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| **Date of preparing: February 17th**  **Date of teaching: 3B: February 21st**  **Attendance: ………………….** | **WEEK 23**  **PERIOD 89** |

**Unit 13: My house**

**Lesson 3 (1, 2, 3)- page 22**

**I. Objectives:** By the end of the lesson, pupils 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.

*\*Disabled student: ( Dat )*

- listen and 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!*

- identify the target words *house* and *brown* while listening.

- say the chant with the friends

**2.** **Skills**:

Listening: listen and recognize the sounds, then repeat

- develop their communication and collaboration skills at school through practising the sounds, the words and sentences; memorizing and storing vocabulary.

**3. Attributes**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Leadership: collaborate with teachers to enhance language skills

**4. Competences**

Oral Communication: speak about the house, ask and answer the questions

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Language focus:**

- Vocabulary: Review

- Sentence patterns: Review

**III. Instructional resources:**

- Pupil’s book

- Audio files

- Teacher’s guide

- Website *sachmem.vn*

- Flashcards/pictures

- Laptop, TV, …

**IV. Procedure: (35’)**

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| **Procedure** | **Teacher’s activities** | | **Pupils’ activities** |
| **Warm-up (5’)** | | | |
| a. Goal | Create a friendly and active atmosphere in the class to beginning the lesson.  *\*Disabled student: ( Dat )* | | |
| b. Input | The sounds | | |
| c. Procedure | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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)”.* | | - Listen  - Play game  - Open their books |
| d. Output | Pupils can repeat the sounds of the letters **ou** and **ow** in isolation. | | |
| **Activity 1. Listen and repeat (8’)** | | | |
| a. Goal | Ss will be ableto correctly pronounce the sounds of the letters ou and ow in isolation, in the words house and brown, and in the sentences Wow, it’s a big house! and Wow, it’s a brown house! with correct pronunciation and intonation*.*  *\*Disabled student: ( Dat)*  - listen and 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!* | | |
| b. Input | – The letter cluster ***ou****,* the word *house* and the sentence *Wow, it’s a big house!*  *–* The letter cluster ***ow****,* the word *brown* and the sentence *Wow, it’s a brown house!*. | | |
| c. Procedure | - T gives instruction to the *ou and ow in isolation, in the words house and brown, and in the sentences Wow, it’s a big house!* and *Wow, it’s a brown house!*  - 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. | | - Recognize the differences about color of letter  - - Listen  - Listen and point  - Listen again and repeat  - Listen again and repeat |
| d. Output | Pupils can correctly repeat the sounds of the letter clusters ***ou*** and ***ow*** in isolation, in the words *house* and *brown*, and in the sentences *Wow, it’s a big house!* and *Wow, it’s a brown house!* with the correct pronunciation and intonation. | | |
| **Activity** **2. Listen and circle (12’)** | | | |
| a. Goal | Ss will be ableto identify the target words house and brown while listening.  *\*Disabled student: ( Dat)*  - identify the target words *house* and *brown* while listening. | | |
| b. Input | Pictures  Vocabulary  Audio file | | |
| c. 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.b* | | - Listen and say:  *+ Number 1:*  *a. I like a big house.*  *b. I like a brown house.*  *+ Number 2:*  *a. I don’t like a big house*  *b. I don’t like a brown house*  -Guess the answers  - listen to the tape and circle  - listen again, circle and swap books with their partners.  - check their answers and guessing |
| d. Output | Pupils can identify the words *house* and *brown* while listening.  **Key: 1.** b **2.** B | | |
| **Activity 3. Let’s chant (8’).** | | | |
| a. Goal | Ss will be able to say the chant with the correct rhythm and pronunciation.  *\*Disabled student: ( Dat )*  - say the chant with the friends | | |
| b. Input | The lyrics and the recording of the chant | | |
| c. 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 *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. | - listen and repeat.  - read the sentences  - look and listen.  - listen to the chant  - listen and repeat line by line without clap their hands  - note the sounds, words  - listen to melody of the chant  - listen and chant line by line.  - chant and clap along.  - work in groups (two groups) to chant | |
| d. Output | Pupils can say the chant with the correct rhythm and pronunciation. | | |
| **V. Wrap up and assignment (2’)** | - 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. | | |

**Adjustment**

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| **Date of preparing: February 17th**  **Date of teaching: 3B: February 21st**  **Attendance: ………………….** | **WEEK 23**  **PERIOD 90** |

**Unit 13: My house**

**Lesson 3 (4, 5, 6)- page 23**

**I. Objectives:** By the end of the lesson, pupils 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.

*\*Disabled student: ( Dat )*

- read a paragraph and complete sentences with the help of the teacher

- read, understand and complete a gapped text using the help of the teacher

- make a model house

**2.** **Skills**:

Speaking, listening, reading and writing.

**3. Attribute**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**4. Compentences**

- 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.

**II. Language focus:**

- Vocabulary: Review

- Structure: Review

**III. Instructional resources:**

- Pupil’s book Page 10

- Audio Tracks 5, 6

- Teacher’s guide Pages 22, 23

- Website *sachmem.vn*

- Flashcards/pictures

- Laptop, TV, …

**IV. Procedure: (35’)**

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| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | | **Pupils’ activities** |
| **Warm-up (5’)** *Game:* ***Guessing*** | | | |
| a. Goal | review the vocabulary and structure about greet and respond to greetings. | | |
| b. Input | Vocabulary: Review  Structures:Review | | |
| c. Procedure | - Divide the class into 4 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 11” and look at *“Unit 13, Lesson 3 (4, 5, 6)”.* | | - listen  - play game  - open their books |
| d. Output | Pupils can recall vocabulary and structures of the last lesson | | |
| **Activity 4.Read and complete:(12’)** | | | |
| a. Goal | Ss will be able to read a paragraph and complete sentences with the words from the paragraph  *\*Disabled student: ( Dat )*  - read a paragraph and complete sentences with the help of the teacher | | |
| b. Input | Teacher’s questions to elicit, check pupils’understanding. | | |
| c. Procedure | - 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.  Key: 1.the bedroom  2. the kitchen  3. the kitchen 4. the table | | - listen  - read and answer  - read and complete  - write the first word  - work in pairs  - swap books and check  - check the correct their answers  - read |
| d. Output | Pupils can read a paragraph and complete four gapped sentences with the correct words from the paragraph.  **Key: 1.** the bedroom **2.** the kitchen  **3.** the kitchen **4.** the table | | |
| **Activity 5**. **Let’s write (8’)** | | | |
| a. Goal | Ss will be able to read, understand and complete a gapped text using the information from a picture cue  *\*Disabled student: ( Dat )*  - read, understand and complete a gapped text using the help of the teacher | | |
| b. Input | Pictures  Teacher’s questions. | | |
| c. Procedure | - 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. | | - read and answer  -write  *Look at my bedroom. The table is………the bedroom. My school bag is……….the table. The teddy bear is……………..*  - swap books and check their answers  - check |
| d. Output | Pupils can read, understand and complete the gapped text with the information from a picture cue. | | |
| **Activity 6. Project (8’)** | | | |
| a. Goal | Ss will be able to make a model house and tell the class about it.  *\*Disabled student: ( Dat )*  - make a model house | | |
| b. Input | Two pictures showing doll’s houses  Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc. | | |
| c. Procedure | **-** Tell Ss about this activity. Check their dool’s houses.    - Stick 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 groups to present their doll’s houses.  - Invite a few SS from different groups to present their doll’s houses in front of the classroom.  -Give Ss display of doll’s houses and vote for the best decorated one. | - practice  - present  - work in groups  - present in front of class.  - vote the most beautiful ones | |
| d. Output | Pupils can make a doll’s house and tell the class about it. | | |
| **V. Wrap up and assignment (2’)** | - 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. | | |

**Adjustment**

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| **Date of preparing: February 17th**  **Date of teaching: 3B: February 24th**  **Attendance: ………………….** | **WEEK 23**  **PERIOD 91** |

**Unit 14: My bedroom**

**Lesson 1 (1, 2, 3)- page 24**

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

**1. Knowledge:**

– understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on quantities of things in a room

- correctly say the words and use *There’s / There are………* in the room. to talk about quantities of things in a room;

-enhance the correct use of *There’s / There are……..* in the room. to talk about quantities of things in a room in a freer context.

*\*Disabled student: ( Dat )*

–repeat the sentences in two communicative contexts (pictures) focusing on quantities of things in a room

- listen and repeat the words and use *There’s / There are………* in the room. to talk about quantities of things in a room;

- use of *There’s / There are……..* in the room. to talk about quantities of things in a room in a freer context.

**2. Skills:**

decision making, teamwork, reliability, motivation, adaptability, problem-solving, integrity, communication, planning and organization

Improving listening and speaking skill

**3. Attributes**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Responsibility: appreciate kindness

Secure and Organized: keep the bedroom clean

**4. Compentences**

Listening: listen and repeat

Oral Communication: let’s talk

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

Sociability: talk to each other, say good words to others

**II. Language focus:**

- Vocabulary: desk, bed, door, window

- Structures: There’s a desk in the room.

There are two doors in the room.

**III. Instructional resources:**

- Pupil’s book

- Teacher’s guide

- Audio files

- Website *sachmem.vn*

- Laptop, pictures, TV

**IV. Procedure: (35’)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | | **Pupils’ activities** |
| **Warm-up (5’)** Game: **jigsaw puzzle** | | | |
| a. Goal | create a friendly and active atmosphere in the class to beginning the lesson*.* | | |
| b. Input | Vocabulary: desk, bed, door, window  Structure: There’s a desk in the room.  There are two doors in the room. | | |
| c. 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 24” and look at “*Unit 14, Lesson 1 (1,2,3)”.* | | - listen  - play the game |
| d. Output | Pupilsrecall vocabulary and structures then use them to role-play. | | |
| **Activity 1. Look, listen and repeat (8’)** | | | |
| a. Goal | Ss will be ableto understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on quantities of things in a room.  *\*Disabled student: ( Dat )*  –repeat the sentences in two communicative contexts (pictures) focusing on quantities of things in a room | | |
| b. Input | Pictures.  The listening file  Teacher’s questions to set the scene, elicit, check pupils’understanding. | | |
| c. Procedure | - 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 pupils to read in roles  - Check pronunciation for pupils  - Check pupils’understanding | | - Look at the pictures and get to know the characters in the pictures.  + In picture a: Mai say This is my bedroom.There’s a desk in the room.  + In picture b: Mai say There are two chiarsin the room.  - Listen and repeat in chorus (twice)  - Read in roles  - Listen  - Answer |
| d. Output | Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on quantities of things in a room. | | |
| **Activity 2. Listen, point and say (14’)** | | | |
| a. Goal | Ss will be ableto correctly say the words and use There’s / There are ……. in the room. to talk about quantities of things in a room.  *\*Disabled student: ( Dat )*  - listen and repeat the words and use *There’s / There are………* in the room. to talk about quantities of things in a room; | | |
| b. Input | – Picture cues: **a.** a desk **b.** a bed  **c.** two doors **d.** two windows  – Speech bubbles:  *There’s \_\_\_\_\_ in the room.*  *There are \_\_\_\_\_ in the room.*  **Audio script:**  **a.** a desk **b.** a bed **c.** two doors **d.** two windows  There’s a desk in the room.  There are two doors in the room. | | |
| c. Procedure | **\* Vocabulary:**  - Elicit the new words  + desk : cái bàn học sinh  + bed : cái giường  + door : cửa ra vào  + window : cửa sổ  - Model (3 times).    - Write the words on the board.  - Checking: Rub out and remember  **\* Model sentences:**  - Elicit by asking some questions  - Model.  - Have pupils repeat in chorus and in individual several times.  - Write the sentence patternson the board.  *There’s…..in the room*  *There are….in the room*  - Check: form, intonation and use  - Have pupils copy the sentence patterns in their notebooks.  **\* Picture cues Drill**  - Elicit and check comprehension (the name of each character).  - Run through all the pictures.  - Run through model sentences.  - Model with the pictures (one by one)  (correct pupils’mistakes if necessary)  - Teacher - class  - Class - teacher  - Half - half  - Open pairs  - Close pairs  - Set the time limit for pupils to practice, monitor the activity and offer help if necessary  - Takes notes and corrects pupils’ mistakes if having (use checklist)  - Have the whole class repeat the structures in chorus to reinforce their pronunciation.  - Give feedback. | | - Listen and answer  - - Listen and repeat  + Choral repetition (3 times).  + Individual repetition (3 ss)  - Take note  - Look, remember and write  - Look at the picture and answer.  - Listen  - Listen and repeat  - Repeat to the introduce and respond to greetings.  - Copy  - Answer  - Look, listen and repeat  - Look, listen and repeat  - Practice  - Practice  - Repeat the structures in chorus to reinforce their pronunciation.  - Listen |
| d. Output | Pupils can correctly say the words and use *There’s / There are \_\_\_\_\_ in the room*. to talk abou\*Disabled student:  - use of *There’s / There are……..* in the room. to talk about quantities of things in a room in a freer context. | | |
| **Activity 3. Let’s talk (7’)** | | | |
| a. Goal | Ss will be able to enhance the correct use of There’s / There are ……… in the room. to talk about quantities of things in a room in a freer context.  *\*Disabled student: ( Dat )*  - talk about quantities of things in a room in a freer context. | | |
| b. Input | – Picture cue: some things in a bedroom  – Speech bubbles:  *There’s \_\_\_\_\_.*  *There are \_\_\_\_\_.* | | |
| c. Procedure | - Role-play with pupils  **Game: Pass the ball**  - Set the rules: Give 2 balls to pupils and turn on the music. Pupils pass the ball until the music stops. The one who is keeping the ball will talk with his/ her friends, asking “There’s….in the class”, and “ There are….in th class.”  - Encourage pupils to practise speaking.  - Give point to the pupils. | - Role-play  - Listen then play the game | |
| d. Output | Pupils can enhance the correct use of *There’s / There are \_\_\_\_\_ in the room*. to talk about quantities of things in a room in a freer context. | | |
| **V. Wrap up and assignment (2’)** | -Ask pupils about what they’ve learnt  - Ask pupils to:  **+** learn the words and structures.  **+** practiseasking and answering structures. | | |

**Adjustment**

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| **Date of preparing: February 17th**  **Date of teaching: 3B: February 24th**  **Attendance: ………………….** | **WEEK 23**  **PERIOD 92** |

**Unit 14: My bedroom**

**Lesson 1 (4, 5, 6) - Page 25**

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

**1. Knowledge:**

- identify the specific information from 4 conversations and recap the vocabulary and structures.

- listen and number the pictures correctly.

- read and match the sentences about greetings, self- introducing, and responding.

- play the game to practice greetings, self- introducing, and responding.

\*Disabled student:

- listen and number the pictures with the help of the teacher

- read and match the sentences about greetings, self- introducing, and responding with the help of the teacher

- play the game to practice

**2. Skills:**

- improve listening through the conversations.

- improve reading skill

- improve listening through the conversations.

**3. Attribute**

Kindness: pupils wait for their turns to answer the questions

Diligence: complete learning tasks

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Compentences**

Listening: listen and respond by choosing correct answers (tick the correct one)

Oral Communication: memory game – let’s play

Written Communication: complete the sentences

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Language focus:**

- Vocabulary: Review

- Structure: Review

**III. Instructional resources:**

- Pupil’s book

- Audio Tracks

- Teacher’s guide

- Website *sachmem.vn*

- Flashcards/pictures

- Laptop, TV, …

**IV. Procedure: (35’)**

|  |  |  |  |
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| **Procedure** | **Teacher’s activities** | | **Pupils’ activities** |
| **Warm-up (5’)** Sing a song: **“If you happy and you know it”** | | | |
| a. Goal | - Create friendly atmosphere in the class to the beginning the lesson.  - Recall vocabulary and structures of the last lessons. | | |
| b. Input | Vocabulary: *desk. Window, door, bed*  Structures:*There’s….., There are…..* | | |
| c. Procedure | - Show the song on the screen.  <https://www.youtube.com/watch?v=zyMWcWqmhRc>  - Ask pupils to listen, sing and dance the song.  - Say “Open your book page 25” and look at *“Unit 14, Lesson 1 (4,5,6)”.* | | - Sing and dance the song in chorus.  - Recall the words and structures in the song. |
| d. Output | Pupils listen, sing the song and dance then recall the words and structures in the song. | | |
| **Activity 4. Listen and tick (10’)** | | | |
| a. Goal | Pupils can listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s a desk, a bed,two doors, there’s, there are..  *\*Disabled student:\*( Dat)*  - listen and number the pictures with the help of the teacher | | |
| b. Input | Pictures  Listening file  Teacher’s questions to set the scene, elicit, check pupils’understanding. | | |
| c. Procedure | **\* Pre-listening:**  - Ask some questions to elicit the listening task as well as the names of the characters in the pictures.  - Point at the pictures respectively to explain the context.  **\* While-listening:**  - Let pupils listen to the tape twice  - Play the recording again to check answers together as a class.  - Write the answers on the board for pupils to correct their answers.  *Key: 1.a 2. b*  **\* Post-listening: Game:** *What’s missing?*  - Give the rules  - Let pupils play in 2 teams  - Play the audio files with some words missing for the pupils to listen then say the missing words.  - Praise the winner  - Give feedback | | - Answer  - Look at the pictures and say:  + Picture 1a: There’ a bed in the room  + Picture 1b: There’s a desk in the room  + Picture 2a: There are two doors  + Picture 2b: There are two windows.  - Listen and tick  - Listen and check  - Check the answers  - Listen  - Listen and say the missing words. |
| d. Output | Pupils can listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s there’s , there are, desk, window… | | |
| **Activity 5. Look, complete and read (10’)** | | | |
| a. Goal | Pupils complete the gapped sentences and read them aloud with the help of the picture cues.  *\*Disabled student:\*( Dat)*  - read and match the sentences about greetings, self- introducing, and responding with the help of the teacher | | |
| b. Input | – Four picture cues  – Four gapped sentences to complete  Teacher’s questions | | |
| c. Procedure | **\* Pre-writing:**  - Get pupils to look at the pictures and identify the characters  - Have pupils look at the four incompleted sentences and elicit the missing words in the sentences.  - Model with sentence 1  + Ask pupils what is missing in the sentence.  + Have pupils look at the picture and complete the gap, then read the completed sentence in chorus.  **\* While-writing:**  - Have pupils work in groups and complete the sentence 2, 3 and 4.  - Ask a few pupils to stand up and read the completed sentences aloud.  - Give feedback.  *Key:*  *1. bed 2. a desk*  *3. lamps 4. two windows*    **\* Post-writing: Game: Slap the board**   * T divides the class into 2 teams: BOYS and GIRLS.   T shows a picture on the TV, 1 boy and 1 girl of each team comes to the board, looks at the sentence under the picture and chooses the best words to make correct sentences (Pupils slap the words on the board). | | - Look at the picture and say:  Bed, desk, window  - Look and answer  - Look, complete and read the completed sentence in chorus.  - Complete the sentences  - Read aloud |
| d. Output | Pupils can complete the gapped sentences and read the completed sentences aloud. | | |
| **Activity 6. Let’s play (7’)** | | | |
| a. Goal | Pupils canpractise using target sentence patterns by playing the game *Memory game*  *\*Disabled student:\*( Dat)*  - play the game to practice | | |
| b. Input | Teacher’s questions to set the scene, elicit, check pupils’understanding. | | |
| c. Procedure | - Tell Ss that they are going to look at the cards for 60 seconds, memorise the words, then remember as many of the words as possible.  -Explain how the game is played.  - Put the cards on a desk or stick them on the board. Then cover them with a piece of cloth  - Divide the class into groups. Remove the cloth and show the cards for 60 seconds. Then cover them again.  - Have the groups say the names of the things aloud. For each correct word, give them a star or a point.  -The group with the most stars / points wins. | - Look and listen  - Look and read in chorus  - Make a model  - Play the game | |
| d. Output | Pupils can play *Memory game* to revise the target vocabulary items learnt in the lesson. | | |
| **V. Wrap up and assignment (2’)** | -Ask students about what they’ve learnt  - Ask students:  + Review the words and structures.  + Practise the structures. | | |

**Adjustment**

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