*Week 20 Preparing date:*

 *Teaching date:*

**Unit 11: My family**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

- identify the target words old and sure in the sentences while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

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

**2. Competences:**

-Work individually, pair work/ group work.

**3. Attributes/ Qualities:**

 - help partners to complete learning tasks.

- collaborate with teachers to enhance language skills.

**II. PREPARATION**

1. *Teacher:* Teacher’s guide Pages 147, 148 website sachmem.vn, laptop, textbook, lesson plan, TV or projector.

2. *Students:* Pupil’s book Page 10, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**- Divide the class into two teams to take turns singing the song My family from page 7. One team sing the first verse. The other teamsing the last verse.- Say “Open your book to page 10 and look at “*Unit 11, Lesson 3 (1,2,3)”.* | Group work |
| **\* New lesson:****Activity 1. Listen and repeat: (8’)*****\* Goals:*** *Ss will be ableto*pronounce the sounds of the letters **o**and **ure**in isolation, the words *old* and *sure*, and in the sentences *How old is your brother?*and*Are you sure?* with the correct pronunciation and intonation.- Draw pupils’ attention to the letter ***o****,* the word *old*and thequestion *How old is your brother?*Play the recording and encourage pupils to point to the letter / word / sentence while listening.**-** Play the recording again for pupils to listen and repeat. 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 letter ***ure.*****- Give feedbacks** **Activity 2.Listen and circle. (8’)*****\* Goals:*** *Ss will be ableto identify the target words old and sure while listening.*- Tell pupils the goal of the activities. Explain that they have to listen to the recording and circle the correct options.- 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 the answers together. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.*Key: 1.a 2.a***Activity 3. Let’s chant (9’)*****\* Goals:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*- Introducethe lyrics of the chant.- Play the recording for Ss to listen to the whole chant.+Have them repeat the lyrics line by line.+Ask Ss to attend to the sounds of the letters *o*and *ure*and the words *old* and *sure.*- Play the recording all the way through for Ss to listen to pronunciation and melody.- Play the recording line by line for Ss to listen and repeat.Show them how to chant and clap.- Play the recording for Ss to chant and clap.- Ask Ss to practice chant and clap in pairs or groups.-Invite groups to the front of the classroom to perform the chant-T gives feedback. | Whole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workGroup workWhole classWhole classPair workGroup work |
| **Fun corner and wrap up: (5’)**- Asks pupils to read candinal numbers from elevento twenty in chorus and individual.**Homework.** **-** Practice the chant more. - Prepare the new lesson: *Unit 11, Lesson 3 (4,5,6).* | Group workindividual |

**Comments:**………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..…………………………

*Week 20 Preparing date:*

 *Period 78 Teaching date:*

**Unit 11: My family**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- read and complete a paragraph with the words in the box.

- read, understand and complete a gapped text.

- to collect a picture of their family and show it to the class by telling the class about their family members

- ***Vocabulary:*** Review

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

**2. Competences:**

- read and complete a paragraph.

- write about the age of themselves, their brothers and sisters.

**3. Attributes/ Qualities:**

- complete learning tasks.

- collaborate with teachers to enhance language skills.

**II. PREPARATION**

- *Teacher:* Teacher’s guide Pages 148, 149, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 11, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **Warm- up and review: (5’)**Ask pps to ask and answer by using the questionsHow old is your brother?How old is your sister?- Say “Open your book page 11” and look at *“Unit 5, Lesson 3 (4, 5, 6)”.* | **Pair work** |
| **\* New lesson:****Activity 1. Read and complete: ( 8’)*****\** Goals:** Ss will be able to read and complete a paragraph with the words in the bo**x**- 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 work in pairs and complete - 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.*Key: 1. my 2.sister 3. old 4. am***Activity 2.Let’s write (9’)*****\* Goals:***Ss will be able read, understand and complete a gapped text- Explain to the class the goal of this activity. - Ask Ss - Give Ss time to write their answers. - Ask Ss to swap and correct their answers in pairs. - Check the answers as a class.*Key: Pupils’ answer.***Activity 3. Project. (8’)*****\* Goals:*** Ss will be able to collect a picture of their family and show it to the class by telling the class about their family members**-** Explain the goal of this activity to Ss. Explain that they are going to show a picture of their family and tell the class about them.-. - Tell Ss to work individually. SS show their pictures and introdure.- Invite some Ss go to the board and perform it.**-** T feedback | T- Whole classWhole class/ Individual workPair workPair workT- Whole classWhole class/ Individual workPair workIndividual work |
| **Fun corner and wrap up: (5’)**Game: Clap the board.**Homework.** - Prepare the new lesson: unit12 lesson 1 | Whole class |

**Comments:**………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..…………………………

**Week: 20 Unit 12: Jobs**

 **Lesson 1: Part 1,2,3**

1. **Objectives:**

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

**1. Knowledge:**

- Use doctor, driver, teacher, worker, job

- Use *What’s his / her job? – He’s / She’s ………..*to ask and answer questions about someone’s job.

- Understand and correctly repeat the sentences in two communicative contexts to ask and answer questions about the job of a family member.

**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: CDs player, stereo, book.

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’****Game:*****Pass the ball***- T gives Ss a ball.- T asks Ss to listen to music and transfer a ball around the class.- When the music stops, Ss who keep a ball have to practice with partner using:  *How old is he/she* ? and He’s/ She’s……..- Lead to new lesson. | Whole classIndividual work |
| **\* New lesson:** **A. PRESENTATION****Activity 1. Look, listen and repeat. (10** minutes)**Goal:** *- 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.***Set the context:**- 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.- Have Ss to practice the dialogue- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.**1. Vocabulary:** T elicits the new words+ doctor : bác sĩ (situation)+ driver : tài xế (picture)+ teacher : giáo viên (situation)+ worker : công nhân (picture)+ job : nghề nghiệp(translation)**Check vocabulary:** *Rub out and Remember***2. Model sentence:****A: What's his / her job?****B: He’s/ She’s a doctor.**- 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. ( 10** minutes)**Goal:** - Ss will be ableto correctly say the words and use What's his / her job? – He’s / She’s …….. to ask and answer questions about someone’s job.**-** Ask Ss look at the picture a,b, c and b. Elicit the name of each character.**-** Point at Picture a and the words jobs under it. Check comprehension and givefeedback**.** Ss repeat the words and point at the relevant school thing a few times.**-** T Explains the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times. Ss take turns to repeat each character’s speech. **-** Repeat the same procedure with picture b,c and d.**-** Ss work in pairs and take turns to act out the role of each character in picture a,b,c and b.**-** Invite a few pairs to come to the front of the classroom.**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** *-* 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. - 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.**Fun corner and wrap-up: (**5 minutes)**Game: Lucky numbers** - 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.  | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workGroup workWhole classGroup work |
| **Home link. (1’):-** Learn by heart vocabulary and practice model sentence - Prepare the new lesson: *Unit 12, Lesson 1 (4,5,6).* | Whole class |

**Comments:**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Week: 20 Date of planning: / /2022

Period: 80 Date of teaching: / /2022

 **Unit 12: Jobs**

**Lesson 1: Part 4, 5, 6**

1. **Objectives:**By the end of the lesson, students 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.

**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: CDs player, stereo, book.

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’***Game:* ***“Throw the ball”***- 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.- Lead to new lesson. | - Ss listen -Ss play the game |
| **\* New lesson:** **A. PRESENTATION****Activity 1. Listen and tick: (10** minutes)**Goal:** Ss will be ableto listen to and understand two communicative contexts to ask and answer questions about the jobs of family members and tick the correct pictures **Set the context:**- 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. Key: 1.a 2.b**Activity 2.** **Look, complete and read. ( 10** minutes)**Goal:** - Ss will be ableto 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.Key:1. a doctor 2. a teacher 3. a worker 4. a driver **Activity 3 .Let’s sing.** 8 minutes**Goal:** 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.**Fun corner and wrap-up: (**4 minutes)**Game: Lucky numbers** - 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. | -SsLook at the pictures -Ss guess the answers- Ss listen to the tape and tick- Ss listen again, tick and swap books with their partners. - Ss check their answers and guessing-Ss listen and repeat.Whole class/ Individual workPair workWhole class/ Individual workWhole classIndividual workSs listen to the songWhole class/ Individual workWhole class/ Individual workWhole class-Ss play the game |
| **Home link. (1’)-** Learn the number by heart - Prepare the new lesson: Unit 12, Lesson 2 (1,2,3). | Whole class |

**Comments:**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………