**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:**

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| --- | --- |
| **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 nhàBedroom: phòng ngủ1. **Listen, point and say**

Where: ở đâuKitchen: bếpBathroom: phòng tắmLiving room: phòng khách1. 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:**

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| **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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