**Lesson plan 3**

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| **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:**

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| **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, lamp  b. /ɑː/ /ɑː/ bathroom. car  c. /aʊ/ /aʊ/ flower, brown  d. /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)**