**WEEK 21** *Date of preparing: 20/01 /2023*

*Date of teaching: 22 /01 – 26/01/2024*

**UNIT 12: JOBS**

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

**I. DESIRED OBJECTIVES**

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

– Understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about the place of work of a family member.

– Correctly say the phrases and use *Where does he / she work? – He / She works \_\_\_\_\_.* to ask and answer questions about places of work.

– Enhance the correct use of *Where does he / she work? – He / She works \_\_\_\_\_.* to ask and answer questions about places of work in a freer context.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website sachmem.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

- Ss sing the song *My lovely family*

**2. Discover to build up the structure**

**Activity 1: Look, listen and repeat**

Aim: Ss discover the picture and listen to the conversation to identify the context

- Ss look at the pictures to identify the character, place… appear in pictures

*-* Ss learn new words from T

- Ss practise reading the dialoge and guess the meaning

- Ss act out in front of the class, others give comments

- Ss look at their books, listen and repeat then find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss follow the T to learn some new words

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

+ Introduces and explains the phrases

+ Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

Game: Teacher asks 4 pupils to come to the board and act to describe 4 break time activities (play volleyball, play basketball, play chess, play badminton)

Teacher asks the others to look at the pictures on the board and guess which pupils go with which picture.

**Activity 3: Let’s talk**

- Ss talk in pairs, practice further by asking and answering questions about addresses by using provided dialoge in the book.

- T supports:

+ Make a model with a student.

+ Let time for Ps work, goes around and offer help when necessary.

- Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

Game https://www.gamestolearnenglish.com/jobs/

**IV. REGULATION:** (Optional)

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**UNIT 12: JOBS**

**Lesson 2 (4, 5, 6)**

**I. DESIRED OBJECTIVES**

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

– Listen to and understand two communicative contexts in which pupils ask and answer questions about jobs and workplaces of family members and tick the correct pictures.

– Complete two gapped exchanges with the help of picture cues.

– Practise using the target vocabulary and sentence patterns by playing the game Guessing game.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website sachmem.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Play a quizizz game about jobs (powerpoint) https://quizizz.com/admin/quiz/64bf7f6450ea58001d4b4f0a?sou rce=quiz\_share

**2. Discover to practice the structure**

**Activity 4: Listen and number**

- Ss listen to the recording and tick the correct pictures.

T guides:

+ Aks ss to look at the picture to identify the context and appearances of each.

+ Play the recording twice

- Ss listen to the CD twice and number the correct answers

- Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*Key:* ***1****. a* ***2.*** *b*

**Activity 5: Look, complete and read.**

- Ss complete the gapped sentences and read them aloud with the help of the picture cues.

T supports:

+ Have ss to pay attention to pictures to identify the context and appearances of each.

+ Have pupils to look at the incomplete sentences, use information from picture to fill the gap.

+ Model with sentence 1.

- Ss complete the sentences in pairs

- A few pupils write their answer on the board, others give feedback.

- Ss practice reading sentences in pair

- Some ss read aloud before class

*Key:**1. nurse; work at 2. a worker; work; at a factory*

**Activity 6: Let’s play**

- Ss practise using the target vocabulary and sentence patterns by playing the game Guessing game.

T supports:

+ Gives the rules.

+ Play as a first for ss to refer.

- The whole class play together.

- Give comments.

**3. Wrap – up.**

- Ss answer the following questions from T:

+ What have you learnt from the lesson today?

+ What’re the core value of the lesson?

- Reminds pupils to to do exercises in workbook at home

**IV. REGULATION:** (Optional)

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**UNIT 12: JOBS**

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

**I. DESIRED OBJECTIVES**

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

– Correctly repeat the sounds of the letters ar and ur in isolation, in the words farmer and nurse, and in the sentences My father is a farmer. and My mother is a nurse with correct pronunciation and intonation.

– Identify the target words farmer and nurse while listening.

– Say the chant with the correct pronunciation and rhythm.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website sachmem.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Lip- reading game - Guide pupils to say any jobs they like without making a sound. Divide them into groups - Each pupil takes turns to say any job without making a sound while the rest guess the job.

**2. Discover to build up the structure**

**Activity 1: Listen and repeat**

- Ss correctly pronounce the sounds of the letters *ar* and *ur*

T supports:

+ Have ss to focus on the words. Play the recording and ask pupils to repeat a few times to identify the sound then listen and repeat.

+ Have ss to focus on sentences, introduce new words if appear then play the recording for ss to repeat.

- Ss practise pronounce the words and sentences in pairs

- Ss speak aloud in front of the class.

\* Assessement: Check and correct the pronunciation, if necessary

**Activity 2: Listen and circle**

- Ss listen to the recording and circle the correct option to complete the sentences.

T supports:

+ Give instruction for ss to understand how to do the task

+ Check understanding the sentences

**+** Play the recording twice for pupils to do the task.

- Ss listen and do the task individually

**-** Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*Key: 1.b 2.c*

Game: Chinese whisper

**Activity 3: Let**’**s chant**

*-* Ss say the chant with the correct pronunciation and rhythm.

T supports:

+ Play the recording all the way through for pupils to listen and follow in their books.

+ Play the recording again, pausing after each line for pupils to repeat.

+ Play the recording once more for pupils to repeat the whole chant, show pupils how to chant.

- Ss work in pairs to practice chanting.

- Whole class say the chant and clap along to the rhythm of the chant.

**3. Wrap – up.**

Slap the board game. (choose the sounds and phonics words)

**IV. REGULATION:** (Optional)

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**UNIT 12: JOBS**

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

**I .OBJECTIVES**

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

– Read and show understanding of the text by filling in the gaps in the table.

– Use the target language to complete a gapped text about pupils’ family members.

– Collect photos or draw pictures of family members at home and present them to the class by using the target language.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website sachmem.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

- Two groups of three to the front of the class to take turns saying the two verses of the chant and clapping their hands. (Powerpoint)

**2. Discover to practice the structure**

**Activity 4: Read and complete**

- SS work in pairs to read and complete the passage

- T guides:

+ SS look, read the passage in silence and then identify the characters & the context.

+ Give explaination of new words if appears.

- Ss read, discuss and complete it in pairs

- Some students share their answers in front of the class

**Activity 5: Let’s write**

- SS use the target language to complete a gapped text about pupils’ family members.

T guides:

+ Give meaning explaination if neccessary

+ Use the own ss’ information to write

+ Show some model passages for ss to refer.

- Ss write their own answer on notebook

- Trade the answer with their partner

- Some read their completed texts in front of the class, other ss and T give comments.

**Activity 6: Project**

- Ss make a mind map about family members and present it to the class

T guides:

+ Give instruction how to do the task

+ Make a few questions to check Ss’ comprehension.

+ Does a model for ss to understand

- Some ss show their photos and tell the class about them

- Others comment and vote for the most creative.

**3. Wrap – up.**

Teacher wraps up the unit by revising all the vocabulary and sentence models.

**IV. REGULATION:** (Optional)

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*Xuân Hóa, ngày ... tháng 01 năm 2024*

**Chuyên môn ký duyệt**

**P. Hiệu trưởng**

**Cao Văn Thơm**