 2024*

**Unit 13: My house**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand simple exchanges in relation to the topic “My house”

- read and write about the location of rooms in a house and things in a room.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: talk about rooms in a house and things in a room.

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 167, 168; audio Tracks 28; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 21, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (27’)**  **3. Homework. (3’)** | *Sing a song:* ***“My house”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Show the song on the screen.  <https://www.youtube.com/watch?v=qZyJPZxsmZk>  - Ask pupils to listen, sing and dance the song.  - Say “Open your book page 21” and look at *“Unit 13, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures.*  **\*Procedure:**  - Elicit the names and ages of the characters in the pictures.      - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1.c 2. d 3. a 4. b*  **Activity 2.** **Look, circle and read.**  ***\*Aims:*** *Ss will be able**to* *circle the correct answers to the gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and identify the rooms and things in the pictures.  - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*tables*).  + Have Ss circle the correct options  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and circle the sentences 2, 3 and 4.  - Invite pairs of pupils to stand up and read aloud the sentences.  -T gives feedbacks.  *Key: 1. b 2. b 3. a 4. b*  **Activity 3. Let’s play.**  ***\*Aims:*** *Ss will be able to review vocabulary and structure words in relation to the topic “My house” and use them in the sentence patterns Where’s…….? − It’s here / there. and Where are …….?– They’re ……. by playing the game Bingo.*  **\*Procedure:**    - Explain how to play the game:  + Draw a 3 x 3 Bingo grid on the board and a list of the vocabulary words for reviewing.  + Get Ss to copy the grid onto a paper sheet and fill their grids with the vocabulary words.  + Ss need to listen carefully for the words that you’ll be calling out from the list on the board. If they have a word that is called out, then they need to cross it out on their grids.  + Eventually, one pupil will have crossed out all of his or her words and should out “*Bingo!”* to show that he / she has finished.  - Give Ss time to play the game in pairs or groups.  - When time runs out, invite a few pairs to stand up and take turns asking and answering questions using the sentence patterns *Where’s …….? − It’s here / there. and Where are …….? – They’re…….*  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Unit 13, Lesson 3 (1,2,3).* | - Sing and dance the song in chorus.  - Ss open their books  -Look at the pictures and say:  *+ Picture a:*  *two lamps in the bathroom*  *+ Picture b:*  *two lamps in the bedroom*  *+ Picture c:*  *two lamps in the living room*  *+ Picture d:*  *two lamps in the kitchen*  -Ss guess the answers  - Ss listen to the tape and write number  - Ss listen again, write number and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the pictures and say  -Ss listen and answer  -Ss read and complete  -Ss work in pairs  -Ss read  - Ss listen  -Ss play the game  - Ss play the game  -Ss listen and answer  -Ss listen and take note |

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

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