**Week 19**

Date of preparing: 6/ 01/2023

**Unit 11: MY FAMILY**

**Lesson 1 – Period 1**

**I. Objectives.**

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

**1. Knowledge:**

- use the words *mother, father, brother, sister* related to the topic “My family”; use *Who’s this / that? – It’s my \_\_\_\_\_.* to ask and answer questions about a family member;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”;

**2. Skills:** listening and speaking

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Listening: listen and recognize the contexts, focus on introducing someone, then repeat

Critical thinking: talk about family

Oral communication: speak about family, ask and answer the questions

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

1. Teacher’s: Student’s book Page 6, Audio Tracks 2, 3, Teacher’s guide Pages 140, 141, 142, Website *sachmem.vn* , Flashcards/pictures and posters (Unit 11)

Computer, projector…

2. Student’s: Pupil’s book, notebooks, workbooks

**IV. Procedures**

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| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm up**  - Greeting the class.  - Sing the song in Unit 10, Lesson 1.  - 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.  **Activity 2. Look, listen and repeat.**  - Have pupils look at Pictures **a** and **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, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  - Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  - Draw their attention to the questions *Who's this / that?* and the answers: *It's my sister/brother.* Tell pupils that they are questions and answers about a family member  **Activity 3. Listen, point and say.**  - Have pupils look at the pictures and elicit the name of each family member.  - Have pupils point at Picture **a** (a woman), listen to the recording and repeat the word (mother). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  - Point at the bubble and have pupils listen and repeat after the recording (Who’s that?). - Point at Picture **a** and have pupils listen and repeat after the recording (It's my mother). Follow the same procedure with the other three pictures.  - Have pairs practise asking and answering the question *Who’s this / that? – It’s my \_\_\_\_\_\_.*  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4. Let’s talk.**  - Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context (see Input).  - Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence.  - Correct their pronunciation where necessary.  - Put pupils into groups of four. Tell them to ask and answer with *Who's this / that?* Go around the classroom to offer support.  - Invite some pupils to the front of the class to present their exchanges.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Practice more at home.  - Prepare for the next lesson.  **Preparation for the project:**  Tell pupils about the project on page 11. Ask them to prepare it at home by collecting a picture of their family and bring their work to the classroom at the project time to present it. | **1. Look, listen and repeat.**  Context a:  Mary: *Who’s this?*  Lucy: *It’s my sister.*  Context b:  Nam: *Who’s that?*  Mai: *It’s my brother*.  **2. Listen, point and say.**  **– Picture cues:**  a. mother b. father c. brother d. sister  – **Speech bubbles:**  Who’s this / that? – It’s my \_\_\_\_\_\_.  **- Audio script:**  a. mother b. father c. brother d. sister  A: Who’s that? A: Who’s this?  B: It’s my mother. B: It’s my father.  **3. Let’s talk.**  – **Picture cues:** a brother and a sister are playing badminton and their parents are sitting on a bench nearby.  – **Speech bubbles:** Who’s this / that? – It’s \_\_\_\_\_\_. |

**Adjustments (if necessary):**

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Date of preparing: 6/ 01/2023

**Unit 11: MY FAMILY**

**Lesson 1 – Period 2**

**I. Objectives.**

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

**1. Knowledge:**

- listen to and understand two communicative contexts to ask and answer questions about a family member and tick the correct pictures

*-* complete the four gapped dialogues with the help of relevant picture cues

sing the song My family

**2. Skills:** Speaking, listening and speaking

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Listening: listen and tick the correct pictures of introducing someone

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

1. Teacher’s: Student’s book Page 7, Audio Tracks 4, 5, Teacher’s guide Pages 142, 143, Website *sachmem.vn* , Flashcards/pictures and posters (Unit 11), Computer, projector…

2. Student’s: Pupil’s book, notebooks, workbooks

**IV. Procedures**

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| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm up**  **Game: Hangman**  **-** Divide the class into 2 teams.  **-** Have pupils guess the word letter by letter.  - Whenever a team guesses a letter, click that letter. If it belongs to the secret word, it will be filled in the blank, and the team will get one point. If not, parts of the hangman will appear.  **Activity 2. Listen and tick.**  - Draw pupils’ attention to Pictures **1a** and **1b**. Tell them about the activity. Elicit the word for each family member and its cue, and play the recording of the first exchange. Play the recording again for pupils to do the task. Play the recording a third time for pupils to check their answers.  - Repeat Step 1 for the second exchange.  - Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  - Play the recording again for pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation if necessary  **Activity 3. Look, complete and read.**  - Have pupils look at the pictures. Have them identify the people in the pictures.  Have pupils look at the four incomplete sentences and dialogues. Draw their attention to the missing words in the sentences.  - Model with Picture 1. Have pupils look at the sentence. Ask them what is missing in the answer (mother). Then have them complete the gap.  - Follow the same procedure with Pictures **2, 3, 4.** Draw the pupils' attention to gaps  Have pupils complete the sentences individually and ask a few pupils/pairs to read them aloud.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points  **Activity 4. Let’s sing**  - Draw pupils’ attention to the title and lyrics of the songs. Encourage them to point at the characters' 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.  Invite groups to the front of the class to perform while the rest of the class sings and / or claps along  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Practice more at home.  - Prepare for the next lesson. | **4. Listen and tick.**  Picture cues: **1a.** father **1b.** brother **2a.** mother **2b.** sister  **Audio script:**  1. A: Who’s this?  B: It’s my father.  2. A: Who’s that?  B: It’s my sister  **Key:** 1. a 2. b  **5. Look, complete and read.**  **Key:** 1. mother 2. father 3. sister 4. Brother  **6. Let’s sing** |

**Adjustments (if necessary):**

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Date of preparing: 6/ 01/2023

**Unit 11: MY FAMILY**

**Lesson 2 – Period 3**

**I. Objectives.**

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

**1. Knowledge:**

- use the words *mother, father, brother, sister*, and numbers from 11 – 20 related to the topic “My family”;

*-* use *How old is he / she? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the age of a family member;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”;

**2. Skills:** Speaking, listening and speaking

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Listening: listen and repeat

Oral communication: speak about someone’s age

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

1. Teacher’s: Student’s book Page 8, audio Tracks 6, 7, teacher’s guide Pages 143, 144, 145, website *sachmem.vn* , flashcards/pictures and posters (Unit 11), computer, projector…

2. Student’s: Pupil’s book, notebooks, workbooks

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm up**  - Sing the song in Unit 11, Lesson 1.  - 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.  **Activity 2. Look, listen and repeat.**  - Have pupils look at Pictures **a** and **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, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  - Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  - Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  - Draw their attention to the questions *How old is she / your brother?* and the answers *She’s thirteen years old. / He’s twenty years old.* Tell pupils that they are questions and answers about a family member.  **Activity 3. Listen, point and say.**  - Have pupils look at the pictures and elicit the ages of family members.  - Have pupils point at Picture **a** (a twelve years old girl), listen to the recording and repeat the word (twelve). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.  - Point at the bubble and have pupils listen and repeat after the recording (How old is she?). Point at Picture **a** and have pupils listen and repeat after the recording (She’s twelve.). Follow the same procedure with the other three pictures. - Have pairs practise asking and answering the question *How old is he / she? – He’s / She’s* \_\_\_\_\_\_.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board.**  Play this game with the numbers that pupils have learnt in the lesson.  **Activity 4. Let’s talk.**  - Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context (*see Input*).  - Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.  - Put pupils into pairs and encourage them to ask and answer questions using the target patterns. Go around the classroom to offer support where necessary.  Invite some pairs to stand up to perform their exchanges.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Practice more at home.  - Prepare for the next lesson. | **1. Look, listen and repeat.**  **Context a:** Ben: This is my sister.  Minh: How old is she?  Ben: She’s thirteen years old.  **Context b**: Linh: How old is your brother?.  Bill: He is twenty years old.  Linh: Are you sure?  **2. Listen, point and say.**  – **Picture cues:**  a. a 12-year-old girl  b. a 14-year-old boy  c. an 18-year-old girl  d. a 19-year-old man  – Speech bubbles: *How old is he / she? – He’s / She’s \_\_\_\_\_.*  **Audio script:**  a. twelve b. fourteen c. eighteen d. nineteen  *A: How old is she? A: How old is he?*  *B: She’s twelve. B: He’s fourteen*  **3. Let’s talk.**  – Picture cue: Ben and his sister, Linh and her brother are playing in the playground.  – Speech bubbles: *How old* \_\_\_\_\_\_? –\_\_\_\_\_\_. |

**Adjustments (if necessary):**

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Date of preparing: 6/ 01/2023

**Unit 11: MY FAMILY**

**Lesson 2 – Period 4**

**I. Objectives.**

By the end of the lesson, pupils will be able to:;

**1. Knowledge:**

- use *How old is he / she? – He’s / She’s \_\_\_\_\_.* to ask and answer questions about the age of a family member;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”;

- write about family members and their ages;

**2. Skills:** Speaking, listening and writing

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Listening: listen and recognize a family members’ age

Self-control & independent learning: perform learning tasks

Communication and collaboration: work in pairs or groups

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

1. Teacher’s: Student’s book Page 9, audio Tracks 8, teacher’s guide Pages 145, 146, 147, website *sachmem.vn,* flashcards/pictures and posters (Unit 11), computer, projector…

2. Student’s: Pupil’s book, notebooks, workbooks

**IV. Procedures**

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| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm up**  **Game: Bingo**  **-** Divide the class into 2 teams.  **-** Have pupils read the numbers on two bingo cards quickly.  **-** Have pupils listen and choose the right bingo cards.  **-** Back to the menu for pupils to choose another question.  Pupils continue their turns until there are is no ball left  **Activity 2. Listen and number**  - Draw pupils’ attention to the pictures. Tell them about the activity. Elicit the age in each picture. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for them to check their answers.  - Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.  - Play the recording again for pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  **Activity 5. Look, complete and read.**  - Have pupils look at the pictures. Remind them to pay attention to the cakes with candles or numbers.  - Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  - Model with Picture **1**. Have pupils look at the sentence. Ask them what is missing in the answer (eleven). Then have them complete the gap.  Follow the same procedure with Pictures **2, 3, 4.** Draw the pupils' attention to gaps.  - Have pupils complete the sentences individually and ask a few pupils / pairs to read them aloud  **Activity 6. Let’s play.**  - Tell the pupils the goal of the game and how to play it. Ask them to revise all vocabulary learnt in Unit 11.  - Invite two groups of four pupils to the front of the class to demonstrate the game. Two pupils play in each round, one from each group.  - Give the pupils time to play the game in two groups of four. Circulate round the class during the activity and offer help where necessary.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Practice more at home.  - Prepare for the next lesson. | **Game: Bingo**  **4. Listen and number**  **Picture cues:**  a. a 13-year-old girl  b. an 18-year-old girl  c. a 14-year-old boy  d. a 20-year-old man  **Audio script:**   1. A: How old is she?   B: She’s thirteen.   1. A: How old is your brother?   B: He’s twenty.   1. A: How old is your sister?   B: She’s eighteen.   1. A: How old is he?   B: He’s fourteen.  **Key: 1.** a **2.** d **3.** b **4.** c  **5. Look, complete and read.**  **Key: 1.** eleven **2.** twelve **3.**old; eighteen **4.** How old; fifteen  **6. Let’s play.**  – Vocabulary list  – Board and pens / chalk  – Prizes |

**Adjustments (if necessary):**

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Ngày tháng 1 năm 2023

CMNT Duyệt

**Week 20**

Date of preparing: 12/ 01/2023

**Unit 11: MY FAMILY**

**Lesson 3 – Period 5**

**I. Objectives.**

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

**1. Knowledge:**

- correctly pronounce the sounds of the letters *o* and *ure* in isolation, in the words *old* and *sure* and in the sentences *How old is your brother?. and Are you sure*

*-* use the words *mother, father, brother, sister*, and *numbers from 11 – 20* related to the topic “My family”;

say a chant

**2. Skills:** Speaking and listening

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Listening: listen and repeat, listen and circle

Self-control & independent learning: perform learning tasks

Communication and collaboration: work in pairs or group

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

1. Teacher’s: Student’s book Page 10, audio Tracks 9, 10, 11, teacher’s guide Pages 147, 148, Website *sachmem.vn* , flashcards/pictures and posters (Unit 11), computer, projector

2. Student’s: Pupil’s book, notebooks, workbooks

**IV. Procedures**

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| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm up**  - Chant and do activities (Unit 10, Lesson 3).  - Ask pupils to chant and do the actions in Unit 10, Lesson 3 in groups.  - Give points to the groups and encourage them.  **Activity 2. Listen and repeat.**  - Draw pupils’ attention to the letter **o**, the word **old** and the question ***How old is your brother?*** Play the recording and encourage them to point at the correct letter, word and question while listening.  - Play the recording again and encourage pupils to listen and repeat. Tell them about the activity. - Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them if their pronunciation is good  - Repeat Steps **1** and **2** for the letters ure  **Activity 3. Listen and circle.**  - Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  - Play the recording for pupils to listen to. Play the recording again for them to do the task. Play the recording a third time for them to check their answers.  - Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board for pupils to correct their answers.  - Play the recording again for pupils to double-check their answers.  **Extension**: Invite one or two pupils to stand up, listen and repeat the sentences.  **Activity 4. Let’s chant.**  - Have pupils read the first verse of the chant and elicit its meaning. Draw pupils' attention to the sounds of the letters ***o*** and ***ure*** in the words **old** and **sure**. Check comprehension.  - Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap.  - Repeat Steps **1** and **2** for the second verse of the chant. Draw their attention to the sounds of the letters ***o*** and ***ure*** in the words old and sure.  - Go around the classroom and correct pronunciation if necessary.  - When pupils become familiar with the rhythm and pronunciation, play the recording of the whole chant for pupils to do choral and individual repetition. Go around the classroom and correct pronunciation if necessary.  - Invite a few groups to the front of the class to chant. The rest of the class may clap along.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Practice more at home.  - Prepare for the next lesson.  **Preparation for the project:**  Tell pupils about the project on page 11. Ask them to prepare at home by collecting or drawing a picture of their family and bring their work to the classroom at the project time to present it. | **1. Listen and repeat.**  The letter ***o***, the word **old** and the question ***How old is your brother?***  – The letters ***ure***, the word **sure** and the question ***Are you sure?***  **2. Listen and circle.**  **Audio scripts:**  1. I’m ten years old.  2. Are you sure?  **Key: 1.** a **2.** a  **3. Let’s chant.** |

**Adjustments (if necessary):**

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Date of preparing: 12/ 01/2023

**Unit 11: MY FAMILY**

**Lesson 3 – Period 6**

**I. Objectives.**

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

**1. Knowledge:**

read and write about family members and their ages;

collect a picture of their family and show it to the class

**2. Skills:** Speaking, listening and speaking

**3. Ability/Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence:**

Written Communication: practice writing about family members

Communication and collaboration: work in pairs or groups

Sociability: talk to each other

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Teaching aids**:

1. Teacher’s: Student’s book Page 11, teacher’s guide Pages 148, 149, Website *sachmem.vn* , flashcards/pictures and posters (Unit 11), computer, projector

2. Student’s: Pupil’s book, notebooks, workbooks

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Activity 1. Warm up**  - Chant and do activities (Unit 11, Lesson 3).  Ask pupils to chant and do the actions in Unit 11, Lesson 3 in groups.  - Give points for the groups and encourage them.  **Activity 2. Read and complete**  - Tell pupils about this activity. Read the four gapped sentences as a class. Draw pupils’ attention to the blank in Sentence 1. Get pupils to scan the paragraph and find the missing words from the box. When pupils give the correct answer, write it on the board and get the class to read the completed sentence together.  - Give pupils time to do the rest of the sentences individually. Go around the classroom to offer support.  - Check the answers as a class. Get the pupils to swap and correct their answers in pairs.  **Extension**: If time is available, ask one or two pupils to read the complete text aloud and check their pronunciation if necessary.  **Activity 3. Let’s write**  - Tell the class the goal of this activity. Show them how to complete the task. They should read each gapped sentence, guess the missing information in the sentence to complete it.  - Check comprehension and give feedback.  - Give pupils time to write the answers. Circulate round the class during the activity and offer help where necessary.  - Get the pupils to swap and correct their answers in pairs.  - Repeat Steps 1 to 3 for the other sentences.  **Extension**: If time allows, invite a few pairs to stand up and read the completed text aloud. The rest of the class listens and cheers or claps their hands if the performers do a good job.  **Activity 6. Project.**  - Tell pupils about the goal of the activity. Explain that they are going to show a picture of their family and tell the class about them.  - Have pupils work in groups. Each member shows his / her picture and introduces them, e.g. This is *my family*. *This is my mother*. Go around and praise pupils when they perform well.  - Invite one or two pupils to show their pictures to the class and tell the class  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  - Practice more at home.  - Prepare for the next lesson. | **4. Read and complete**  **Key:**  **1.** my **2.** sister **3.** old **4.** am  **5. Let’s write**  **6. Project.** |

**Adjustments (if necessary):**

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Date of preparing: 12/ 01/2023

**Unit 12: Jobs**

**Lesson 1 (1, 2, 3)**

**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) to ask and answer questions about the job of a family member.

- correctly say and use the words *doctor, driver, teacher, worker, job* and use *What’s his / her job? – He’s / She’s ………..*to ask and answer questions about someone’s job.

- ***Vocabulary:*** doctor, driver, teacher, worker, job

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 150, 151, audio Tracks 12, 13, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 12, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher and students’s activities** | **Contents** |
| **Activity 1.Warm- up:**  *Game:* ***jigsaw puzzle***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - 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 12” and look at “*Unit 12, Lesson 1 (1,2,3)”.*  **Activity 2. Listen, point and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about the job of a family member.*  - Have Ss 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.  - Ss listen and repeat  - T writes the words on the board.  - *Checking: Rub out and remember*  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss. Ask sts to link to activity 3:  **Activity 3** **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to correctly say the words and use What's his / her job? – He’s / She’s …….. to ask and answer questions about someone’s job.*  - T asks Ss look at *picture a , b* and helps Ss know the structure from the dialogue.  -Look at the pictures and get to know the characters in the pictures.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: What's his / her job?*  *B: He’s/ She’s a doctor.*  - Elicit and check comprehension the name of each character.  - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers  - Have Ss to practise:  + T says asks and Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs. Ss work in pairs to practice  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practise speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *enhance the correct use of What's his / her job? – He’s / She’s …….. to ask and answer questions about someone's job in a freer context.*  - Hold up the flash cards for *doctor, driver, teacher and worker* to elicit the question and answer about his or her job.  - Have Ss look at the picture. Ss look at the picture and answer.  - Point at the adults in the picture and elicit *mother* and *father* and the questions *What’s his job? and What’s her job?*  - Give Ss time to practise in pairs to ask and answer *What's his / her job? He’s / She’s …….*  - Go around the classroom to offer support.  - Invite some pairs to the front of the class to perform their conversations.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary **Homelink:**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 12, Lesson 1 (4,5,6).* | *Game:* ***jigsaw puzzle***      **1. Listen, point and repeat:**  *+ doctor : bác sĩ (situation)*  *+ job : nghề nghiệp(translation)*  *+ teacher : giáo viên (situation)*  2. **Listen, point and say.**  *+driver : lái xe (situation)*  *+worker : công nhân (situation)*  Structure:  *A: What's his / her job?*  *B: He’s/ She’s ……….*      **3. Let’s talk.**  *A: What's his / her job?*  *B: He’s/ She’s a………..*  - |

**Adjustments (if necessary):**

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Date of preparing: 12/ 01/2023

**Unit 12: Jobs**

*Period 80-* **Lesson 1 (4, 5, 6)**

**I. Objectives.**

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

**1. Knowledge:**

- Listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures.

- Complete the two gapped sentences and two gapped dialogues with the help of the picture cues.

- Sing the song My mother and my father with the correct melody and pronunciation.

- ***Vocabulary:*** Review

2. ***Skills***: speaking, listening, reading and writing.

**3. Attitude/ Quality**:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

**4. Forming competence**:

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

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 152, 153; audio Tracks 14, 15; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 13, notebooks, workbooks, school things.

**IV. Procedures:**

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| **Teacher and Students ’s activities** | **Contents** |
| **Activity 1. Warm up**  *Game:* ***“Throw the ball”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Divide the class into 2 teams.  - Stick the pictures of activities on the board.  - *T says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times.*  *+ The one says faster will get points.*  - Encourage pupils take part in the game.  - Give points for pupils.  - Say “Open your book page 13” and look at *“Unit 12, Lesson 1 (4,5,6)”.*  **Activity 2. Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures.*  - Elicit the word for each family member  - 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.  **Activity 3.** **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to complete two sentences and two gapped dialogues with the help of the relevant picture cues.*  - Have Ss look at the pictures and identify the jobs in the pictures.  - Have Ss look at the four incomplete sentences and dialogues and elicits the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete the sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  **Activity 4. Let’s sing.**  ***\*Aims:*** *Ss will be able to sing the song*  *My mother and my father with the correct pronunciation and melody.*  - Introduce the title and lyrics of the song: “*My mother and my father*” song.  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the relevant character while singing his or her name.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point at the relevant character.  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **Activity 5: Consolidation**  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Home link.**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 12, Lesson 2 (1,2,3).* | *Game:* ***“Throw the ball”***  **4.Listen and tick:**  *+ Picture 1a: teacher*  *+ Picture 1b: worker*  *+ Picture 2a: doctor*  *+ Picture 2b: driver*      *Key: 1.a 2.b*  5. **Look, complete and read.**    *Key:*  *1. a doctor 2. a teacher*  *3. a worker 4. a driver*  **6. Let’s sing.**  “*My mother and my father*” song. |

**Adjustments (if necessary):**

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Ngày tháng 1 năm 2023

BGH Duyệt