

Unit 11: My family

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

By the end of the lesson, Ss 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
- **Vocabulary**: mother, father, brother, sister, family
- **Model sentences**:

A: Who’s this/ that?

B: It’s my father

- **Skills**: speaking and listening

2. Competences:

- Critical Thinking: talk about family
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

B. TEACHING AIDS:

- **Teacher**: Teacher’s guide Pages 140, 141, audio Tracks 2, 3, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students**: Pupil’s book Page 6, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities
1. Warm- up: (3’)	<p><i>Game: jigsaw puzzle</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <p>- Divide class into 4 groups:</p>	- Ss listen

<p>2. Presentation (16')</p>	<p>Doreamon, Nobita, Xuka and Xeko.</p> <ul style="list-style-type: none"> - Ask Ss look at the pieces of picture. - Ask Ss go to the board and jigsaw puzzle into the correct picture  <ul style="list-style-type: none"> -T checks who's the winner? - Ask Ss look at the pieces of picture - Say "Open your book page 6" and look at "Unit 11, Lesson 1 (1,2,3)". <p><u>Activity 1. Vocabulary.</u></p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> -T elicits the new words + <i>father</i> : <i>bố, ba</i> (situation) + <i>mother</i> : <i>mẹ, má</i> (situation) + <i>brother</i> : <i>(anh) em trai</i> (picture) + <i>sister</i> : <i>chị (em) gái</i> (picture) + <i>family</i> : <i>gia đình</i> (translation) - T models (3 times). - T writes the words on the board. 	<ul style="list-style-type: none"> - Ss play the game - Ss open their books -Ss listen and answer - Ss listen and repeat + Choral repetition (3 times). + Individual repetition (3 ss) - Ss take note - Ss look, remember and write
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- Checking: Rub out and remember

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 a family member*

***Procedure:**

- 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.

Activity 3 Listen, point and say.

-Look at the pictures and get to know the characters in the pictures.

- + Mary asks *Who's this?*
Lucy answers *It's my sister* in picture a.
- + Nam asks *Who's that?* Mai answers *It's my brother* in picture b.

-Ss listen and repeat in chorus (twice)

- Ss work in pairs to practice
- Ss practice the dialogue

-Ss listen

<p>3.Practice: (7')</p>	<p>*Aims: <i>Ss will be able to correctly say the words and use Who's this / that? – It's my..... to ask and answer questions about a family member.</i></p> <p>*Procedure:</p> <p>* Model sentences:</p> <ul style="list-style-type: none"> - T asks Ss look at <i>picture a , b</i> 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. <p>*Drill pictures</p> <ul style="list-style-type: none"> - Elicit and check comprehension the name of each character.  <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Ss look at the picture and answer. -Ss listen -Ss listen and repeat -Ss repeat - Ss look, listen and repeat -Ss practice in chorus -Ss work in pairs to practice
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<p>4.Production: (7')</p>	<ul style="list-style-type: none"> - 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. <p>Activity 4. Let's talk.</p> <p><i>*Aims: Ss will be able to enhance the correct use of Who's this /that? – It's my to ask and answer questions about a family member.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to guess each character and what the children say. + <i>What can you see in the picture?</i> + <i>Who's this/ that?</i> + <i>Where are they?</i> + <i>What are they saying?</i> - T fills the gaps and writes the sentences on the board. - T models - T asks Ss to work in pairs to ask and answer - Invite some pupils to the front of the class to present their exchanges. - Give feedbacks <p>*Consolidation</p> <p><i>*Aims: Ss will be able consolidate and wrap up the content of the</i></p>	<ul style="list-style-type: none"> -Ss point and say -Ss listen. -Ss listen -Ss look at the picture and answer + <i>a brother and a sister are playing badminton and their parents are sitting on a bench nearby.</i> -Ss note - Ss say the completed sentences. -Ss work in pairs -Ss perform in front of the class.
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<p>5. Homework. (2')</p>	<p><i>lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> - T review the vocabulary and model sentences. - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. - Learn the number by heart - Prepare the new lesson: <i>Unit 11, Lesson 1 (4,5,6).</i> 	<ul style="list-style-type: none"> -Ss answer the questions - Ss listen -Ss listen and clap their hands -Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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Week 19
Period 74

Preparing date: January 20th,
Teaching date: January 23rd,

Unit 11: My family
Lesson 1 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”
- read and write about family members and their ages
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. **Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. **Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. **TEACHING AIDS:**

- **Teacher:** Teacher’s guide Pages 142, 143; audio Tracks 4, 5; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil’s book Page 7, notebooks, workbooks, school things.

C. **PROCEDURES:**

Stages/Time	Teacher’s activities	Students’ activities
1.Warm- up: (5’)	<p><i>Game: “Passing the puppet”</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T gives Ss a puppet. - T asks Ss to listen to music and transfer a puppet around the class. - When the music stops, Ss who keep a puppet have to practice with partner using: <i>It’s my.....</i> - T gives feedback. - Say “Open your book page 7” and look at “Unit 11, Lesson 1 (4,5,6)”. 	<ul style="list-style-type: none"> - Ss listen and keep the puppet - Ss listen to music and play the game <ul style="list-style-type: none"> -Ss listen - Ss open their books
2.Practice: (27’)	<p>Activity 1. Listen and tick:</p> <p><i>*Aims: Ss will be able to listen to</i></p>	

and understand two communicative context to ask and answer questions about a family member.

***Procedure:**

- 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.

**Aims: Ss will be able to complete two sentences and two gapped dialogues with the help of the*

- Look at the pictures and say:

+ *Picture 1a: father.*
 + *Picture 1b: brother.*
 + *Picture 2a: mother.*
 + *Picture 2b: sister*

- 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.

relevant picture cues.

***Procedure:**

- Have Ss look at the pictures and identify the people in the pictures.
- Have Ss look at the four incomplete sentences 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.



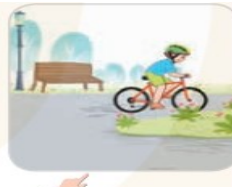
1. A: Who's this?
B: It's my _____.



2. A: Who's that?
B: It's my _____.



3. A: Who's this?
B: It's my _____.



4. A: Who's that?
B: It's my _____.

Key:

1. mother 2. brother
3. sister 4. father

Activity 3. Let's sing.

-Ss look at the picture and say:

-Ss look and answer

-Ss answer: *mother*

-Ss look, complete and read the completed sentence in chorus.

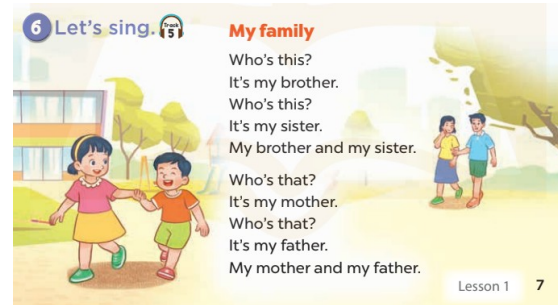
-Ss complete the sentence

-Ss read aloud

***Aims:** Ss will be able to sing the song *My family* with the correct pronunciation and melody.

***Procedure:**

- Introduce the title and lyrics of the song: “My family” 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.

***Consolidation**

- Ss look and listen.

-Ss listen to the song

- Ss listen and repeat line by line without the action.

-Ss point to the character while singing

-Ss listen to melody of the song

- Ss listen and sing line by line.

- Ss sing and do actions.

+ Ss work in groups (two groups) to sing.

-Ss perform in front of the class.

-Ss listen

<p>3. Homework. (3')</p>	<p><i>*Aims: Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. <p>- Learn the number by heart</p> <p>- Prepare the new lesson: <i>Unit 11, Lesson 2 (1,2,3).</i></p>	<p>-Ss answer the questions</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 19
Period 75

Preparing date: January 20th,
Teaching date: January 23rd,

Unit 11: My family

Lesson 2 (1, 2, 3)

A. OBJECTIVES:

By the end of the lesson, Ss 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 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
- **Vocabulary**: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.
- **Model sentences**:

A: How old is she/ he?

B: She’s/ He’s eighteen years old.

- **Skills**: speaking and listening

2. Competences:

- Critical Thinking: talk about family
- Co-operation: ready to help friends in pair work/ group work.
- Oral Communication: speak about someone, ask and answer the questions

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

B. TEACHING AIDS:

- **Teacher**: Teacher’s guide Pages 143, 144; audio Tracks 6,7, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students**: Pupil’s book Page 8, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (3')	<p>Game: Pass the ball</p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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: <i>Who's this/ that?</i> and <i>It's my.....</i> - T gives feedback. - Say "Open your book page 8" and look at "<i>Unit 11, Lesson 2 (1,2,3)</i>". 	<ul style="list-style-type: none"> - Ss listen and keep the ball - Ss listen to music and play the game - Ss open their books
2. Presentation (16')	<p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> -T elicits the new words + <i>eleven</i> : <i>só 11</i> (picture) + <i>twelve</i> : <i>só 12</i> (picture) + <i>thirteen</i> : <i>só 13</i> (picture) + <i>fourteen</i> : <i>só 14</i> (picture) + <i>fifteen</i> : <i>só 15</i> (picture) + <i>sixteen</i> : <i>só 16</i> (picture) + <i>seventeen</i>: <i>só 17</i> (picture) + <i>eighteen</i> : <i>só 18</i> (picture) + <i>nineteen</i> : <i>só 19</i> (picture) + <i>twenty</i> : <i>só 20</i> (picture) 	<ul style="list-style-type: none"> -Ss listen and answer - Ss listen and repeat

- T models (3 times).
- T writes the words on the board.
- *Checking: Rub out and remember*

Activity 2. Listen, point and repeat:

***Aims:** *Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) to to ask and answer questions about the age of a family member.*

***Procedure:**

- 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 diaguage
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

- + Choral repetition (3 times).
- + Individual repetition (3 ss)
- Ss take note
- Ss look, remember and write

- Look at the pictures and get to know the characters in the pictures.
- + *In picture a:* Ben says *This is my sister* And Minh asks : *How old is she?* , Ben answers *She's thirteen years old.*
- *In picture b:* Bill asks *How old is your brther?*. And Linh answers *He is twenty years old.* Bill says *Are you sure?*

- Ss listen and repeat in chorus (twice)
- Ss work in pairs to practice
- Ss practice the diaguage
- Ss listen

	<p>Activity 3. Listen, point and say.</p> <p><i>*Aims: Ss will be able to correctly say the words and use the question and answer How old is he / she? – He's / She's to ask and answer questions about the age of a family member</i></p> <p>*Procedure:</p> <p><i>* Model sentences:</i></p> <ul style="list-style-type: none"> - T asks Ss look at <i>picture a, b</i> 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. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>A: How old is she/ he?</i> <i>B: She's/ He's thirteen years old.</i></p> </div> <p>3.Practice: (7')</p> <p><i>*Drill pictures</i></p> <ul style="list-style-type: none"> - Elicit and check comprehension the name of each character. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> - Run through all the pictures. - Run through model sentences. +Run through the question sentences +Run through the answer sentences - Have Ss to practise: 	<ul style="list-style-type: none"> -Ss look at the picture and answer. -Ss listen -Ss listen and repeat -Ss repeat <ul style="list-style-type: none"> - Ss look, listen and answer + <i>Picture a: a 12-year-old girl</i> + <i>Picture b: a 14-year-old boy</i> + <i>Picture c: an 18-year-old girl</i> + <i>Picture d: a 19-year-old man</i> <ul style="list-style-type: none"> -Ss practice in chorus
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<p>5. Homework. (2')</p>	<p>- Give feedbacks</p> <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <p>- T asks ss to answer the following questions:</p> <p>+ <i>What have you learnt from the lesson today?</i></p> <p>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></p> <p>- T review the vocabulary and model sentences.</p> <p>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Learn the number by heart</p> <p>- Prepare the new lesson: <i>Unit 11, Lesson 2 (4,5,6).</i></p>	<p>-Ss perform in front of the class.</p> <p>-Ss answer the questions</p> <p>- Ss listen</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 19
Period 76

Preparing date: January 20th,
Teaching date: January 23rd,

Unit 11: My family

Lesson 2 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”
- read and write about family members and their ages
- *Vocabulary:* Review
- *Skills:* speaking, listening, reading and writing.

2. Competences:

- Critical Thinking: talk about someone
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. Attitude/ Qualities:

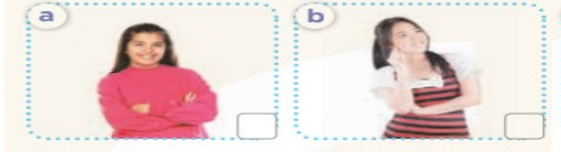
- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- *Teacher:* Teacher’s guide Pages 145, 146; audio Tracks 8; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil’s book Page 9, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities
1. Warm- up: (5’)	<p><i>Sing a song: “how are you”</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Show the song on the screen. https://www.youtube.com/watch?v=O13gITUS5t4 - Ask pupils to listen, sing and dance the song. 	<ul style="list-style-type: none"> - Sing and dance the song in chorus.

<p>2.Practice: (27')</p>	<p>- Say “Open your book page 9” and look at “Unit 11, Lesson 2 (4,5,6)”.</p> <p>Activity 1. Listen and number:</p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils ask their teachers for permission</i></p> <p>*Procedure:</p> <p>- Elicit the names and ages of the characters in the pictures.</p> <div data-bbox="479 619 1036 772">  </div> <div data-bbox="479 835 1010 989">  </div> <p>- T ask Ss to guess the answers. + T writes Ss' guessing on the board.</p> <p>- Listen to the tape: + Play the recording</p> <p>+ 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.</p> <p>- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.</p> <p><i>Key: 1.a 2. d 3. b 4. c</i></p>	<p>- Ss open their books</p> <p>-Look at the pictures and say: + Picture a: a 13-year-old girl + Picture b: an 18-year-old girl + Picture c: a 14-year-old boy + Picture d: a 20-year-old man.</p> <p>-Ss guess the answers</p> <p>- Ss listen to the tape and write number - Ss listen again, write number and swap books with their partners.</p> <p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p>
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Activity 2. Look, complete and read.

**Aims: Ss will be able to complete four gapped dialogues with the help of picture cues.*

***Procedure:**

- Have Ss look at the pictures and ask them pay attention to the cakes with candles or numbers



1. A: How old is your sister?
B: She's eleven years old.



2. A: How old is your brother?
B: He's _____ years old.



3. A: How _____ is your sister?
B: She's _____ years old.



4. A: _____ is your brother?
B: He's _____ years old.

- T models with sentence 1.
- + Have Ss look at the sentence.
- + Ask them what is missing in the answer (*eleven*).
- + Have Ss complete the gap.
- + Have Ss read the completed sentence in chorus.
- Have Ss work in pairs and complete the sentences 2, 3 and 4.
- Invite pairs of pupils to stand up and read aloud the sentences.
- T gives feedbacks.

*Key: 1. eleven 2. twelve
3.old; eighteen
4. How old; fifteen*

Activity 3. Let's play.

**Aims: Ss will be able to review vocabulary related to the topic "My family" by playing the game Board*

-Ss look at the pictures and say

-Ss listen and answer

-Ss read and complete

-Ss work in pairs

-Ss read

<p>3. Homework.</p>	<p><i>race.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Tell the Ss 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 Ss play in each round, one from each group. - Give the Ss time to play the game in two groups of four. - Circulate round the class during the activity and offer help where necessary - Give Ss time to play the game. - Give feedbacks <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. 	<ul style="list-style-type: none"> - Ss listen -Ss play the game - Ss play the game -Ss listen and answer
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(3')	- Prepare the new lesson: <i>Unit 11, Lesson 3 (1,2,3).</i>	-Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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