Grade: 3

Period: 93 **Unit 14: MY BEDROOM**

 **Lesson 2 – Period 3**

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| **I. OBJECTIVES** |  |
| **Language** | By the end of the lesson, pupils will be able to:* 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.
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| **Core competencies** | problem-solving, decision making, teamwork, reliability, motivation, adaptability, and initiative |
| **General competencies** | Listening: look, listen and repeatCritical thinking: listen, point and sayOral communication: let’s talkSociability: talk to each other |
| **Attributes** | Diligence: complete learning tasksResponsibility: appreciate kindness |
| **II.** **RESOURCES AND MATERIAL:** |
|  | * Student’s book Page 26
* Audio Tracks 35, 36
* Teacher’s guide Pages 176, 177
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit 14)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |
|  | **Option 1**: **Game: Who says fast?*** Teacher holds a  flashcard and a sentence with a missing word.
* Ask pupils to guess the answer as fast as possible.
* Then have pupils do the same with the rest.
* This can be played in groups to make it more interesting.

**Option 3**: **Movement activity: Sing and dance along*** Divide the class into 4 groups.
* Put the flashcards of rooms in the house on the board.
* T plays the song of Unit 13 and asks pupils to watch, sing and dance along. When the music stops, pupils have to stand still, then point and name the pictures on the board.
 | Whole classIndividual work/ Group work |  |

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| **EXPLORATION: Activity 1. Look, listen and repeat.** 8 minutes |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room |  |
| b. Input: | – Context **a**: Mai: *This is my bedroom*. *The door is big.*– Context **b**: Mai: *And look! The windows are small.* |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room. |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.**Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen.**Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.**Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.**Step 5:** Draw pupils’ attention to the sentences *The door is big.* and *The windows are small.* to describe things in the room. | Whole classWhole classWhole class/ Individual workWhole class/ Pair workIndividual work |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal: | To correctly say the words and use *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_*. to describe things in the room |  |
| b. Input: | – Picture cues: **a.** a big door                **b.** a small door**c.** two new chairs       **d.** two old chairs– Speech bubbles:*The \_\_\_\_\_ is \_\_\_\_\_.**The \_\_\_\_\_ are \_\_\_\_\_.***Audio script:****a.** door / big         **b.** door / small        **c.** chairs / new        **d.** chairs / oldThe door is big.The chairs are new. |  |
| c. Outcome: | Pupils can correctly say the words and use *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_.* to describe things in the room. |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the things in the room. Have pupils point at the words under the pictures, listen to the recording and repeat them.**Step 2:** Model by pointing to the gapped sentence *The \_\_\_\_\_ is \_\_\_\_\_*. in the first bubble. Tell pupils that they should fill in the name of the thing in the picture (e.g. *door*) in the first gap and write an adjective under the picture (e.g. *big*) in the second gap. Then have them listen to the recording and repeat the sentence *The door is big*. a few times.**Step 3:** Repeat **Step 2** with Pictures **b**, **c**, **d**. Explain that for plural things (e.g. *chairs*) they have to use the gapped sentence *The \_\_\_\_\_ are \_\_\_\_\_*. in the second bubble.**Step 4:** Give pupils a time limit to practise describing things in the bedroom in pairs or groups. Then invite a few pupils to point at the things in the pictures and describe them in front of the class.**Game: LUCKY WHEEL*** Students choose a number.
* T then asks pupils to make sentences with the words, phrases and pictures given.
* Spin the wheel to get points.
 | Whole class/ Individual workWhole class/ Individual workWhole classPair work/ Individual workWhole class |  |
| **PRACTICE: Activity 3. Let’s talk.** 8 minutes |
| a. Goal: | To enhance the correct use of *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_.* to describe things in the room in a freer context. |  |
| b. Input: | – Picture cue: A bedroom with a bed, a desk, a door, two chairs and two windows– Speech bubbles:*The \_\_\_\_\_ is \_\_\_\_\_.**The \_\_\_\_\_ are \_\_\_\_\_.* |  |
| c. Outcome: | Pupils can enhance the correct use of *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_*. to describe things in the room in a freer context. |  |
| d. Procedure: | **Step 1:** Have pupils look at the things in a bedroom and say their names. Then encourage them to describe the things in the bedroom.**Step 2:** Have pupils complete the first gapped sentence (e.g. *The bed is big.*). Then have the class listen and repeat the sentence again.**Step 3:** Give pupils time to practise individually first and then in pairs or groups. Remind them that *The \_\_\_\_\_ is \_\_\_\_\_*. is used with a singular thing and *The \_\_\_\_\_ are \_\_\_\_\_*. Is used with plural things. Check comprehension.**Step 4:** Invite a few pupils to point at and describe the things in the picture in front of the class. Praise them if they perform well.**Extension:** If time allows, have pupils point at and describe the things in the classroom (e.g. *The windows are big*.). | Whole class/ Individual workWhole class/ Individual workIndividual work/ Pair workIndividual workIndividual work |  |
| **Fun corner and wrap-up:** 5 minutes |
|  | **Option 1**:Using *sachmem.vn*, have pupils look at the words in  the picture and repeat after the recording.**Option 2:** Game: Look and choose!* Teacher divides the class into 2 teams: BOYS and GIRLS.
* 1 boy says 1 sentence using the words and structures in the lesson to describe 1 of 4 pictures (A, B, C, D) and 1 girl says out loud the picture the boy is talking about.
* Then the girls team will read and the boys team will guess. Repeat until there are no questions left.
 | Whole classTeam work |  |

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