***Week 24 Preparing date: 22 /02 /2025***

***Period 93 Teaching date: : 24 /02 / 2025 – Class 3A***

**Unit 14: My bedroom**

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

**A. 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

**B. 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.

**C. 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.  *The door is big.*  *The chairs are new.*  ***\*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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