

few pairs to the front of the class to read the conversations a and b. Correct their pronunciation where necessary.

3. Activity 3. Listen, point and say.

*Aims: To correctly say the phrases and use Where do you live? – I live _____. to ask and answer questions about where someone lives.

*Procedure:

- Present sentence patterns:
- + Where do you live?
- + I live in Tran Hung Dao Street.
- Vocabulary: road, street
- Give pupils time to work in pairs to ask and answer about a family member.

4. Activity 4: Let's talk

*Aims: To enhance the correct use of Where do you live? – I live _____. to ask and answer questions about where someone lives in a freer context.

*Procedure:

- Review sentence patterns:
- + Where do you live?
- + I live _____.
- Give an example by practicing with a student
- Have Ss talk together
- Invite a few pairs to come to the front of the classroom to practice. Give feedback (pronunciation/sentence pattern).

- Look at the board and take note: Sentence patterns and vocabulary

- Work in pairs then practice in pairs in front of class

- Listen to the teacher

- One student practice with teacher

- Work in pairs

- Practice in pairs in front of class

3. Guides for homework:

- Learn new words and sentences by heart.
- Practice talking about where someone lives; prepare parts 4, 5, 6 page 7.

IV. ADJUSTMENT

Date of teaching	Class
13/1/2026	3B
13/1/2026	3A

UNIT 11: MY FAMILY
Period 73: Lesson 1: Part 1, 2, 3

I. OBJECTIVES

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

1. Knowledge

a. Vocabulary: mother, father, brother, sister, family

b. Sentence patterns:

A: Who's this/ that?

B: It's my father

2. Personal attributes: Studious, friendliness and active

3. Competence development

- General competence: Teamwork, independent work

- Specific competence:

+ Speaking: asking and answering questions about a family members

II. TEACHING AIDS

1. Teacher: BHLBT.TA3.U11

2. Students: Student book, school things.

III. PROCEDURE

1. Check the old lesson: During lesson

2. New lesson.

Teacher's activities	Students' activities
Activity 1. Warm up - Have Listen and sing the "Fingers family" song.	- Whole class
Activity 2. Listen, point and repeat: *Aims: Ss listen and repeat two dialogue in which they ask and answer questions about a family members. *Procedure: - Have Ss look at pictures and identify the characters in the pictures. - Plays the recording first, Ss listen - Plays the recording twice, Ss listen and repeat. - Present the new words + father: bố, ba + mother: mẹ, má + brother: anh/ em trai + sister: chị/em gái + family: gia đình - Have Ss to practice the dialogue - Invite a few pairs to the front of the class to practice. - Feedback - Asks Ss look at the pictures and helps Ss know the structure from the dialogue. + A: Who's this/ that? + B: It's my father - Have Ss repeat the model sentences	- Whole class - Listen - Listen and repeat. - Read in chorus - Pairs work - Pairs work - Whole class - Whole class - Repeat in chorus
Activity 3. Listen, point and say.	

<p>*Aims: Ss practise asking and answering questions about a family member.</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and identify the family members. - Explain, models and gives meaning of sentence pattern. + A: Who's this/ that? + B: It's my father - Make model (T-Ss; Ss-Ss) - Have Ss work in pairs to practise. - Invite a few pairs point at the pictures and say the questions and answers in front of the class. - Give feedbacks <p>Activity 4. Let's talk.</p> <p>*Aims: Ss ask and answer questions about a family members freely.</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and get to know the characters in the pictures. - Ask Ss to work in pairs to ask and answer. - Invite some pupils to the front of the class to present their exchanges. - Give feedbacks 	<ul style="list-style-type: none"> - Whole class - Listen - Whole class - Pairs - Pair work - Whole class - Look at the picture and answer - Work in pairs - Perform in front of the class. - Whole class
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3. Guides for homework: Learn the vocabulary and model sentences by heart. Prepare the new lesson: Unit 11, Lesson 1 (Parts 4, 5, 6).

IV. ADJUSTMENT

Date of teaching	Class
13/1/2026	4B
13/1/2026	4A

UNIT 11: MY HOME

Period 74: Lesson 1: Parts 4, 5, 6 (Page 69)

I. OBJECTIVES

By the end of the lesson, students will be able to achieve the following issues.

1. Knowledge:

a. Vocabulary: (Review) road, street

b. Sentence patterns: (Review) "Where do you live? – I live in/at....."

2. Attitudes: Kindness, honesty, responsibility

3. Competences:

- General competences: Teamwork, motivation, adaptability, communication
- Specific competence:
 - + Listen to and understand two communicative contexts in which pupils talk about where they live and tick or cross the correct pictures.
 - + Complete four target sentence patterns with the help of the picture cues.

II. TEACHING AIDS

1. **Teacher:** BHLBT.TA3.U11

2. **Students:** Student book, school things.

III. PROCEDURE

1. **Checking:** During the lesson

2. **New lesson**

Teacher's activities	Students' activities
<p>1. Activity 1. Warm up</p> <ul style="list-style-type: none"> - Ask some groups to practice asking and answering questions about where do they live? <p>2. Activity 2. Listen and tick or cross.</p> <p>*Aims: To listen, understand and tick the correct pictures</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Ask ss to look at the pictures and answer the questions: <ul style="list-style-type: none"> + What can you see in the pictures? - Review sentences: <ul style="list-style-type: none"> + Where do you live? + I live..... - Review the words: road, street - Play the recording two times for pupils to listen and tick. - Get pupils to swap books with a partner. Play the recording again to check answers together as a class. - Give them the right answers <p>Key: 1. ✓ 2. x 3. x 4. ✓</p> <p>3. Activity 3. Look, complete and read.</p> <p>*Aims: To complete four target sentence patterns with the help of the picture cues</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Get pupils to look at the pictures 1 and identify the place in the picture to find out the missing word. (35) - Have pupils complete the task and ask a few pupils to stand up and read them aloud then give feedback. <p>Keys: 1. 35 2. Tran Phu Road 3. Where; 4 Thai Ha Street. 4. live; in London Road</p>	<ul style="list-style-type: none"> - Practice in pairs. - Answer the questions <ul style="list-style-type: none"> + Elicit the place in the pictures. - Listen to the teacher - Listen and tick - Swap books with a partner to check answers together. - Listen to the teacher. - Look at the pictures and identify the place in the picture - Listen to the teacher and complete the sentences individually then read them aloud

3. Competences:

- Communication and collaboration: Work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: Perform pronunciation and speaking tasks.

II. TEACHING AIDS

1. **Teacher:** THPT.L5 (TA. FLASH-CARD) – 01

2. **Students:** Student's book, workbook, small boards

III. PROCEDURE

1. **Checking:** During the lesson

2. **New lesson**

Teacher's activities	Students' activities
<p>Activity 1. Warm- up. Sing a song: Chicken dance *Aims: to create a friendly and active atmosphere in the class to beginning the lesson. *Procedure: - Show the song on the screen. https://www.youtube.com/watch?v=WZJA1kmT3Rg&t=10s - Ask Ss to listen, sing and dance the song - Say "Open your book page 6" and look at "Unit 11, Lesson 1 (Parts 1, 2, 3)".</p> <p>Activity 2. Vocabulary. *Aims: Ss will be able to know the vocabulary in the new lesson. *Procedure: - Elicit the new words + take photos: chụp hình (mime) + collect seashells : nhặt vỏ sò (picture) + walk on the beach : đi bộ trên bãi biển (picture) + buy postcards: mua bưu thiếp (picture) - Model (3 times). - Write the words on the board. - Checking: Rub out and remember</p> <p>Activity 3. Look, listen and repeat: *Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about whether someone did something in the past. *Procedure:</p>	<p>- Sing and dance the song together.</p> <p>- Listen and open their books</p> <p>- Listen to the teacher.</p> <p>- Listen and repeat + Choral repetition (3 times). + Individual repetition (3 ss) - Take note and write</p>

<ul style="list-style-type: none"> - Have Ss look at Pictures a and b and identify the characters and their activities in the pictures. + Who are they? + Where are they? + What are they talking about? - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary. - Have Ss to practice the dialogue - Invite a few pairs to the front of the class to practice. - Check pronunciation for ss. <p>Activity 4.Listen, point and say.</p> <p>*Aims: Ss will be able to correctly say the words and use Did you? - Yes, I to ask and answer questions about whether someone did something in the past.</p> <p>*Procedure:</p> <p>* Structures:</p> <ul style="list-style-type: none"> - Ask Ss look at picture b in activity 1 and helps Ss know the structure from the dialogue. - Introduce new structures for Ss. - Explain, models and gives meaning. - Have Ss repeat the model sentences. + A: Did you swim? + B: Yes, I did. I swam with my mother. <p>*Practice: Drill pictures</p> <ul style="list-style-type: none"> - Have Ss look at the picture and identify the characters and their activities in the past. - Explain that the question and answer are used to express the activity someone did in the past and that swam is the past tense of the verb swim + swim – swam + take – took + collect – collected + walk - walked - Have Ss point at pictures and work in pairs - Control and corrects. - Invite a few pairs to point at the pictures and say the questions and answers in front of the class. <p>Activity 5. Let’s talk.</p> <p>*Aims: Ss will be able to correctly use Did you? - Yes, I I to ask and</p>	<ul style="list-style-type: none"> - Look at the pictures and say content - Listen and repeat in chorus (twice) - Work in pairs to practice - Come to the front of the classroom to practice. - Listen - Look at the picture and answer. - Listen - Listen and repeat - Repeat to the structures - Look, listen and repeat - Listen to the teacher’s instructions - Point at pictures and work in pairs. - Pairs of Ss point at the pictures and say in front of the class
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<p>answer questions about whether someone did something in the past in a freer context. *Procedure:</p> <ul style="list-style-type: none"> - Have ss look at the picture and ask questions to help them identify the context + What can you see in the picture? + What are they doing? - Elicit the answer in the speech bubble and write it on the board. Get Ss to say the completed sentences. - Have Ss role-play to practise asking the questions and giving their answers in pairs, using the picture cue. - Invite a few pairs to point at the pictures and ask and answer questions. 	<ul style="list-style-type: none"> - Look at the picture and answer - Say the completed sentences. - Work in pairs to ask and answer - Perform in front of the class.
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3. Guides for homework

- Learn new words and senteces by heart; prepare next period.

IV. ADJUSTMENT

Date of teaching	Class
13/1/2026	2A

UNIT 8: IN THE VILLAGE

Lesson 3

I.OBJECTIVES

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

- Use :*Can you draw a van? Yes, I can./ No, I can't.* to identify someone's ability.

- Sing a song about abilities.

1.Knowledge:

- Vocabulary: *review*
- Sentence pattern: : *Can you draw a van? Yes, I can./ No, I can't*

2. Personal attributes:

- Integrated skills (speaking and listening)
- Diligence, honesty and friendliness

3.Competences:

- Student's collaboration, creativity capacity

II. TEACHING AIDS

Teacher's aids:

Students' aids: Student book, notebooks, workbook.

III. PROCEDURE:

1. Check the old lesson: During the new lesson.

2. New lesson:

Teacher's activities	Students' activities
<p>1.Warm up: <i>Game: Slap the board</i> *Aims: To help Ss review some vocabulary that they learnt. -Write the words on the board</p> <p>2.Activity 1: Listen and repeat: *Aims: To use <i>Can you draw a van? Yes, I can./ No, I can't.</i> to identify someone's ability. - Have Ss look at the first picture. Play the recording for Ss to listen and repeat, - Have Ss look at the sentence: : <i>Can you draw a van? Yes, I can./ No, I can't</i> Explain the meaning of the sentence and how it is used. Check comprehension. - Play the recording several times for Ss to listen and repeat the sentence. Give more support to those Ss who find it difficult to do the task. - Invite some Ss to say the sentences in front of the class.</p> <p>3.Activity 2. Let's talk: *Aims: To use : <i>Can you draw a van? Yes, I can./ No, I can't.</i> to identify someone's ability. - Have Ss look at the first picture. Point to the pictures and ask them <i>What are they doing?</i> Tell them about actions in progress. - Ask Ss to work in pairs to practise to identifying someone's ability.Offer help, if necessary. - Ask a few pairs of ss to practise in front of the class. Offer help, if necessary.</p> <p>4.Activity 3:Let's sing: - Have Ss read the lyrics to familiarize themselves with the first verse of the song. Explain the meanings of the verse, if necessary. Check comprehension. - Play the recording several times for ss to repeat line after line to make sure that they can sing the verse correctly. - Do the same with the second verse of the lyrics. Play the recording several times for Ss</p>	<p>- Listen and play game.</p> <p>- Look at the picture and listen and repeat. - Listen.</p> <p>-Listen and repeat.</p> <p>-Say.</p> <p>-Look at the picture and discribe.</p> <p>-Point and say -Practice in pairs.</p> <p>-Practice in front of the class.</p> <p>-Look and listen.</p> <p>-Listen and repeat.</p> <p>-Do the task.</p>

to repeat to make sure that they can sing the verse correctly. Check comprehension.
 -Have time for Ss practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song.
 - Call one or two groups to sing the song in front of the class.

- Sing the song
- Sing in front of the class.

3. Guides for homework

- Practice more at home.
- Prepare for Review 2

IV. ADJUSTMENTS (if necessary):

Date of teaching	Class
14/1/2026	3A
14/1/2026	3B

UNIT 11: MY FAMILY
Period 74: Lesson 1: Part 4, 5, 6

I. OBJECTIVES

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

1. Knowledge

- a. Vocabulary: Review
- b. Sentence patterns: review

2. Personal attributes: Studious, friendliness and active

3. Competence development

- General competence: Teamwork, independent work
- Specific competence:

+ Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family”

+ Read and write about family members..

II. TEACHING AIDS

1. Teacher: BHLBT.TA3.U11

2. Students: Student book, school things.

III. PROCEDURE

1. Check the old lesson: During lesson

2. New lesson.

Teacher’s activities	Students’ activities
<p>Activity 1. Warm up Sing song: Hello Teacher Activity 2. Listen and tick: Using flowers *Aims: Ss listen to two communicative context to ask and answer questions about a family members.</p>	<p>- Listen and sing whole class.</p>

***Procedure:**

- Have Ss look at the pictures, Elicit the word for each family member
- Play the recording twice, Ss listen and tick
- Have Ss give answers
- Get Ss to swap books with their partners.
- Play the recording again to check answers together as a class.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Keys: 1.a 2.b

Activity 3. Look, complete and read. (Using exercises sheet)

***Aims:** Ss complete two gapped dialogues with the help of the 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.
- Have Ss look at the picture and complete the gaps.
- Ask a few pairs stand up and read the completed sentences aloud.
- Give feedbacks.

Keys:

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

Activity 4. Let's sing.

***Aims:** Ss 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.
- 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

- Listen
- Open their books
- Whole class
- + Picture 1a: father; 1b: brother.
- + Picture 2a: mother; 2b: sister
- Individual work.
- Read in chorus

- Whole class
- Whole class
- Work in pairs and complete
- Pair work
- Whole class

- Whole class
- Listen
- Listen and repeat line by line.
- Sing and do actions.

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 Activity 5: Game: “Slap board” *Aims: to create a friendly and active atmosphere in the class to beginning the lesson. *Procedure: - Give flash cards (pictures) about family on the board. - Say: + Who’s this? / Who’s that? + It’s my mother/father/sister/brother....	- Work in groups (two groups) to sing. - Perform in front of the class. - Look at - Listen and run on the board then slap into picture what they listen.
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3. Guides for homework: Practice part 5 again. Prepare the new lesson Unit 11, Lesson 2 (Parts 1, 2, 3)

IV. ADJUSTMENT

Date of teaching	Class
14/1/2026	4A
15/1/2026	4B

UNIT 11: MY HOME

Period 75: Lesson 2: Parts 1, 2, 3 (Page 8)

I. OBJECTIVES

By the end of the lesson, students will be able to achieve the following issues.

1. Knowledge:

- Vocabulary: Village, city
- Sentence patterns: What’s the street like? – It’s a busy street.

2. Attitudes: Kindness, honesty, responsibility

3. Competences:

- General competences: Teamwork, reliability, motivation, leadership
- Specific competence:
 - + Use “What’s the _____ like? – It’s _____.” to ask and answer questions about what a place is like.
 - + Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My home”

II. TEACHING AIDS

- Teacher:** BHLBT.TA3.U11
- Students:** Student book, school things.

III. PROCEDURE

- Checking:** During the lesson

2. New lesson

Teacher's activities	Students' activities
<p>1. Activity 1. Warm up - Play whispering game</p> <p>2. Activity 2. Look, listen and repeat. *Aims: To understand and correctly the sentences in two communicative contexts to ask and answer questions about what a place is like. * Procedure: - Ask Ss to look at the pictures and answer the questions: + How many pupils are there in the pictures? + Who are they? + What they are talking about? - Play the recording for pupils to listen and repeat in chorus, sentence by sentence. - Have pupils to practice reading then Invite a few pairs to the front of the class to read the conversations a and b. Correct their pronunciation where necessary.</p> <p>3. Activity 3. Listen, point and say. *Aims: To correctly say the words and use What's the _____ like? – It's _____. to ask and answer questions about what a place is like. *Procedure: - Present sentence patterns: + What's the street like? + It's a busy street. - Present new words: village, city - Give pupils time to work in pairs asking and answering about what a place is like. - Invite a few pairs to point at the pictures and giving the instructions in front of the class.</p> <p>4. Activity 4: Let's talk *Aims: To enhance the correct use of “What's the ___ like? – It's _____.” to ask and answer questions about what a place is like in a freer context. *Procedure: - Review sentence patterns: + What's the _____ like? + It's _____. - Give an example by practicing with a student</p>	<p>- Play the game in groups</p> <p>- Look at Pictures a and b and identify the characters in the pictures. + They are asking and answering about what a place is like. - Listen and repeat in chorus</p> <p>- Practice the dialogue in pairs.</p> <p>- Look at the board and take notes</p> <p>- Work in pairs then practice in pairs in front of class</p> <p>- Listen to the teacher</p> <p>- One student practice with teacher</p>

- Have Ss talk together - Invite a few pairs to come to the front of the classroom to practice. Give feedback (pronunciation/sentence pattern).	- Work in pairs - Practice in pairs in front of class.
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3. Guides for homework

- Learn new words by heart.
- Practice using of “What’s the _____ like? – It’s _____.” to ask and answer questions about what a place is like
- Prepare parts 4, 5, 6 page 9.

IV. ADJUSTMENT

Date of teaching	Class
14/1/2026	5A

UNIT 11: FAMILY TIME

Period 74: Lesson 1 (Parts 4, 5, 6)

I. OBJECTIVES:

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

1. Knowledge:

- Listen to and understand four communicative contexts about people doing activities in the past and match four characters with the correct pictures.
- Read and circle the correct answers with the help of the picture cues.
- Listen to and complete the song “Did you swim last Sunday?” and to sing it with the correct pronunciation, rhythm and melody.

a. Vocabulary: Review

b. Sentences: Review

c. Skills: speaking, listening, reading and writing.

2. **Attitude/ Qualities:** Kindness, honesty, responsibility

3. Competences:

- Communication and collaboration: Work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: Perform listening and reading tasks.

II. TEACHING AIDS

1. **Teacher:** THTT.L5 (TA. FLASH-CARD) – 01

2. **Students:** Student's book, workbook, small boards

III. PROCEDURE

1. **Checking:** During the lesson

2. **New lesson**

Teacher’s activities	Students’ activities
Activity 1. Warm- up. Game: Card passing *Aims: To revise the learned structures. *Procedure:	

<ul style="list-style-type: none"> - Stick the cards on the board. Ask ss to say the words related to the cards. - Hand out the cards to different ss around the class. - Play the song “Hello song” and ask ss to pass the cards to the ss next to them while the music is playing. - Stop the music suddenly. Invite a student who is holding the card to ask the question “Did you swim yesterday?”. Ask another student to answer, ex: Yes, I did. I swam with my sister. - Play the music again and repeat the activity. - Say “Open your book page 7” and look at “Unit 11, Lesson 1 (Parts 4, 5, 6)”. <p>Activity 2. Listen and match:</p> <p>*Aims: Ss will be able to listen to and understand four communicative contexts about people doing activities in the past and match four characters with the correct pictures.</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the characters’ names and the activities in the pictures. +What’s his/ her name? +What are they doing? - Ask Ss to guess the answers. + Write Ss’guessing on the board. - Listen to the tape: + Play the recording + Play the recording again for pupils to do the task. + Play the recording a third time for pupils to check their answers. - Get Ss to swap books with their partner, then check answers as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing. - Have ss explain the answers. <p>Key: 1. a 2. d 3.b 4.a</p> <p>Activity 3. Read and circle.</p>	<ul style="list-style-type: none"> - Listen to the teacher’s instruction - Play the game - Continue playing the game. - Open their books - Look at the pictures and say: - Guess the answers - Listen to the tape - Listen again and do the task. - Listen and check their answers - Swap books with their partner, then check answers as a class and guessing - Explain the answers
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*Aims: Ss will be able to read and circle the correct answers with the help of the picture cues

*Procedure:

- Get Ss to look at the pictures and identify the characters

- Have Ss look at the three incomplete exchanges and elicits the options

- Model with sentence 1

+Have Ss circle the correct answer (swam)

+Have Ss look at the picture and identify the needed information (swam).

- Have Ss work in groups and complete the sentences 2, 3 and 4.

- Get Ss to swap books with a partner and check their answers before checking as a class.

- Give feedbacks.

Key:

1. swam; 2. walk;

3. did; went; 4. were; buy

Activity 4. Listen, complete and sing

*Aims: Ss will be able to listen to and complete the song Did you swim last Sunday? and to sing it with the correct pronunciation, rhythm and melody

*Procedure:

- Introduce the title and lyrics of the song: "Did you swim last Sunday?"

- Tell ss the aim of the activity

- Draw ss' attention to the gapped sentences and guess the missing words and complete the sentences.

- Play the recording all the way through for ss to listen to the whole song.

- Play the recording again for them to fill in the gaps with the missing words.

- Check answers together as a class.

- Play the recording line by line for ss to listen and repeat.

- Invite a few groups to the front of the class to sing the song.

Key: 1. beach 2. park 3. took

- Look at the picture and identify the characters

- Look at the exchanged and pay attention

- Do the task.

- Swap books with a partner and check their answers before checking as a class.

- Listen

- Listen and pay attention

- Listen to the teacher's instruction.

- Look at the gapped sentences and guess the missing words and complete the sentences.

- Listen to the song

- Listen and fill in the gaps with missing words.

- Check answers together as a class.

- Listen to the recording, line by line, and repeat.

- Come to the front of the class to sing the song.

3. Guides for homework

- Learn new words and sentences by heart; prepare next period.

IV. ADJUSTMENT

Date of teaching	Class
14/1/2026	3A
15/1/2026	3B

UNIT 11: MY FAMILY Period 75: Lesson 2: Part 1, 2, 3

I. OBJECTIVES

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

1. Knowledge

a. Vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

b. Sentence patterns:

A: How old is he/she?

B: He's/she's eleven

2. **Personal attributes:** Studious, friendliness and active

3. Competence development

- General competence: Teamwork, independent work

- Specific competence:

+ Speaking: asking and answering questions about ask and answer questions about the age of a family members..

II. TEACHING AIDS.

1. **Teacher:** BHLBT.TA3.U11

2. **Students:** Student book, school things.

III. PROCEDURE

1. **Check the old lesson:** During lesson

2. **New lesson.**

Teacher's activities	Students' activities
<p>Activity 1. Warm-up: Game: Pass the ball *Procedure: - Give Ss a ball. - Ask 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: + Who's this/ that? + It's my..... - give feedback.</p> <p>Activity 2. Listen, point and repeat: *Aims: Ss repeat two communicative contexts to ask and answer questions about the age of a family member.</p>	<p>- Listen and keep the ball - Listen to music and play the game</p>

<p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at pictures a and b and identify the characters in the pictures. - Plays the recording first, Ss listen - Plays the recording twice, Ss listen and repeat. - Present the new words + eleven : s̃ 11 + twelve : s̃ 12 + thirteen : s̃ 13 + fourteen : s̃ 14 + fifteen : s̃ 15 + sixteen : s̃ 16 + seventeen: s̃ 17 + eighteen : s̃ 18 + nineteen : s̃ 19 + twenty : s̃ 20 - Have Ss to practice the dialogue in pairs - Invites a few pairs to the front of the class to practice. - Feedback - Asks Ss look at the pictures and helps Ss know the structure from the dialogue. A: How old is he/she? B: He's/she' eleven. - Have Ss repeat the model sentences. <p>Activity 3. Listen, point and say.</p> <p>*Aims: Ss ask and answer questions about the age of a family member</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and identify the age. - Explain, models and gives meaning of sentence pattern. A: How old is she/ he? B: She's/ He's thirteen years old - Make model - Have Ss work in pairs to practise. - Invite a few pairs point at the pictures and say the questions and answers in front of the class. - Give feedbacks <p>Activity 4. Let's talk.</p> <p>*Aims: Ss ask and answer questions about the age of a family member.</p>	<ul style="list-style-type: none"> - Whole class - Listen - Listen and repeat. - Read in chorus - Whole class - Pairs work - Pairs work - Whole class - Listen - Whole class - Pairs - Pair work - Whole class
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<p>*Procedure:</p> <ul style="list-style-type: none"> - Ask ss to guess each character and what the children say. + What can you see in the picture? +Who are they? +Where are they? +What are they saying? - Fill the gaps and writes the sentences on the board. - Model -Ask Ss use of How old is your brother/.....? and He's/ she'sto ask and answer (groups of four) - Invite some groups to perform. - Give feedbacks 	<ul style="list-style-type: none"> - Look at the picture and answer + Ben and his sister, Linh and her brother are playing in the playground. - Note - Work in groups - Perform in front of the class
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3. Guides for homework:

- Learn the number by heart. Prepare the new lesson: Unit 11, Lesson 2 (4,5,6)

IV. ADJUSTMENT

Date of teaching	Class
15/1/2026	5A

UNIT 11: FAMILY TIME
Period 75: Lesson 2 (Parts 1, 2, 3)

I. OBJECTIVES:

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

1. Knowledge:

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone did somewhere in the past.

- Correctly say the words and use What did your family do in ____? - We ____ to ask and answer questions about what someone did somewhere in the past.

- Correctly use “What did your family do in ____? - ____.” and “What did your family do there? –” in a freer context

a. Vocabulary: take a boat trip around the bay, eat seafood, see some interesting places and buy souvenirs.

b. Structures: - What did your family do in Ha Long?
- We took a boat trip around the bay.

c. Skills: speaking and listening

2. Attitude/ Qualities: Kindness, honesty, responsibility

3. Competences:

- Critical thinking and creativity: Learn how to ask and answer questions about what someone did somewhere in the past correctly and fluently.

- Communication and collaboration: Work in pairs and groups to complete the learning tasks.

II. TEACHING AIDS

1. **Teacher:** THTT.L5 (TA. FLASH-CARD) – 01

2. **Students:** Student's book, workbook, small boards

III. PROCEDURE

1. **Checking:** During the lesson

2. **New lesson**

Teacher’s activities	Students’ activities
<p>Activity 1. Warm- up. Game: Lucky star game *Aims: To revise the sentence structures about someone who did something in the past. *Procedure: - Divide the class into 2 groups: boys and girls. - Tell ss they are going to look at the pictures and ask and answer the questions about the pictures. - Have two ss from each group take turns to choose a star and do the task. - If they ask and answer the question correctly, they will get one point. If they don’t ask and answer the question correctly, the other group will ask and answer. - If the group chooses a lucky star, they will get one point and continue the next turn. - Get corresponding points for their group. - Continue with the other pupils. - The group that gets the most points will win. Praise the winner. - Say “Open your book page 8” and look at “Unit 11, Lesson 2 (Parts 1, 2, 3)”.</p> <p>Activity 2. Vocabulary. *Aims: Ss will be able to know the vocabulary in the new lesson. *Procedure: - Elicit the new words + take a boat trip around the bay : đĩ du</p>	<p>- Listen to teacher’s instruction</p> <p>- Play the game</p> <p>Ex: A: Did you take a photo yesterday? B: Yes, I did. I took a photo with my sister.</p> <p>- Open their books</p> <p>- Listen</p>

+ A: What did your family do in Ha Long?

+ B: We took a boat trip around the bay.

* Practice: Drill pictures

- Have Ss look at the pictures and elicit the activities of the characters in each picture.

- Explain that the answer is used to express the activity someone did in the past and that took is the past tense of the verb take

+ take – took + eat – ate

+ see – saw + buy - bought

- Have Ss point at pictures, work in pairs and run through all the pictures.

- Control and corrects.

- Invite a few pairs to point at the pictures and say the questions and answers in front of the class.

- Give feedbacks.

Activity 5. Let's talk.

*Aims: Ss will be able to correctly use What did your family do in ____? - _____. and What did your family do there? – _____. in a freer context.

*Procedure:

- Ask questions to help them identify the context.

+ When did you go to _____?

+ _____

+ What did your family do there?

+ _____

- Elicit the answer in the speech bubble and write it on the board. Get Ss to say the completed sentences.

- Have Ss role-play to practise asking the questions and giving their answers in pairs.

- Listen

a. family taking a boat trip around Ha Long

b. a family eating seafood in Nha Trang

c. a family visiting Sydney

d. a family buying souvenirs in Singapore

- Listen

- Work in pairs.

- Pairs of Ss point at the pictures and say in front of the class

- Look at the picture and answer

- Say the completed sentences.

- Work in pairs to ask and answer

Ex: + We went there last summer.

+ We visited some interesting places.

- Perform in front of the class.

- Invite some pairs of ss to ask and answer questions about the real activities: when and what someone's family did in the past.	
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3. Guides for homework

- Learn new words and sentences by heart; prepare next period.

IV. ADJUSTMENT

Date of teaching	Class
15/1/2026	5A

UNIT 11: FAMILY TIME

Period 76: Lesson 2 (Parts 4, 5, 6)

I. OBJECTIVES:

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

1. Knowledge:

- Listen to and understand two communicative contexts about where someone went and what someone did in the past and circle the correct options.
 - Complete two gaped exchanges with the help of picture cues.
 - Reinforce the use of target vocabulary for asking and answering questions about past activities and travel destinations by playing the When and What game.
- Vocabulary: Review
 - Sentences: Review
 - Skills: speaking, listening, reading and writing.

2. Attitude/ Qualities:

- Show their love and interest in outdoor activities.
- Raise their awareness of doing outdoor activities carefully.

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

II. TEACHING AIDS

1. **Teacher:** THTT.L5 (TA. FLASH-CARD) – 01

2. **Students:** Student's book, workbook, small boards

III. PROCEDURE

1. **Checking:** During the lesson

2. **New lesson**

Teacher's activities	Students' activities
Activity 1. Warm-up Play a game: Multiple choice *Aims: to revise the learnt words and structure *Procedure:	

<ul style="list-style-type: none"> - Place several flashcards (take a boat trip around the bay, eat seafood, see some interesting places, buy souvenirs) and the options on the board. - Have ss take turns choosing the correct answer for each picture. - If they choose the correct answers, they will get gifts from the teacher. - Praise ss if they do the game well, - Say “Open your book page 9” and look at “Unit 11, Lesson 2 (Parts 4, 5, 6)”. <p>Activity 2.Listen and circle:</p> <p>*Aims: Ss will be able to listen to and understand two communicative contexts about where someone went and what someone did in the past and circle the correct options.</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Draw ss’ attention to the conversations and the answer options. - Ask Ss to guess the answers. + Write 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. <p>Key: 1. family; took a boat trip 2. Sydney; saw some interesting places</p> <p>Activity 3. Read and complete</p> <p>*Aims: Ss will be able to complete two gapped exchanges with the help of picture cues</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have ss look at the pictures and identify the places, the characters and the activities in the pictures. 	<ul style="list-style-type: none"> - Pay attention. - Play the game - Congratulate to the winner - Open their books - Look at the pictures and say - Guess the answers - Listen to the tape and match - Listen again, match and swap books with their partners. - Check their answers and guessing - Answer and check - Listen and repeat. - Look at the picture and say - Follow the teacher demonstrating the exchange 1.
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UNIT 11: MY FAMILY
Period 76: Lesson 2: Part 4, 5, 6

I. OBJECTIVES

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

1. Knowledge

- a. Vocabulary: Review
- b. Sentence patterns: Review

2. Personal attributes: Studious, friendliness and active

3. Competence development

- General competence: Teamwork, independent work
- Specific competence:
 - + 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

II. TEACHING AIDS

1. Teacher: BHLBT.TA3.U11

2. Students: Student book, school things.

III. PROCEDURE

1. Check the old lesson: During lesson

2. New lesson.

Teacher's activities	Students' activities
<p>Activity 1. Warm up Sing a song: “How are you” - Ask pupils to listen, sing and dance the song</p> <p>Activity 2. Listen and number: *Aims: Ss listen to and understand four communicative contexts in which pupils ask their teachers for permission *Procedure: - Elicit the names and ages of the characters in the pictures. - Play the recording Ss listen and number.</p> <p>- Play the recording again and get Ss to swap books with their partners. - Have Ss give answer to the class. - Play the recording again to check</p>	<p>- Sing and dance the song in chorus.</p> <p>- Open their books.</p> <p>- Look at the pictures, listen and number: + 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>- Swap books with their partners.</p> <p>- Assigned Ss give answers - Listen and check</p>

<p>answers together as a class.</p> <ul style="list-style-type: none"> - Play the recording, sentence by sentence, for the class to listen and repeat in chorus. <p>Keys: 1.a 2. d 3. b 4. c</p> <p>Activity 3.Look, complete and read.</p> <p>*Aims: Ss complete four gapped dialogues with the help of picture cues.</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and ask them pay attention to the cakes with candles or numbers - Have Ss look at the four incomplete sentences. Elicit what word is missing in the gap. Then have them complete the sentence. - Have Ss work in pairs and complete the sentences. - Invite pairs of pupils to stand up and read aloud the sentences. - Give feedbacks. <p>Keys: 1. eleven 2. twelve 3.old; eighteen 4. How old; fifteen</p> <p>Activity 4. Let’s play.</p> <p>*Aims: Ss review vocabulary related to the topic “My family” by playing the game Board race.</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 	<ul style="list-style-type: none"> - Listen and repeat - Whole class -Whole class - Work in pairs and complete - Read aloud in pairs. - Whole class. - Listen - Play the game
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3. Guides for homework: Practice part 5 again. Prepare the new lesson: Unit 11, Lesson 3 (Parts 1, 2, 3)

IV. ADJUSTMENT

Date of teaching	Class
16/1/2026	4B
16/1/2026	4A

UNIT 11: MY HOME

Period 76: Lesson 2: Parts 4, 5, 6 (Page 9)

I. OBJECTIVES

By the end of the lesson, students will be able to achieve the following issues.

1. Knowledge:

- a. Vocabulary: Town
- b. Sentence patterns: (Review): What's the street like? – It's a busy street.

2. Attitudes: Kindness, honesty, responsibility, leadership

3. Competences:

- General competences: Teamwork, motivation, adaptability, communication
- Specific competence:
 - + Listen to and understand four communicative contexts in which pupils ask and answer questions about what a place is like and tick the correct pictures.
 - + Complete two gapped exchanges with the help of picture cues.

II. TEACHING AIDS

- 1. Teacher:** BHLBT.TA3.U11
- 2. Students:** Student book, school things.

III. PROCEDURE

- 1. Checking:** During the lesson
- 2. New lesson**

Teacher's activities	Students' activities
<p>1. Activity 1. Warm up Play game: Slap the board - Write the words: road, street, village, city, town on the board for pupils to play the game.</p> <p>2. Activity 2.Listen and tick. *Aims: To listen to and understand and tick the correct pictures. *Procedure: - Ask ss to look at the pictures and answer the questions: + What can you see in the pictures? - Review sentences + What's the street like? + It's a..... - Introduce the vocabulary: town - Play the recording two times for pupils to listen and tick. - Get pupils to swap books with a partner. Play</p>	<ul style="list-style-type: none"> - Play the game in two teams - Answer the questions - Look at the pictures and identified the place in each picture. - Listen and tick - Swap books with a partner

<p>the recording again to check answers together as a class.</p> <ul style="list-style-type: none"> - Give them the right answers <p>Keys: 1. b 2. a</p> <p>3. Activity 3. Look, complete and read.</p> <p>*Aims: To complete four gapped dialogues with the help of picture cues</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have pupils look at the pictures, and four incomplete dialogues. Draw their attention to the missing words in the sentences. - Model with picture 1 the missing in the answer (81). - Have pupils complete the dialogues individually and ask a few pairs to read them aloud <p>Keys: 1. 81 Tran Hung Dao Street; quiet 2. live; village; What's; like</p> <ul style="list-style-type: none"> - Invite some pupils to stand up and read aloud the complete exchanges. <p>4. Activity 4: Let's sing.</p> <p>*Aims: To sing the song with the correct pronunciation, rhythm, and melody</p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Ask Ss to read the song in chorus. - Play the recording for pupils to listen to the whole song. - Play the recording line by line for pupils to listen, repeat. - Give pupils time to practice singing and doing actions in pairs. - Invite some groups to perform the song. 	<p>to check answers together.</p> <ul style="list-style-type: none"> - Listen to the teacher. <ul style="list-style-type: none"> - Listen to the teacher <ul style="list-style-type: none"> - Complete the task individually then check answers together as a class. <ul style="list-style-type: none"> - Practice reading aloud the complete exchanges. <ul style="list-style-type: none"> - Read in chorus - Listen to the song - Listen and sing along - Work in pairs - Perform the song
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3. Guides for homework: learn the song by heart; prepare Lesson 3 (Parts 1, 2, 3) page.10.

IV. ADJUSTMENT