Date of planning: / /

Date of teaching: / /

**Unit 11: MY FAMILY**

**( 6 periods)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- Use the words *mother, father, brother, sister, family*  relation 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”.

- 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

- Use the words *mother, father, brother, sister, family and numbers from 11-20*  relation 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”.

- 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

- 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.

- 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

**2. Language contents:**

- ***Vocabulary:*** family, father, mother, sister, brother.

*sure, number from 11 to 20*

**-** Sentence Patterns: How old is he / she? – He’s / She’s \_\_\_\_\_\_\_\_\_\_\_.

- ***Skills***: speaking and listening

**2. Competences:**

- Critical Thinking: talk about family.

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

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. PREPARATION:**

1. *Teacher:* Teacher’s guide Pages 140,141,142, audio Tracks 2,3, posters, laptop, pictures, textbook, lesson plan, TV.

2. *Students:* Pupil’s book Page 6, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Week 19- Period 73: Lesson 1**  **Warm- up and review (5’)**  *Sing:* ***The Family fingers***  - Show the song on the screen.  - Ask Ss to listen, sing and dance the song.  - T says “Open your book page 6 ” and look at “*Unit 11, Lesson 1 (1,2,3)”.* | Whole class |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**10’)  ***\*\* Goals:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about 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:**  *+ family : gia đình (picture)*  *+ father : ba, bố (picture)*  *+ mother : mẹ, má (picture)*  *+ brother : anh ( em) trai (picture)*  *+ sister : chị ( em) gái (picture)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Matching*  ***2. Model sentences:***  *- T asks Ss look at picture a and helps Ss know the structure from the dialogue.*  *- T introduces new structure for Ss.*  *- T explains, models and gives meaning.*  *-Have Ss repeat the model sentences.*  *A: Who’s this / that ?*  *B: It’s my\_\_\_\_\_\_\_\_.*  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 8’)  ***\*\* Goals:*** *Ss will be able**to correctly say the words and use: Who’s this / that ? - It's my ..... to ask and answer about a family member.*  - Have pupils look at the pictures and elicit the name of each family member.  - Have pupils point at Picture a ( a women), 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 pupil listen and repeat after the recording ( It’s my mother) Follow the same procedure with the three pictures.  - Have pairs practise asking and answering the question Who’s this / that ? – It’s my \_\_\_\_\_\_\_\_\_. (pairs work)  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  - Give feedback  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk.** (7’)  ***\*\* Goals:*** *Ss will be able to enhance the correct use of Who’s this / that ? - It's my ..... to ask and answer about a family member.*  - Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context.  - 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.  - Get sts work in groups of four. Encourage them to give and respond to ask and answer questions Who’s this / that?. Go around the classroom to offer support.  -  Invite some pairs of pupils to the front of the class to present their exchanges.  - Give feedback. | Whole class  Whole class  Pair work  T- Whole class  Whole class  T- Whole class  Whole class  T- Whole class  Whole class  Pair work  Pair work  Whole class  Pair work |
| **Fun corner and wrap-up: (5’)**  ***\* Goals:*** *Ss will be able consolidate and wrap up the content of the lesson.*  -  **Game:**  “Sentence puzzle”  - Divide class into groups of four.  - Give each group a sentence that is broken / cut into pieces. - Ask them to arrange them to make a complete sentence, then read it aloud. The group that makes it first will be a winner. | Group work. |
| **Homework.**  **-** Learn the vocabulary and model sentences by heart.  - Prepare the new lesson: *Unit 11, Lesson 1 (4,5,6).* | Whole class |

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| **Week 19- Period 74: Lesson 1**  **\* Warm-up and review: 5’**  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.  - T says “Open your book page 7 ” and look at “*Unit 11, Lesson 1 (4,5,6)”.* | Group work |
| \*New lesson:  Activity 4. Listen and tick ( 8’)  Goal: Ss will able to listen to and understand two communicative contexts to ask and answer questions about a family member and tick the correct pictures.  - 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.  - Play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation if necessary.  Key: 1.a 2. b  Activity 5. Look, complete and read. (9 minutes)  Goal: Ss will able to complete the four gapped dialogues with the help of relevant picture cues.  - 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.  Key: 1. Mother   2. Father    3. Sister     4. brother  Activity 6. Let’s sing. (8 minutes)  Goal: Ss will able to sing the song My family with the correct pronunciation and melody.  -Draw pupil’s attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line.  - Play the recording for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.  - Play the recording line by line for pupils to listen, repeat and point at the relevant character. Correct their pronunciation where necessary.  - Invite groups to the front of the class to perform while the rest of the class sings and / or claps along. | Whole class    Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Individual work  Whole class  Whole class  Whole class  Group work |
| **\*Fun corner and wrap-up: (**5 minutes)  Game: Memory game  - Divide the class into 2 teams . Each pupils from each team goes to the front and touches 2 squares. If they match the right word with the correct picture, they will score one point for his / her team.  - Encourage pupils to join in the game.  - Give points for pupils  **Homework.**  **-** Learn the vocabulary and model sentences by heart.  - Prepare the new lesson: Unit 11, Lesson 2 (1,2,3). | Group work  Whole class |

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| **Week 19- Period 75: Lesson 2**  **\* Warm-up and review: (**5 minutes)  Sing a song It’s break time( unit 10)  Spend a few minutes inviting some pupils to present their project in unit 10.  Praise the presenters and get th class to cheer or clap their hands if the presenters do a good job.  **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes) | Whole class  Individual work  Group work |
| **Goal:** *To understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer about the age of a family member*  **Set the context**  **-** 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 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 sentences *How old is she?/your* brother? And the answer *She ’s thirteen years old./ He’s twenty years old.*  **1. Vocabulary:**  -T elicits the new words  *Numbers*   * *Eleven* * *Twelve* * *Thirteen* * *Fourteen* * *Fifteen* * *Sixteen* * *Seventeen* * *Eighteen* * *Nineteen* * *Twenty*   **2. Model sentences**  **How old is he/she?**  **He’s /She’s……..**  - 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 How old is he?She?*  *He’s/ She’s……….to ask and answer questions about the age of a family member.*  - Have pupils look at the pictures and elicit the ages of family members. Have pupils point at the words under the pictures, listen to the recording and repeat them.  - Model by pointing to the gapped sentence *How old is he/she?* *He’s/ She’s…….*in the first bubble. Tell pupils that they should fill in the name of the thing in the picture (e.g. door) in the first gap and write an adjective under the picture (e.g. big) in the second gap. Then have them listen to the recording and repeat the sentence *How old is he/she?* *He’s/ She’s……*a few times.  - Repeat with Pictures b, c, d. Explain that for plural things (e.g. chairs) they have to use the gapped sentence in the second bubble.  - Give pupils a time limit to practise in pairs or groups. Then invite a few pupils to point at the pictures and in front of the class.  **C. PRODUCTION**  **Activity 3. Let’s talk. (**8 minutes)  **Goal:** *To enhance the correct use of ?How old is she?/he’s? He’s /Sh e’s……..in a freer context.*  - Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context.  - 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.  - Get sts work in groups of four. Encourage them to give and respond to ask and answer questions How old is he / she?. Go around the classroom to offer support.  - Invite some pairs of pupils to the front of the class to present their exchanges.  - Give feedback | Whole class    Whole class  Whole class/ Individual work  Pair work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class    Whole class  Pair work/ Individual work  Whole class  Whole class  / Individual work  Pair work/  Whole class  Individual work |
| **Fun corner and wrap-up: (**5 minutes)  Game: “Big gift”  - Divide the class into 2 teams. Each team chooses one number to go to the question. Have pupils look, read and answer the questions. Let’s pupils choose one birthday gift to get points. Back to the menu for another question. Pupils continue their turns until there are not any number left. The one who get the most points is the winner.  **Homelink:** - Summary the lesson (mindmap)  Adjustments (if necessary): ………………………………………………………… ……………………………………………………………………………………… | Whole class  Group work  Whole class |

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| **Week 19- Period 76: Lesson 2**  **A. Warm up: (5’)** Slap the board game   |  | | --- | | father, mother, brother, sister, eleven, twelve, thirteen, fifteen,  seventeen, twenty |   , workbooks  - Group that has more correct answers is the winner | Individual work/ Group work |
| **\*New lesson:**  **B. PRACTICE**  **Activity 4. Listen and number. (**8 minutes)  **Goal:** To listen to and understand four communicative contexts in which characters ask and answer questions about different people’s ages and number the correct pictures  - Tell the class that they are going to listen and number the pictures.  - Ask students to look at the pictures and identify the character and their activities.  - Play the recording for them to listen. Play it again for them to do the task  - Get students to compare their answers before checking as a class.  - Playing the recording the third time to confirm the answers.  -Having Ps to give the answer. Key: **1.** a **2.** d **3.** b **4.** c  - Give feedback  **Activity 5. Look, complete and read. (**9 minutes**)**  Goal: To complete four gapped dialogues with the help of picture cues  - 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.  - Give feedback   |  | | --- | | **C. Production**  **\*Fun corner and wrap-up: (**5 minutes)  Goal: To review vocabulary related to the topic “My family” and  numbers from eleven to twenty by playing the game Board race  - Tell the pupils the goal of the game and how to play it. Ask  them to revise all vocabulary learnt in Unit 11.  - 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.  - Divide the class into two groups. Use the words in the game to get them to take turns writing as many words related to “family” and “numbers” in the correct  columns as possible.  **IV. Feedback (1’)**  - Summary the lesson (mindmap)  Adjustments (if necessary): ……………………………………………………… | | Whole class    Whole class  Whole class  Whole class  / Individual work  Whole class  Individual work Whole class  Whole class  Whole class  / Individual work  Whole class  / Individual work  Whole class/ Individual work  Whole class  Individual work  / Group work  Pair work |

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| **Week 20- Period 77: Lesson 3**  **\* 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 able**to* 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 able**to 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.*  - Introduce the 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 class  Whole class  / Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Group work  Whole class  Whole class  Pair work  Group work |
| **Fun corner and wrap up: (5’)**  - Asks pupils to read candinal numbers from eleven to twenty in chorus and individual.  **Homework.**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 11, Lesson 3 (4,5,6).* | Group work  individual |

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| **Week 20- Period 78: Lesson 3**  **Warm- up and review: (5’)**  Ask pps to ask and answer by using the questions  How 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 class  Whole class  / Individual work  Pair work  Pair work  T- Whole class  Whole class  / Individual work  Pair work  Individual work |
| **Fun corner and wrap up: (5’)**  Game: Clap the board  **Homework.**  - Prepare the new lesson: unit12 lesson 1 | Whole class |

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