**Week:**

Teaching date: / /2023

**Unit 13: My house**

*Period: 85-* **Lesson 1**:1,2,3

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

–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:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up: Let’s chant**  -Chant and do activities (Unit 12, Lesson 3).  - Ask pupils to chant and do the actions in *Unit 13* in groups.  - Give points to the groups and encourage them.  - Say “Open your book page 18” and look at “*Unit 13, Lesson 1: 1,2,3.*  **Activity 2. Look, listen and repeat:**  - Have pupils 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. Ask sts to link to activity 3:  **Activity 3:** **Listen, point and say.***.*  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new word and structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Elicit and check comprehension the name of each character.  - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers.  - Have Ss to practise:  + T asks the first – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to ask and answer the question *Where’s the\_\_\_? It’s here/there.*  - 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 practice speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - T asks ss look at the second bubble and ask  *+*Where’s\_\_\_? It’s\_\_\_\_\_\_.  - Get Ss to repeat the question and the answer several times in pairs.  - T models: Go around the classroom, pointing to Ss and askingWhere’s\_\_\_?  - Ask Ss ask and answer about their hobbies in pairs.  - Call some pairs to practice.  - Give feedbacks  **Activity 5. Consolidation**  - Summary the lesson  **Homelink:**  Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 13, Lesson 1: 4,5,6 on page 19.* | 1. **Look, listen and repeat**   House: ngôi nhà  Bedroom: phòng ngủ   1. **Listen, point and say**   Where: ở đâu  Kitchen: bếp  Bathroom: phòng tắm  Living room: phòng khách   1. Let’s talk.   Where’s\_\_\_?  It’s\_\_\_\_\_\_. |

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

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**Week:**

Teaching date:

**Unit 13: My house**

**Period 86- 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***: 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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| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1: Warm-up**  *Game:* **Brain storming**  **-**Divide 2 teams to go to the board and write the words about topic “ my house”. In 1 minute the team has the more right words and quickly is the winner.  -Monitor, check, find the winner and congratulate.  - Say “Open your book page 19” and look at *“Unit 13, Lesson 1:4,5,6”.*  **Activity 2. Listen and circle:**  - Elicit the rooms of the house in the pictures.  - Point at the pictures respectively to explain the context.  - T asks Ss to guess the answers.  + T writes Ss’ guessing on the board. Sts listen and circle.  - 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.  **Activity 3.** **Look, complete and read.**  - 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 sentences 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  **Activity 3. Let’s sing.**  - 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.  **Activity 5. Consolidation**  -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.  **Homelink:**  **-** Ask and answer about the pictures on page 19.  - Prepare the new lesson: *Unit 13, Lesson 2:1,2,3 on page 20.* | **4. Listen and circle**  *Key: 1.a 2.b*    **5. Look, complete and read**  **Key:**  *1. living room*  *2. kitchen*  *3. bathroom; there*  *4. bedroom; here*  **6. Let’s sing.** |

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

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Teaching day:

**Unit 13: My house**

Period: 87- **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:**

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| --- | --- |
| **Activity 1. Warm- up:**  *Game:* **Matching***.*  - Teacher divides the class into 2 teams  There are 2 columns. The first column is some pictures about places such as *kitchen, bathroom*  *living room, bedroom, house.* The other column is meaning of them. Sts must match the picture in the first column with correctly its meaning in the other column.  - Pupils of each team will get points if their matching is correct.  -T give feedback  - Say “Open your book page 20” and look at “*Unit 13, Lesson 2 :1,2,3”.*  **Activity 2. Look, listen and repeat:**  - Have pupils look at *Pictures a and b* and identify the characters and ask students to guess the content in the pictures such as what’s this? Sts say This is the living room,…  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites some pairs to the front of the class to practice.  - T checks pronunciation for ss.  - T ask sts to write the new words on the board.  - *Checking: Rub out and remember*  **Activity 3** **Listen, point and say.**  - T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces new words and structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Have Ss to practise:  + T asks the first – Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs to ask and answer the question *Where are the\_\_\_? They’re\_\_\_\_*  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant location of things in each picture, and act out his/her role.  - Encourage Ss to practice speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - Have Ss look at the picture and explain the picture. Tell sts say about location of things.  - T asks Ss look at the first speech bubble and ask Where are \_\_\_?  - Get Ss to repeat the question and the answer several times in pairs.  - T models: Go around the classroom, pointing to Ss and asking Where are\_\_\_\_?  - Ask Ss ask and answer about their hobbies in pairs.  - Invite some groups to perform in front of the class.  - Give feedbacks  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 13, Lesson 2:4,5,6 on page 21* | **1.Look, listen and repeat**.  *+ chairs: những cái ghế*  *+ in: ở trong*  **2.** **Listen, point and say.**  Tables: những cái bàn  *Lamps: những đèn ngủ*  *On: ở trên*  **Structure**  *1.Where are the* ***tables****/books/..?*  *2: They’re in the living room/ on the table,..?*    **3. Let’s talk.**  *Where are\_\_\_\_?*  *They’re\_\_\_\_\_\_\_\_\_\_\_.* |

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

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Week:

Teaching date:

**Unit 13: My house**

**Period 88: 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:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1. Warm- up: sing a song**  - 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 2. Listen and number:**  - Run through 4 pictures and elicit and ask students about things of rooms in these pictures  - Ss to guess the answers.  + T writes Students’ guessing on the board.  -Sts listen and number  - Sts 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.  **Activity 3.** **Look, circle and read.**  - 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.  **Activity 4. Let’s play.**  - 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…….*  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Ask and answer about the pictures on page 21.  - Prepare the new lesson: *Unit 13, Lesson 3 (1,2,3) on page 22.* | **4. Listen and number**  *Key:*  *1.c 2. d 3. a 4. b*  **5.** **Look, circle and read.**  *Key: 1. b 2. b 3. a 4. b*  **6.Let’s play.** |

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

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Week:

Teaching date:

**Unit 13: My house**

**Period 89: 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 **ou** and **ow** in isolation, the words *house* and *brown* and the sentences *Wow, it’s a big house!* and *Wow, it’s a brown house!* with the correct pronunciation and intonation.

- identify the target words *house* and *brown* 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 169, 170; audio Tracks 29, 30, 31; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 22, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:** Game: Find and circle the words   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **H** | B | K | K | E | P | **M** | C | F | T | | **O** | C | T | H | **S** | **N** | **O** | **W** | F | H | | **U** | L | U | A | A | E | **U** | O | T | I | | **S** | E | L | N | F | C | **S** | S | T | N | | **E** | A | W | K | R | I | **E** | S | E | K | | R | C | O | O | R | C | I | S | R | B | | S | R | O | E | M | C | V | T | A | H | | **B** | **R** | **O** | **W** | **N** | R | S | T | A | Y | | D | T | S | S | R | S | O | R | S | M | | A | C | E | B | K | N | **W** | **O** | **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:** *brown, snow, wow*  **Columns***: house, mouse*  -T checks who’s winner?  - Say “Open your book page 22” and look at “*Unit 13, Lesson 3 (1,2,3)”.*  **Activity 2. Listen and repeat:**  - Play the recording for the letter ***ou, ow***  - 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 3.** **Listen and circle.**  - T ask Ss to guess the answers.  + T writes student s’ guess 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 some students to read before whole class  **Activity 4. Let’s chant***.*  - 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 *ou* and *ow* and the words *house* and *brown.*  - 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.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  - Draw a picture about the doll’s houses  - Prepare the new lesson: *Unit 13, Lesson 3: (4,5,6) on page 23* | **1.Listen and repeat:**  **2.** **Listen and circle.**  **Key: 1.** b **2.** b  **3. Let’s chant** |

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

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Week:

Teaching date:

**Unit 13: My house**

**Period 90: Lesson 3:4,5,6**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- read a paragraph and complete sentences with the words from the paragraph

- read, understand and complete a gapped text using the information from a picture cue

- make a model house and tell the class about it.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: talk about things in the house.

- 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 170, 171, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 23, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1: 1.Warm- up: (5’)**  *Game:* ***Guessing***  - Divide the class into 3 teams.  - Look at the cards (1-8), there are pictures behind them.  + Let Ss guess the pictures then say aloud the rooms and things in the house.  + Who can make it will have points for the team. (Spin the lucky wheel to get the points)  - Encourage Ss to take part in the game and practice speaking English.  - Give points for Ss.  - Say “Open your book page 23” and look at *“Unit 13, Lesson 3 (4, 5, 6)”.*  **Activity 2. Read and complete:**  - Tell Ss about this activity.  - Get Ss to scan the paragraph and find the missing words.  - Ask Ss attend to the blank in sentence 1 and find the missing word.  - Write the missing word on the board and get the class to read the completed 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 sentences aloud  -T gives feedbacks.  **Activity 3.** **Let’s write**  - Explain to the class the goal of this activity.    - Ask Ss to read each gapped sentence, guess the missing information and complete the sentence with their own personal information.  - Give Ss time to write their answers  - Ask Ss to swap and correct their answers in pairs.  - Check the answers as a class.  **Activity 4. Project.**  **-** Tell Ss about this activity. Check their doll’s houses.  - Show a sample of a doll’s house on the board and write the presentation language under it.  -Give Ss repeat the sentences until they can say them by themselves.  - Give Ss time to practise their presentations by themselves.  - Invite a student to the front of the classroom to model the presentation.  - Give Ss work in individually to present their doll’s houses.  - Invite a few SS to present in front of the classroom.  -Give Ss display of doll’s houses and vote for the best picture.  ***Activity 5: Consolidation***  - 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.  **Homelink. (3’)**  - Prepare the new lesson: *Unit 14: Lesson 1 (1,2,3) on page 24* | **4.Read and complete**  **Key:**  *1.the bedroom*  *2. the kitchen*  *3. the kitchen*  *4. the table*  **5.** **Let’s write**  *Key: Pupil’s answer*  **6. Project.** |

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

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