Week: 22 Date of planning: 14/02/2024

Period: 85 Date of teaching: 15/02/2024

**UNIT 13: MY HOUSE**

**Lesson 1 (1-2-3)**

1. **Objectives:**

By the end of the lesson, students will be able to:

1. **Knowledge:**

* Use the words *living room, bedroom, kitchen, bathroom, here, there.*
* Use *Where’s the ? – It’s here/ there* to ask and answer questions about the location of a room in a house.
* Listen to and understand simple exchanges in relation to the topic “My house”

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreciate kindness.

**II. Preparation.**

1. Teacher’s preparation: Book, TV, laptop.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-**Sing the song “My mother and my father”  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Lead to new lesson. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:***-*To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about the location of a room in a house  **Set the context:**  - Have pupils look at Pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **-** Invite a few pairs role play.  **-** Draw their attention to the sentences Where’s your bedroom? It’s here/ there. Tell pupils that these sentences are used to ask and answer about the location of a room in a house.  **1. Vocabulary:**  - house (picture*)*  - living room (picture*)*  - bedroom ( picture)  - kitchen ( picture)  - bathroom ( picture)  - here ( explanation)  - there ( explanation)  **Check vocabulary:** *Rub out and Remember*  **2. Model sentence:**  **A:*Where’s the ?***  **B: *It’s here / there.***  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say.(**9 minutes)  **Goal:**To correctly say the words and use *Where’s the ?* − *It’s here / there* to ask and answer questions about the location of a room in a house  **-**Have pupils look at Picture **a** and the word *living room* under it. Listen to the recording and repeat the word. Have the class repeat the word.  **-**Point at the question in the speech bubble and Picture **a** and have pupils listen and repeat after the recording *(Where’s the living room?).* Point at Picture **a** and have pupils listen and repeat after the recording (*It’s here.).* Repeat the same procedure with Pictures **b**, **c** and **d**.  **-**Have pairs practise asking and answering the question - *Where’s the \_\_\_\_\_\_? – It’s here / there.*  **-**Invite a few pairs to point at the pictures and say the questions and answers in front of the class  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** To enhance the correct use of *Where’s the ? − It’s here / there.* to ask and answer questions about the location of a room in a house in a freer context  -Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Point at each room, elicit the missing words in the question and answer (for example, the living room). Tell pupils to pay attention to the locations of the hands. Use *here* for the rooms near the hand, and *there* for the rooms far from the hand. Complete the sentence. Get pupils to ask and answer the question *Where’s the living room? – It’s here. Where’s the kitchen? – It’s there.*  - Put pupils into pairs. Encourage them to point at each room in the house in the picture in turn to ask and answer questions about their locations in the house. Go around the classroom to offer support where necessary. | Whole class    Whole class/ Individual work  Listen  Whole class/ Individual work  Whole class  Whole class  Look, listen and repeat  Whole class/ Individual work  Pairs work  Whole class/ Individual work  Group work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: What’s behind the square.**  Divide the class into groups of two. Ask pupils of each group to answer the words about rooms. Give points to the groups.  **Homelink:** Learn by heart vocabulary and practice model sentence | Group work  Whole class |

**Comments:**

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Week: 22 Date of planning: 14/02/2024

Period: 86 Date of teaching: 15/02/2024

**UNIT 13: MY HOUSE**

**Lesson 1 – P 4,5,6**

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

**1. Knowledge:**

* Listen to and understand simple exchanges in relation to the topic “My house”;

read and write about the location of rooms in a house and things in a room.

**2. Competences:**

Listening: listen and recognize the characters, then repeat

Critical thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**3. Attributes**:

- Help partners to complete learning tasks

- Complete learning tasks

**II. Preparation.**

* Audio Track 11
* Flashcards/pictures and posters (Unit 1)
* Computer

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game:** Slap the board | Whole class |
| **\*New lesson:**  **Activity 4. Listen and circle.** 8 minutes  **Goal:** To listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures  **-** Draw pupils’ attention to the pictures. Elicit the names of the rooms in each picture. Tell them about this activity and show them how to do the task. Play the recording for the first conversation. Elicit the answer and give feedback. Play the recording again for pupils to check the answer.  **-** Play the recording again for pupils to check their answers.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.  ***Key:****1.a, 2b*  **Activity 5. Look, complete and read. (9 minutes)**  **Goal:** To complete four gapped exchanges with the help of picture cues   * Get pupils to look at the picture cues and gapped exchanges. Get them to identify the rooms (a living room, a kitchen, a bathroom and a bedroom). * Have pupils look at the four incomplete exchanges. Draw their attention to the missing words in the sentences. * Have pupils look at the first exchange. Ask them what is missing in the sentence (*living room*). Write the answer on the board. Have them complete the gap in the question and ask and answer the completed question and answer in chorus. Repeat the same procedure with sentences **2**, **3** and **4**.   **-** Have pupils complete the sentences individually and ask a few pairs to stand up and read them aloud.  **Activity 6. Let’s sing. (**8 minutes)  **Goal**: To sing the song *Where is it?* with the correct melody and pronunciation   * Draw pupils’ attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the pictures to reinforce their understanding.   **-**Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **-**Play the recording all the way through for pupils to sing along. Introduce actions for pupils to do while singing along with the recording, for example, use hand movements to show the questions and location of the rooms.  **-**Put pupils into groups to practise the song and make up their own actions while singing.  **-**Give pupils time to practise singing and doing actions in pairs or groups.  **-**Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to perform the song and the rest of the class sings and / or claps along the song. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)  Practise speaking by saying Where’s the …………….?  **Homelink:** prepare lesson 3 | Whole class  Whole class |

**Comments:**

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Week: 22 Date of planning: 14/02/2024

Period: 87 Date of teaching: 17/02/2024

**UNIT 13: MY HOUSE**

**Lesson 2 (1-2-3)**

**I.Objectives:**

By the end of the lesson, students will be able to:

**1. Knowledge:**

- Use the words *table, chair, book, lamp, in* and *on* in the target sentence patterns;

- Use *Where are the ? – They’re .* to ask and answer questions about the locations of things in a room;

- Listen to and understand simple exchanges in relation to the topic “My house”;

read and write about the location of things in a room.

**2. Competences:** Teamwork, reliability, motivation, communication and initiative

**3. Attributes/ Qualities**:

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

**1. Teacher’s preparation**: book, flashcards/pictures, computer,

**2. Student’s preparation:**Students’ aids:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game:** Tic- tac- toe  - Review the previous lesson by having the class play the game tic- tac- toe, using the words in lesson 1.  - Lead to new lesson. | Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** *To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on the question and answer about the locations of things in a room.*  **Set the context:**  - Have pupils look at Pictures **a** and **b** and identify the characters (Mai and Linh) in the pictures.  **-** Ask pupils to look at Picture **a**. Play the recording for them to listen.  **-** 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**.  **-** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  **-** Draw pupils’ attention to the question and answer *Where are the* ***chairs****? – They’re in the kitchen*. Tell pupils that the sentences are used to ask and answer about the location of the chairs in the room.  **1. Vocabulary:**  **-** chairs (picture*)*  - tables (picture*)*  *-* books (picture*)*  - lamps (picture*)*  - they ( explanation)  **Check vocabulary:** *Rub out and Remember*  **2. Model sentence:**  **A:*Where are the \_\_\_\_\_\_?***  **B: *They’re\_\_\_\_\_\_\_.***  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say. (**9 minutes)  **Goal:** *To correctly say the words and use Where are the\_\_\_\_?*  *– They’re \_\_\_. to ask and answer questions about the locations of things in a room*  - Draw pupils’ attention to Pictures **a** to **d**. Tell them about the activity. Elicit the names of things in the room. Play the recording for pupils to repeat the words under each picture a few times until they feel confident.  **-** Point at Picture **a** and the words under the picture (*tables / in the living room*), play the recording for pupils to repeat the words a few times. Draw pupils’ attention to the gapped question and answer. Explain the meaning. Elicit the missing words and write them on the board. Play the recording for pupils to repeat the completed question and answer a few times. Remind pupils to point at the relevant things in the picture when they are repeating.  **-** Repeat the same procedure with Pictures **b**, **c** and **d.**  **-** Give pupils time to take turns asking and answering questions about the locations of things in Pictures **a**, **b**, **c** and **d**. Go around the classroom to offer support where necessary.  **-** Invite a few pairs to come to the front of the classroom, take turns pointing at the things in each picture to ask and answer questions about their locations.  **C. PRODUCTION**  **Activity 3. Let’s talk. (**8 minutes)  **Goal:** *To enhance the correct use of Where are the \_\_\_\_\_?*  *– They’re \_\_\_\_\_ . to ask and answer questions about the locations of things in a room in a freer context*  - Draw pupils’ attention to the picture. Elicit the context (see *Input*) and the missing words in the question and answer. Write them on the board. Complete the question and relevant answer. Invite two pupils to take turns pointing at the relevant things, ask and answer questions. Correct their pronunciation where necessary.  **-** Put pupils into pairs to ask and answer questions. Go around the classroom to offer support where necessary.  **-** Invite some pairs to the front of the classroom to take turns pointing at the things in the pictures to ask and answer about their locations. | Whole class    Whole class  Whole class  Whole class/ Individual work  Pair work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Pair work  Whole class  Whole class  / Individual work  Pair work/ Whole class  Pair work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Lucky numbers (ppt)**  - Divide the class into 2 teams.  - Each team takes turns choosing a number then answering the question.  - The team that gets the most points wins.  **Homelink:** Learn by heart vocabulary and practice model sentence | Whole class  Group work |

**Comments:**

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Week: 22 Date of planning: 14/02/2024

Period: 88 Date of teaching: 17/02/2024

**UNIT 13: MY HOUSE**

**Lesson 2 – P 4,5,6**

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

**1. Knowledge:**

- Use *Where are the ? – They’re .* to ask and answer questions about the locations of things in a room;

- Listen to and understand simple exchanges in relation to the topic “My house”;

read and write about the location things in a room.

**2. Competences:**

- Critical Thinking: talk about the locations of things in a room;

- Oral Communication: speak about the locations of things in a room;

ask and answer the questions

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

- Problem-solving and creativity: answer comprehension questions

- Sociability: talk to each other

**3. Attributes**:

- Kindness: help partners to complete learning tasks

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

-Student’s book Page 21

- Audio Tracks 28

- Teacher’s guide Pages 167, 168

- Flashcards/pictures and posters (Unit 13), computer

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Sing the song: **Where is it?**   * Ask pupils to sing the song. * Invite some of them to come to the board to role play, the rest of the pupils will sing. | Whole class |
| **\*New lesson:**  **Activity 4. Listen and number. (**8 minutes)  **Goal:** *To listen to and understand four communicative contexts in which two characters ask and answer questions about the locations of things in a room and number the correct pictures*  - Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the location of the lamps in each picture. Use Picture **a** as an example. Play the recording the first time for pupils to listen and identify the order of Picture **a**. Play the recording again. Elicit the order of Picture **a** (3). Write Number **3** on the board. Play the recording a third time for pupils to check their answer.  **-** Play the recording twice for pupils to do the task with the rest of the pictures. Play the recording a third time for them to check their answers.  **-** Get pupils to swap books with a partner, then play the recording to check answers together as a class. Write the answers on the board.  **-** Play the recording all the way through for pupils to double-check their answers.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation, where necessary.  **Key: 1.**c **2.**d **3.**a **4.**b  **Activity 5. Look, circle and read. (**9 minutes**)**  **Goal:** *To circle the correct answers to the gapped exchanges with the help of picture cues*  **-** Get pupils to look at the picture cues, incomplete exchanges and their answer options. Get them to identify the rooms and things in the pictures.  **-** Have pupils read the four incomplete exchanges. Draw their attention to the missing word(s) in each sentence.  **-** Have pupils read Sentence **1**, the answer options and look at the relevant picture. Ask them what is missing in the question (*tables*) and read the answer options. Tell them to circle the correct answer and read the completed exchange in chorus. Repeat the same procedure with Exchanges **2**, **3**, **4**.  **-** Have pupils complete the exchanges individually and ask a few pairs to read completed exchanges aloud.  **Key: 1.** b **2.** b **3.** a **4.** b  **Activity 6. Let’s play. (**8 minutes)  **Goal**: *To review vocabulary and structure words in relation to the topic “My house” and use them in the sentence patterns Where’s? − It’s here / there. and Where are ?– They’re. by playing the game Bingo*  **-** Explain how to play the game: Draw a 3 x 3 Bingo grid on the board and a list of the vocabulary words for reviewing. Get pupils to copy the grid onto a paper sheet and fill their grids with the vocabulary words. Pupils need to listen carefully for the words that you’ll be calling out from the list on the board. If they have a word that is called out, then they need to cross it out on their grids. Eventually, one pupil will have crossed out all of his or her words and shout out “Bingo!” to show that he / she has finished. You should then check the pupil’s grid to see that he / she has all the words you’ve called out.  **-** Give pupils time to play the game in pairs or groups. Go around the classroom to offer support where necessary.  - When time runs out, invite a few pairs to stand up and take turns asking and answering questions using the sentence patterns *Where’s? − It’s here / there*. And *Where are they? – They’re.* | Whole class    Whole class    Whole class  Whole class  / Individual work  Whole class  Individual work Whole class  Whole class  / Individual work  Whole class  / Individual work  Whole class  / Individual work  Whole class/ Individual work  / Group work  Pair work |
| **\*Fun corner and wrap-up: (**5 minutes)  **Game: Spin the Wheel**  - Divide the class into teams.  - Teacher calls one pupil to answer the question.  - Pupils/ teachers click on the “spin” button to get points.  **Homelink:** prepare lesson 3 | Group work  Whole class |

**Comments:**

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Week: 23 Date of planning: 14/02/2024

Period: 89 Date of teaching: 20/02/2024

**UNIT 13: MY HOUSE**

**Lesson 3 (1-2-3)**

1. **Objectives:**

By the end of the lesson, students 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.

**2. Competences:** Teamwork, reliability, motivation, communication and initiative

**3. Attributes/ Qualities**:

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

**1. Teacher’s preparation**: book, flashcards/pictures, computer,

**2. Student’s preparation:**Students’ aids:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-**Sing the song “Where is it? ”.  - Lead to new lesson. | Whole class |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Listen and repeat. (**10 minutes)  **Goal*:*** *- Ss will be able to 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.*  - Draw pupils’ attention to the letter cluster ***ou*** , ***ow***  by watching a video.  - Play the recording and encourage pupils to point at the letter cluster ***ou*** in the word **house**in the sentences **Wow, it’s a big house!** while listening.  **-** Play the recording again and encourage pupils to listen and repeat. Do this several times until they feel confident. Correct their pronunciation where necessary.  **-** Repeat **Step 1** and **2** for the second letter cluster ***ow***.  **Activity 2. Listen and circle.** ( 5minutes)  **Goal:** -*To identify the target words house and brown while listening.*  **-** Draw pupils’ attention to the sentences and the answer options. Tell them about the activity. Play the recording for pupils to listen. Play the recording again for them to do the task.  **-** Get pupils to swap books with a partner then check the answers as a class. Play the recording a third time for them to check the answers.  - Write the correct answers on the board for pupils to correct their answers.  **-** Play the recording again for pupils to double-check their answers.  **Activity 3. Let’s chant. (**10 minutes)  **Goal:** *To say the chant with the correct rhythm and pronunciation.*  - Draw pupils’ attention to the lyrics of the chant. Check their comprehension.  **-** Play the recording all the way through. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letter clusters ***ou*** and ***ow*** in the words *house* and *brown*.  **-** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **-** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.  **Fun corner and wrap up:** 5 minutes  **Game: Chant**   * T can create a small competition for the pupils. * Pupils work in groups. Try to learn the chant by heart. * Teacher can ask them to say the chant loudly/quietly/ happily/ sadly. * The group that can perform the best is the winner**.** | Whole class    Whole class  / Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Group work |
| **Homelink:**  prepare part 4,5,6 | Whole class |

**Comments:**

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Week: 23 Date of planning: 14/02/2024

Period: 90 Date of teaching: 20/02/2024

**UNIT 13: MY HOUSE**

**Lesson 3 (4,5,6)**

**I. Objectives:**

By the end of the lesson, students 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.

**2. Competences:** Teamwork, reliability, motivation, communication and initiative

**3. Attributes/ Qualities**:

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

**1. Teacher’s preparation**: book, flashcards/pictures, computer,

**2. Student’s preparation:**Students’ aids:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-**Sing the song “Where is it? ”.  - Play a game “ Guessing”.  - Lead to new lesson. | Whole class  Individually. |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Read and complete ( 8 minutes)**  **\*Goal:** *Ss will be able to read a paragraph and complete sentences with the words from the paragraph*  - 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 complete sentence individual.  - 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.  **Activity 2. Let’s write.** ( 9 minutes)  **Goal*:*** *To read, understand and complete a gapped text using the information from a picture cue.*  .**-**Write the writing frame on the board. Tell pupils about this activity. Read the sentences as a class. When you reach the first gap, elicit the missing word and give feedback. Tell pupils to read and look at the picture cue to guess the missing words and complete the sentences.  - Give pupils time to do the task. Go around the classroom to offer support where necessary.  **-** Invite a few pupils to stand up and read their sentences aloud.  **Activity 3. Project.** 8 minutes  **Goal:** *To make a doll’s house and tell the class about it.*  - Tell pupils about the activity. Check their doll’s houses. Stick a sample of a doll’s house on the board, and write the presentation language under it. Check comprehension and give feedback. Have pupils repeat the sentences until they can say them by themselves. Model the presentation a few times.  - Invite a pupil to the front of the classroom to model the presentation. Watch and offer your support with the language.  - Put pupils into groups to rehearse their presentation. Go around the classroom to offer support where necessary.  **-**Invite a few pupils from different groups to present their doll’s houses in front of the classroom.  **Fun corner and wrap up:** 5 minutes  **Game: Lucky Number (if have time)** | Whole class    Individual work  Whole class/ Individual work  Whole class/ Individual work    Individual work  Individual work  Whole class/ Individual work  Group work  Whole class/ Individual work  Whole class |
| **Homelink:** - Prepare the new lesson Unit 14 | Whole class |

**Comments:**

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