**Lesson plan 3**

|  |  |
| --- | --- |
| **Week: 14** | **Date of preparing: 30 / 11 / 2022** |
| **Period: 53** | **Date of teaching: 5 / 12 / 2022****Class: 31, 32** |

**UNIT 5: THERE ARE FIVE ROOMS IN MY HOUSE**

**PHONICS – PERIOD 7**

1. **OBJECTIVES:**

**By the end of the lesson, students will be able to achieve the following objectives:**

1. **Knowledge:**
* Remember and recognize the sounds /aʊ/, /ɑː/ in some learnt words.
* Vocabulary: flower, house, bathroom, garden.
* Phonics: sounds /aʊ/, /ɑː/
1. **Skills:**
* Listening: Identify the sounds /aʊ/, /ɑː/ and words “*flower, house, bathroom, garden”* in the chant.
* Speaking: pronounce: sounds /aʊ/ and /ɑː/, words “*flower, house, bathroom, garden”* correctly and chant confidently.
1. **Competencies:**
* Self-study: Students can perform individual tasks and solve problems by themselves.
* Co-operation: Students are ready to help friends in pair work/ group work.
* Communication: Students are confident in communicating with their friends/teachers.
* Linguistic: Students can understand and use vocabulary/ structures learnt to meet specific communication needs.
1. **Qualities:**
* Be friendly and respectful to others.
* Love English, friends and teachers.
* Be honest, be confident to raise their opinion.
* Be hard-working and willing to get involved in the lesson and complete the required exercises/tasks.
1. **TEACHING AIDS:**

Textbooks, flashcards, board, chalks, computer, projector or TV,…

1. **TEACHING PROCEDURE:**

|  |
| --- |
| **1. Warm-up (5’)** |
| **1.1. Aim:*** Create a friendly and exciting atmosphere before the lesson.
* Students have positive energy to start the lesson.

**1.2. Content:*** Play a warm-up song/ Play a short game.
* Group division
* Class rules

**1.3. Outcome:*** Students get engaged in the lesson, well behaved and stay focused.
 |
| **Procedure:** | **Teacher’s activities** | **Student’s activities** |
| * Greet students.
* Set the rules in class.
* Divide the class into 3-4 groups.
* Ask students some questions to recognize their teams.
* Play a warm-up song (or play a game).
* Remind students of the words and structure they learnt in the previous lesson by flashcards and book:

\* Vocabulary*: Flower, house, bathroom, garden, lamp, camera, picture, phone, mirror, armchair* \*Structure: *There is …..* / *There are …..* | * Greet teacher.
* Listen and follow the class rules
* Answer teacher’s questions
* Sing a song or play a game

- Review the previous lesson |
| **2. Presentation (10’): Act 1. Listen and repeat.** |
| **2.1. Aim:*** Help students to practice and memorize what they have learnt.
* Develop students’ listening skills and pronunciation.

**2.2. Content:*** Listen and repeat
* Drilling

**2.3. Outcome:*** Remember the learnt vocabulary “*flower, house, bathroom, garden”*.
* Get correct pronunciation of the sounds /aʊ/ and /ɑː/ in words “*flower, house, bathroom, garden”*
 |
| **Procedure:** | **Teacher’s activities** | **Student’s activities** |
| * Use the software to show the pictures in part 1. *“Now we are going to see some pictures. Do you remember them? Now, look at the pictures and tell me what they are.”*

*What’s it? –* flower, house, bathroom, garden* Ask students to look at the screen/book (page 56) and listen to the audio CD (track 70) twice.
* Draw students’ attention to the syllables in each word. Help them to understand and recognize this by writing a word “flower" on the board then underlining and numbering each syllable in the word.
* Get students to focus on the sound /aʊ/ as in the words “*flower, house”*; the sound /ɑː/ as in the words “*bathroom, garden*" and guide them on how to pronounce these sounds correctly.
* Ask students to listen and repeat word by word: *flower, house, bathroom, garden.*
* Ask students to open the book at page 56, part 1 and then look, listen and repeat.
* Have students work in pairs: one student points, the other student reads and then swaps.
* Use flashcards to practice the sounds /aʊ/, /ɑː/ by raising them high or low. If the teacher raises them high, students read aloud and if the teacher does it low, students read softly.
* Show the sounds/words fast to let students say aloud.
* Let students Hi 5 with his/her friend after saying the sounds/words.
 | - Answer the questions* Listen only
* Listen and repeat
* Practice in pairs
* Join the activity
 |
| **3. Practice (10’): Act 2. Let’s chant.** |
| **3.1. Aim:*** Students further practice vocabulary and structures learnt in the previous activity.
* Develop students’ listening skills
* Develop students’ reading skills
* Develop students’ speaking skills

**3.2. Content:*** Listen to the audio CD and chant along.
* Chant by themselves and do the actions.

**3.3. Outcome:*** Recognize learnt vocabulary and structures in the chant.
* Get familiar with the lyrics and rhythm of the chant.
* Perform English chant confidently.
* Comprehend the sentences about furniture.
 |
| **Procedure:** | **Teacher’s activities** | **Student’s activities** |
| * Use flashcards to remind students 2 words “*small / nice*”.
* Ask them what words they think of when they see the pictures then lead into the lesson. *“I have 2 pictures. What can you see in the pictures? Where is it?”*
* Lead in:*Do you want to sing a song? We will learn a nice chant now.*
* Have students listen to the chant from the audio CD (track 71) twice.
* Get students to listen and repeat.
* Use body language to illustrate the vocabulary in the picture. Then have students stand up, listen, chant and do the actions.
* Get students to practice by the whole class/ in groups. Hold a sing and dance competition between groups if time allows.
* Have students open their books at page 56, part 2. Then listen and chant without playing the media.
* Ask students some questions:

*In this chant, which words have* /aʊ/ *sound?* - fl**ow**er, h**ou**se *Which words have* /ɑː/ *sound?* - m**o**ther/  - b**a**throom, g**ar**den | - Answer the questions.- Listen only- Listen and repeat- Follow teacher’s instructions - Join the activity- Open the book- Chant- Answer the questions. |
| **4. Production (8’): Act 3. Find the odd one out. Cross.** |
| **4.1. Aim:*** Help students to practice and memorize what they have learnt.
* Develop students’ listening skills
* Develop students’ speaking skills

**4.2. Content:*** Look, say and cross the wrong picture.

**4.3. Outcome:*** Identify the learnt sounds in some familiar words.
* Use learned knowledge to do the task correctly.
* Pronounce the words correctly.
 |
| **Procedure:** | **Teacher’s activities** | **Student’s activities** |
| * Tell students that they are going to look, say and cross the picture that doesn’t include the required sound.
* Instruct students to look, say and cross.
* Show students an example. **(a)** by asking:

*What sound is it?**What’s it?**Does it have* /æ/ *sound?**“House” doesn’t have* /æ/ *sound, so we cross it.** Ask students individually to listen and do the same with **b, c, d** then check the answers.
* Have students discuss with their partners after finishing first.
* Collect the answers from students and correct for them.
* Get students to say all the words with a chant like this:

a. /æ/ /æ/ camera, lampb. /ɑː/ /ɑː/ bathroom. carc. /aʊ/ /aʊ/ flower, brownd. /ɑː/ /ɑː/ garden, armchair* Teacher writes on the board the sound /ɑː/ and encourages each team to say a word including this sound.
* Which team can say more words than others will get five points.
* Do the same with the sound /aʊ/.

**Answer keys:**b. picture c. phone d. mirror | - Answer the questions- Do the task- Discuss- Chant along- Join the activity |
| **Sum-up (2’)** |
| **Procedure:** | * Review all the words they have learned by using flashcards.
* Count the stars.
* Give compliments.
 | * Look and say

Count the stars |

1. **EVALUATION (POST-TEACHING)**