*Week 24 Preparing date: February 18th  2024*

*Period 93 Teaching date: February 27th  2024*

**Unit 14: MY BEDROOM**

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

**I. OBJECTIVES:**

By the end of the lesson, Ss 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.

- ***Vocabulary:*** big, small, old, new

- ***Model sentences***:

*The door is big.*

*The chairs are new.*

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

**2. Competences:**

- 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 176, 177; audio Tracks 35,36, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 26, 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:* ***Who says fast?***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - T holds a school thing card and a sentence with a missing word.  - Ask Ss to guess the answer as fast as possible.  - Then have Ss do the same with the rest.  - This can be played in groups to make it more interesting.  - Say “Open your book page 26” and look at “*Unit 14, 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  *+ 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*  **Activity 2. Listen, point and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the 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 The …. is …... / The …….are ……. to describe things in the room.*  **\*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***  - Have Ss look at the pictures and elicit the things in the room.    - Run through all the pictures.  - Run through model sentences.  - Have Ss to practise:  - 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 The …… is ……. / The……. are ……..to describe things in the room in a freer context.*  **\*Procedure:**  - Have Ss look at the things in a bedroom and say their names.  *+ What can you see in the picture?*  *+What are they?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss *use of The bed is new. The chair are new.* to introduce the things in the room.  - 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 14, 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 my bedroom. The door is big.*  *– In picture b:* Mai says *And look! The windows are small.*  -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 big door*  *+ Picture b:*  *a small door*  *+ Picture c:*  *two new chairs + Picture d:*   *two old chairs*  -Ss practice in chorus  - Ss practice in chorus  -Ss work in pairs to practice  -Ss listen  -Ss point and sa  -Ss go to the board and role play.  -Ss listen  -Ss look at the picture and answer  *+*  *A bedroom with a bed, a desk, a door, two chairs and two windows*  -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 |

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

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*Week 24 Preparing date: February 18th  2024*

*Period 94 Teaching date: February 27th  2024*

**Unit 14: MY BEDROOM**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures.

- complete four gapped sentences with the help of picture cues.

- sing the song *My bedroom* with the correct pronunciation, rhythm and melody.- ***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 178, 179; audio Tracks 37, 38; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 27, 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:* ***“throw the ball”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into 2 teams.  - Stick the pictures of things in the room on the board.  + T says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times.  + The one says faster will get points.  - Encourage Ss to take part in the game.  - Give points for Ss.  - Say “Open your book page 27” and look at *“Unit 14, 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 characters introduce and describe things in a bedroom and number the correct pictures*  **\*Procedure:**  - Have Ss look at the pictures and ask them some questions such as *What is this?* and *What are these?*    - 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.b 2. a 3. c 4. d*  **Activity 2.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to* *complete four gapped dialogues with the help of picture cues.*  **\*Procedure:**  - Have Ss look at the pictures and ask identify things in the room in the pictures.    - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer ( *bed* ).  + Have Ss complete the gap.  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and complete the sentences 2, 3 and 4.  - Invite pairs of pupils to stand up and read aloud the sentences.  -T gives feedbacks.  *Key: 1. bed 2. two lamps 3. big 4. small*  **Activity 3. Let’s sing.**  ***\*Aims:*** *Ss will be able to* *sing the song My bedroom with the correct pronunciation, rhythm and melody* **\*Procedure:**  - Introduce the title and lyrics of the song: “*My bedroom?* ” 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.  - Prepare the new lesson: *Unit 14, Lesson 3 (1,2,3).* | - Ss listen and play the game  - Ss open their books  -Look at the pictures and say:  *+ Picture a:*  *a big bed in a bedroom*  *+ Picture b:*  *a small bed in a bedroom*  *+ Picture c:*  *two big chairs in a bedroom*  *+ Picture d:*  *two small chairs in a bedroom*  -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 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 listen and answer  -Ss listen and take note |

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

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*Week 24 Preparing date: February 18th  2024*

*Period 95 Teaching date: February 29th  2024*

**Unit 14: MY BEDROOM**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

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

- say the chant with the correct rhythm and pronunciation.

- ***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

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 179, 180; audio Tracks 39, 40, 41; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 28, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2. Presentation**  **(9’)**  **3.Practice: (19’)**  **4. Homework. (2’)** | *Game:* ***Find and circle the words***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **D** | B | K | K | E | P | **S** | C | F | T | | **O** | C | T | H | N | E | **C** | C | A | H | | **O** | L | U | A | A | E | **H** | O | A | I | | **R** | **O** | **O** | **M** | F | C | **O** | S | H | N | | T | A | W | K | F | I | **O** | S | E | K | | R | **T** | **O** | **O** | R | C | **L** | S | E | B | | S | R | O | E | R | C | V | T | A | H | | M | M | T | H | H | R | S | T | A | Y | | D | T | S | S | R | S | O | R | S | M | | A | C | E | B | F | A | Z | Y | W |  |   - Divide class into 2 groups  - Ask Ss to find and circle the words that they learnt.  - Which groups find the best correct words is winner.  - Give Ss time to play the game.  **Rows:** *room, too*  **Columns***: door, school.*  -T checks who’s winner?  - Say “Open your book page 17” and look at “*Unit 12, Lesson 3 (1,2,3)”.*  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to correctly pronounce the sounds of the letters oo in isolation, in the words room and door, and in the sentences There’s the bed in the room.* and *The doors are big with correct pronunciation and intonation.*  **\*Procedure:**  - T gives instruction to theletters *oo in isolation, in the words room and door, and in the sentences There’s the bed in the room.* and *The doors are big.*  - Play the recording for the letter ***oo.***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 2.** **Listen and circle.**  ***\*Aims:*** *Ss will be able**to identify the target words room and door while listening.*  **\*Procedure:**  - Elicit the sentences and explain that they have to listen.  - 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.  - Invite one or two Ss to stand up and read the completed sentences.  *Key: 1.b 2.c*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to attend to the sounds of the letters *oo* and the words *room* and *door.*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -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.  **-** Practice the chant more.  - Find a photo of a bedroom in a newspaper or a magazine.  - Prepare the new lesson: *Unit 14, Lesson 3 (4,5,6).* | - Ss listen  -Ss play game  - Ss open their books  - Ss recognize the differences about color of letter  - - Ss listen  - Ss listen and point  - Ss listen again and repeat  -Ss listen again and repeat  -Ss practice  -Ss listen  -Ss listen and say:  *+ Number 1: The….is there*  *+ Number 2: The…..is big.*  -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 read the sentences  - Ss look and listen.  -Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  -Ss note the sounds, words  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -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 24 Preparing date: February 18th 2024*

*Period 96 Teaching date: February 29th  2024*

**Unit 14: MY BEDROOM**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- read the text and complete the gapped sentences.

- read the text and complete the gapped sentences.

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

- ***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 reading 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 181, 182, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 29, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (8’)**  **3.Production: (19’)**  **4. Homework. (3’)** | *Game:* ***Brainstorming***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - 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.  *Ex: 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 brainstorm words from that category and write 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.  - Say “Open your book page 29” and look at *“Unit 14, Lesson 3 (4, 5, 6)”.*  **Activity 1. Read and complete:**  ***\*Aims:*** *Ss will be able to* *read the text and complete the gapped sentences*  **\*Procedure:**  - Tell Ss how to complete the task.  - Point at the table and elicit the type of information they need to find in the texts.  - Ask Ss attend to the blank in number 1 and find the missing word.  - Write the missing word on the board and get the class to read the completeed sentence together.  - Have Ss work in pairs and complete  - Tell Ss to swap books with a partner, then check answers together as a class.  - Write the correct answers on the board for pupils to correct their answers.  - Invite Ss to read the complete text aloud  -T gives feedbacks.  *Key: 1. desk 2. Chairs*  *3. big 4. small*  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able to complete a gapped paragraph with the help of the picture cue.*  **\*Procedure:**  - Explain to the class the goal of this activity.    - Ask Ss to read each gapped sentence, look at the picture and fill in the gap.  - Give Ss time to write their answers  - Ask Ss to swap and correct their answers in pairs.  - Check the answers as a class.  *Key:*  *first gap: small*  *second gap: bed / desk*  *third gap: small / old*  *fourth gap: chairs*  *fifth gap: old / new*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to find a picture of a bedroom and tell the class about things in the room.*  **\*Procedure:**  **-** Tell Ss to find a photo of a bedroom in a newspaper or a magazine as homework. They should bring their photos to class.    - Have Ss work in groups. Each member introduces the picture of the bedroom using the structures they have learnt in the unit.  - Invite one or two Ss to show their photos and describe them in front of the class.  +*Example: Hello, everyone. My name’s Huong. I’m nine years old. This is my bedroom. There is a bed. It is bag. There are two windows. They are new.*  - Create a class display of the projects and organise a vote to find the most beautiful ones.  ***\*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?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Unit 15: Lesson 1 (1,2,3).* | - Ss listen  -Ss play game  - Ss open their books  -Ss listen  - Ss read and answer  -Ss read and complete  -Ss write the first word  -Ss work in pairs  -Ss swap books and check  -Ss check the correct their answers  -Ss read  -Ss listen  -Ss listen  -Ss read and answer  -Ss write  *This is my bedroom. It is……..*  *There is a…………………….*  *It is……..There are two……….*  *They are……………………..*  -Ss swap books and check their answers  -Ss check  -Ss listen  -Ss work in groups  -Ss show the picture and say.  -Ss perform in front of the class.  -Ss vote the most beautiful ones  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

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